TWS Data for Fall 2019

Contextual Factors	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 16	N = 4	N = 0	N = 2	N = 2	N = 3	N = 1	N = 1	N = 2	N = 4	
Candidate understands how the community context, population, and demographic information affects student learning. (InTASC 2; CAEP 1.2)	2.75	3	-------	3	3	2.75	3	2	3	3	**2.83**
Candidate displays knowledge of school and classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning and cites sources of information. (InTASC 3; CAEP 1.2, 1.5)	2.63	3	-------	3	3	2.75	3	3	3	3	**2.93**
Candidate displays knowledge of characteristics of students including developmental levels, culturally-relevant influences, and interests. (InTASC 2; Diversity)	2.88	3	-------	3	3	2.75	3	2	3	3	**2.85**
Candidate displays knowledge of students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities that may affect learning. (InTASC 1; Diversity)	2.94	3	-------	3	3	2.75	3	3	3	3	**2.97**
Candidate displays knowledge of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit. (InTASC 7)	2.88	3	-------	3	3	2.75	3	2	3	3	**2.85**
Candidate describes his/her rationale for instructional planning to include contextual characteristics of community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills. (InTASC 7; Diversity)	2.94	3	-------	3	3	2.75	3	3	3	3	**2.97**
Average	**2.84**	**3.00**		**3.00**	**3.00**	**2.75**	**3.00**	**2.50**	**3.00**	**3.00**	**2.90**

Learning Objectives	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 16	N = 4	N = 0	N = 2	N = 2	N = 3	N = 1	N = 0	N = 2	N = 4	
Candidate develops instructional objectives that are measurable, focused, standards-based, and varied. (InTASC 7; CAEP 1.4)	3	3	-------	3	3	3	3	-------	3	3	**3.00**
Candidate justifies learning objectives with contextual factors. (InTASC 7; CAEP 1.2; Diversity)	3	3	-------	3	3	3	3	-------	3	3	**3.00**
Candidate aligns objectives with local, state, or national standards. (InTASC 7; CAEP 1.4)	3	3	-------	3	3	3	3	-------	3	3	**3.00**

Candidate identifies the level of each learning objective using Bloom's Taxonomy, DOK, or MS CCRS (InTASC 7; CAEP 1.4)	3	3	-------	3	2	3	3	-------	3	3	**2.88**
Candidate explains how objectives promote creativity and higher-level thinking (InTASC 7; CAEP 1.4)	2.94	3	-------	3	3	3	2	-------	3	3	**2.87**
Average	**2.99**	**3.00**		**3.00**	**2.80**	**3.00**	**2.80**		**3.00**	**3.00**	**2.95**

Assessment Plan	**Elem Camp**	**Elem Hinds**	**Eng**	**MAT (Internship 2)**	**Math**	**Music**	**PE**	**Science (Biology and Chemistry)**	**Soc Stud**	**SPED**	**Average**
	N = 16	**N = 4**	**N = 0**	**N = 2**	**N = 2**	**N = 3**	**N = 1**	**N = 0**	**N = 2**	**N = 4**	
Candidate describes the pre- and post-assessments that are aligned with the learning objectives and how these assessments will be evaluated. (InTASC 6)	2.94	3	-------	3	3	3	3	-------	3	3	**2.99**
Candidate provides a comprehensive overview of the assessment plan based upon the objectives for the unit that includes a description of how the objectives are aligned with instruction and assessment. (InTASC 6)	2.94	3	-------	3	3	3	3	-------	3	3	**2.99**
Candidate provides multiple modes and approaches for assessing student learning and describes how each are used. (InTASC 6)	2.94	3	-------	3	3	3	3	-------	3	3	**2.99**
Candidate describes how the content to be assessed was determined and links assessments to student learning. (InTASC 6)	2.94	3	-------	3	3	3	3	-------	3	3	**2.99**
Describes the technical soundness of the assessments (InTASC 6)	2.88	3	-------	3	2.5	3	3	-------	3	3	**2.92**
Describes how assessments are appropriate for individual learners (InTASC 2; Diversity)	2.94	3	-------	3	3	3	2	-------	3	3	**2.87**
Average	**2.93**	**3.00**		**3.00**	**2.92**	**3.00**	**2.83**		**3.00**	**3.00**	**2.96**

Design for Instruction	**Elem Camp**	**Elem Hinds**	**Eng**	**MAT (Internship 2)**	**Math**	**Music**	**PE**	**Science (Biology and**	**Soc Stud**	**SPED**	**Average**
	N = 16	**N = 4**	**N = 0**	**N = 2**	**N = 2**	**N = 3**	**N = 1**	**N = 0**	**N = 2**	**N =4**	
Candidate utilizes results from pre-assessment to inform practice (InTASC 7)	2.81	3	-------	3	2	3	3	-------	3	3	**2.85**
Candidate provides a clear unit overview that includes all components including connections to objectives (InTASC 7; Diversity)	2.94	3	-------	3	3	3	2	-------	3	3	**2.87**
Candidate utilizes multiple and appropriate resources to achieve objectives (InTASC 2; CAEP 1.5; Diversity)	2.94	3	-------	3	3	3	3	-------	3	3	**2.99**
Candidate provides different presentation methods for the same objective (InTASC 8; CAEP 1.5; Diversity)	2.75	3	-------	3	3	3	3	-------	3	3	**2.97**
Candidate provides accommodations for assessments to meet the needs of diverse learners. (InTASC 2; Diversity)	2.88	3	-------	3	3	3	2	-------	3	3	**2.86**

	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
Candidate provides differentiated instruction based on students' reading levels and comprehensively justifies the decision-making process for reading planning and instruction (InTASC 2; CAEP 1.2; Diversity)	3	3	-------	3	3	3	3	-------	3	3	**3.00**
Candidate provides differentiated instruction based on student language differences (InTASC 2; CAEP 1.2; Diversity)	2.81	3	-------	2.5	3	3	2	-------	3	3	**2.79**
Candidate provides opportunities for students to work at their own pace toward meeting objectives (InTASC 8; Diversity)	3	3	-------	3	3	3	3	-------	3	3	**3.00**
Candidate provides opportunities for content-related enrichment activities to those who finish early (InTASC 8; Diversity)	2.94	3	-------	3	3	3	3	-------	3	3	**2.99**
Candidate includes key questioning in lesson plans (InTASC 8)	2.88	3	-------	2	2.5	3	3	-------	3	3	**2.80**
Candidate uses technology in instruction (InTASC 8; CAEP 1.5)	3	3	-------	2.5	3	3	3	-------	3	3	**2.94**
Average	**2.90**	**3.00**		**2.82**	**2.86**	**3.00**	**2.73**		**3.00**	**3.00**	**2.91**

Decision Making	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 16	N = 4	N = 0	N = 2	N = 2	N = 3	N = 1	N = 0	N = 2	N = 4	
Candidate provides evidence of pre- or formative assessments and aligns assessments with instruction. (InTASC 6)	2.75	3	-------	3	3	3	3	-------	3	3	**2.97**
Candidate demonstrates an ability to construct differentiated learning objectives and to develop differentiated activities/materials. (InTASC 2; Diversity)	2.94	3	-------	3	3	3	3	-------	3	3	**2.99**
Candidate articulates and justifies instructional modifications. (InTASC 8; Diversity)	2.88	3	-------	2.5	3	3	3	-------	3	3	**2.92**
Candidate adjusts objectives and lessons based on reflection and feedback. (InTASC 9)	2.94	3	-------	2.5	3	3	3	-------	3	3	**2.93**
Average	**2.88**	**3.00**		**2.75**	**3.00**	**3.00**	**3.00**		**3.00**	**3.00**	**2.95**

Analysis of Student Learning	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 16	N = 4	N = 0	N = 2	N = 2	N = 0	N = 1	N = 0	N = 2	N =4	
Candidate is able to present assessment data clearly and accurately (InTASC 6)	2.81	3	-------	3	2.5	-------	3	-------	2.5	3	**2.83**
Candidate aligns assessments with learning objectives (InTASC 6)	2.94	3	-------	2.5	2.5	-------	3	-------	2.5	3	**2.78**
Candidate accurately interprets data and draws conclusions (InTASC 6)	2.94	3	-------	2.5	2.5	-------	3	-------	3	3	**2.85**

	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
Candidate provides evidence of impact on student learning (InTASC 6)	2.94	3	-------	2.5	2.5	-------	3	-------	1.5	3	**2.63**
Average	**2.91**	**3.00**		**2.63**	**2.50**		**3.00**		**2.38**	**3.00**	**2.77**

Reflection & Self Evaluation	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 16	N = 4	N = 0	N = 2	N = 2	N = 3	N = 1	N = 0	N = 2	N = 4	
Candidate determines instructional effectiveness	3	3	-------	3	3	3	3	-------	3	3	**3.00**
Candidate provides learners, peers, and supervisors opportunities to convey their perceptions of the candidate effectiveness (InTASC 10)	2.69	3	-------	2.5	3	3	3	-------	3	3	**2.90**
Candidate accurately interprets data and draws conclusions (InTASC 8)	2.75	3	-------	3	3	3	3	-------	3	3	**2.97**
Candidate provides insights on effective instruction and assessment (InTASC 9; CAEP 1.2)	2.88	3	-------	3	3	3	3	-------	3	3	**2.99**
Candidate describes the alignment among objectives, instruction and assessment (InTASC 8)	2.88	3	-------	3	3	3	3	-------	3	3	**2.99**
Candidate provides implications for future teaching (InTASC 9)	3	3	-------	3	2.5	3	3	-------	3	3	**2.94**
Average	**2.87**	**3.00**		**2.92**	**2.92**	**3.00**	**3.00**		**3.00**	**3.00**	**2.96**

Design for Instruction in Elementary and Secondary	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 16	N = 4	N = 0	N = 2	N = 2	N = 3	N = 1	N = 0	N = 2	N = 4	
Candidate aligns lessons in the integrated unit of study with the Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards. (InTASC 7)	2.94	3	-------	3	2	3	3	-------	3	3	**2.87**
Candidate integrates reading, writing, and oral language into the integrated unit of study. (InTASC 7)	2.94	3	-------	3	-------	3	-------	-------	-------	3	**2.99**
Candidate integrates science into the integrated unit of study. (InTASC 7)	2.75	3	-------	3	-------	-------	-------	-------	-------	3	**2.94**
Candidate integrates mathematics into the integrated unit of study. (InTASC 7)	2.88	3	-------	2.5	-------	-------	-------	-------	-------	3	**2.85**
Candidate integrates social studies into the integrated unit of study. (InTASC 7)	2.81	3	-------	2	-------	-------	-------	-------	-------	3	**2.70**
Candidate integrates the arts into the integrated unit of study. (InTASC 7)	2.81	3	-------	3	-------	-------	-------	-------	-------	3	**2.95**
Candidate integrates health into the integrated unit of study. (InTASC 7)	2.81	3	-------	3	-------	-------	-------	-------	-------	3	**2.95**
Candidate integrates physical education into the integrated unit of study. (InTASC 7)	2.81	3	-------	3	-------	-------	-------	-------	-------	3	**2.95**
Average	**2.84**	**3.00**		**2.81**	**2.00**	**3.00**	**3.00**		**3.00**	**3.00**	**2.90**

Average Overall	2.89	3.00		2.87	2.75	2.96	2.92	2.50	2.92	3.00	2.91

TIAI 1-27 by University Supervisor End of Internship Fall 2019											
	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
Rubrics	N = 16	N = 4	N = 0	N = 8	N = 2	N =3	N = 1	N = 0	N = 2	N = 4	
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-Star Domain 1-4; CAEP 1.1, 1.3, 1.4)	3	3	---------	2.84	3	3	3	---------	2.5	3	**2.92**
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.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I–2, III–10; CAEP 1.1, 1.3)	2.69	3	---------	2.92	3	3	3	---------	2	3	**2.83**
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I–1; CAEP 1.1, 1.3)	2.25	3	---------	2.92	2.5	3	2	---------	2.5	3	**2.65**
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I–1, I–4, III–10; CAEP 1.1, 1.3, 1.5)	2.5	3	---------	3	3	3	3	---------	3	3	**2.94**
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II–5, II–6, III–9; CAEP 1.1, 1.2, 1.5)	2.5	3	---------	2.75	3	3	2	---------	2	3	**2.66**
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).(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2, 1.3)	2.75	3	---------	2.92	3	3	2	---------	2	3	**2.71**
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II–5, II–6, II–7; CAEP 1.1, 1.2)	2.75	3	---------	3	3	3	3	---------	3	3	**2.97**
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.(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2)	2.69	3	---------	3	3	3	2	---------	2	2.75	**2.68**

Item											
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 3, 9; M-STAR Domain III–11; CAEP 1.1)	3	3	----------	2.92	3	3	3	----------	3	3	**2.99**
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11; CAEP 1.1)	2.94	3	----------	2.92	2.5	3	3	----------	2.5	3	**2.86**
11. Communicates high expectations for learning to all students.(InTASC 2, 9; M-STAR Domains I–3, IV–15; CAEP 1.1)	3	3	----------	3	3	3	3	----------	3	3	**3.00**
12. Conveys enthusiasm for teaching and learning.(InTASC 3; M-STAR Domain IV–15, IV–16; CAEP 1.1)	3	3	----------	2.67	3	3	3	----------	3	3	**2.96**
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC 1, 3, 5; M-STAR Domains III–8, IV– 15; CAEP 1.1, 1.3)	2.56	3	----------	2.67	3	3	2	----------	2.5	3	**2.72**
14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; CAEP 1.1, 1.3)	2.88	3	----------	3	3	3	3	----------	3	3	**2.99**
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III–8, III–9; CAEP 1.1, 1.3)	2.94	3	----------	3	3	3	2	----------	3	2.5	**2.81**
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I–2; CAEP 1.1, 1.2, 1.3)	2.75	3	----------	2.84	3	3	2	----------	2.5	2.75	**2.73**
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.(InTASC 4, 5, 8; M-STAR Domains I–3, II–6, III–8, III–9; CAEP 1.1, 1.4)	2.56	3	----------	3	3	3	2	----------	2.5	3	**2.76**
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.(InTASC 1, 5, 8; M-STAR Domains II–5, II–6, III–9; CAEP 1.1, 1.2, 1.3)	2.69	3	----------	2.84	2.5	3	2	----------	2.5	3	**2.69**
19.Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III–10; CAEP 1.1, 1.3, 1.5)	1.94	3	----------	2.59	1	3	2	----------	1.5	3	**2.25**
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV–12, IV–13, IV–16; CAEP 1.1, 1.3)	3	3	----------	2.67	3	3	3	----------	3	2.75	**2.93**
21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV–12; CAEP 1.1)	2.63	3	----------	3	3	3	2	----------	3	3	**2.83**
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV–13, IV–16; CAEP 1.1, 1.3)	2.69	3	----------	2.92	3	3	3	----------	3	3	**2.95**

Indicator	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3, 9; M-STAR Domain IV–13; CAEP 1.1, 1.3)	3	3	----------	3	3	3	3	----------	3	3	**3.00**
24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV–14; CAEP 1.1)	3	3	----------	2.75	3	3	3	----------	3	3	**2.97**
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V–19; CAEP 1.1, 1.4)	2.56	3	----------	3	3	3	2	----------	3	3	**2.82**
26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3)	2.63	3	----------	2.92	3	3	3	----------	3	3	**2.94**
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3.)	2.75	3	----------	2.92	3	3	3	----------	3	3	**2.96**
Indicator Average Overall (TIAI Data)											**2.83**
	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	
Average Overall (TIAI Data)	**2.73**	**3.00**		**2.89**	**2.87**	**3.00**	**2.56**		**2.67**	**2.95**	**2.83**

TIAI 1-27 by Cooperating Teacher End of Internship Fall 2019											
Missing Maggie Evans' cooperating teacher (Anna Moates) Observation 3	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average	
Rubrics	N = 15	N = 4	N = 0	N = 2	N = 3	N = 1	N = 1	N = 2	N = 4		
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-Star Domain 1-4; CAEP 1.1, 1.3, 1.4)	3	2.75	----------	3	3	3	3	3	3	**2.97**	
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.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I–2, III–10; CAEP 1.1, 1.3)	2.93	3	----------	3	3	3	3	3	3	**2.99**	
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I–1; CAEP 1.1, 1.3)	2.8	2.75	----------	2.5	3	2	3	3	3	**2.76**	
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I–1, I–4, III–10; CAEP 1.1, 1.3, 1.5)	3	3	----------	2.5	3	3	3	2.5	3	**2.88**	

Item										Avg
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II–5, II–6, III–9; CAEP 1.1, 1.2, 1.5)	3	2.5	----------	3	3	3	3	3	3	**2.94**
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).(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2, 1.3)	2.73	3	----------	3	3	3	3	3	3	**2.97**
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II–5, II–6, II–7; CAEP 1.1, 1.2)	2.87	3	----------	3	3	3	3	3	3	**2.98**
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.(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2)	2.87	3	----------	3	3	3	3	3	3	**2.98**
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 3, 9; M-STAR Domain III–11; CAEP 1.1)	3	3	----------	3	3	3	3	3	3	**3.00**
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11; CAEP 1.1)	3	3	----------	3	3	3	3	2.5	3	**2.94**
11. Communicates high expectations for learning to all students.(InTASC 2, 9; M-STAR Domains I–3, IV–15; CAEP 1.1)	3	3	----------	3	3	3	3	3	3	**3.00**
12. Conveys enthusiasm for teaching and learning.(InTASC 3; M-STAR Domain IV–15, IV–16; CAEP 1.1)	2.93	3	----------	2.5	3	3	3	3	3	**2.93**
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC 1, 3, 5; M-STAR Domains III–8, IV– 15; CAEP 1.1, 1.3)	2.93	2.75	----------	3	3	3	3	3	3	**2.96**
14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; CAEP 1.1, 1.3)	2.93	3	----------	3	3	3	3	3	3	**2.99**
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III–8, III–9; CAEP 1.1, 1.3)	2.93	3	----------	3	3	3	3	2.5	3	**2.93**
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I–2; CAEP 1.1, 1.2, 1.3)	2.67	2.5	----------	3	3	3	3	3	3	**2.90**

Indicator	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	
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.(InTASC 4, 5, 8; M-STAR Domains I–3, II–6, III–8, III–9; NCATE 1b, 1c)	2.73	3	----------	2.5	3	3	3	3	3	**2.90**
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.(InTASC 1, 5, 8; M-STAR Domains II–5, II–6, III–9; CAEP 1.1, 1.2, 1.3)	3	3	----------	3	3	3	3	3	3	**3.00**
19.Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III–10; CAEP 1.1, 1.3, 1.5)	2.53	2.25	----------	2.5	3	2	3	3	3	**2.66**
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV–12, IV–13, IV–16; CAEP 1.1, 1.3)	2.93	3	----------	2.5	3	3	3	3	3	**2.93**
21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV–12; CAEP 1.1)	3	3	----------	3	3	3	3	3	3	**3.00**
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV–13, IV–16; CAEP 1.1, 1.3)	2.93	3	----------	3	3	3	3	3	3	**2.99**
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3, 9; M-STAR Domain IV–13; CAEP 1.1, 1.3)	3	3	----------	3	3	3	3	3	3	**3.00**
24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV–14; CAEP 1.1)	2.87	3	----------	3	3	3	3	3	3	**2.98**
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V–19; CAEP 1.1, 1.4)	2.87	2.25	----------	3	3	3	3	3	3	**2.89**
26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3)	2.8	3	----------	3	3	3	3	2.5	3	**2.91**
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3.)	2.87	2.75	----------	3	3	3	3	2.5	3	**2.89**
Indicator Average Overall (TIAI Data)										**2.94**
	Elem Camp	**Elem Hinds**	**Eng**	**Math**	**Music**	**PE**	**Science (Biology and Chemistry)**	**Soc Stud**	**SPED**	
Average Overall (TIAI Data)	**2.89**	**2.87**		**2.89**	**3.00**	**2.93**	**3.00**	**2.91**	**3.00**	**2.94**

TWS Data for Spring 2020 *some data missing due to COVID; some candidates' unable to teach units/complete TWS										
Contextual Factors	**Elem Camp**	**Elem Hinds**	**Eng**	**MAT (Internship 2)**	**Music**	**PE**	**Science (Biology and Chemistry)**	**Soc Stud**	**SPED**	**Average**
	N = 16	**N = 14**	**N = 1**	**N = 10**	**N = 8**	**N = 4**	**N = 2**	**N = 2**	**N = 0**	
Candidate understands how the community context, population, and demographic information affects student learning. (InTASC 2; CAEP 1.2)	2.94	3	3	2.84	3	3	3	3	-------	**2.97**
Candidate displays knowledge of school and classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning and cites sources of information. (InTASC 3; CAEP 1.2, 1.5)	2.94	3	3	2.84	3	3	3	3	-------	**2.97**
Candidate displays knowledge of characteristics of students including developmental levels, culturally-relevant influences, and interests. (InTASC 2; Diversity)	2.94	3	3	2.67	3	3	3	3	-------	**2.95**
Candidate displays knowledge of students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities that may affect learning. (InTASC 1; Diversity)	2.94	3	2	2.43	3	2.5	3	3	-------	**2.73**
Candidate displays knowledge of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit. (InTASC 7)	2.94	3	3	2.77	3	2.5	3	3	-------	**2.90**
Candidate describes his/her rationale for instructional planning to include contextual characteristics of community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills. (InTASC 7; Diversity)	2.94	3	3	2.84	3	2.5	3	3	-------	**2.91**
Average	**2.94**	**3.00**	**2.83**	**2.73**	**3.00**	**2.75**	**3.00**	**3.00**		**2.91**
Learning Objectives	**Elem Camp**	**Elem Hinds**	**Eng**	**MAT (Internship 2)**	**Music**	**PE**	**Science (Biology and Chemistry)**	**Soc Stud**	**SPED**	**Average**
	N = 17	**N = 14**	**N = 1**	**N = 10**	**N = 8**	**N = 4**	**N = 1**	**N = 2**	**N = 0**	
Candidate develops instructional objectives that are measurable, focused, standards-based, and varied. (InTASC 7; CAEP 1.4)	3	3	2	2.45	3	2.75	3	3	-------	**2.78**
Candidate justifies learning objectives with contextual factors. (InTASC 7; CAEP 1.2; Diversity)	2.94	3	2	2.77	3	2	3	3	-------	**2.71**
Candidate aligns objectives with local, state, or national standards. (InTASC 7; CAEP 1.4)	3	3	2	2.93	3	3	3	3	-------	**2.87**
Candidate identifies the level of each learning objective using Bloom's Taxonomy, DOK, or MS CCRS (InTASC 7; CAEP 1.4)	3	3	3	2.60	3	2	3	3	-------	**2.82**
Candidate explains how objectives promote creativity and higher-level thinking (InTASC 7; CAEP 1.4)	2.94	3	2	2.60	3	2	3	3	-------	**2.69**

Average	2.98	3.00	2.20	2.67	3.00	2.35	3.00	3.00		2.77

Assessment Plan	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 17	N = 14	N = 1	N = 7	N = 8	N = 4	N = 1	N = 2	N = 0	
Candidate describes the pre- and post-assessments that are aligned with the learning objectives and how these assessments will be evaluated. (InTASC 6)	2.82	3	3	2.86	3	2	3	3	-------	2.84
Candidate provides a comprehensive overview of the assessment plan based upon the objectives for the unit that includes a description of how the objectives are aligned with instruction and assessment. (InTASC 6)	3	3	2	2.86	3	2	3	3	-------	2.73
Candidate provides multiple modes and approaches for assessing student learning and describes how each are used. (InTASC 6)	3	3	2	2.86	3	2	3	3	-------	2.73
Candidate describes how the content to be assessed was determined and links assessments to student learning. (InTASC 6)	3	3	2	2.86	3	2.5	3	3	-------	2.80
Describes the technical soundness of the assessments (InTASC 6)	3	2.93	1	2.71	3	2	3	3	-------	2.58
Describes how assessments are appropriate for individual learners (InTASC 2; Diversity)	2.88	3	2	2.86	3	2	3	3	-------	2.72
Average	2.95	2.99	2.00	2.84	3.00	2.08	3.00	3.00		2.73

Design for Instruction	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 17	N = 14	N = 1	N = 3	N = 8	N = 4	N = 1	N = 2	N = 0	
Candidate utilizes results from pre-assessment to inform practice (InTASC 7)	2.76	3	2	2.33	3	3	3	3	-------	2.76
Candidate provides a clear unit overview that includes all components including connections to objectives (InTASC 7; Diversity)	2.94	3	2	2.33	3	2	3	3	-------	2.66
Candidate utilizes multiple and appropriate resources to achieve objectives (InTASC 2; CAEP 1.5; Diversity)	2.82	3	3	2.67	3	2.75	3	3	-------	2.91
Candidate provides different presentation methods for the same objective (InTASC 8; CAEP 1.5; Diversity)	2.94	3	3	3	3	3	3	3	-------	2.99
Candidate provides accommodations for assessments to meet the needs of diverse learners. (InTASC 2; Diversity)	2.94	3	3	2.67	3	2.25	3	3	-------	2.86
Candidate provides differentiated instruction based on students' reading levels and comprehensively justifies the decision-making process for reading planning and instruction (InTASC 2; CAEP 1.2; Diversity)	3	3	2	2.33	3	2	3	3	-------	2.67
Candidate provides differentiated instruction based on student language differences (InTASC 2; CAEP 1.2; Diversity)	3	3	3	2.33	3	2	3	3	-------	2.79

							Science			
Candidate provides opportunities for students to work at their own pace toward meeting objectives (InTASC 8; Diversity)	2.94	3	2	3	3	2.25	3	3	-------	2.77
Candidate provides opportunities for content-related enrichment activities to those who finish early (InTASC 8; Diversity)	2.94	3	2	3	3	2.25	3	3	-------	2.77
Candidate includes key questioning in lesson plans (InTASC 8)	3	2.93	3	2.33	3	2	3	3	-------	2.78
Candidate uses technology in instruction (InTASC 8; CAEP 1.5)	3	3	3	2	3	2	3	3	-------	2.75
Average	**2.93**	**2.99**	**2.55**	**2.54**	**3.00**	**2.32**	**3.00**	**3.00**		**2.79**

Decision Making	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 17	N = 14	N = 1	N = 10	N = 8	N = 4	N = 1	N = 2	N = 0	
Candidate provides evidence of pre- or formative assessments and aligns assessments with instruction. (InTASC 6)	3	3	2	2.86	3	2.25	3	3	-------	2.76
Candidate demonstrates an ability to construct differentiated learning objectives and to develop differentiated activities/materials. (InTASC 2; Diversity)	3	3	2	2.84	3	2.25	3	3	-------	2.76
Candidate articulates and justifies instructional modifications. (InTASC 8; Diversity)	3	3	2	2.84	3	2.25	3	3	-------	2.76
Candidate adjusts objectives and lessons based on reflection and feedback. (InTASC 9)	3	3	3	2.84	3	3	3	3	-------	2.98
Average	**3.00**	**3.00**	**2.25**	**2.84**	**3.00**	**2.44**	**3.00**	**3.00**		**2.82**

Analysis of Student Learning	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 11	N = 14	N = 1	N = 10	N = 8	N = 4	N = 2	N = 0	N = 0	
Candidate is able to present assessment data clearly and accurately (InTASC 6)	2.91	3	2	2.60	2.86	2.25	3	-------	-------	2.66
Candidate aligns assessments with learning objectives (InTASC 6)	2.91	3	3	2.67	2.86	2.75	3	-------	-------	2.88
Candidate accurately interprets data and draws conclusions (InTASC 6)	2.91	3	3	2.50	2.86	2.5	3	-------	-------	2.82
Candidate provides evidence of impact on student learning (InTASC 6)	2.91	3	3	2.67	2.86	2.5	3	-------	-------	2.85
Average	**3.00**	**3.00**	**2.25**	**2.61**	**2.86**	**2.50**	**3.00**			**2.80**

Reflection & Self Evaluation	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average

	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 17	N = 14	N = 1	N = 10	N = 8	N = 4	N = 1	N = 2	N = 0	
Candidate determines instructional effectiveness	2.88	3	3	2.86	3	2	3	3	-------	2.84
Candidate provides learners, peers, and supervisors opportunities to convey their perceptions of the candidate effectiveness (InTASC 10)	3	3	3	3	3	2.25	3	3	-------	2.91
Candidate accurately interprets data and draws conclusions (InTASC 8)	3	3	3	2.67	3	2.5	3	3	-------	2.90
Candidate provides insights on effective instruction and assessment (InTASC 9; CAEP 1.2)	3	3	3	3	3	2.25	3	3	-------	2.91
Candidate describes the alignment among objectives, instruction and assessment (InTASC 8)	3	3	2	2.77	3	2	3	3	-------	2.72
Candidate provides implications for future teaching (InTASC 9)	2.94	3	3	2.84	3	2	3	3	-------	2.85
Average	**2.97**	**3.00**	**2.83**	**2.67**	**3.00**	**2.17**	**3.00**	**3.00**		**2.85**

Design for Instruction in Elementary and Secondary	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
	N = 17	N = 14	N = 1	N = 10	N = 8	N = 4	N = 1	N = 2	N = 0	
Candidate aligns lessons in the integrated unit of study with the Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards. (InTASC 7)	3	3	3	2.84	3	3	3	3	-------	2.98
Candidate integrates reading, writing, and oral language into the integrated unit of study. (InTASC 7)	3	3	3	2.84	3	3	3	3	-------	2.98
Candidate integrates science into the integrated unit of study. (InTASC 7)	3	3	-------	2.58	-------	-------	-------	-------	-------	2.86
Candidate integrates mathematics into the integrated unit of study. (InTASC 7)	3	3	-------	2.75	-------	-------	-------	-------	-------	2.92
Candidate integrates social studies into the integrated unit of study. (InTASC 7)	3	3	-------	2.58	-------	-------	-------	-------	-------	2.86
Candidate integrates the arts into the integrated unit of study. (InTASC 7)	3	3	-------	2.50	-------	-------	-------	-------	-------	2.83
Candidate integrates health into the integrated unit of study. (InTASC 7)	3	3	-------	2.75	-------	-------	-------	-------	-------	2.92
Candidate integrates physical education into the integrated unit of study. (InTASC 7)	3	3	-------	2.84	-------	-------	-------	-------	-------	2.95
Average	**3.00**	**3.00**	**3.00**	**2.71**	**3.00**	**3.00**	**3.00**	**3.00**		**2.91**
Average Overall	**2.97**	**3.00**	**2.49**	**2.70**	**2.98**	**2.45**	**3.00**	**3.00**		**2.82**

TIAI 1-27 by University Supervisor End of Internship Spring 2020												
	Elem Camp	Elem Hinds	Eng	MAT (Internship 1)	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
Rubrics	N = 17	N = 14	N = 1	N = 1	N = 9	N = 0	N = 1	N = 4	N = 1	N = 2	N = 0	

Criterion												
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-Star Domain 1-4; CAEP 1.1, 1.3, 1.4)	2.88	2.93	3	2	2.93	---------	3	3	2	3	---------	**2.75**
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.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I–2, III–10; CAEP 1.1, 1.3)	2.94	2.79	3	2	2.86	---------	3	3	2	3	---------	**2.73**
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I–1; CAEP 1.1, 1.3)	2.88	2.57	3	2	2.86	---------	3	2.75	2	3	---------	**2.67**
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I–1, I–4, III–10; CAEP 1.1, 1.3, 1.5)	2.76	2.79	3	3	3	---------	3	2.5	2	3	---------	**2.74**
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II–5, II–6, III–9; CAEP 1.1, 1.2, 1.5)	2.65	2.64	3	2	3.00	---------	2	2.75	2	2.5	---------	**2.50**
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).(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2, 1.3)	2.71	2.71	3	2	2.93	---------	2	3	2	2.5	---------	**2.54**
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II–5, II–6, II–7; CAEP 1.1, 1.2)	2.76	2.64	3	2	3	---------	2	2.5	2	2.5	---------	**2.48**
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.(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2)	2.82	2.64	3	2	3	---------	2	2.5	2	2.5	---------	**2.47**
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 3, 9; M-STAR Domain III–11; CAEP 1.1)	3	2.93	3	3	2.75	---------	3	3	2	3	---------	**2.85**
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11; CAEP 1.1)	3	2.93	3	3	2.75	---------	3	3	2	3	---------	**2.85**
11. Communicates high expectations for learning to all students.(InTASC 2, 9; M-STAR Domains I–3, IV–15; CAEP 1.1)	3	2.79	3	3	3	---------	3	3	2	2.5	---------	**2.81**
12. Conveys enthusiasm for teaching and learning.(InTASC 3; M-STAR Domain IV–15, IV–16; CAEP 1.1)	2.65	2.93	3	3	3.00	---------	3	3	2	2.5	---------	**2.79**

Description												
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC 1, 3, 5; M-STAR Domains III–8, IV– 15; CAEP 1.1, 1.3)	2.65	2.71	3	3	2.93	---------	3	3	2	2.5	---------	**2.75**
14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; CAEP 1.1, 1.3)	3	2.93	3	3	3	---------	3	3	2	2.5	---------	**2.83**
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III–8, III–9; CAEP 1.1, 1.3)	2.94	2.79	2	3	3	---------	3	2.75	2	2.5	---------	**2.66**
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I–2; CAEP 1.1, 1.2, 1.3)	2.82	2.71	3	2	2.61	---------	2	2.75	2	2.5	---------	**2.49**
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.(InTASC 4, 5, 8; M-STAR Domains I–3, II–6, III–8, III–9; CAEP 1.1, 1.4)	2.82	2.57	3	3	3	---------	3	2.75	2	2.5	---------	**2.72**
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.(InTASC 1, 5, 8; M-STAR Domains II–5, II–6, III–9; CAEP 1.1, 1.2, 1.3)	2.88	2.86	2	2	2.93	---------	3	2.75	2	2.5	---------	**2.55**
19.Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III–10; CAEP 1.1, 1.3, 1.5)	2.35	3	2	1	2.54	---------	2	3	2	3	---------	**2.32**
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV–12, IV–13, IV–16; CAEP 1.1, 1.3)	2.82	3	3	3	2.93	---------	3	3	2	2.5	---------	**2.81**
21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV–12; CAEP 1.1)	2.59	3	3	2	3	---------	3	2.5	2	2.5	---------	**2.62**
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV–13, IV–16; CAEP 1.1, 1.3)	2.53	3	2	2	3.00	---------	3	3	2	2.5	---------	**2.56**
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3, 9; M-STAR Domain IV–13; CAEP 1.1, 1.3)	3	3	3	2	3	---------	3	3	2	2.5	---------	**2.72**
24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV–14; CAEP 1.1)	3	3	3	3	3.00	---------	3	3	2	2.5	---------	**2.83**
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V–19; CAEP 1.1, 1.4)	2.71	3	3	1	3	---------	2	2.25	2	2.5	---------	**2.38**
26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3)	2.65	3	3	3	2.86	---------	3	3	2	2.5	---------	**2.78**

27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3.)	2.65	3	3	3	2.86	----------	3	3	2	2.5	----------	**2.78**
Indicator Average Overall (TIAI Data)												**2.67**
	Elem Camp	Elem Hinds	Eng	MAT (Internship 1)	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	
Average Overall (TIAI Data)	**2.79**	**2.85**	**2.85**	**2.41**	**2.88**		**2.74**	**2.84**	**2.00**	**2.63**		**2.67**

TIAI 1-27 by Cooperating Teacher End of Internship Spring 2020										
	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	Average
Rubrics	N = 17	N = 14	N = 1	N = 0	N = 0	N = 4	N = 1	N = 2	N = 0	
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-Star Domain 1-4; CAEP 1.1, 1.3, 1.4)	3	2.93	3	---------	---------	3	3	2.5	---------	**2.91**
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.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I–2, III–10; CAEP 1.1, 1.3)	2.82	2.79	3	---------	---------	3	3	2.5	---------	**2.85**
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I–1; CAEP 1.1, 1.3)	2.88	2.93	3	---------	---------	3	3	2	---------	**2.80**
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I–1, I–4, III–10; CAEP 1.1, 1.3, 1.5)	2.94	3	3	---------	---------	3	3	2	---------	**2.82**
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II–5, II–6, III–9; CAEP 1.1, 1.2, 1.5)	2.94	2.93	3	---------	---------	2.75	3	2.5	---------	**2.85**
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).(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2, 1.3)	2.94	3	3	---------	---------	2.75	3	2	---------	**2.78**
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II–5, II–6, II–7; CAEP 1.1, 1.2)	2.94	2.93	3	---------	---------	2.75	3	2	---------	**2.77**

Criteria									
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.(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2)	2.94	2.79	3	---------	---------	3	3	2	---------	**2.79**
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 3, 9; M-STAR Domain III–11; CAEP 1.1)	3	3	3	---------	---------	3	3	3	---------	**3.00**
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11; CAEP 1.1)	2.94	3	3	---------	---------	3	2	3	---------	**2.82**
11. Communicates high expectations for learning to all students.(InTASC 2, 9; M-STAR Domains I–3, IV–15; CAEP 1.1)	2.94	2.93	3	---------	---------	3	3	2.5	---------	**2.90**
12. Conveys enthusiasm for teaching and learning.(InTASC 3; M-STAR Domain IV–15, IV–16; CAEP 1.1)	3	3	3	---------	---------	3	3	2	---------	**2.83**
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC 1, 3, 5; M-STAR Domains III–8, IV– 15; CAEP 1.1, 1.3)	3	3	3	---------	---------	3	3	2.5	---------	**2.92**
14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; CAEP 1.1, 1.3)	3	2.93	3	---------	---------	3	3	2.5	---------	**2.91**
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III–8, III–9; CAEP 1.1, 1.3)	2.94	3	3	---------	---------	3	3	2	---------	**2.82**
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I–2; CAEP 1.1, 1.2, 1.3)	2.94	2.86	3	---------	---------	2.75	3	2	---------	**2.76**
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.(InTASC 4, 5, 8; M-STAR Domains I–3, II–6, III–8, III–9; CAEP 1.1, 1.4)	2.82	2.93	3	---------	---------	3	3	2	---------	**2.79**
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.(InTASC 1, 5, 8; M-STAR Domains II–5, II–6, III–9; CAEP 1.1, 1.2, 1.3)	3	3	3	---------	---------	3	3	2	---------	**2.83**
19.Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III–10; CAEP 1.1, 1.3, 1.5)	2.71	2.86	3	---------	---------	3	3	2	---------	**2.76**
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV–12, IV–13, IV–16; CAEP 1.1, 1.3)	2.94	2.93	3	---------	---------	3	3	2.5	---------	**2.90**
21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV–12; CAEP 1.1)	2.94	3	3	---------	---------	2.75	3	2	---------	**2.78**

	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV–13, IV–16; CAEP 1.1, 1.3)	2.88	2.79	3	---------	---------	3	3	2.5	---------	**2.86**
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3, 9; M-STAR Domain IV–13; CAEP 1.1, 1.3)	3	3	3	---------	---------	3	3	3	---------	**3.00**
24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV–14; CAEP 1.1)	2.94	3	3	---------	---------	3	3	2.5	---------	**2.91**
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V–19; CAEP 1.1, 1.4)	2.94	2.93	3	---------	---------	2.75	3	3	---------	**2.94**
26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3)	2.94	3	3	---------	---------	3	3	2.5	---------	**2.91**
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3.)	2.88	3	3	---------	---------	2.75	3	2.5	---------	**2.86**
Indicator Average Overall (TIAI Data)										2.85
	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	SPED	
Average Overall (TIAI Data)	**2.93**	**2.94**	**3.00**			**2.94**	**2.96**	**2.35**		**2.85**