# Teacher Intern Assessment Instrument (TIAI) Fall 2014 – Elementary Education (Initial) (Elementary education includes campus and Hinds 2+2 candidates) N= 26

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)	,	
Rubric Criteria		, /		
1. Selects developmentally appropriate, performance-based	2.77/3	92.31	2.92/3	97.44
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.54/3	84.62	2.73/3	91.03
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.77/3	92.31	2.77/3	92.31
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.81/3	93.59	2.88/3	96.15
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.85/3	94.87	2.81/3	93.59
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.69/3	89.74	2.58/3	94.87
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.65/3	88.46	2.77/3	92.31
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.69/3	89.74	2.85/3	94.87
<ul> <li>pre/post assessments, quizzes, unit tests, checklists, rating</li> </ul>				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.	0.50.5	00.5:	0.07/5	0.4.05
9. Uses acceptable written, oral, and nonverbal communication	2.69/3	89.74	2.85/3	94.87
in planning and instruction.	0.50.5	00.5:	0.07/5	0.4.05
10. Provides clear, complete written and/or oral directions for	2.69/3	89.74	2.85/3	94.87
instructional activities.	2 04 /2	00.70	0.07/5	0.4.05
11. Communicates high expectations for learning to all students.	2.81/3	93.59	2.85/3	94.87
12. Conveys enthusiasm for teaching and learning.	2.77/3	92.31	2.92/3	97.44

13. Provides opportunities for the students to cooperate,	2.81/3	93.59	2.85/3	94.87
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.73/3	91.03	2.88/3	96.15
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.88/3	96.15	2.96/3	98.72
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.62/3	87.18	2.85/3	94.87
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.62/3	87.18	2.88/3	96.15
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.81/3	93.59	2.73/3	91.03
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.38/3	79.49	2.88/3	96.15
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.62/3	87.18	2.85/3	94.87
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.81/3	93.59	2.77/3	92.31
22. Uses a variety of strategies to foster appropriate student	2.69/3	89.74	2.88/3	96.15
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.85/3	94.87	2.88/3	96.15
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.73/3	91.03	2.88/3	96.15
time effectively).				
25. Establishes opportunities for communication with parents	2.65/3	88.46	2.88/3	96.15
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.58/3	85.90	2.85/3	94.87
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.65/3	88.46	2.85/3	94.87
handle disruptive student misbehavior.				

### Teacher Intern Assessment Instrument (TIAI) Fall 2014 – Secondary Education (Initial)

(Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target			(Raw)	(%)

	Group (Raw)	Group (%)		
Rubric Criteria	(Kaw)	(70)		
1. Selects developmentally appropriate, performance-based	3.00/3	100	2.88/3	95.83
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	3.00/3	100	2.50/3	83.33
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.	0.00/2	05.02	2.62/2	07.50
3. Integrates core content knowledge from other subject areas in	2.88/3	95.83	2.63/3	87.50
lessons.	3.00/3	100	3.00/3	100
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures,	3.00/3	100	3.00/3	100
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	3.00/3	100	2.88/3	95.83
quizzes, unit tests, rubrics, and/or checklists) based on core	3.00/3	100	2.00/3	75.05
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.75/3	91.67	2.38/3	79.17
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.75/3	91.67	3.00/3	100
standards to the students and provides timely feedback on				
students' academic performance.	- 00/-	100		
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	3.00/3	100	2.75/3	91.67
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	3.00/3	100	3.00/3	100
in planning and instruction.	3.00/3	100	3.00/3	100
10. Provides clear, complete written and/or oral directions for	2.88/3	95.83	3.00/3	100
instructional activities.	2.00,0	70.00	3.00,0	100
11. Communicates high expectations for learning to all students.	3.00/3	100	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.88/3	95.83	3.00/3	100
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	3.00/3	100	2.88/3	95.83
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.		105		
16. Provides learning experiences that accommodate	3.00/3	100	2.75/3	91.67
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				

17. Engages students in analytic, creative, and critical thinking	3.00/3	100	2.63/3	87.50
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.88/3	95.83	3.00/3	100
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.75/3	91.67	2.88/3	95.83
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.88/3	95.83	3.00/3	100
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00/3	100	2.88/3	95.83
22. Uses a variety of strategies to foster appropriate student	2.88/3	95.83	3.00/3	100
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	3.00/3	100
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	3.00/3	100	2.88/3	95.83
time effectively).				
25. Establishes opportunities for communication with parents	2.88/3	95.83	3.00/3	100
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00/3	100	3.00/3	100
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.88/3	95.83	3.00/3	100
handle disruptive student misbehavior.				

### **Teacher Intern Assessment Instrument (TIAI)** Spring 2015 – Elementary Education (Initial) (Elementary education includes campus and Hinds 2+2 candidates) N= 24

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.96/3	98.61	2.83/3	94.44
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.75/3	91.67	2.75/3	91.67
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				

include imnovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Comeunicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to expand and support their responses. Makes	3. Integrates core content knowledge from other subject areas in lessons.	3.00/3	100	2.79/3	93.06
and uses a variety of teaching materials and technology.  5. Frepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. pre/post assessments) and tests, checklists, rating seales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. 288/3 95.83 2.75/3 91.67  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) 2.88/3 95.83 2.75/3 91.67  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for the students to apply concepts in problem solving and critical thinking.	4. Plans appropriate and sequential teaching procedures that	2.75/3	91.67	2.71/3	90.28
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Conway enthusiasm for teaching and learning.  12. Sonveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) taught.  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their respon	include innovative and interesting introductions and closures,				
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14. Demonstrates knowledge of content for the subject(s)   2.83/3   94.44   2.79/3   93.06     15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.   2.67/3   88.89   2.58/3   86.11     16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).   2.75/3   91.67   2.58/3   86.11     17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.   2.83/3   94.44   2.71/3   90.28     18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes	13. Provides opportunities for the students to cooperate,	2.88/3	95.83	2.75/3	91.67
14. Demonstrates knowledge of content for the subject(s) taught.  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes	communicate, and interact with each other to enhance				
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16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes  2.67/3  88.89  2.58/3  91.67  2.58/3  94.44  2.71/3  90.28					
differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes  2.75/3  91.67  2.58/3  94.44  2.71/3  90.28		0.67/0	00.00	2.50/2	06.11
learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes  2.75/3  91.67  2.58/3  94.44  2.71/3  90.28		2.67/3	88.89	2.58/3	86.11
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes  2.75/3  91.67  2.58/3  86.11	•				
through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes  2.83/3  94.44  2.71/3  90.28		2 75/2	01.67	2 59/2	96 11
for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes  2.83/3  94.44  2.71/3  90.28		2.13/3	91.07	2.36/3	00.11
thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes  2.83/3  94.44  2.71/3  90.28					
18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes  2.83/3  94.44  2.71/3  90.28					
for students to expand and support their responses. Makes		2.83/3	94 44	2.71/3	90.28
	1 0	2.00/0		2.7.17.5	7 3.23
aujustinents to lessons according to student input, cues, and	adjustments to lessons according to student input, cues, and				
	individual/group responses.				
	19. Uses family and/or community resources (special guests or	2.71/3	90.28	2.63/3	87.50
	materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance 2.71/3 90.28 2.79/3 93.06	20. Monitors and adjusts the classroom environment to enhance	2.71/3	90.28	2.79/3	93.06
social relationships motivation, and learning.	social relationships motivation, and learning.				

21. Attends to or delegates routine tasks.	2.83/3	94.44	2.79/3	93.06
22. Uses a variety of strategies to foster appropriate student	2.71/3	90.28	2.79/3	93.06
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.96/3	98.61	2.92/3	97.22
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.75/3	91.67	2.79/3	93.06
time effectively).				
25. Establishes opportunities for communication with parents	2.75/3	91.67	2.75/3	91.67
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.75/3	91.67	2.75/3	91.67
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.71/3	90.28	2.75/3	91.67
handle disruptive student misbehavior.				

# Teacher Intern Assessment Instrument (TIAI) Spring 2015 – Secondary Education (Initial) (Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

			University
Teacher	Teacher	Supervisor	Supervisor
Average	Average	Average	Average
for	for	for Group	for Group
Group	Group	(Raw)	(%)
(Raw)	(%)		
2.75/3	91.67	3.00/3	100
2.63/3	87.50	2.50/3	83.33
2.75/3	91.67	2.63/3	87.50
2.88/3	95.83	3.00/3	100
2.88/3	95.83	3.00/3	100
2.38/3	79.17	2.38/3	79.17
	for Group (Raw)  2.75/3  2.63/3  2.88/3  2.88/3	Teacher Average for Group (Raw)         Teacher Average for Group (%)           2.75/3         91.67           2.63/3         87.50           2.88/3         95.83           2.88/3         95.83	Teacher Average for Group (Raw)         Teacher Average for Group (%)         Supervisor Average for Group (Raw)           2.75/3         91.67         3.00/3           2.75/3         91.67         2.50/3           2.75/3         91.67         2.63/3           2.88/3         95.83         3.00/3           2.88/3         95.83         3.00/3

inventories, remediation, and enrichment activities.  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. pre/post assessments, quizzes, unit tests, checklists, rating seales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  2.75/3 91.67 2.88/3 95.83 95.83 95.83 10.00 10.0 12. Conveys enthusiasm for teaching and learning.  2.88/3 95.83 3.00/3 10.0 12. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) 2.75/3 91.67 2.75/3 91.67 2.75/3 91.67 2.75/3 10.0 10.0 11. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the c	knowledge (ex. – use of pre/post assessments, surveys,				
standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  10. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) aught.  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking thipter-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance scolar relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student learning.  23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time ava	inventories, remediation, and enrichment activities).				
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16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional					
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learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional	U 1	2.13/3	70.05	2.30,3	75.17
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for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional			,,,,,,		1.5.55
thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional					
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adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional					
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21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional					
21. Attends to or delegates routine tasks.  2.88/3  2.88/3  2.63/3  87.50  2.50/3  83.33  behavior according to individual and situational needs.  2.75/3  2.75/3  2.88/3  95.83  2.63/3  87.50  2.50/3  83.33  2.63/3  87.50  2.50/3  83.33  2.63/3  87.50  2.50/3  83.33  2.63/3  87.50  2.88/3  95.83  95.83  95.83  95.83  95.83  95.83  95.83  95.83  95.83  95.83  95.83  2.75/3  91.67  2.88/3  95.83  95.83  2.75/3  91.67  2.88/3  95.83  75.00  2.25/3  75.00  2.25/3  75.00	20. Monitors and adjusts the classroom environment to enhance	2.75/3	91.67	2.75/3	91.67
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional	social relationships motivation, and learning.				
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional	21. Attends to or delegates routine tasks.	2.88/3	95.83	2.63/3	87.50
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional		2.63/3		2.50/3	83.33
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.  24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional	•				
24. Maximizes time available for instruction (Uses instructional time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional		2.75/3	91.67	2.88/3	95.83
time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional  2.25/3  75.00  2.25/3  75.00					
time effectively).  25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional  2.25/3  75.00  2.25/3  75.00	24. Maximizes time available for instruction (Uses instructional	2.75/3	91.67	2.88/3	95.83
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional					
and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional		2.25/3	75.00	2.25/3	75.00
positive notes, extracurricular activities, professional					
	development opportunities, conferences, etc.).				

26. Demonstrates use of low profile desists for managing	2.88/3	95.83	2.63/3	87.50
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.63/3	87.50	2.75/3	91.67
handle disruptive student misbehavior.				

## Teacher Intern Assessment Instrument (TIAI) Fall 2015 – Elementary Education (Initial) (Elementary education includes campus and Hinds 2+2 candidates)

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Datings	Mentor	Mentor	Thirmaite	I Indiana maidan
Ratings	Teacher		University	University
0 = Unacceptable		Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
D. I. C. C.	(Raw)	(%)		
Rubric Criteria	2 00 /2	100	2.00/2	100
1. Selects developmentally appropriate, performance-based	3.00/3	100	3.00/3	100
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.71/3	90.20	2.94/3	98.04
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.94/3	98.04	3.00/3	100
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.88/3	96.08	2.94/3	98.04
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.76/3	92.16	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.88/3	96.08	3.00/3	100
developmental and/or educational needs of learners based on		7 3 3 3		
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.94/3	98.04	2.94/3	98.04
standards to the students and provides timely feedback on	2.5 1/3	70.01	2.9 1/3	70.01
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	2.88/3	96.08	3.00/3	100
- pre/post assessments, quizzes, unit tests, checklists, rating	2.00/3	70.00	3.00/3	100
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
	2.04/2	00.04	2.00/2	100
9. Uses acceptable written, oral, and nonverbal communication	2.94/3	98.04	3.00/3	100
in planning and instruction.				

10. Provides clear, complete written and/or oral directions for instructional activities.	2.88/3	96.08	3.00/3	100
11. Communicates high expectations for learning to all students.	2.94/3	98.04	2.94/3	98.04
12. Conveys enthusiasm for teaching and learning.	2.88/3	96.08	2.94/3	98.04
13. Provides opportunities for the students to cooperate,	2.94/3	98.04	2.88/3	96.08
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.82/3	94.12	2.88/3	96.08
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.65/3	88.24	2.82/3	94.12
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.82/3	94.12	2.76/3	92.16
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.82/3	94.12	2.67/3	92.16
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.	2.50/2	0 : 25	2.00/2	0.5.00
19. Uses family and/or community resources (special guests or	2.59/3	86.27	2.88/3	96.08
materials) in lessons to enhance student learning.	2.04/2	00.04	2.00/2	100
20. Monitors and adjusts the classroom environment to enhance	2.94/3	98.04	3.00/3	100
social relationships motivation, and learning.	2.04/2	00.04	2.04/2	00.04
21. Attends to or delegates routine tasks.	2.94/3	98.04	2.94/3	98.04
22. Uses a variety of strategies to foster appropriate student	2.94/3	98.04	3.00/3	100
behavior according to individual and situational needs.	2.00/2	100	2.00/2	100
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	3.00/3	100	3.00/3	100
24. Maximizes time available for instruction (Uses instructional	2.82/3	94.12	3.00/3	100
time effectively).	2.62/3	94.12	3.00/3	100
25. Establishes opportunities for communication with parents	2.88/3	96.08	3.00/3	100
and/or guardians and professional colleagues (newsletters,	2.00/3	70.00	3.00/3	100
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.88/3	96.08	3.00/3	100
minimally disruptive behavior.		20.00	1 2 2 3 7 2	
27. Demonstrates appropriate use of disciplinary action to	2.88/3	96.08	3.00/3	100
handle disruptive student misbehavior.		7 0100		
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#### Teacher Intern Assessment Instrument (TIAI) Fall 2015 – Secondary Education (Initial)

(Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

N= 7

N= /		

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria	2.00/2	100	2.51/2	00.40
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	3.00/3	100	2.71/3	90.48
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.	2.83/3	94.44	2.57/3	85.71
3. Integrates core content knowledge from other subject areas in lessons.	3.00/3	100	2.71/3	90.48
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	3.00/3	100	2.57/3	85.71
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	2.83/3	94.44	2.57/3	85.71
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).	2.83/3	94.44	2.14/3	71.43
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	2.83/3	94.44	2.43/3	80.95
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.	2.67/3	88.89	2.29/3	76.19
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	3.00/3	100	2.71/3	90.48
10. Provides clear, complete written and/or oral directions for instructional activities.	2.83/3	94.44	2.71/3	90.48
11. Communicates high expectations for learning to all students.	3.00/3	100	2.71/3	90.48
12. Conveys enthusiasm for teaching and learning.	2.83/3	94.44	2.71/3	90.48
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	2.83/3	94.44	2.57/3	85.71
14. Demonstrates knowledge of content for the subject(s) taught.	3.00/3	100	2.57/3	85.71

15. Uses a variety of appropriate teaching strategies (e.g.,	2.83/3	94.44	2.57/3	85.71
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	3.00/3	100	2.43/3	80.95
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.83/3	94.44	2.57/3	85.71
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00/3	100	2.57/3	85.71
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.67/3	88.89	2.29/3	76.19
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	3.00/3	100	2.86/3	95.24
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00/3	100	2.57/3	85.71
22. Uses a variety of strategies to foster appropriate student	2.83/3	94.44	2.71/3	90.48
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	2.71/3	90.48
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	3.00/3	100	2.71/3	90.48
time effectively).				
25. Establishes opportunities for communication with parents	2.83/3	94.44	2.29/3	76.19
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00/3	100	2.86/3	95.24
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	3.00/3	100	2.71/3	90.48
handle disruptive student misbehavior.				

# Teacher Intern Assessment Instrument (TIAI) Spring 2016 – Elementary Education (Initial) (Elementary education includes campus and Hinds 2+2 candidates)

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.83/3	94.25	3.00/3	100
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				

2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests,	2.76/3	91.95	2.86/3	95.40
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.76/3	91.95	2.93/3	97.70
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.83/3	94.25	2.93/3	97.70
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.69/3	89.66	2.93/3	97.70
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.72/3	90.80	2.79/3	93.10
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.66/3	88.51	2.72/3	90.80
standards to the students and provides timely feedback on	2.00,0	00.01	217278	70.00
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex	2.66/3	88.51	2.79/3	93.10
- pre/post assessments, quizzes, unit tests, checklists, rating	2.00/3	00.51	2.17/3	75.10
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.83/3	94.25	2.90/3	96.55
in planning and instruction.	2.03/3	94.23	2.90/3	90.33
10. Provides clear, complete written and/or oral directions for	2.72/3	90.80	2.76/3	91.95
instructional activities.	2.12/3	90.80	2.70/3	91.93
11. Communicates high expectations for learning to all students	2.90/3	96.55	2.79/3	93.10
12. Conveys enthusiasm for teaching and learning.	2.79/3	93.10	2.79/3	96.55
13. Provides opportunities for the students to cooperate,	2.86/3	95.40	2.69/3	89.66
communicate, and interact with each other to enhance	2.80/3	93.40	2.09/3	89.00
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.86/3	95.40	2.86/3	95.40
taught.	2.80/3	93.40	2.80/3	93.40
15. Uses a variety of appropriate teaching strategies (e.g.,	2.86/3	95.40	2.79/3	93.10
cooperative learning, discovery learning, demonstration,	2.80/3	93.40	2.19/3	93.10
discussion, inquiry, simulation, etc.) to enhance student learning				
		90.66	2.60/2	90.66
16. Provides learning experiences that accommodate	2.69/3	89.66	2.69/3	89.66
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).	2.60/2	00.66	2.62/2	07.26
17. Engages students in analytic, creative, and critical thinking	2.69/3	89.66	2.62/3	87.36
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
	0.70./2	02.10	0.70./0	00.10
18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes	2.79/3	93.10	2.79/3	93.10

adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.59/3	86.21	2.72/3	90.80
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.76/3	91.95	2.76/3	91.95
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.86/3	95.40	2.93/3	97.70
22. Uses a variety of strategies to foster appropriate student	2.69/3	89.66	2.86/3	95.40
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.86/3	95.40	2.86/3	95.40
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.83/3	94.25	2.83/3	94.25
time effectively).				
25. Establishes opportunities for communication with parents	2.76/3	91.95	2.83/3	94.25
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.72/3	90.80	2.83/3	94.25
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.62/3	87.36	2.86/3	95.40
handle disruptive student misbehavior.				

#### Teacher Intern Assessment Instrument (TIAI) Spring 2016 – Secondary Education (Initial)

## (Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.72/3	90.74	2.39/3	79.63
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.39/3	79.63	2.28/3	75.93
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.56/3	85.19	2.33	77.78
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.78/3	92.59	2.44/3	81.48
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				

5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core	2.83/3	94.44	2.44/3	81.48
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.44/3	81.48	2.44/3	81.48
developmental and/or educational needs of learners based on	2.44/3	01.40	2.44/3	01.40
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.72/3	90.74	2.33	77.78
standards to the students and provides timely feedback on	2.72/3	70.71	2.33	77.70
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	2.61/3	87.04	2.33	77.78
- pre/post assessments, quizzes, unit tests, checklists, rating	_,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			1
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.72/3	90.74	2.44/3	81.48
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.67/3	88.89	2.22/3	74.07
instructional activities.				
11. Communicates high expectations for learning to all students.	2.83/3	94.44	2.33	77.78
12. Conveys enthusiasm for teaching and learning.	2.72/3	90.74	2.44/3	81.48
13. Provides opportunities for the students to cooperate,			2.44/3	81.48
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.72/3	90.74	2.50/3	83.33
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.44/3	81.48	2.33/3	77.78
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.	0.56/0	07.10	2.20/2	70.62
16. Provides learning experiences that accommodate	2.56/3	85.19	2.39/3	79.63
differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.67/3	88.89	2.11/3	70.37
through higher-order questioning and provides opportunities	2.07/3	00.09	2.11/3	70.57
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.72/3	90.74	2.33	77.78
for students to expand and support their responses. Makes	2.72/3	70.71	2.33	77.70
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.17/3	72.22	1.89/3	62.96
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.50/3	83.33	2.33	77.78
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.78/3	92.59	2.39/3	79.63
22. Uses a variety of strategies to foster appropriate student	2.67/3	88.89	2.28/3	75.93
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.61/3	87.04	2.44/3	81.48
and support for all students.				
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24. Maximizes time available for instruction (Uses instructional	2.56/3	85.19	2.17/3	72.22
time effectively).				
25. Establishes opportunities for communication with parents	2.28/3	75.93	1.94/3	64.81
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.61/3	87.04	2.22/3	74.07
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.56/3	85.19	2.39/3	79.63
handle disruptive student misbehavior.				

## Teacher Intern Assessment Instrument (TIAI) Fall 2016 – Elementary Education (Initial) (Elementary education includes campus and Hinds 2+2 candidates)

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Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
3 - Turget	(Raw)	(%)	(Itaw)	(70)
Rubric Criteria	(Itali)	(/0)		
1. Selects developmentally appropriate, performance-based	2.79/3	92.98	2.95/3	98.25
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.79/3	92.98	2.89/3	96.49
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.74/3	91.23	2.95/3	98.25
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.74/3	91.23	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.63/3	87.72	2.95/3	98.25
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.68/3	89.47	2.84/3	94.74
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.68/3	89.47	2.84/3	94.74
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.68/3	89.47	3.00/3	100
<ul> <li>pre/post assessments, quizzes, unit tests, checklists, rating</li> </ul>				

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scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.79/3	92.98	3.00/3	100
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.74/3	91.23	2.89/3	96.49
instructional activities.				
11. Communicates high expectations for learning to all students.	2.84/3	94.74	2.84/3	94.74
12. Conveys enthusiasm for teaching and learning.	2.84/3	94.74	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.79/3	92.98	2.95/3	98.25
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.79/3	92.98	2.95/3	98.25
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.79/3	92.98	2.95/3	98.25
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.74/3	91.23	2.89/3	96.49
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.58/3	85.96	2.74/3	91.23
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.68/3	89.47	2.74/3	91.23
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.63/3	87.72	2.63/3	87.72
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.79/3	92.98	2.89/3	96.49
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.89/3	96.49	3.00/3	100
22. Uses a variety of strategies to foster appropriate student	2.68/3	89.47	3.00/3	100
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.84/3	94.74	2.95/3	98.25
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.68/3	89.47	2.84/3	94.74
time effectively).				
25. Establishes opportunities for communication with parents	2.68/3	89.47	2.79/3	92.98
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.84/3	94.74	2.95/3	98.25
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.84/3	94.74	2.84/3	94.74
handle disruptive student misbehavior.				
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### $(Secondary\ Education\ includes\ mathematics,\ English,\ science\ (biology),\ social\ studies,\ music$ (instrumental and vocal), art, and PE) N= 12

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Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)	(= === /	(,,,
Rubric Criteria	(= 20.1.)	(/*/		
1. Selects developmentally appropriate, performance-based	2.83/3	94.44	2.67/3	88.89
objectives that connect core content knowledge for lessons based	2.00,0	7	2.0776	00.05
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.67/3	88.89	2.42/3	80.56
into lessons. Uses knowledge of student backgrounds, interests,	2.07/3	00.07	2.72/3	00.50
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
	2.67/3	88.89	2.50/3	83.33
3. Integrates core content knowledge from other subject areas in	2.07/3	00.09	2.30/3	83.33
lessons.	2.67/2	00.00	2.50/2	06.11
4. Plans appropriate and sequential teaching procedures that	2.67/3	88.89	2.58/3	86.11
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.		22.22		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.67/3	88.89	2.83/3	94.44
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.67/3	88.89	2.58/3	86.11
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.92/3	97.22	2.75/3	91.67
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.67/3	88.89	2.75/3	91.67
<ul> <li>pre/post assessments, quizzes, unit tests, checklists, rating</li> </ul>				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.75/3	91.67	2.83/3	94.44
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.92/3	97.22	2.92/3	97.22
instructional activities.		<b></b>		
11. Communicates high expectations for learning to all students.	2.83/3	94.44	2.92/3	97.22
12. Conveys enthusiasm for teaching and learning.	2.83/3	94.44	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.75/3	91.67	2.50/3	83.33
communicate, and interact with each other to enhance	2.13/3	91.07	2.30/3	05.55
learning.			J	1

14. Demonstrates knowledge of content for the subject(s)	2.83/3	94.44	2.92/3	97.22
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.75/3	91.67	2.67/3	88.89
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.75/3	91.67	2.58/3	86.11
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.58/3	86.11	2.42/3	80.56
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.	0.00/0	0.4.44	2.02/2	07.00
18. Elicits input during lessons and allows sufficient wait time	2.83/3	94.44	2.92/3	97.22
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.	0.22/2	77.70	2.50/2	02.22
19. Uses family and/or community resources (special guests or	2.33/3	77.78	2.50/3	83.33
materials) in lessons to enhance student learning.	2.50/2	06.11	2.02/2	04.44
20. Monitors and adjusts the classroom environment to enhance	2.58/3	86.11	2.83/3	94.44
social relationships motivation, and learning.	2.67/3	00.00	2.75/2	01.67
21. Attends to or delegates routine tasks.	2.07/3	88.89	2.75/3	91.67
22. Uses a variety of strategies to foster appropriate student			2.75/3	91.67
behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect,	2.92/3	97.22	3.00/3	100
	2.92/3	91.22	3.00/3	100
<ul><li>and support for all students.</li><li>24. Maximizes time available for instruction (Uses instructional</li></ul>	2.75/3	91.67	2.67/3	88.89
time effectively).	2.73/3	91.07	2.07/3	00.09
25. Establishes opportunities for communication with parents	2.58/3	86.11	2.50/3	83.33
and/or guardians and professional colleagues (newsletters,	2.30/3	00.11	2.30/3	03.33
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.58/3	86.11	2.92/3	97.22
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.58/3	86.11	2.75/3	91.67
handle disruptive student misbehavior.				

# Teacher Intern Assessment Instrument (TIAI) Spring 2017 – Elementary Education (Initial) (Elementary education includes campus and Hinds 2+2 candidates)

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.91/3	96.97	3.00/3	100
objectives that connect core content knowledge for lessons based				

on Mississippi Curriculum Frameworks/College and Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.82/3	93.94	3.00/3	100
into lessons. Uses knowledge of student backgrounds, interests,	2.02/3	75.74	3.00/3	100
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
	2.02/2	02.04	3.00/3	100
3. Integrates core content knowledge from other subject areas in	2.82/3	93.94	3.00/3	100
lessons.	2.06/2	05.45	2.00/2	100
4. Plans appropriate and sequential teaching procedures that	2.86/3	95.45	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.	2 - 2 / 2			100
5. Prepares appropriate assessments (ex. pre/post assessments,	2.73/3	90.91	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.68/3	89.39	2.95/3	98.48
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.82/3	93.94	2.95/3	98.48
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	2.73/3	90.91	3.00/3	100
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.95/3	98.48	3.00/3	100
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.86/3	95.45	2.95/3	98.48
instructional activities.		70.10		7
11. Communicates high expectations for learning to all students.	2.86/3	95.45	2.86/3	95.45
12. Conveys enthusiasm for teaching and learning.	2.95/3	98.48	2.95/3	98.48
13. Provides opportunities for the students to cooperate,	2.82/3	93.94	2.86/3	95.45
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.91/3	96.97	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.82/3	93.94	3.00/3	100
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.77/3	92.42	2.82/3	93.94
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.68/3	89.39	2.64/3	87.88
through higher-order questioning and provides opportunities	2.00/3	07.37	2.0 7/3	07.00
for students to apply concepts in problem solving and critical				
thinking.				
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18. Elicits input during lessons and allows sufficient wait time	2.73/3	90.91	2.82/3	93.94
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.73/3	90.91	2.86/3	95.45
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.86/3	95.45	2.95/3	98.48
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.82/3	93.94	2.95/3	98.48
22. Uses a variety of strategies to foster appropriate student	2.73/3	90.91	2.86/3	95.45
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	3.00/3	100
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.77/3	92.42	2.95/3	98.48
time effectively).				
25. Establishes opportunities for communication with parents	2.86/3	95.45	3.00/3	100
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.73/3	90.91	2.86/3	95.45
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.68/3	89.39	2.95/3	98.48
handle disruptive student misbehavior.				

# Teacher Intern Assessment Instrument (TIAI) Spring 2017 – Secondary Education (Initial) (Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.60/3	86.67	2.80/3	93.33
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.40/3	80.00	2.60/3	86.67
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.80/3	93.33	2.60/3	86.67
lessons.				

4. Plans appropriate and sequential teaching precedures that	2 20/2	72.22	2.00/2	100
4. Plans appropriate and sequential teaching procedures that	2.20/3	73.33	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.	2.40/2	00.00	2.00/2	02.22
5. Prepares appropriate assessments (ex. pre/post assessments,	2.40/3	80.00	2.80/3	93.33
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.20/3	73.33	2.80/3	93.33
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.40/3	80.00	2.80/3	93.33
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	2.40/3	80.00	2.80/3	93.33
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.60/3	86.67	2.80/3	93.33
in planning and instruction.	2.00/3	00.07	2.00/3	75.55
10. Provides clear, complete written and/or oral directions for	2.40/3	80.00	2.80/3	93.33
instructional activities.	2.40/3	00.00	2.00/3	73.33
	2.60/3	06 67	3.00/3	100
11. Communicates high expectations for learning to all students.		86.67		
12. Conveys enthusiasm for teaching and learning.	2.20/3	73.33	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.80/3	93.33	3.00/3	100
communicate, and interact with each other to enhance				
learning.	2.40/2	00.00	2.00/2	100
14. Demonstrates knowledge of content for the subject(s)	2.40/3	80.00	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.60/3	86.67	2.80/3	93.33
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.60/3	86.67	2.60/3	86.67
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.40/3	80.00	2.60/3	86.67
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.40/3	80.00	2.60/3	86.67
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.00/3	66.67	2.60/3	86.67
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.20/3	73.33	2.80/3	93.33
social relationships motivation, and learning.		1.2.22	2.00,0	
21. Attends to or delegates routine tasks.	2.40/3	80.00	2.80/3	93.33
21. Attenus to of ucicgates fourthe tasks.	4.70/3	00.00	2.00/3	75.55

22. Uses a variety of strategies to foster appropriate student	2.20/3	73.33	2.80/3	93.33
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.60/3	86.67	3.00/3	100
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.00/3	66.67	2.80/3	93.33
time effectively).				
25. Establishes opportunities for communication with parents	2.20/3	73.33	2.60/3	86.67
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.20/3	73.33	3.00/3	100
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.40/3	80.00	2.80/3	93.33
handle disruptive student misbehavior.				

### Teacher Intern Assessment Instrument (TIAI) Fall 2014 – Master of Arts in Teaching (Initial)

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.89/3	96.33
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.67/3	89.00
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.5/3	83.33
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.94/3	98.00
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.83/3	94.33
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.72/3	90.67
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		

7 Communicates assessment evitaria and newformance	2.83/3	94.33
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on	2.83/3	94.33
students' academic performance.		
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.83/3	94.33
	2.03/3	94.33
- pre/post assessments, quizzes, unit tests, checklists, rating		
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.	2 70/2	00.5
9. Uses acceptable written, oral, and nonverbal communication	2.78/3	92.67
in planning and instruction.		
10. Provides clear, complete written and/or oral directions for	2.56/3	85.33
instructional activities.		
11. Communicates high expectations for learning to all students.	2.78/3	92.67
12. Conveys enthusiasm for teaching and learning.	2.61/3	87.00
13. Provides opportunities for the students to cooperate,	2.78/3	92.67
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.78/3	92.67
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.61/3	87.00
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.67/3	89.00
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.78/3	92.67
through higher-order questioning and provides opportunities	217 67 6	72.07
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.72/3	90.67
for students to expand and support their responses. Makes		70.07
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.72/3	90.67
materials) in lessons to enhance student learning.	2.72/3	70.07
20. Monitors and adjusts the classroom environment to enhance	2.67/3	89.00
social relationships motivation, and learning.	2.0773	07.00
21. Attends to or delegates routine tasks.	2.83/3	94.33
22. Uses a variety of strategies to foster appropriate student	2.56/3	85.33
behavior according to individual and situational needs.	2.30/3	03.33
23. Creates and maintains a climate of fairness, safety, respect,	2.89/3	96.33
and support for all students.	2.07/3	70.55
24. Maximizes time available for instruction (Uses instructional	2.56/3	85.33
time effectively).	2.30/3	05.55
25. Establishes opportunities for communication with parents	2.89/3	96.33
and/or guardians and professional colleagues (newsletters,	4.07/3	70.33
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).	2 (1/2	97.00
26. Demonstrates use of low profile desists for managing	2.61/3	87.00
minimally disruptive behavior.		

27. Demonstrates appropriate use of disciplinary action to	2.78/3	92.67
handle disruptive student misbehavior.		

### Teacher Intern Assessment Instrument (TIAI) Spring 2015 – Master of Arts in Teaching (Initial)

11-7		1
Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.88/3	96.00
objectives that connect core content knowledge for lessons based	1	
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.69/3	89.67
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.69/3	89.67
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.94/3	98.00
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.81/3	93.67
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.81/3	93.67
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
7. Communicates assessment criteria and performance	2.94/3	98.00
standards to the students and provides timely feedback on		
students' academic performance.		
8. Incorporates a variety of informal and formal assessments (ex	2.75/3	91.67
- pre/post assessments, quizzes, unit tests, checklists, rating		
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences	s	
in developmental and/or educational needs.		
9. Uses acceptable written, oral, and nonverbal communication	2.69/3	89.67
in planning and instruction.		
	2.01/2	02.67
10. Provides clear, complete written and/or oral directions for	2.81/3	93.67

11. Communicates high expectations for learning to all students.	2.75/3	91.67
12. Conveys enthusiasm for teaching and learning.	2.75/3	91.67
13. Provides opportunities for the students to cooperate,	2.75/3	91.67
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.81/3	93.67
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.75/3	91.67
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.69/3	89.67
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.81/3	93.67
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.75/3	91.67
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.56/3	85.33
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.81/3	93.67
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.81/3	93.67
22. Uses a variety of strategies to foster appropriate student	2.81/3	93.67
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.88/3	96.00
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.63/3	87.67
time effectively).		
25. Establishes opportunities for communication with parents	2.88/3	96.00
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.81/3	93.67
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.88/3	96.00
handle disruptive student misbehavior.		

### **Teacher Intern Assessment Instrument (TIAI) Fall 2015 – Master of Arts in Teaching (Initial)**

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Ratings	U	Jniversity	University
0 = Unacceptable	S	Supervisor	Supervisor
1 = Emerging			

2 = Acceptable 3 = Target	Average for Group	Average for Group
	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	2.2/3	73.33
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.	2.5/3	83.33
3. Integrates core content knowledge from other subject areas in lessons.	2.4/3	80.00
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.7/3	90.00
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	2.1/3	70.00
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).	2.8/3	93.33
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	2.5/3	83.33
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.	2.4/3	80.00
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.6/3	86.67
10. Provides clear, complete written and/or oral directions for instructional activities.	2.5/3	83.33
11. Communicates high expectations for learning to all students.	2.6/3	86.67
12. Conveys enthusiasm for teaching and learning.	2.7/3	90.00
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	2.2/3	73.33
14. Demonstrates knowledge of content for the subject(s) taught.	2.5/3	83.33
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	2.6/3	86.67

16. Provides learning experiences that accommodate	2.5/3	83.33
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.4/3	80.00
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.4/3	80.00
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.7/3	90.00
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.5/3	83.33
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.4/3	80.00
22. Uses a variety of strategies to foster appropriate student	2.6/3	86.67
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.2/3	73.33
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.5/3	83.33
time effectively).		
25. Establishes opportunities for communication with parents	2.5/3	83.33
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.6/3	86.67
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.3/3	76.67
handle disruptive student misbehavior.		

#### Teacher Intern Assessment Instrument (TIAI) Spring 2016 – Master of Arts in Teaching (Initial)

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.3/3	76.67
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		

2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant	2.6/3	86.67
and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.	2.6/3	86.67
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.8/3	93.33
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	2.3/3	76.67
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).	2.8/3	93.33
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	2.8/3	93.33
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.	2.5/3	83.33
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.6/3	86.67
10. Provides clear, complete written and/or oral directions for instructional activities.	2.7/3	90.00
11. Communicates high expectations for learning to all students.	2.7/3	90.00
12. Conveys enthusiasm for teaching and learning.	2.8/3	93.33
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	2.3/3	76.67
14. Demonstrates knowledge of content for the subject(s) taught.	2.6/3	86.67
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	2.7/3	90.00
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).	2.7/3	90.00
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.	2.9/3	96.67
18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes	2.6/3	86.67

adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.8/3	93.33
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.6/3	86.67
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.5/3	83.33
22. Uses a variety of strategies to foster appropriate student	2.7/3	90.00
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.4/3	80.00
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.5/3	83.33
time effectively).		
25. Establishes opportunities for communication with parents	2.5/3	83.33
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.7/3	90.00
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.3/3	76.67
handle disruptive student misbehavior.		

## $\begin{array}{c} Teacher\ Intern\ Assessment\ Instrument\ (TIAI) \\ Fall\ 2016-Master\ of\ Arts\ in\ Teaching\ (Initial) \\ N=7 \end{array}$

	1	1
Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
		,
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.14/3	71.33
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.29/3	76.33
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.36/3	78.67
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.43/3	81.00
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		

5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  76.33  81.00  81.00  82.21/3  73.67  78.67	7
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.43/3  81.00  81.00  82.43/3  81.00  81.00  82.43/3  73.67  73.67  73.67  73.67	7
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.43/3  81.00  81.00  82.43/3  81.00  81.00  82.43/3  73.67  73.67  73.67	7
developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.36/3  78.67	7
assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.36/3  78.67	
knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.36/3  78.67	
inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.36/3  78.67	
73.67 standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.21/3  73.67  78.67	
73.67  78.67  78.67  78.67  78.67  78.67  78.67  78.67  78.67  78.67  78.67	
standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.36/3  78.67	7
8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.36/3  78.67	7
8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication  2.36/3  78.67	7
<ul> <li>pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</li> <li>Uses acceptable written, oral, and nonverbal communication</li> </ul>	,
scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication 2.36/3 78.67	
differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication 2.36/3 78.67	
in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication 2.36/3 78.67	
9. Uses acceptable written, oral, and nonverbal communication 2.36/3 78.67	
<u> </u>	
:1:	/
in planning and instruction.	
10. Provides clear, complete written and/or oral directions for 2.36/3 78.67	7
instructional activities.	
11. Communicates high expectations for learning to all students. 2.29/3 76.33	
12. Conveys enthusiasm for teaching and learning. 2.36/3 78.67	
13. Provides opportunities for the students to cooperate, 2.07 69.00	)
communicate, and interact with each other to enhance	
learning.	
14. Demonstrates knowledge of content for the subject(s) 2.29/3 76.33	3
taught.	
15. Uses a variety of appropriate teaching strategies (e.g., 2.5/3 83.33	3
cooperative learning, discovery learning, demonstration,	
discussion, inquiry, simulation, etc.) to enhance student learning.	
16. Provides learning experiences that accommodate 2.5/3 83.33	3
differences in developmental and individual needs of diverse	
learners (i.e., enrichment/remedial needs).	
17. Engages students in analytic, creative, and critical thinking 2.5/3 83.33	3
through higher-order questioning and provides opportunities	,
for students to apply concepts in problem solving and critical	
thinking.	
18. Elicits input during lessons and allows sufficient wait time 2.21/3 73.67	7
	/
for students to expand and support their responses. Makes	
adjustments to lessons according to student input, cues, and	
individual/group responses.	
19. Uses family and/or community resources (special guests or 2.43/3 81.00	J
materials) in lessons to enhance student learning.	
<b>20.</b> Monitors and adjusts the classroom environment to enhance 2.43/3 81.00	)
social relationships motivation, and learning.	
21. Attends to or delegates routine tasks. 2.14/3 71.33	
22. Uses a variety of strategies to foster appropriate student 2.5/3 83.33	3
behavior according to individual and situational needs.	
23. Creates and maintains a climate of fairness, safety, respect, 2.0/3 66.67	7
and support for all students.	,

24. Maximizes time available for instruction (Uses instructional time effectively).	2.43/3	81.00
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	2.21/3	73.67
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.	2.36/3	78.67
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.	2.29/3	76.33

### Teacher Intern Assessment Instrument (TIAI) Spring 2017 – Master of Arts in Teaching (Initial)

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.21/3	73.67
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.14/3	71.33
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.21/3	73.67
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.43/3	81.00
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.21/3	73.67
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.5/3	83.33
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
7. Communicates assessment criteria and performance	2.14/3	71.33
standards to the students and provides timely feedback on		
students' academic performance.		

8. Incorporates a variety of informal and formal assessments (ex.	2.36/3	78.67
- pre/post assessments, quizzes, unit tests, checklists, rating	2.30/3	78.07
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.	2.21/2	72.67
9. Uses acceptable written, oral, and nonverbal communication	2.21/3	73.67
in planning and instruction.	2.20/2	<b>5</b>
10. Provides clear, complete written and/or oral directions for	2.29/3	76.33
instructional activities.		
11. Communicates high expectations for learning to all students.	2.29/3	76.33
12. Conveys enthusiasm for teaching and learning.	2.29/3	76.33
13. Provides opportunities for the students to cooperate,	2.14/3	71.33
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.21/3	73.67
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.36/3	78.67
cooperative learning, discovery learning, demonstration,	_,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.36/3	78.67
differences in developmental and individual needs of diverse	2.30/3	70.07
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.5/3	83.33
• , ,	2.3/3	83.33
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.	2.20/2	76.22
18. Elicits input during lessons and allows sufficient wait time	2.29/3	76.33
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.	2.20/2	<b>5</b>
19. Uses family and/or community resources (special guests or	2.29/3	76.33
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.43/3	81.00
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.21/3	73.67
22. Uses a variety of strategies to foster appropriate student	2.36/3	78.67
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.21/3	73.67
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.36/3	78.67
time effectively).		
25. Establishes opportunities for communication with parents	2.29/3	76.33
and/or guardians and professional colleagues (newsletters,	-	
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.29/3	76.33
minimally disruptive behavior.	2.2713	70.55
27. Demonstrates appropriate use of disciplinary action to	2.07/3	69.00
handle disruptive student misbehavior.	2.07/3	07.00
NOTE: MAT condidates one the teachers of record in their own	1	1 0 1

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there

# Teacher Intern Assessment Instrument (TIAI) Fall 2014 – Special Education (Initial) N= 5

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
5 – Taiget	(Kaw)	(%)	(Kaw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.60/3	86.67	2.20/3	73.33
objectives that connect core content knowledge for lessons	2.00/3	80.07	2.20/3	75.55
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.80/3	93.33	2.00/3	66.67
into lessons. Uses knowledge of student backgrounds, interests,	2.80/3	93.33	2.00/3	00.07
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.	2.40/3	80.00	2.00/3	66.67
3. Integrates core content knowledge from other subject areas in lessons.	2.40/3	80.00	2.00/3	00.07
	2.40/3	80.00	2.20/3	73.33
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures,	2.40/3	80.00	2.20/3	75.55
and uses a variety of teaching materials and technology.				
	2.60/3	86.67	1.80/3	60.00
5. Prepares appropriate assessments (ex. pre/post assessments,	2.00/3	80.07	1.80/3	60.00
quizzes, unit tests, rubrics, and/or checklists) based on core				
<ul><li>content knowledge to effectively evaluate learner progress.</li><li>6. Plans differentiated learning experiences that accommodate</li></ul>	2.40/3	80.00	2.00/3	66.67
developmental and/or educational needs of learners based on	2.40/3	80.00	2.00/3	00.07
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.20/3	73.33	2.00/3	66.67
standards to the students and provides timely feedback on	2.20/3	13.33	2.00/3	00.07
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.40/3	80.00	2.00/3	66.67
(ex. – pre/post assessments, quizzes, unit tests, checklists,	2.40/3	30.00	2.00/3	00.07
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	2.80/3	93.33	3.00/3	100
communication in planning and instruction.	2.80/3	93.33	3.00/3	100
10. Provides clear, complete written and/or oral directions for	2.60/3	86.67	2.40/3	80.00
instructional activities.	2.00/3	80.07	2.40/3	00.00
11. Communicates high expectations for learning to all	3.00/3	100	2.80/3	93.33
students.	3.00/3	100	2.60/3	33.33
12. Conveys enthusiasm for teaching and learning.	2.60/3	86.67	2.80/3	93.33
12. Conveys entitiusiasm for teaching and learning.	2.00/3	80.07	2.00/3	73.33

13. Provides opportunities for the students to cooperate,	2.20/3	73.33	2.20/3	73.33
communicate, and interact with each other to enhance				
learning.	2.00/2	00.00	2.40./2	20.00
14. Demonstrates knowledge of content for the subject(s)	2.80/3	93.33	2.40/3	80.00
taught.	2.60/2	06.67	2.20/2	72.22
15. Uses a variety of appropriate teaching strategies (e.g.,	2.60/3	86.67	2.20/3	73.33
cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	2.60/3	86.67	2.60/3	86.67
differences in developmental and individual needs of diverse	2.00/3	80.07	2.00/3	80.07
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.00/3	66.67	2.00/3	66.67
thinking through higher-order questioning and provides	2.00/3	00.07	2.00/2	00.07
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.80/3	93.33	2.20/3	73.33
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.20/3	73.33	2.20/3	73.33
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	2.80/3	93.33	2.20/3	73.33
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.60/3	86.67	2.00/3	66.67
22. Uses a variety of strategies to foster appropriate student	2.60/3	86.67	2.20/3	73.33
behavior according to individual and situational needs.	2.00/2	02.22	2 50/2	0.5.57
23. Creates and maintains a climate of fairness, safety,	2.80/3	93.33	2.60/3	86.67
respect, and support for all students.	2.00/2	02.22	2.00/2	66.67
24. Maximizes time available for instruction (Uses instructional time effectively).	2.80/3	93.33	2.00/3	66.67
25. Establishes opportunities for communication with parents	2.20/3	73.33	2.20/3	73.33
and/or guardians and professional colleagues (newsletters,	2.20/3	75.55	2.20/3	73.33
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.40/3	80.00	2.40/3	80.00
minimally disruptive behavior.	,		2	33.33
27. Demonstrates appropriate use of disciplinary action to	2.40/3	80.00	2.00/3	66.67
handle disruptive student misbehavior.				

### Teacher Intern Assessment Instrument (TIAI) Spring 2015 – Special Education (Initial)

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)

Rubric Criteria				
1. Selects developmentally appropriate, performance-based	3.00/3	100	2.67/3	88.89
objectives that connect core content knowledge for lessons	3.00/3	100	2.0773	00.05
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.80/3	93.33	2.00/3	66.67
into lessons. Uses knowledge of student backgrounds, interests,	2.00,0	70.00	2.00,0	00.07
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	3.00/3	100	2.33/3	77.78
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.80/3	93.33	2.33/3	77.78
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.80/3	93.33	2.17/3	72.22
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.60/3	86.67	2.67/3	88.89
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.60/3	86.67	2.33/3	77.78
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.80/3	93.33	2.67/3	88.89
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	2.80/3	93.33	2.67/3	88.89
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	3.00/3	100	2.50/3	83.33
instructional activities.				
11. Communicates high expectations for learning to all	2.80/3	93.33	2.83/3	94.44
students.				
12. Conveys enthusiasm for teaching and learning.	3.00/3	100	2.83/3	94.44
13. Provides opportunities for the students to cooperate,	3.00/3	100	2.33/3	77.78
communicate, and interact with each other to enhance				
learning.	2.00/2	100	2 22 /2	77.70
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	2.33/3	77.78
taught.	2.00/2	100	2 67/2	00.00
15. Uses a variety of appropriate teaching strategies (e.g.,	3.00/3	100	2.67/3	88.89
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.80/3	93.33	2.67/3	88.89
	2.80/3	93.33	2.07/3	00.09
differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).				
rearners (i.e., enrichment/remediai needs).		1		

17. Engages students in analytic, creative, and critical	2.60/3	86.67	2.17/3	72.22
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.80/3	93.33	2.17/3	72.22
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.80/3	93.33	1.83/3	61.11
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	3.00/3	100	2.50/3	83.33
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00/3	100	2.17/3	72.22
22. Uses a variety of strategies to foster appropriate student	2.80/3	93.33	2.67/3	88.89
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	3.00/3	100	2.83/3	94.44
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.80/3	93.33	2.83/3	94.44
instructional time effectively).				
25. Establishes opportunities for communication with parents	3.00/3	100	2.67/3	88.89
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00/3	100	2.67/3	88.89
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	3.00/3	100	2.50/3	83.33
handle disruptive student misbehavior.				

### **Teacher Intern Assessment Instrument (TIAI)** Fall 2015 – Special Education (Initial) N= 8

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.38/3	79.17	2.50/3	83.33
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.25/3	75.00	2.50/3	83.33
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	2.38/3	79.17	2.63/3	87.50
in lessons.				

4. Plans appropriate and sequential teaching procedures that	2.38/3	79.17	2.38/3	79.17
include innovative and interesting introductions and closures,	2.36/3	19.17	2.36/3	79.17
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.25/3	75.00	2.25/3	75.00
quizzes, unit tests, rubrics, and/or checklists) based on core	2.23/3	73.00	2.23/3	73.00
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.38/3	79.17	2.75/3	91.67
	2.38/3	/9.1/	2.73/3	91.07
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).	2.50/3	92.22	2.75/2	91.67
7. Communicates assessment criteria and performance	2.30/3	83.33	2.75/3	91.07
standards to the students and provides timely feedback on				
students' academic performance.	0.75/0	01.67	2 (2/2	07.50
8. Incorporates a variety of <u>informal and formal</u> assessments	2.75/3	91.67	2.63/3	87.50
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	2.50/3	83.33	2.75/3	91.67
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.63/3	87.50	2.75/3	91.67
instructional activities.				
11. Communicates high expectations for learning to all	2.63/3	87.50	2.88/3	95.83
students.				
12. Conveys enthusiasm for teaching and learning.	2.63/3	87.50	2.75/3	91.67
13. Provides opportunities for the students to cooperate,	2.50/3	83.33	2.25/3	75.00
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.75/3	91.67	2.88/3	95.83
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.25/3	75.00	2.63/3	87.50
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	2.38/3	79.17	2.63/3	87.50
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.25/3	75.00	2.38/3	79.17
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.38/3	79.17	2.25/3	75.00
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.25/3	75.00	2.13/3	70.83
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	2.75/3	91.67	2.50/3	83.33
enhance social relationships motivation, and learning.				
				1

21. Attends to or delegates routine tasks.	2.50/3	83.33	2.13/3	70.83
22. Uses a variety of strategies to foster appropriate student	2.50/3	83.33	2.63/3	87.50
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	2.63/3	87.50	2.88/3	95.83
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.63/3	87.50	2.88/3	95.83
instructional time effectively).				
25. Establishes opportunities for communication with parents	2.25/3	75.00	2.88/3	95.83
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.63/3	87.50	2.75/3	91.67
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.38/3	79.17	2.38/3	79.17
handle disruptive student misbehavior.				

## Teacher Intern Assessment Instrument (TIAI) Spring 2016 – Special Education (Initial) N= 3

11-3				
Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.67/3	88.89	3.00/3	100
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.33/3	77.78	2.67/3	88.89
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	2.33/3	77.78	2.67/3	88.89
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.67/3	88.89	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.33/3	77.78	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.33/3	77.78	2.33/3	77.78
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				

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7. Communicates assessment criteria and performance	3.00/3	100	3.00/3	100
standards to the students and provides timely feedback on				
students' academic performance.  8. Incorporates a variety of informal and formal assessments	2.67/3	88.89	2.67/3	88.89
(ex. – pre/post assessments, quizzes, unit tests, checklists,	2.07/3	00.09	2.07/3	00.09
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	3.00/3	100	2.67/3	88.89
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	3.00/3	100	3.00/3	100
instructional activities.				
11. Communicates high expectations for learning to all	3.00/3	100	3.00/3	100
students.				
12. Conveys enthusiasm for teaching and learning.	3.00/3	100	3.00/3	100
13. Provides opportunities for the students to cooperate,	3.00/3	100	3.00/3	100
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.67/3	88.89	3.00/3	100
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.	2 22/2	77.70	2 22/2	77.70
16. Provides learning experiences that accommodate	2.33/3	77.78	2.33/3	77.78
differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	3.00/3	100	3.00/3	100
thinking through higher-order questioning and provides	3.00/3	100	3.00/3	100
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00/3	100	3.00/3	100
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.33/3	77.78	2.67/3	88.89
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	3.00/3	100	3.00/3	100
enhance social relationships motivation, and learning.	2.00/2	100	2.00/2	100
21. Attends to or delegates routine tasks.	3.00/3	100	3.00/3	100
22. Uses a variety of strategies to foster appropriate student	3.00/3	100	2.67/3	88.89
behavior according to individual and situational needs.	2.00/2	100	2.00/2	100
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	3.00/3	100	3.00/3	100
24. Maximizes time available for instruction (Uses	3.00/3	100	3.00/3	100
instructional time effectively).	3.00/3	100	3.00/3	100
25. Establishes opportunities for communication with parents	3.00/3	100	3.00/3	100
and/or guardians and professional colleagues (newsletters,	3.00/3		2.00/3	100
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
FF				

26. Demonstrates use of low profile desists for managing	3.00/3	100	3.00/3	100
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	3.00/3	100	2.33/3	77.78
handle disruptive student misbehavior.				

### **Teacher Intern Assessment Instrument (TIAI)** Fall 2016 – Special Education (Initial) N= 1

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Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.00/3	66.67	3.00/3	100
objectives that connect core content knowledge for lessons	2.00/3	00.07	3.00/3	100
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.00/3	66.67	3.00/3	100
into lessons. Uses knowledge of student backgrounds, interests,	2.00/3	00.07	3.00/3	100
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.	2.00/3	66.67	3.00/3	100
3. Integrates core content knowledge from other subject areas in lessons.	2.00/3	66.67	3.00/3	100
	2.00/2	66.67	2.00/2	100
4. Plans appropriate and sequential teaching procedures that	2.00/3	66.67	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.	2.00/2	66.67	2.00/2	100
5. Prepares appropriate assessments (ex. pre/post assessments,	2.00/3	66.67	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.			2.00/2	
6. Plans differentiated learning experiences that accommodate	2.00/3	66.67	3.00/3	100
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	3.00/3	100	3.00/3	100
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.00/3	66.67	3.00/3	100
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	3.00/3	100	3.00/3	100
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	3.00/3	100	3.00/3	100
instructional activities.				

11. Communicates high expectations for learning to all students.	3.00/3	100	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	3.00/3	100	3.00/3	100
13. Provides opportunities for the students to cooperate,	3.00/3	100	3.00/3	100
communicate, and interact with each other to enhance	3.00/3	100	3.00/3	100
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.00/3	66.67	3.00/3	100
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	2.00/3	66.67	3.00/3	100
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.00/3	66.67	3.00/3	100
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00/3	100	3.00/3	100
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				100
19. Uses family and/or community resources (special guests	2.00/3	66.67	3.00/3	100
or materials) in lessons to enhance student learning.	2.00/2	100	2.00/2	100
20. Monitors and adjusts the classroom environment to	3.00/3	100	3.00/3	100
enhance social relationships motivation, and learning.	2.00/2	100	2.00/2	100
21. Attends to or delegates routine tasks.	3.00/3	100	3.00/3	100
22. Uses a variety of strategies to foster appropriate student	2.00/3	66.67	3.00/3	100
behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety,	2.00/2	100	2.00/2	100
	3.00/3	100	3.00/3	100
respect, and support for all students.  24. Maximizes time available for instruction (Uses	3.00/3	100	3.00/3	100
instructional time effectively).	3.00/3	100	3.00/3	100
25. Establishes opportunities for communication with parents	3.00/3	100	3.00/3	100
and/or guardians and professional colleagues (newsletters,	3.00/3	100	3.00/3	100
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00/3	100	3.00/3	100
minimally disruptive behavior.	1.00,0		2.00,2	
27. Demonstrates appropriate use of disciplinary action to	2.00/3	66.67	3.00/3	100
handle disruptive student misbehavior.				
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#### **Teacher Intern Assessment Instrument (TIAI)** Spring 2017 – Special Education (Initial) N= 5

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Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging				_

Raw) (%) (Raw) (%)  Raw) (%) (Raw) (%)  Raw) (%) (Raw) (%)  Rac) (Raw) (Raw) (Raw) (Rac) (	2 = Acceptable	Average	Average	Average	Average
Rubric Criteria  1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (e.g. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities).  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal 2.40/3 80.00 2.80/3 93.33 100 instructional activities.  1. Communicates high expectations for learning to all 2.80/3 93.33 3.00/3 100 instructional activities.  1. Communicates inje expectations for learning to all 2.80/3 93.33 3.00/3 100 instructional activities.	3 = Target	•	_		_
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differentiate learning experiences that acco		(Raw)	(%)	(Raw)	(%)
boljectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communicaties learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communicate learning experiences that accommodate differences in developmental and/or educational needs.  10. Provides clear, complete written and/or oral directions for insurance and activities.  11. Communicate high expectations for learning all earning.		- 1015	22.22		
based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all 2.80/3 93.33 2.80/3 93		2.40/3	80.00	2.80/3	93.33
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment refrier and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.60/3 86.67  2.60/3 86.67  2.60/3 86.67  2.60/3 86.67  2.60/3 86.67  2.80/3 93.33  2.80/3 93.33  2.80/3 93.33  3.00/3 100					
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, radior checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or deducational needs.  9. Uses acceptable written, oral, and enrichment activities) to differentiate learning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities, oral, and onoverbal communicates high expectations for learning to all students.  11. Communicates high expectations for learning to all 2.80/3 93.33 3.00/3 100 students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.					
into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all sudents.  12. Conveys enthusiasm for teaching and learning.  2.80/3 93.33 2.80/3		2.60/2	06.67	2.60/2	06.67
experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all sudents.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3 93.33 3.00/3 100		2.60/3	86.67	2.60/3	86.67
inventories, surveys, and KWLs) to make instruction relevant and meaningful.  2.60/3 86.67 2.60/3 86.67 2.60/3 86.67 2.60/3 86.67 2.60/3 80.00 2.80/3 93.33 2.80/					
and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  93.33  3.00/3  100					
3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning, 2.80/3 93.33 3.00/3 100 students.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.					
in lessons. 4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Convey enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2. 2.80/3 93.33 3.00/3 100		2 60/3	86.67	2 60/3	86 67
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	· · · · · · · · · · · · · · · · · · ·	2.00/3	00.07	2.00/3	00.07
include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3 93.33 3.00/3 100		2.40/3	80.00	2.80/3	93 33
and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all 2.80/3 93.33 3.00/3 100 students.  12. Conveys enthusiasm for teaching and learning. 2.80/3 93.33 2.80/3 93.33 2.80/3 93.33 communicate, and interact with each other to enhance learning. 2.80/3 93.33 3.00/3 100		2.10/3	30.00	2.00/3	75.55
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33					
quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Comwunicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2. 60/3 86.67  2. 60/3 86.67  8. 6.6		2.80/3	93.33	2.80/3	93.33
content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3 93.33 3.00/3 100		2.00,0	75.66	2.00,0	
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  2.80/3  3.00/3  86.67  2.80/3  80.00  2.40/3  80.00  2.80/3  93.33  3.00/3  100					
developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning. 2.80/3 93.33 3.00/3 100 students.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) 2.80/3 93.33 3.00/3 100		2.60/3	86.67	2.60/3	86.67
knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3 93.33 3.00/3 100	developmental and/or educational needs of learners based on				
inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3 93.33 2.80/3 93.33 3.00/3 100	assessment information which is aligned with core content				
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3 93.33 2.80/3 93.33 3.00/3 100	knowledge (ex. – use of pre/post assessments, surveys,				
standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.40/3 80.00 2.40/3 93.33 3.00/3 100	inventories, remediation, and enrichment activities).				
students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.40/3 80.00 2.40/3 93.33 3.00/3 100	7. Communicates assessment criteria and performance	2.80/3	93.33	2.60/3	86.67
8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.40/3  80.00  2.40/3  80.00  2.80/3  93.33  3.00/3  100	standards to the students and provides timely feedback on				
(ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3 93.33 3.00/3 100					
rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.40/3 2.40/3 80.00 2.80/3 93.33 3.00/3 100 2.80/3 93.33 2.80/3 93.33 3.00/3 100		2.40/3	80.00	2.40/3	80
to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.40/3 80.00 2.80/3 93.33 3.00/3 100					
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.40/3  80.00  2.80/3  93.33  3.00/3  100  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  3.00/3  100					
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.40/3  80.00  2.80/3  93.33  3.00/3  100  2.80/3  93.33  2.80/3  93.33  3.00/3  100					
communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  93.33  3.00/3  100  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  3.00/3  100		2.40/2	00.00	2.00/2	02.22
10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  93.33  3.00/3  100  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  3.00/3  100		2.40/3	80.00	2.80/3	93.33
instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  3.00/3  100		2 90/2	02.22	2.00/2	100
11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  3.00/3  100		2.80/3	93.33	3.00/3	100
12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  2.80/3  93.33  2.80/3  93.33  93.33  3.00/3  100		2.80/3	93 33	3.00/3	100
12. Conveys enthusiasm for teaching and learning. 13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  2.80/3  93.33  2.80/3  93.33  2.80/3  93.33  3.00/3  100		2.00/3	75.55	3.00/3	100
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.40/3  80.00  2.80/3  93.33  3.00/3  100		2.80/3	93.33	2.80/3	93.33
communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  93.33  3.00/3  100					
learning.  14. Demonstrates knowledge of content for the subject(s)  2.80/3  93.33  3.00/3  100					
14. Demonstrates knowledge of content for the subject(s) 2.80/3 93.33 3.00/3 100	learning.				
	14. Demonstrates knowledge of content for the subject(s)	2.80/3	93.33	3.00/3	100
taught.	taught.				
	15. Uses a variety of appropriate teaching strategies (e.g.,	2.60/3	86.67	3.00/3	100
cooperative learning, discovery learning, demonstration,	cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student	discussion, inquiry, simulation, etc.) to enhance student				
learning.	learning.				

16. Provides learning experiences that accommodate	2.60/3	86.67	2.60/3	86.67
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.80/3	93.33	2.40/3	80
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.40/3	80.00	2.40/3	80
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.20/3	73.33	2.40/3	80
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	2.80/3	93.33	2.80/3	93.33
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.80/3	93.33	2.60/3	86.67
22. Uses a variety of strategies to foster appropriate student	2.60/3	86.67	2.80/3	93.33
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	2.60/3	86.67	2.80/3	93.33
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.80/3	93.33	3.00/3	100
instructional time effectively).				
25. Establishes opportunities for communication with parents	3.00/3	100.00	3.00/3	100
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.80/3	93.33	2.80/3	93.33
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.80/3	93.33	2.80/3	93.33
handle disruptive student misbehavior.				

#### **Teacher Intern Assessment Instrument (TIAI)** Spring 2017 – Special Education (Initial) N= 5

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.78	92.59	2.30	76.54
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				

2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest	2.33	77.78	1.89	62.96
inventories, surveys, and KWLs) to make instruction relevant and meaningful.				
3. Integrates core content knowledge from other subject areas in lessons.	2.63	87.65	1.89	62.96
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.67	88.89	2.26	75.31
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	2.44	81.48	1.96	65.43
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).	2.30	76.54	1.59	53.09
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	2.48	82.72	1.78	59.26
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.	2.48	82.78	1.63	54.32
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.81	93.83	2.81	93.83
10. Provides clear, complete written and/or oral directions for instructional activities.	2.59	86.42	2.44	81.48
11. Communicates high expectations for learning to all students.	2.67	88.89	2.15	71.6
12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	2.74 2.63	91.36 87.65	2.81	93.83 65.43
14. Demonstrates knowledge of content for the subject(s) taught.	2.78	92.59	2.81	93.83
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	2.67	88.89	2.22	74.07
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).	2.37	79.01	1.07	35.8
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.	2.26	75.31	1.52	50.62

18. Elicits input during lessons and allows sufficient wait time	2.56	85.19	1.59	53.09
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.30	76.54	.78	25.93
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	2.63	87.65	2.52	83.95
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.85	95.06	2.22	74.07
22. Uses a variety of strategies to foster appropriate student	2.59	86.42	2.41	80.25
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	2.93	97.53	2.74	91.36
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.67	88.89	2.48	82.72
instructional time effectively).				
25. Establishes opportunities for communication with parents	2.56	85.19	1.81	60.49
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.63	87.65	2.44	81.48
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.63	87.65	2.44	81.48
handle disruptive student misbehavior.				

# Teacher Intern Assessment Instrument (TIAI) 2018 Elementary Education— (Initial) N= 18

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Superviso
1 = Emerging	Average	Average	Average	r
2 = Acceptable	for Group	for Group	for Group	Average
3 = Target	(Raw)	(%)	(Raw)	for Group
				(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.28	75.93	2.0	66.67
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	1.94	64.81	1.5	50
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	1.56	51.85	1.44	48.15
in lessons.				

4. Plans appropriate and sequential teaching procedures that	2.22	74.07	1.89	62.96
include innovative and interesting introductions and closures,	2.22	74.07	1.09	02.90
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.11	70.37	1.89	62.96
	2.11	70.57	1.89	02.90
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.	1.70	50.25	1.20	12.50
6. Plans differentiated learning experiences that accommodate	1.78	59.26	1.28	42.59
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.22	74.07	2.00	66.67
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	1.83	61.11	1.61	53.7
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	2.94	98.15	2.78	62.59
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.33	77.78	2.06	68.52
instructional activities.	2.33	77.70	2.00	00.52
11. Communicates high expectations for learning to all	2.39	79.63	2.22	74.07
students.	2.37	77.03	2.22	74.07
12. Conveys enthusiasm for teaching and learning.	2.94	98.15	2.89	96.3
				51.85
13. Provides opportunities for the students to cooperate,	2.17	72.22	1.56	31.83
communicate, and interact with each other to enhance				
learning.	2.02	04.44	2.04	00.15
14. Demonstrates knowledge of content for the subject(s)	2.83	94.44	2.94	98.15
taught.	2.20	<b>5</b> 0. 52	1.02	
15. Uses a variety of appropriate teaching strategies (e.g.,	2.39	79.63	1.83	61.11
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	1.83	61.11	1.00	33.33
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	1.44	48.15	1.06	35.19
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	1.89	62.96	1.67	55.56
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	1.61	53.7	.72	24.07
or materials) in lessons to enhance student learning.				,
20. Monitors and adjusts the classroom environment to	2.28	75.93	2.22	74.07
enhance social relationships motivation, and learning.	2.20	, 3.73	2.22	, 4.07
cimance social relationships motivation, and learning.				

21. Attends to or delegates routine tasks.	2.33	77.78	2.11	70.37
22. Uses a variety of strategies to foster appropriate student	2.22	74.07	2.22	74.07
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	2.72	90.74	2.44	81.48
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.28	75.93	2.11	70.37
instructional time effectively).				
25. Establishes opportunities for communication with parents	1.78	59.26	1.44	48.15
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.28	75.93	2.33	77.78
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.22	74.07	2.22	74.07
handle disruptive student misbehavior.				

## Teacher Intern Assessment Instrument (TIAI) 2017 MAT – (Initial) N= 6

Ratings University University 0 = UnacceptableSupervisor Supervisor 1 = EmergingAverage Average 2 = Acceptablefor Group for Group 3 = Target(Raw) (%) Rubric Criteria 1. Selects developmentally appropriate, performance-based 2.00 66.67 objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards. 2.00 2. Incorporates diversity, including multicultural perspectives, 66.67 into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. 3. Integrates core content knowledge from other subject areas 2.00 66.67 in lessons. 4. Plans appropriate and sequential teaching procedures that 2.00 66.67 include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. 5. Prepares appropriate assessments (ex. pre/post assessments, 1.83 61.11 quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.

6. Plans differentiated learning experiences that accommodate	1.83	61.11
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).	0.17	70.00
7. Communicates assessment criteria and performance	2.17	72.22
standards to the students and provides timely feedback on		
students' academic performance.	1.67	
8. Incorporates a variety of <u>informal and formal</u> assessments	1.67	55.56
(ex. – pre/post assessments, quizzes, unit tests, checklists,		
rating scales, rubrics, remediation, and enrichment activities)		
to differentiate learning experiences that accommodate		
differences in developmental and/or educational needs.		
9. Uses acceptable written, oral, and nonverbal	2.83	94.44
communication in planning and instruction.		
10. Provides clear, complete written and/or oral directions for	2.50	83.33
instructional activities.		
11. Communicates high expectations for learning to all	2.33	77.78
students.		
12. Conveys enthusiasm for teaching and learning.	2.67	88.89
13. Provides opportunities for the students to cooperate,	2.00	66.67
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.67	88.89
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.17	72.22
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student		
learning.		
16. Provides learning experiences that accommodate	1.67	55.56
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical	2.17	72.22
thinking through higher-order questioning and provides		
opportunities for students to apply concepts in problem		
solving and critical thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.33	77.78
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests	1.50	50
or materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to	2.67	88.89
enhance social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.33	77.78
22. Uses a variety of strategies to foster appropriate student	2.33	77.78
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety,	2.67	88.89
respect, and support for all students.	,	33.07
respect, and support for an students.	I	

24. Maximizes time available for instruction (Uses	2.17	72.22
instructional time effectively).		
25. Establishes opportunities for communication with parents	1.83	61.11
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.50	83.33
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.50	83.33
handle disruptive student misbehavior.		

# Teacher Intern Assessment Instrument (TIAI) 2017 Secondary – (Initial) N= 13 N=11

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria	N=13		N=11	
1. Selects developmentally appropriate, performance-based	2.46	82.05	2.09	69.7
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.08	69.23	2.00	66.67
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	2.31	76.92	1.55	51.52
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.38	79.49	2.09	69.7
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.46	82.05	1.55	51.52
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.38	79.49	1.91	63.64
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.15	71.79	1.82	60.61
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.38	79.49	1.55	51.52
(ex. – pre/post assessments, quizzes, unit tests, checklists,				

rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.	2.77	92.31	2.36	78.79
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.77	92.31	2.30	78.79
10. Provides clear, complete written and/or oral directions for	2.54	84.62	2.09	69.7
instructional activities.	2.34	04.02	2.09	09.7
11. Communicates high expectations for learning to all	2.46	82.05	2.09	69.7
students.	2.40	02.03	2.07	02.7
12. Conveys enthusiasm for teaching and learning.	2.77	92.31	2.36	78.79
13. Provides opportunities for the students to cooperate,	2.77	92.31	1.82	60.61
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.62	87.18	2.27	75.76
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.31	76.92	1.82	60.61
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	2.46	82.05	1.73	57.58
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).	2.00	60.00	1.00	60.61
17. Engages students in analytic, creative, and critical	2.08	69.23	1.82	60.61
thinking through higher-order questioning and provides opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.31	76.92	1.91	63.64
for students to expand and support their responses. Makes	2.31	70.52	1.71	03.01
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	1.77	58.97	1.45	48.48
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	2.69	89.74	2.00	66.67
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.69	89.74	2.00	66.67
22. Uses a variety of strategies to foster appropriate student	2.69	89.74	1.91	63.64
behavior according to individual and situational needs.	2.55	00.01	2.10	
23. Creates and maintains a climate of fairness, safety,	2.77	92.31	2.18	72.73
respect, and support for all students.	2.54	94.62	1.01	62.64
24. Maximizes time available for instruction (Uses instructional time effectively).	2.54	84.62	1.91	63.64
25. Establishes opportunities for communication with parents	2.00	66.67	1.27	42.42
and/or guardians and professional colleagues (newsletters,	2.00	00.07	1.2/	42.42
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.31	76.92	2.00	66.67
minimally disruptive behavior.	2.51	7 5.72	2.00	33.37
27. Demonstrates appropriate use of disciplinary action to	2.38	79.49	1.91	63.64
handle disruptive student misbehavior.				
•	•	•	•	-

# Teacher Intern Assessment Instrument (TIAI) 2018 SPED- (Initial) N= 5

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
5 – Talget	(Raw)	(%)	(Raw)	(70)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	3.00	100	2.0	66.67
objectives that connect core content knowledge for lessons	3.00	100	2.0	00.07
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	3.00	100	1.8	60
into lessons. Uses knowledge of student backgrounds, interests,	2.00	100		
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	3.00	100	2.0	66.67
in lessons.				
4. Plans appropriate and sequential teaching procedures that	3.00	100	1.8	60
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	3.00	100	2.0	66.67
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	3.00	100	1.8	60
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	3.00	100	2.0	66.67
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	3.00	100	2.0	66.67
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				

to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	3.00	100	2.0	66.67
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	3.00	100	2.0	66.67
instructional activities.				
11. Communicates high expectations for learning to all	3.00	100	1.8	60
students.				
12. Conveys enthusiasm for teaching and learning.	3.00	100	2.0	66.67
13. Provides opportunities for the students to cooperate,	3.00	100	1.80	60
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00	100	2.20	73.33
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	3.00	100	2.0	66.67
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	3.00	100	1.80	60
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	3.00	100	2.20	73.33
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00	100	2.20	73.33
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	3.00	100	2.00	66.67
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	3.00	100	2.00	66.67
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00	100	2.00	66.67
22. Uses a variety of strategies to foster appropriate student	3.00	100	2.00	66.67
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	3.00	100	2.20	73.33
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	3.00	100	2.00	66.67
instructional time effectively).				
25. Establishes opportunities for communication with parents	3.00	100	2.00	66.67
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).	0.00	400		
26. Demonstrates use of low profile desists for managing	3.00	100	1.80	60
minimally disruptive behavior.		15-		
27. Demonstrates appropriate use of disciplinary action to	3.00	100	2.00	66.67
handle disruptive student misbehavior.				

# Teacher Intern Assessment Instrument (TIAI) 2018 MAT- (Initial) N= 6

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
2 1 1 2 1	(1201)	(/0)
Rubric Criteria		
	2.00	66.67
1. Selects developmentally appropriate, performance-based	2.00	66.67
objectives that connect core content knowledge for lessons		
based on Mississippi Curriculum Frameworks/College and		
Career Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	1.50	50
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas	1.33	44.44
in lessons.		
4. Plans appropriate and sequential teaching procedures that	1.50	50
include innovative and interesting introductions and closures,	1.50	30
,		
and uses a variety of teaching materials and technology.	1.50	50
5. Prepares appropriate assessments (ex. pre/post assessments,	1.50	30
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.	1.00	
6. Plans differentiated learning experiences that accommodate	1.33	44.44
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
7. Communicates assessment criteria and performance	1.67	55.56
standards to the students and provides timely feedback on		
students' academic performance.		
8. Incorporates a variety of <u>informal and formal</u> assessments	1.50	50
(ex. – pre/post assessments, quizzes, unit tests, checklists,		
rating scales, rubrics, remediation, and enrichment activities)		
to differentiate learning experiences that accommodate		
differences in developmental and/or educational needs.		
9. Uses acceptable written, oral, and nonverbal	2.50	83.33
	2.30	03.33
communication in planning and instruction.	2 22	77.70
10. Provides clear, complete written and/or oral directions for	2.33	77.78
instructional activities.		
11. Communicates high expectations for learning to all	2.17	72.22
students.		
12. Conveys enthusiasm for teaching and learning.	2.33	77.78

13. Provides opportunities for the students to cooperate,	1.50	50
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.50	83.33
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.00	66.67
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student		
learning.		
16. Provides learning experiences that accommodate	1.33	44.44
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical	1.67	55.56
thinking through higher-order questioning and provides		
opportunities for students to apply concepts in problem		
solving and critical thinking.		
18. Elicits input during lessons and allows sufficient wait time	1.67	55.56
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests	.67	22.22
or materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to	1.83	61.11
enhance social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.17	72.22
22. Uses a variety of strategies to foster appropriate student	2.00	66.67
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety,	1.83	61.11
respect, and support for all students.		
24. Maximizes time available for instruction (Uses	2.00	66.67
instructional time effectively).		
25. Establishes opportunities for communication with parents	1.17	38.89
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.00	66.67
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.33	77.78
handle disruptive student misbehavior.		

## $\begin{array}{c} \textbf{Teacher Intern Assessment Instrument (TIAI)} \\ \textbf{2018 Secondary- (Initial)} \\ \textbf{N=23} \quad \textbf{N=21} \end{array}$

University University On-Site On-Site Ratings 0 = Unacceptable Supervisor Supervisor Supervisor Supervisor 1 =Emerging Average Average Average Average 2 = Acceptablefor Group for Group for Group for Group (%) 3 = Target(Raw) (%) (Raw)

Rubric Criteria	N=23		N=21	
1. Selects developmentally appropriate, performance-based	2.65	88.41	2.29	76.19
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.22	73.91	2.14	71.43
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	2.43	81.16	1.90	63.49
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.52	84.06	2.19	73.02
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.48	82.61	2.00	66.67
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.48	82.61	1.76	58.73
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.70	89.86	2.05	68.25
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.26	75.36	2.00	66.67
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.	2.40	92.61	2.22	77.70
9. Uses acceptable written, oral, and nonverbal	2.48	82.61	2.33	77.78
communication in planning and instruction.	2.39	70.71	2.22	77.70
10. Provides clear, complete written and/or oral directions for instructional activities.	2.39	79.71	2.33	77.78
11. Communicates high expectations for learning to all	2.48	82.61	2.19	73.02
students.	2.40	02.01	2.19	73.02
12. Conveys enthusiasm for teaching and learning.	2.61	86.96	2.48	82.54
13. Provides opportunities for the students to cooperate,	2.57	85.51	2.48	73.02
communicate, and interact with each other to enhance	2.51	05.51	2.19	13.02
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.78	92.75	2.57	85.71
taught.	2.70	94.13	2.37	03.71
15. Uses a variety of appropriate teaching strategies (e.g.,	2.48	82.61	1.90	63.49
cooperative learning, discovery learning, demonstration,	2.70	02.01	1.70	03.47
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
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16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).	2.26	75.36	1.71	57.14
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.	2.22	73.91	2.05	68.25
18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.	2.43	81.16	2.14	71.43
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	1.91	63.77	1.19	39.68
20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.	2.43	81.16	2.19	73.02
21. Attends to or delegates routine tasks.	2.52	84.06	2.19	73.02
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	2.26	75.36	2.00	66.67
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	2.61	86.96	2.33	77.78
24. Maximizes time available for instruction (Uses instructional time effectively).	2.35	78.26	2.14	71.43
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	1.91	63.77	1.38	46.03
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.	2.26	75.36	2.24	74.6
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.	2.35	78.26	2.14	71.43

# $Teacher\ Intern\ Assessment\ Instrument\ (TIAI)$ $Fall\ 2018-Elementary\ Education\ (Initial)$ (Elementary education includes campus and Hinds 2+2 candidates) $N=10,\,N=11$

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	3.00/3	100	2.79/3	92.83
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.84/3	94.5	2.72/3	90.5
into lessons. Uses knowledge of student backgrounds, interests,				

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experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.	- 00/-	100		
3. Integrates core content knowledge from other subject areas in	3.00/3	100	2.36/3	78.5
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.84/3	94.5	2.86/3	95.17
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.92/3	97.17	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.92/3	97.17	2.86/3	95.17
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.92/3	97.17	3.00/3	100
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.92/3	97.17	2.93/3	97.67
<ul> <li>pre/post assessments, quizzes, unit tests, checklists, rating</li> </ul>				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.92/3	97.17	3.00/3	100
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.92/3	97.17	2.93/3	97.67
instructional activities.				
11. Communicates high expectations for learning to all students.	2.92/3	97.17	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	2.92/3	97.17	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.79/3	93	2.79/3	92.83
communicate, and interact with each other to enhance				
learning.	0.00/0	07.17	2.02/2	0.5.45
14. Demonstrates knowledge of content for the subject(s)	2.92/3	97.17	2.93/3	97.67
taught.	2.02/2	07.17	2.00/2	100
15. Uses a variety of appropriate teaching strategies (e.g.,	2.92/3	97.17	3.00/3	100
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.	2.02/2	07.17	2.06/2	05.17
16. Provides learning experiences that accommodate	2.92/3	97.17	2.86/3	95.17
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).	2.02/2	07.17	2.70/2	02.02
17. Engages students in analytic, creative, and critical thinking	2.92/3	97.17	2.79/3	92.83
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.	2.02/2	07.17	0.05/0	05.17
18. Elicits input during lessons and allows sufficient wait time	2.92/3	97.17	2.86/3	95.17
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				

19. Uses family and/or community resources (special guests or	2.79/3	93	2.22/3	73.83
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.92/3	97.17	3.00/3	100
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.92/3	97.17	2.79/3	92.83
22. Uses a variety of strategies to foster appropriate student	2.92/3	97.17	2.86/3	95.17
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	3.00/3	100
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.92/3	97.17	3.00/3	100
time effectively).				
25. Establishes opportunities for communication with parents	2.88/3	95.83	2.43/3	81
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.92/3	97.17	2.72/3	90.5
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.92/3	97.17	2.72/3	90.5
handle disruptive student misbehavior.				

### Teacher Intern Assessment Instrument (TIAI) Fall 2018 – Secondary Education (Initial)

(Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

N=3, N=10

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Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		` '
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	3.00/3	100	2.88/3	95.83
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.67/3	89	2.59/3	86.17
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	3.00/3	100	2.71/3	90.25
lessons.				
4. Plans appropriate and sequential teaching procedures that	3.00/3	100	2.79/3	93.08
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				

quizzes, unit fests, rubries, and/or checklists) based on core content knowledge to effectively evaluate learner progress.  6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. pre/post assessments), surveys, inventories, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) anguly.  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, demonstration, demonstration, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance	5. Prepares appropriate assessments (ex. pre/post assessments,	3.00/3	100	2.79/3	93.08
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) and 100 2.92/3 97.25 14. Demonstrates knowledge of content for the subject(s) and 100 2.79/3 90.25 14. Demonstrates knowledge of content for the subject(s) and 100 2.79/3 90.25 15. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individually group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance scale relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety o		3.00/3	100	2.17/3	75.00
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments), surveys, inventories, remediation, and enrichment activities to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Conveys enthusiasm for teaching and learning.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s)  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learning to appropriate teaching strategies (e.g., cooperative learning) and provides opportunities for students to apply concepts in problem solving and critical thinking.  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.					
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assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).  7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.  8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) and interact with each other to enhance learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student behavior according to individual and situa	9 <b>-</b>	2100,2	100	2012/0	7 0.20
Incommendate (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).   3.00/3   100   2.88/3   95.83					
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8. Incorporates a variety of informal and formal assessments (ex. pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.  9. Uses a cecptable written, oral, and nonverbal communication in planning and instruction.  10. Provides clear, complete written and/or oral directions for instructional activities.  11. Communicates high expectations for learning to all students.  12. Conveys enthusiasm for teaching and learning.  13. Ovides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.  14. Demonstrates knowledge of content for the subject(s) taught.  15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.  16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).  17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.  18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.  19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.  20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.  21. Attends to or delegates routine tasks.  22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect,					
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22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.3.00/31002.88/395.8323. Creates and maintains a climate of fairness, safety, respect,3.00/31002.88/395.83		3.00/3	100	2.58/3	86.08
behavior according to individual and situational needs.  23. Creates and maintains a climate of fairness, safety, respect, 3.00/3 100 2.88/3 95.83	· · · · · · · · · · · · · · · · · · ·		_		
23. Creates and maintains a climate of fairness, safety, respect, 3.00/3 100 2.88/3 95.83	• • • • • • • • • • • • • • • • • • • •				
		3.00/3	100	2.88/3	95.83
	and support for all students.				

24. Maximizes time available for instruction (Uses instructional	3.00/3	100	2.88/3	95.83
time effectively).				
25. Establishes opportunities for communication with parents	3.00/3	100	2.50/3	83.33
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00/3	100	2.75/3	91.67
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	3.00/3	100	2.75/3	91.67
handle disruptive student misbehavior.				

# $Teacher\ Intern\ Assessment\ Instrument\ (TIAI)$ $Spring\ 2019-Elementary\ Education\ (Initial)$ (Elementary education includes campus and Hinds 2+2 candidates) $N=26,\,N=27$

,				
Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.89/3	96.17	2.89/3	96.33
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.96/3	98.67	2.89/3	96.17
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.93/3	97.5	2.86/3	95.17
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.96/3	98.67	2.61/3	86.83
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.89/3	96.17	2.53/3	84.33
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.93/3	97.5	2.78/3	92.67
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).	2.00/2	0.5.4.	2.00/2	100
7. Communicates assessment criteria and performance	2.89/3	96.17	3.00/3	100
standards to the students and provides timely feedback on				
students' academic performance.				

8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.81/3	02.5	2 =0 /2	
	2.01/3	93.5	2.78/3	92.67
<ul> <li>pre/post assessments, quizzes, unit tests, checklists, rating</li> </ul>				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.96/3	98.67	3.00/3	100
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.96/3	98.67	2.93/3	97.5
instructional activities.				
11. Communicates high expectations for learning to all students.	2.96/3	98.67	2.96/3	98.67
12. Conveys enthusiasm for teaching and learning.	2.89/3	96.17	2.97/3	98.83
13. Provides opportunities for the students to cooperate,	2.96/3	98.67	2.65/3	88.17
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.92/3	97.33	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.93/3	97.5	2.96/3	98.67
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.89/3	96.17	2.71/3	90.17
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.85/3	95	2.82/3	94
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.89/3	96.17	2.89/3	96.33
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.77/3	92.33	2.06/3	68.5
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.89/3	96.17	2.93/3	97.5
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.96/3	98.67	2.75/3	91.5
22. Uses a variety of strategies to foster appropriate student	2.92/3	97.33	2.75/3	91.5
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.96/3	98.67	2.89/3	96.3
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.85/3	94.83	2.89/3	96.33
time effectively).				
25. Establishes opportunities for communication with parents	2.74/3	91.17	2.63/3	87.67
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.89/3	96.17	2.82/3	93.83
	,0			72.00
minimally disruptive behavior.				
minimally disruptive behavior.  27. Demonstrates appropriate use of disciplinary action to	2.89/3	96.17	2.82/3	93.83

### Teacher Intern Assessment Instrument (TIAI) Spring 2010 Secondary Education (Initial)

## Spring 2019 – Secondary Education (Initial) (Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

N=12, N=15

,				
Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)	(144,17)	(/0)
Rubric Criteria	(240,11)	(/0)		
1. Selects developmentally appropriate, performance-based	2.89/3	96.33	2.74/3	91.25
objectives that connect core content knowledge for lessons based	2.037.0	70.00		71.20
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.59/3	86.33	2.56/3	85.42
into lessons. Uses knowledge of student backgrounds, interests,	,			
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.72/3	90.56	2.33/3	77.75
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.87/3	95.56	2.79/3	92.92
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.67/3	89.11	2.55/3	85
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.62/3	87.22	2.50/3	83.33
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.78/3	92.78	2.55/3	85
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.70/3	90	2.38/3	79.42
<ul> <li>pre/post assessments, quizzes, unit tests, checklists, rating</li> </ul>				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.	2.02/2	07.70	2.07/2	0.5
9. Uses acceptable written, oral, and nonverbal communication	2.93/3	97.78	2.85/3	95
in planning and instruction.			2.00/5	
10. Provides clear, complete written and/or oral directions for	2.87/3	95.56	2.80/3	93.33
instructional activities.				
11. Communicates high expectations for learning to all students.	2.93/3	97.78	2.78/3	92.5
12. Conveys enthusiasm for teaching and learning.	2.85/3	95	2.89/3	96.25

13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance	2.89/3	96.33	2.53/3	84.33
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	2.90/3	96.67
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.85/3	95	2.50/3	83.33
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.59/3	86.33	2.60/3	86.67
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.48/3	82.56	2.52/3	83.92
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.	0.07/0	07.75	2.77/2	07.70
18. Elicits input during lessons and allows sufficient wait time	2.87/3	95.56	2.57/3	85.58
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.	0.51/0	00.56	2 22 /2	77.75
19. Uses family and/or community resources (special guests or	2.51/3	83.56	2.33/3	77.75
materials) in lessons to enhance student learning.	0.07/2	05.56	0.71/2	00.42
20. Monitors and adjusts the classroom environment to enhance	2.87/3	95.56	2.71/3	90.42
social relationships motivation, and learning.	2.02/2	07.70	2.55/2	0.5
21. Attends to or delegates routine tasks.	2.93/3 2.72/3	97.78 90.56	2.55/3	85 82.25
22. Uses a variety of strategies to foster appropriate student	2.12/3	90.56	2.47/3	82.25
behavior according to individual and situational needs.	3.00/3	100	2.78/3	92.5
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	2.78/3	92.3
and support for all students.	2.87/3	95.56	2.83/3	94.17
24. Maximizes time available for instruction (Uses instructional	2.87/3	95.50	2.83/3	94.17
time effectively).  25. Establishes opportunities for communication with parents	2.42/3	80.78	2.50/3	83.33
and/or guardians and professional colleagues (newsletters,	2.42/3	80.78	2.30/3	83.33
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.87/3	95.56	2.70/3	90
minimally disruptive behavior.	2.07/3	93.30	2.10/3	70
27. Demonstrates appropriate use of disciplinary action to	2.80/3	93.33	2.70/3	90
handle disruptive student misbehavior.	2.00/3	75.55	2.70/3	
nandie dist updive student inispenavior.				

# $Teacher\ Intern\ Assessment\ Instrument\ (TIAI)$ $Fall\ 2019-Elementary\ Education\ (Initial)$ (Elementary education includes campus and Hinds 2+2 candidates) $N=19,\,N=20$

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		

Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.88/3	95.83	3.00/3	100
	2.00/3	93.83	3.00/3	100
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.	2.07/2	00.02	2.95/2	04.92
2. Incorporates diversity, including multicultural perspectives,	2.97/3	98.83	2.85/3	94.83
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.	0.70/0	00.5	2 62/2	07.5
3. Integrates core content knowledge from other subject areas in	2.78/3	92.5	2.63/3	87.5
lessons.	2.00/2	100	0.75/0	01.67
4. Plans appropriate and sequential teaching procedures that	3.00/3	100	2.75/3	91.67
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.	2.77/2	01.67	2.75/2	01.67
5. Prepares appropriate assessments (ex. pre/post assessments,	2.75/3	91.67	2.75/3	91.67
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.	0.07/0	05.5	2.00/2	07.02
6. Plans differentiated learning experiences that accommodate	2.87/3	95.5	2.88/3	95.83
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).	0.04/0	07.02	2.00/2	07.02
7. Communicates assessment criteria and performance	2.94/3	97.83	2.88/3	95.83
standards to the students and provides timely feedback on				
students' academic performance.	2.04/2	07.02	0.05/0	04.02
8. Incorporates a variety of informal and formal assessments (ex.	2.94/3	97.83	2.85/3	94.83
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.	3.00/3	100	3.00/3	100
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	3.00/3	100	3.00/3	100
	2.00/2	100	2.07/2	00
10. Provides clear, complete written and/or oral directions for	3.00/3	100	2.97/3	99
instructional activities.	2.00/2	100	2.00/2	100
11. Communicates high expectations for learning to all students.	3.00/3	100	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	2.97/3	98.83	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.84/3	94.67	2.78/3	92.67
communicate, and interact with each other to enhance learning.				
14. Demonstrates knowledge of content for the subject(s)	2.97/3	98.83	2.94/3	98
taught.	4.71/3	70.03	2.74/3	70
15. Uses a variety of appropriate teaching strategies (e.g.,	2.97/3	98.83	2.97/3	99
cooperative learning, discovery learning, demonstration,	2.91/3	70.03	2.91/3	77
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.59/3	86.17	2.88/3	95.83
differences in developmental and individual needs of diverse	2.33/3	00.17	2.00/3	93.63
learners (i.e., enrichment/remedial needs).				
	2.87/3	95.5	2 79/2	02.67
17. Engages students in analytic, creative, and critical thinking	2.01/3	93.3	2.78/3	92.67
through higher-order questioning and provides opportunities		_1		

for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00/3	100	2.85/3	94.83
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.39/3	79.67	2.47/3	82.33
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.97/3	98.83	3.00/3	100
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00/3	100	2.82/3	93.83
22. Uses a variety of strategies to foster appropriate student	2.97/3	98.83	2.85/3	94.83
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	3.00/3	100
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.94/3	97.83	3.00/3	100
time effectively).				
25. Establishes opportunities for communication with parents	2.56/3	85.33	2.78/3	92.67
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.90/3	96.67	2.82/3	93.83
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.81/3	93.67	2.88/3	95.83
handle disruptive student misbehavior.				

## Teacher Intern Assessment Instrument (TIAI) Fall 2019 – Secondary Education (Initial) Secondary Education includes mathematics. English, science (biology).

(Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

N = 10, N = 8

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	3.00/3	100	2.92/3	97.22
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	3.00/3	100	2.83/3	94.44
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				

3. Integrates core content knowledge from other subject areas in lessons.	3.79/3	92.86	2.67/3	88.89
4. Plans appropriate and sequential teaching procedures that	3.86/3	95.24	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	3.00/3	100	2.67/3	88.89
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.	2.00/2	100	2.50/2	02.22
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on	3.00/3	100	2.50/2	83.33
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	3.00/3	100	3.00/3	100
standards to the students and provides timely feedback on	3.00/3	100	2.00/2	100
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	3.00/3	100	2.67/3	88.89
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	3.00/3	100	3.00/3	100
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	3.93/3	97.62	2.83/3	94.44
instructional activities.				
11. Communicates high expectations for learning to all students.	3.00/3	100	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	3.93/3	97.62	3.00/3	100
13. Provides opportunities for the students to cooperate,	3.00/3	100	2.75/3	91.67
communicate, and interact with each other to enhance				
learning.  14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.	3.00/3	100	3.00/3	100
15. Uses a variety of appropriate teaching strategies (e.g.,	3.93/3	97.62	2.83/3	94.44
cooperative learning, discovery learning, demonstration,	3.75/3	77.02	2.03/3	77.77
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	3.00/3	100	2.75/3	91.67
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	3.93/3	97.62	2.75/3	91.67
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00/3	100	2.50/2	83.33
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.	0.26/0	70 57	2.00/2	60.44
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	0.36/0	78.57	2.08/2	69.44
20. Monitors and adjusts the classroom environment to enhance	3.93/3	97.62	2.83/2	94.44
social relationships motivation, and learning.	3.73/3	91.02	2.03/2	7 <del>1.44</del>
bociai relationships motivation, and learning.				

21. Attends to or delegates routine tasks.	3.00/3	100	2.67/2	88.89
22. Uses a variety of strategies to foster appropriate student	3.00/3	100	2.83/2	94.44
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	3.00/3	100
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	3.00/3	100	3.00/3	100
time effectively).				
25. Establishes opportunities for communication with parents	0.57/0	85.71	2.67/2	88.89
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.79/2	92.86	2.83/2	94.44
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.79/2	92.86	2.83/2	94.44
handle disruptive student misbehavior.				

# Teacher Intern Assessment Instrument (TIAI) Fall 2018 – Master of Arts in Teaching (Initial) N = 6

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.88/3	95.83
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.88/3	95.83
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.25/3	75
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.50/3	83.33
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.63/3	87.5
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.38/3	79.17
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		

7. Communicates assessment criteria and performance	2.88/3	95.83
standards to the students and provides timely feedback on	2.88/3	93.83
students' academic performance.		
8. Incorporates a variety of informal and formal assessments (ex.	2.63/3	87.5
	2.05/5	87.3
- pre/post assessments, quizzes, unit tests, checklists, rating		
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.	2.00/2	07.02
9. Uses acceptable written, oral, and nonverbal communication	2.88/3	95.83
in planning and instruction.	2 = 7 /2	04.5
10. Provides clear, complete written and/or oral directions for	2.75/3	91.67
instructional activities.		
11. Communicates high expectations for learning to all students.	2.88/3	95.83
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83
13. Provides opportunities for the students to cooperate,	2.50/3	83.33
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.88/3	95.83
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.75/3	91.67
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.38/3	79.17
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.75/3	91.67
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.50/3	83.33
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	1.88/3	62.5
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.75/3	91.67
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.88/3	95.83
22. Uses a variety of strategies to foster appropriate student	2.88/3	95.83
behavior according to individual and situational needs.	_,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
23. Creates and maintains a climate of fairness, safety, respect,	2.88/3	95.83
and support for all students.	2.00,0	70.00
24. Maximizes time available for instruction (Uses instructional	2.88/3	95.83
time effectively).	2.00/3	75.05
25. Establishes opportunities for communication with parents	2.13/3	70.83
and/or guardians and professional colleagues (newsletters,	2.13/3	70.03
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.63/3	87.5
•	2.03/3	01.3
minimally disruptive behavior.		

27. Demonstrates appropriate use of disciplinary action to	2.63/3	87.5
handle disruptive student misbehavior.		

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

#### Teacher Intern Assessment Instrument (TIAI) Spring 2019 – Master of Arts in Teaching (Initial)

N=6

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target  Rubric Criteria 1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core	University Supervisor Average for Group (%) 83.33
0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target  Rubric Criteria  1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,	Supervisor Average for Group (%) 83.33
1 = Emerging 2 = Acceptable 3 = Target  Rubric Criteria 1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,	Average for Group (%)  83.33  83.33
1 = Emerging 2 = Acceptable 3 = Target  Rubric Criteria  1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,	for Group (%)  83.33  83.33
2 = Acceptable 3 = Target  Rubric Criteria  1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,	for Group (%)  83.33  83.33
Rubric Criteria  1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,	(%) 83.33 83.33
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1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.  2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,	83.33 95.83
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inventories, surveys, and KWLs) to make instruction relevant and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,	
and meaningful.  3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,  2.88/3  2.75/3	
3. Integrates core content knowledge from other subject areas in lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, 2.38/3	
lessons.  4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments, 2.38/3	
<ul> <li>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</li> <li>5. Prepares appropriate assessments (ex. pre/post assessments,</li> <li>2.75/3</li> <li>2.38/3</li> </ul>	91.67
include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,  2.38/3	91.67
and uses a variety of teaching materials and technology.  5. Prepares appropriate assessments (ex. pre/post assessments,  2.38/3	
5. Prepares appropriate assessments (ex. pre/post assessments, 2.38/3	
quizzes, unit tests, rubrics, and/or checklists) based on core	79.17
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content knowledge to effectively evaluate learner progress.	
6. Plans differentiated learning experiences that accommodate 3.00/3	100
developmental and/or educational needs of learners based on	100
assessment information which is aligned with core content	
knowledge (ex. – use of pre/post assessments, surveys,	
inventories, remediation, and enrichment activities).	100
7. Communicates assessment criteria and performance 3.00/3	100
standards to the students and provides timely feedback on	
students' academic performance.	
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. 2.75/3	91.67
<ul> <li>pre/post assessments, quizzes, unit tests, checklists, rating</li> </ul>	
scales, rubrics, remediation, and enrichment activities) to	
differentiate learning experiences that accommodate differences	
in developmental and/or educational needs.	
9. Uses acceptable written, oral, and nonverbal communication 3.00/3	100
in planning and instruction.	
10. Provides clear, complete written and/or oral directions for 3.00/3	1
3.00/3	100

11. Communicates high expectations for learning to all students.	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83
13. Provides opportunities for the students to cooperate,	2.25/3	75
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	3.00/3	100
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	3.00/3	100
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.63/3	87.5
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.63/3	87.5
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.25/3	75
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	3.00/3	100
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.88/3	95.83
22. Uses a variety of strategies to foster appropriate student	2.75/3	91.67
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.88/3	95.83
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.88/3	95.83
time effectively).		
25. Establishes opportunities for communication with parents	2.50/3	83.33
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).	2.50/2	02.22
26. Demonstrates use of low profile desists for managing	2.50/3	83.33
minimally disruptive behavior.	0.70/2	00.05
27. Demonstrates appropriate use of disciplinary action to	2.50/3	83.33
handle disruptive student misbehavior.		

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

### **Teacher Intern Assessment Instrument (TIAI) Fall 2019 – Master of Arts in Teaching (Initial)**

N = 8

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging		

2 = Acceptable 3 = Target	Average for Group (Raw)	Average for Group (%)
Rubric Criteria	2.04/2	0.4.5
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	2.84/3	94.5
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.	2.92/3	97.17
3. Integrates core content knowledge from other subject areas in lessons.	2.92/3	97.17
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	3.00/3	100
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	2.75/3	91.67
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).	2.92/3	97.17
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	3.00/3	100
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.	3.00/3	100
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.92/3	97.17
10. Provides clear, complete written and/or oral directions for instructional activities.	2.92/3	97.17
11. Communicates high expectations for learning to all students.	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	2.67/3	88.83
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	2.67/3	88.83
14. Demonstrates knowledge of content for the subject(s) taught.	3.00/3	100
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	3.00/3	100

16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse	2.84/3	94.5
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	3.00/3	100
through higher-order questioning and provides opportunities	3.00/3	100
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.84/3	94.5
for students to expand and support their responses. Makes	210 1/6	7
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.59/3	86.17
materials) in lessons to enhance student learning.	2.5775	00.17
20. Monitors and adjusts the classroom environment to enhance	2.67/3	88.83
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	3.00/3	100
22. Uses a variety of strategies to foster appropriate student	2.92/3	97.17
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.75/3	91.67
time effectively).		
25. Establishes opportunities for communication with parents	3.00/3	100
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.92/3	97.17
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.92/3	97.17
handle disruptive student misbehavior.		

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.