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

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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				<u> </u>
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
- 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.				L
9. Uses acceptable written, oral, and nonverbal communication	2.69/3	89.74	2.85/3	94.87
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.69/3	89.74	2.85/3	94.87
instructional activities.				
11. Communicates high expectations for learning to all students.				Т
	2.81/3	93.59	2.85/3	94.87

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).	0.55/0	00.45	a 00/ a	0.5.4.7
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.).	2.50/2	05.00	2.95/2	04.97
26. Demonstrates use of low profile desists for managing	2.58/3	85.90	2.85/3	94.87
minimally disruptive behavior.	0.65/2	00.46	2.05/2	04.07
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)

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			(Raw)	(%)

	Group (Raw)	Group (%)		
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,	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.	• • • •			07.50
3. Integrates core content knowledge from other subject areas in	2.88/3	95.83	2.63/3	87.50
lessons.		1.0.0		
4. Plans appropriate and sequential teaching procedures that	3.00/3	100	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.	0.00/0	100	a 00 / a	05.02
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				
content knowledge to effectively evaluate learner progress.	0.75/2	01.67	0.00/2	70.17
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	2.13/3	91.07	5.00/5	100
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	3.00/3	100	2.75/3	91.67
 pre/post assessments, quizzes, unit tests, checklists, rating 	5.00/5	100	2.15/5	51.07
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	2.88/3	95.83	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.	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.				
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

11-27				
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	2.96/3	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.				

3. Integrates core content knowledge from other subject areas in lessons.	3.00/3	100	2.79/3	93.06
4. Plans appropriate and sequential teaching procedures that	2.75/3	91.67	2.71/3	90.28
include innovative and interesting introductions and closures,	2.13/3	71.07	2.7175	70.20
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.75/3	91.67	2.71/3	90.28
quizzes, unit tests, rubrics, and/or checklists) based on core	2.15/5	1.07	2.7175	90.20
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.71/3	90.28	2.63/3	87.50
developmental and/or educational needs of learners based on		<i>y</i> 0.1 <u>-</u> 0	2100/0	0,100
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	2.83/3	94.44	2.83/3	94.44
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.83/3	94.44	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	2.92/3	97.22	2.67/3	88.89
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.75/3	91.67	2.67/3	88.89
instructional activities.				
11. Communicates high expectations for learning to all students.	2.92/3	97.22	2.83/3	94.44
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83	2.75/3	91.67
13. Provides opportunities for the students to cooperate,	2.88/3	95.83	2.75/3	91.67
communicate, and interact with each other to enhance				
learning.	a	04.44	2 = 2 /2	0.0.0
14. Demonstrates knowledge of content for the subject(s)	2.83/3	94.44	2.79/3	93.06
taught.	0.75/2	01.67	2.70/2	02.06
15. Uses a variety of appropriate teaching strategies (e.g.,	2.75/3	91.67	2.79/3	93.06
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	2.07/5	00.09	2.38/3	80.11
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.75/3	91.67	2.58/3	86.11
through higher-order questioning and provides opportunities	2.13/3	71.07	2.30/3	00.11
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.83/3	94.44	2.71/3	90.28
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	2.71/3	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
social relationships motivation, and learning.				
social relationships monvation, and real filling.		I	1	

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)

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group	Mentor Teacher Average for Group	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria	(Raw)	(%)		
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	2.75/3	91.67	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.	2.63/3	87.50	2.50/3	83.33
3. Integrates core content knowledge from other subject areas in lessons.	2.75/3	91.67	2.63/3	87.50
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.88/3	95.83	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.	2.88/3	95.83	3.00/3	100
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content	2.38/3	79.17	2.38/3	79.17

knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).			_	
7. Communicates assessment criteria and performance	2.75/3	91.67	2.50/3	83.33
standards to the students and provides timely feedback on				
students' academic performance.	0.62/2	07.50	2.50/2	00.00
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.63/3	87.50	2.50/3	83.33
– 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	2.75/3	91.67	2.88/3	95.83
in planning and instruction.	2.15/5	71.07	2.00/5	75.05
10. Provides clear, complete written and/or oral directions for	2.75/3	91.67	2.88/3	95.83
instructional activities.	2.15/5	71.07	2.00/5	75.05
11. Communicates high expectations for learning to all students.	2.75/3	91.67	2.75/3	91.67
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.63/3	87.50	2.63/3	87.50
communicate, and interact with each other to enhance		0.100	2.00/0	00
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.75/3	91.67	2.75/3	91.67
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.88/3	95.83	2.38/3	79.17
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.13/3	70.83	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	2.38/3	79.17	2.25/3	75.00
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.	2.00/2	05.02	0.75/0	01.67
18. Elicits input during lessons and allows sufficient wait time	2.88/3	95.83	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	2.38/3	79.17	2.00/3	66.67
materials) in lessons to enhance student learning.	2.30/3	//.1/	2.00/3	00.07
20. Monitors and adjusts the classroom environment to enhance	2.75/3	91.67	2.75/3	91.67
social relationships motivation, and learning.	2.75/5	1.07	2.15/5	71.07
21. Attends to or delegates routine tasks.	2.88/3	95.83	2.63/3	87.50
22. Uses a variety of strategies to foster appropriate student	2.63/3	87.50	2.50/3	83.33
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.75/3	91.67	2.88/3	95.83
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.75/3	91.67	2.88/3	95.83
time effectively).				
25. Establishes opportunities for communication with parents	2.25/3	75.00	2.25/3	75.00
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	2.88/3	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) N= 17

N= 17		[I	
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				
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	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.	2.71/3	90.20	2.94/3	98.04
3. Integrates core content knowledge from other subject areas in lessons.	2.94/3	98.04	3.00/3	100
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.88/3	96.08	2.94/3	98.04
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.	2.76/3	92.16	3.00/3	100
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).	2.88/3	96.08	3.00/3	100
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	2.94/3	98.04	2.94/3	98.04
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.	2.88/3	96.08	3.00/3	100
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.94/3	98.04	3.00/3	100

11. Communicates high expectations for learning to all students.2.94/398.042.94/398.0412. Conveys enthusiasm for teaching and learning.2.88/396.082.94/398.0413. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.2.94/398.042.88/396.0814. Demonstrates knowledge of content for the subject(s) taught.3.00/31003.00/310015. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.3.80/394.122.88/396.0816. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).2.82/394.122.76/392.1617. 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.2.82/394.122.76/392.1619. Uses family and/or community resources (special guests or actical relationships motivation, and learning.2.94/398.043.00/310020. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.2.94/398.043.00/310021. Attends to or delegates routine tasks.2.94/398.043.00/310023. Creates and maintains a climate of fairness,	10. Provides clear, complete written and/or oral directions for	2.88/3	96.08	3.00/3	100
12. Conveys enthusiasm for teaching and learning.2.88/396.082.94/398.0413. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.2.94/398.042.88/396.0814. Demonstrates knowledge of content for the subject(s) taught.3.00/31003.00/310015. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.2.82/394.122.88/396.0816. Provides learning experiences that accommodate learners (i.e., enrichment/remedial needs).2.65/388.242.82/394.1277. Engages students in analytic, creative, and critical thinking.2.82/394.122.76/392.1618. Elicits input during lessons and allows sufficient wait time for students to lessons according to student input, cues, and individual/group responses.2.59/386.272.88/396.0819. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.2.94/398.042.94/398.0420. Monitors and adjusts the classroom environment to enhance solar leaders or discussion, and learning.2.94/398.042.94/398.0421. Attends to or delegates routing tasks.2.94/398.042.94/398.042.94/398.0422. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.3.00/31003.00/310023. Creates and m	instructional activities.	2.04/2	00.04	2.04/2	00.04
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minimally disruptive behavior.			2 0100	2.00/2	
27. Demonstrates appropriate use of disciplinary action to 2.88/396.083.00/3100		2.88/3	96.08	3.00/3	100
handle disruptive student misbehavior.		2.00/5	20.00	5.00/5	100

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

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)	(%)	(IXaw)	(70)
Rubric Criteria	(Raw)	(70)		
1. Selects developmentally appropriate, performance-based	3.00/3	100	2.71/3	90.48
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.83/3	94.44	2.57/3	85.71
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	90.48
lessons.				
4. Plans appropriate and sequential teaching procedures that	3.00/3	100	2.57/3	85.71
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	94.44	2.57/3	85.71
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.83/3	94.44	2.14/3	71.43
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	2.83/3	94.44	2.43/3	80.95
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	2.29/3	76.19
– 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	2.71/3	90.48
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.83/3	94.44	2.71/3	90.48
instructional activities.				
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,	2.83/3	94.44	2.57/3	85.71
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	2.57/3	85.71
taught.				

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,		2		
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.		4.0.0		
20. Monitors and adjusts the classroom environment to enhance	3.00/3	100	2.86/3	95.24
social relationships motivation, and learning.	2.00/2	100	0.55/0	05.51
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.	2.00/2	100	0.71/0	00.40
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
	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,	2.03/3	94.44	2.29/3	70.19
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.	5.00/5	100	2.00/5	75.24
27. Demonstrates appropriate use of disciplinary action to	3.00/3	100	2.71/3	90.48
handle disruptive student misbehavior.	5.00/5	100	2.11/3	20.40
hundre dist aprive student missenavior.				

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

N-47

11-27				
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	2.83/3	94.25	3.00/3	100
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				

	276/2	01.07	2.96/2	05.40
2. Incorporates diversity, including multicultural perspectives,	2.76/3	91.95	2.86/3	95.40
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.	276/2	01.05	2.02/2	07.70
3. Integrates core content knowledge from other subject areas in	2.76/3	91.95	2.93/3	97.70
lessons.	2.02/2	04.05	2.02/2	07.70
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.	0.00/0	00.44		0
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				
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				
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.				
10. Provides clear, complete written and/or oral directions for	2.72/3	90.80	2.76/3	91.95
instructional activities.				
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	2.90/3	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				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.86/3	95.40	2.86/3	95.40
taught.				
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,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.69/3	89.66	2.69/3	89.66
differences in developmental and individual needs of diverse	2.0370	0,000		0,.00
learners (i.e., enrichment/remedial needs).				
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	2.073	02.00	2.02/3	07.50
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.79/3	93.10	2.79/3	93.10
for students to expand and support their responses. Makes	2.17/3	95.10	2.17/3	95.10
for students to expand and support their responses. Makes	1	1		

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)

	1	1		1
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				
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	2.72/3	90.74	2.39/3	79.63
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.	2.39/3	79.63	2.28/3	75.93
3. Integrates core content knowledge from other subject areas in lessons.	2.56/3	85.19	2.33	77.78
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.78/3	92.59	2.44/3	81.48

5. Prepares appropriate assessments (ex. pre/post assessments,	2.83/3	94.44	2.44/3	81.48
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.44/3	81.48	2.44/3	81.48
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	2.72/3	90.74	2.33	77.78
standards to the students and provides timely feedback on				
students' academic performance.		0 - 0 /		
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.61/3	87.04	2.33	77.78
– 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.	0 70/2	00.74	2 44/2	01.40
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.	2.07/5	00.09	2.22/3	/4.07
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	2.33	81.48
13. Provides opportunities for the students to cooperate,	2.12/3	70.74	2.44/3	81.48
communicate, and interact with each other to enhance			2.11/3	01.40
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.				
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				
for students to apply concepts in problem solving and critical				
thinking.	0.70/2	90.74	0.00	77.70
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 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.	2.1775	12.22	1.07/5	02.90
20. Monitors and adjusts the classroom environment to enhance	2.50/3	83.33	2.33	77.78
social relationships motivation, and learning.	2.00/0	00.00	2.00	,,,,,,
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.				
		1	I	1

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) N= 19

N= 19				
Ratings 0 = Unacceptable	Mentor Teacher	Mentor Teacher	University Supervisor	University Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)	(Ituw)	(70)
Rubric Criteria				
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.	0.540	0.1.00	0.05/0	
3. Integrates core content knowledge from other subject areas in	2.74/3	91.23	2.95/3	98.25
lessons.	0.74/0	01.02	2.00/2	100
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	2.03/3	01.12	2.93/3	90.23
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	2.00/5	07.47	2.04/5	74.74
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 informal and formal assessments (ex.	2.68/3	89.47	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	2.79/3	92.98	3.00/3	100
in planning and instruction.	2.19/3	92.90	5.00/5	100
10. Provides clear, complete written and/or oral directions for	2.74/3	91.23	2.89/3	96.49
instructional activities.	2.74/3	91.23	2.09/3	90.49
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,	2.84/3	92.98	2.95/3	98.25
communicate, and interact with each other to enhance	2.19/3	92.98	2.93/3	96.23
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.79/3	92.98	2.95/3	98.25
taught.	2.19/3	92.90	2.95/5	96.23
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,	2.19/3	72.90	2.73/3	30.23
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	2.74/3	91.23	2.09/3	90.49
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	2.30/3	05.70	2.74/3)1.23
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	2.00/5	07.47	2.14/5	71.23
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.	2.05/5	07.72	2.03/3	01.12
20. Monitors and adjusts the classroom environment to enhance	2.79/3	92.98	2.89/3	96.49
social relationships motivation, and learning.	2.7975	12.10	2.0775	20112
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.				20.20
27. Demonstrates appropriate use of disciplinary action to	2.84/3	94.74	2.84/3	94.74
handle disruptive student misbehavior.				2
number and aptive student missenavior.				

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

(Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE) N= 12

Ratings	Mentor Teacher	Mentor	University	University
0 = Unacceptable 1 = Emerging	Average	Teacher Average	Supervisor Average	Supervisor 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	94.44	2.67/3	88.89
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.	0.67/0	00.00	2.42/2	00.56
2. Incorporates diversity, including multicultural perspectives,	2.67/3	88.89	2.42/3	80.56
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	2.67/3	88.89	2.50/3	83.33
lessons.				
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.				
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.	0.67/0	00.00	2.50/2	06.11
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
- 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.	2.75/3	91.67	2.83/3	04.44
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.13/3	91.07	2.03/3	94.44
10. Provides clear, complete written and/or oral directions for	2.92/3	97.22	2.92/3	97.22
instructional activities.	2.743	71.22	2.7213	71.22
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				
learning.				

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.				
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.				
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.				
20. Monitors and adjusts the classroom environment to enhance	2.58/3	86.11	2.83/3	94.44
social relationships motivation, and learning.	a			
21. Attends to or delegates routine tasks.	2.67/3	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.				100
23. Creates and maintains a climate of fairness, safety, respect,	2.92/3	97.22	3.00/3	100
and support for all students.	0.75/0	01.67	2 (7/2	00.00
24. Maximizes time available for instruction (Uses instructional	2.75/3	91.67	2.67/3	88.89
time effectively).	0.50/2	06.11	2.50/2	02.22
25. Establishes opportunities for communication with parents	2.58/3	86.11	2.50/3	83.33
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).	2.58/3	86.11	2.92/3	97.22
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.	2.38/3	80.11	2.92/3	91.22
	2 50/2	86.11	2.75/3	91.67
27. Demonstrates appropriate use of disciplinary action to	2.58/3	80.11	2.13/3	91.07
handle disruptive student misbehavior.				

Teacher Intern Assessment Instrument (TIAI) Spring 2017 – Elementary Education (Initial) (Elementary education includes campus and Hinds 2+2 candidates) N= 22

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	5.00/5	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 in	2.82/3	93.94	3.00/3	100
lessons.	2102/0	,	0100/0	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.				
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.				
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				
for students to apply concepts in problem solving and critical				
thinking.				

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)

Mentor	Mentor	University	University
Teacher	Teacher	Supervisor	Supervisor
Average	Average	Average	Average
for	for	for Group	for Group
Group	Group	(Raw)	(%)
(Raw)	(%)		
2.60/3	86.67	2.80/3	93.33
2.40/3	80.00	2.60/3	86.67
2.80/3	93.33	2.60/3	86.67
	Teacher Average for Group (Raw) 2.60/3 2.40/3	Teacher Average for Group (Raw)Teacher Average for Group (%)2.60/386.672.40/380.00	Teacher Average for Group (Raw)Teacher Average for Group (%)Supervisor Average for Group (Raw)2.60/386.672.80/32.40/380.002.60/3

4. Plans appropriate and sequential teaching procedures that	2.20/3	73.33	3.00/3	100
include innovative and interesting introductions and closures,	2.20/3	15.55	5.00/5	100
and uses a variety of teaching materials and technology.				
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	2.10/5	00.00	2.00/3	75.55
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	2.20/5	, 5.55	2.00/2	20100
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	2.10/3	00.00	2.00/2	20100
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	2110/2	00.00	2100/0	20100
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.				
10. Provides clear, complete written and/or oral directions for	2.40/3	80.00	2.80/3	93.33
instructional activities.				
11. Communicates high expectations for learning to all students.	2.60/3	86.67	3.00/3	100
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.				
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
	2.20/5	10.00		
social relationships motivation, and learning.21. Attends to or delegates routine tasks.	2.40/3	80.00	2.80/3	93.33

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) N= 9

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 criteria and performance	2.83/3	94.33
standards to the students and provides timely feedback on	2.03/3	94.55
students' academic performance.		
8. Incorporates a variety of informal and formal assessments (ex.	2.83/3	94.33
 – pre/post assessments, quizzes, unit tests, checklists, rating 	2.03/3	94.55
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.	0.79/2	02 (7
9. Uses acceptable written, oral, and nonverbal communication	2.78/3	92.67
in planning and instruction.	256/2	05.22
10. Provides clear, complete written and/or oral directions for	2.56/3	85.33
instructional activities.	0.70/2	00 (7
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		
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		
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.		
20. Monitors and adjusts the classroom environment to enhance	2.67/3	89.00
social relationships motivation, and learning.		
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.		
23. Creates and maintains a climate of fairness, safety, respect,	2.89/3	96.33
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.56/3	85.33
time effectively).		
25. Establishes opportunities for communication with parents	2.89/3	96.33
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	2.61/3	87.00
minimally disruptive behavior.		
		1

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) N= 9

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		
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.	2.07/3	07.07
4. Plans appropriate and sequential teaching procedures that	2.94/3	98.00
include innovative and interesting introductions and closures,	2.74/5	70.00
and uses a variety of teaching materials and technology.	2.81/3	02.67
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.	0.01/0	0.0 67
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		
in developmental and/or educational needs.		
9. Uses acceptable written, oral, and nonverbal communication	2.69/3	89.67
in planning and instruction.	2.07.3	07.07
10. Provides clear, complete written and/or oral directions for	2 91/2	02.67
	2.81/3	93.67
instructional activities.		

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.	2 (2/2	07.67
24. Maximizes time available for instruction (Uses instructional	2.63/3	87.67
time effectively).	a aa / a	0.6.00
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.).	2.01/2	02.67
26. Demonstrates use of low profile desists for managing	2.81/3	93.67
minimally disruptive behavior.	0.00/2	06.00
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)

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging		

3 = Target for Group (Raw) (%) Rubric Criteria 2.2/3 73.33 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 lectude innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. 2.1/3 90.00 5. Prepares appropriate and sequential teaching procedures that and/or educational needs of learners 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). 2.5/3 83.33 7. Communicates 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. 2.6/3 86.67 10. Pro	2 = Acceptable	Average	Average
Rubric Criteria 1. Selects developmentally appropriate, performance-based 2.2/3 73.33 objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career 2.2/3 73.33 Readiness Standards. 2.1 83.33 In terperates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, 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. 2.1/3 70.00 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 93.33 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. – us of pre/post assessments, surveys, inventories, remediation, and enrichment activities). 2.5/3 83.33 7. Oppost 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. 2.6	3 = Target	for Group	for Group
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. 2.1/3 70.00 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. 2.8/3 93.33 6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information, and enrichment activities). 2.5/3 83.33 7. Communicates assessment suppropriate and performance 2.5/3 83.33 standards to the students and provides timely feedback on students' academic performance. 2.5/3 83.33 9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. 2.6/3 86.67 10. Provides c	Pubric Critorio	(Kaw)	(70)
objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.2.5/383.332. 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.2.5/383.333. Integrates core content knowledge from other subject areas in lessons.2.4/380.004. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.2.1/370.005. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.2.8/393.336. 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).2.5/383.337. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.2.6/386.679. Uses acceptable written, oral, and nonverbal communication in planning and instruction.2.6/386.6710. Provides clear, complete written and/or oral directions for in planning and instruction.2.6/386.6712. Conveys enthusiasm for teaching and learning.2.7/390.00 <th></th> <th>2 2/3</th> <th>73 33</th>		2 2/3	73 33
on Mississippi Curriculum Frameworks/College and Career Readiness Standards.22. 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.2.5/383.333. Integrates core content knowledge from other subject areas in lessons.2.4/380.004. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.2.1/370.005. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.2.8/393.336. Plans differentiated learning experiences that accommodate differentiated learning experiences that accommodate subents' academic performance students' academic performance.2.5/383.337. Communicates assessment criteria and performance students' academic performance.2.5/383.338. 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.2.6/386.679. Uses acceptable written, oral, and nonverbal communication in planning and instruction.2.6/386.6710. Provides clear, complete written and/or oral directions for in planning and instruction.2.6/386.67 <th></th> <th>2.2/3</th> <th>15.55</th>		2.2/3	15.55
Readiness Standards.2.1/102. 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.2.5/383.333. Integrates core content knowledge from other subject areas in lessons.2.4/380.004. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.2.1/370.0090.002.1/370.0070.00quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.2.8/393.336. 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).2.5/383.337. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.2.4/380.009. Uses acceptable written, oral, and onoverbal communication in planning and instruction.2.6/386.6710. Provides clear, complete written and/or oral directions for instructional activities.2.5/383.3311. Communicates high expectations for learning to all students.2.6/386.6712. Conveys enthusiasm for teaching and learning.2.7/390.0013. Provides opportunities			
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learning.		 , <i>c</i>	, 5.55
		2.5/3	83.33
taught.	U		
15. Uses a variety of appropriate teaching strategies (e.g., 2.6/3 86.67		2.6/3	86.67
cooperative learning, discovery learning, demonstration,			
discussion, inquiry, simulation, etc.) to enhance student learning.			

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)

N= 5

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,	2.6/3	86.67
into lessons. Uses knowledge of student backgrounds, interests,	2.0/3	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 in	2.6/3	86.67
· · · · · ·	2.0/3	80.07
lessons.	2.0/2	02.22
4. Plans appropriate and sequential teaching procedures that	2.8/3	93.33
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.3/3	76.67
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.8/3	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	2.8/3	93.33
standards to the students and provides timely feedback on		
students' academic performance.		
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.5/3	83.33
– pre/post assessments, quizzes, unit tests, checklists, rating	,0	00100
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	2.6/3	86.67
in planning and instruction.	2.0/3	80.07
	2.7/3	90.00
10. Provides clear, complete written and/or oral directions for instructional activities.	2.1/3	90.00
	2.7/3	00.00
11. Communicates high expectations for learning to all students.		90.00
12. Conveys enthusiasm for teaching and learning.	2.8/3	93.33
13. Provides opportunities for the students to cooperate,	2.3/3	76.67
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.6/3	86.67
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.7/3	90.00
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.7/3	90.00
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.9/3	96.67
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	2.6/3	86.67
for students to expand and support their responses. Makes	, 0	00.07
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	2.8/3	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.		

Teacher Intern Assessment Instrument (TIAI) Fall 2016 – Master of Arts in Teaching (Initial) N= 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	2.14/3	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 Duenense en mensiote essessionts (en much est essessionets	2 20/2	76.22
5. Prepares appropriate assessments (ex. pre/post assessments,	2.29/3	76.33
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.43/3	81.00
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	2.21/3	73.67
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		
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
in planning and instruction.		
10. Provides clear, complete written and/or oral directions for	2.36/3	78.67
instructional activities.	210 0/0	,,
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	2.07	07.00
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.29/3	76.33
taught.	2.29/3	70.55
15. Uses a variety of appropriate teaching strategies (e.g.,	2.5/3	83.33
	2.3/3	03.33
cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.5/3	83.33
differences in developmental and individual needs of diverse	2.3/3	03.33
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.5/3	83.33
	2.3/3	03.33
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.	2.21/2	72 (7
18. Elicits input during lessons and allows sufficient wait time	2.21/3	73.67
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.	2 42/2	
19. Uses family and/or community resources (special guests or materials) in leasens to enhance student learning	2.43/3	81.00
materials) in lessons to enhance student learning.	0.42/2	01.00
20. Monitors and adjusts the classroom environment to enhance	2.43/3	81.00
social relationships motivation, and learning.	0.14/2	71.00
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
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	2.0/3	66.67

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)
N=7

N= 7		
Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
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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.		

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8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.36/3	78.67
- 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.	2.21/2	72 (7
9. Uses acceptable written, oral, and nonverbal communication	2.21/3	73.67
in planning and instruction.	2 20/2	76.22
10. Provides clear, complete written and/or oral directions for	2.29/3	76.33
instructional activities.	2 20 /2	76.00
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		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.5/3	83.33
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	2.29/3	76.33
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
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.	2.27.5	,0.55
27. Demonstrates appropriate use of disciplinary action to	2.07/3	69.00
handle disruptive student misbehavior.	2.0775	02.00
NOTE: MAT candidates are the teachers of record in their own		thanafana than

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

Detines	On-Site	On-Site	Lininganita	I In in a maiter
Ratings			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	2.60/3	86.67	2.20/3	73.33
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.80/3	93.33	2.00/3	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	2.40/3	80.00	2.00/3	66.67
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.40/3	80.00	2.20/3	73.33
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.60/3	86.67	1.80/3	60.00
quizzes, unit tests, rubrics, and/or checklists) based on core	2.00,2	00.07	1100/2	00.00
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.40/3	80.00	2.00/3	66.67
developmental and/or educational needs of learners based on	2.10/2	00.00	2.00/2	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	15.55	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	80.00	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
	2.00/3	75.55	5.00/5	100
communication in planning and instruction.	2 60/2	96 67	2 40/2	80.00
10. Provides clear, complete written and/or oral directions for	2.60/3	86.67	2.40/3	80.00
instructional activities.	2.00/2	100	2.80/2	02.22
11. Communicates high expectations for learning to all	3.00/3	100	2.80/3	93.33
students.	0.60/2	06.65	2.00/2	
12. Conveys enthusiasm for teaching and learning.	2.60/3	86.67	2.80/3	93.33

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.				
14. Demonstrates knowledge of content for the subject(s)	2.80/3	93.33	2.40/3	80.00
taught.				
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				
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				
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.	2.20/3	72.22	2 20/2	73.33
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	2.20/3	73.33	2.20/3	13.33
20. Monitors and adjusts the classroom environment to	2.80/3	93.33	2.20/3	73.33
enhance social relationships motivation, and learning.	2.00/5	95.55	2.20/3	75.55
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.	2.00/3	80.07	2.20/3	15.55
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.	2.00/5	75.55	2.00/5	00.07
24. Maximizes time available for instruction (Uses	2.80/3	93.33	2.00/3	66.67
instructional time effectively).	2.00/2	20.00	2.00/2	00.07
25. Establishes opportunities for communication with parents	2.20/3	73.33	2.20/3	73.33
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	2.40/3	80.00	2.40/3	80.00
minimally disruptive behavior.				
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)

N=6				
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				
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,				
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).	2 60/2	06.67	0.00/0	77.70
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.	2.00/2	02.22	0.67/2	00.00
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.	2.00/3	95.55	2.0775	00.09
10. Provides clear, complete written and/or oral directions for	3.00/3	100	2.50/3	83.33
instructional activities.	5.00/5	100	2.30/3	05.55
11. Communicates high expectations for learning to all	2.80/3	93.33	2.83/3	94.44
students.	2.00/3	25.55	2.05/5	24.44
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	2.00,2	100	2.00/0	////0
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	2.33/3	77.78
taught.				
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
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
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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	
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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	2.38/3	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	/9.1/	2.30/3	/9.1/
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	75.00	2.23/3	75.00
content knowledge to effectively evaluate learner progress.				
	2.38/3	79.17	2.75/3	91.67
6. Plans differentiated learning experiences that accommodate	2.38/3	/9.17	2.13/3	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	83.33	2 75/2	01.67
7. Communicates assessment criteria and performance	2.50/5	83.33	2.75/3	91.67
standards to the students and provides timely feedback on				
students' academic performance.	0.75/0	01.67	0.62/2	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.	2.50/2	02.22	0.75/2	01.67
9. Uses acceptable written, oral, and nonverbal	2.50/3	83.33	2.75/3	91.67
communication in planning and instruction.	2 (2/2	97.50	0.75/2	01.67
10. Provides clear, complete written and/or oral directions for	2.63/3	87.50	2.75/3	91.67
instructional activities.	0.62/2	07.50	2.00/2	05.02
11. Communicates high expectations for learning to all	2.63/3	87.50	2.88/3	95.83
students.	0.62/2	07.50	0.75/2	01.67
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.	0.75/0	01.67	2.00/2	05.02
14. Demonstrates knowledge of content for the subject(s)	2.75/3	91.67	2.88/3	95.83
taught.	0.05/0	75.00	2 (2)2	07.50
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.	0.00/0	70.17	2.62/2	07.50
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).	0.05/0	75.00	2.20/2	70.17
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.	0.00/0	50.15	2.25/2	75.00
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		1		
individual/group responses.	0.05/0	75.00	0.12/2	70.02
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.	0.75/0	01.67	0.50/2	00.00
20. Monitors and adjusts the classroom environment to	2.75/3	91.67	2.50/3	83.33
enhance social relationships motivation, and learning.				

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

IN= 3	1		r	1
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).				

7. Communicates assessment criteria and performance	3.00/3	100	3.00/3	100
standards to the students and provides timely feedback on	5100/5	100	2100,2	100
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,				
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.	0.00/0		0.00/0	
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).	2.00/2	100	2.00/2	100
17. Engages students in analytic, creative, and critical	3.00/3	100	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	5.00/5	100	5.00/5	100
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.	2.3375	//./0	2.0775	00.07
20. Monitors and adjusts the classroom environment to	3.00/3	100	3.00/3	100
enhance social relationships motivation, and learning.				
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.				
23. Creates and maintains a climate of fairness, safety,	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).				
25. Establishes opportunities for communication with parents	3.00/3	100	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	3.00/3	100	2.33/3	77.78
handle disruptive student misbehavior.				

Teacher Intern Assessment Instrument (TIAI) Fall 2016 – Special Education (Initial)

14-1				
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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				
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,				
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	2.00/3	66.67	3.00/3	100
in lessons.				
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.				
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.				
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.	2.00,0		2.00,0	

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				
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.	2.00/2	(((7	2.00/2	100
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	2.00/3	00.07	5.00/5	100
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.				
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.	3.00/3	100	3.00/3	100
21. Attends to or delegates routine tasks.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.	2.00/3	00.07	5.00/5	100
23. Creates and maintains a climate of fairness, safety,	3.00/3	100	3.00/3	100
respect, and support for all students.	5100/5	100	2.00,2	100
24. Maximizes time available for instruction (Uses	3.00/3	100	3.00/3	100
instructional time effectively).				
25. Establishes opportunities for communication with parents	3.00/3	100	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	2.00/3	66.67	3.00/3	100
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				

2 = Acceptable	Average	Average	Average	Average
3 = Target	for Group	for Group	for Group	for Group
	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.40/3	80.00	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,	2.60/3	86.67	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	2.60/3	86.67	2.60/3	86.67
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.40/3	80.00	2.80/3	93.33
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.80/3	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	2.60/3	86.67	2.60/3	86.67
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	00.00	2 60 /2	0.6.67
7. Communicates assessment criteria and performance	2.80/3	93.33	2.60/3	86.67
standards to the students and provides timely feedback on				
students' academic performance.	2 40/2	80.00	2 40/2	
8. Incorporates a variety of <u>informal and formal</u> assessments	2.40/3	80.00	2.40/3	80
(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
communication in planning and instruction.	2.40/3	80.00	2.80/3	93.33
10. Provides clear, complete written and/or oral directions for	2.80/3	93.33	3.00/3	100
instructional activities.	2.00/3	75.55	5.00/5	100
11. Communicates high expectations for learning to all	2.80/3	93.33	3.00/3	100
students.	2.00/5	75.55	5.00/5	100
12. Conveys enthusiasm for teaching and learning.	2.80/3	93.33	2.80/3	93.33
13. Provides opportunities for the students to cooperate,	2.40/3	80.00	2.80/3	93.33
communicate, and interact with each other to enhance	2.70/3		2.00/5	13.33
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.80/3	93.33	3.00/3	100
taught.	2.00/5	20.00	5.00/5	100
15. Uses a variety of appropriate teaching strategies (e.g.,	2.60/3	86.67	3.00/3	100
cooperative learning, discovery learning, demonstration,	2.00/3	00.07	5.00,5	
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
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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) 2017 Elementary Education– (Initial) N= 27

n = 27				
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.				

	0.22	77 70	1.00	(2.0)
2. Incorporates diversity, including multicultural perspectives,	2.33	77.78	1.89	62.96
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.	0.60	07.65	1.00	(2 0 f
3. Integrates core content knowledge from other subject areas	2.63	87.65	1.89	62.96
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.67	88.89	2.26	75.31
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.44	81.48	1.96	65.43
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.30	76.54	1.59	53.09
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	2.48	82.72	1.78	59.26
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.48	82.78	1.63	54.32
(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	2.81	93.83	2.81	93.83
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.59	86.42	2.44	81.48
instructional activities.				
11. Communicates high expectations for learning to all	2.67	88.89	2.15	71.6
students.				
12. Conveys enthusiasm for teaching and learning.	2.74	91.36	2.81	93.83
13. Provides opportunities for the students to cooperate,	2.63	87.65	1.96	65.43
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.78	92.59	2.81	93.83
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.67	88.89	2.22	74.07
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	2.37	79.01	1.07	35.8
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.26	75.31	1.52	50.62
thinking through higher-order questioning and provides				
opportunities 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	2.56	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

11=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	/4.07	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
quizzes, unit tests, rubrics, and/or checklists) based on core	2.11	70.57	1.69	02.90
content knowledge to effectively evaluate learner progress.				
	1.78	59.26	1.28	42.59
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on	1.78	39.20	1.28	42.39
· · · · · · · · · · · · · · · · · · ·				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).				
	2.22	74.07	2.00	66.67
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on	2.22	/4.0/	2.00	00.07
- · · · · · · · · · · · · · · · · · · ·				
students' academic performance.	1.92	61.11	1.61	53.7
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.	2.94	98.15	2.78	62.59
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.94	98.15	2.78	02.39
10. Provides clear, complete written and/or oral directions for	2.33	77.78	2.06	68.52
instructional activities.	2.35	//./8	2.00	08.32
	2.39	79.63	2.22	74.07
11. Communicates high expectations for learning to all students.	2.39	79.05	2.22	/4.07
	2.04	98.15	2.89	96.3
12. Conveys enthusiasm for teaching and learning.	2.94			
13. Provides opportunities for the students to cooperate,	2.17	72.22	1.56	51.85
communicate, and interact with each other to enhance				
learning.	2.92	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	70.62	1.02	61.11
15. Uses a variety of appropriate teaching strategies (e.g.,	2.39	79.63	1.83	01.11
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.	1.02	<i>c</i> 1 11	1.00	22.22
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).	1.4.4	48.15	1.06	35.19
17. Engages students in analytic, creative, and critical thinking through higher order questioning and provider	1.44	46.15	1.06	55.19
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.	1.89	62.06	1.67	55 56
18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes	1.07	62.96	1.07	55.56
adjustments to lessons according to student input, cues, and individual/group responses				
individual/group responses.	1.61	527	.72	24.07
19. Uses family and/or community resources (special guests or metaricle) in laggang to enhance student learning	1.61	53.7	.12	24.07
or materials) in lessons to enhance student learning.	2.20	75.02	2.22	74.07
20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.	2.28	75.93	2.22	74.07
		1		

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

11-0		
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	2.00	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,	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	2.00	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	1.05	01.11
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
	2.17	72.22
7. Communicates assessment criteria and performance	2.17	12.22
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.		00.07
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.	2.33	,,
23. Creates and maintains a climate of fairness, safety,	2.67	88.89
respect, and support for all students.	2.07	00.02
respect, and support for an students.		

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

14-13 14-11	1		1	1
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	
		92.05		(0.7
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.	2.00	(0.02	2.00	(((7
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.	0.01	76.00	1.55	51.50
3. Integrates core content knowledge from other subject areas	2.31	76.92	1.55	51.52
in lessons.	2.20	70.40	2.00	<i>(</i> 0 7
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.	0.16	00.05	1.55	51.50
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).	0.17	-1 -0	1.00	
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.				
9. Uses acceptable written, oral, and nonverbal	2.77	92.31	2.36	78.79
communication in planning and instruction.	2.77	12.51	2.30	10.19
10. Provides clear, complete written and/or oral directions for	2.54	84.62	2.09	69.7
instructional activities.	2.34	04.02	2.07	07.7
11. Communicates high expectations for learning to all	2.46	82.05	2.09	69.7
students.	2.40	02.05	2.07	07.7
12. Conveys enthusiasm for teaching and learning.	2.77	92.31	2.36	78.79
12. Conveys entrustasm for teaching and rearning. 13. Provides opportunities for the students to cooperate,	2.77	92.31	1.82	60.61
communicate, and interact with each other to enhance	2.77	92.31	1.02	00.01
learning.				
	2.62	87.18	2.27	75.76
14. Demonstrates knowledge of content for the subject(s)	2.02	07.10	2.27	13.10
taught. 15. Uses a variety of appropriate teaching strategies (e.g.,	2.31	76.92	1.82	60.61
	2.31	76.92	1.82	00.01
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.	2.46	92.05	1.72	57.59
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	(0.00	1.02	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.	0.01		1.01	
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				
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.				
23. Creates and maintains a climate of fairness, safety,	2.77	92.31	2.18	72.73
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.54	84.62	1.91	63.64
instructional time effectively).				
25. Establishes opportunities for communication with parents	2.00	66.67	1.27	42.42
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	2.31	76.92	2.00	66.67
minimally disruptive behavior.				
minimuly distuptive benuvior.				
27. Demonstrates appropriate use of disciplinary action to	2.38	79.49	1.91	63.64

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)	(%)
	×			
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	3.00	100	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,	3.00	100	1.8	60
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	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.	5.00	100	2.0	00.07
10. Provides clear, complete written and/or oral directions for	3.00	100	2.0	66.67
instructional activities.	5.00	100	2.0	00.07
11. Communicates high expectations for learning to all	3.00	100	1.8	60
students.	5.00	100	1.0	00
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	5.00	100	1.00	
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.	2.00	100		
20. Monitors and adjusts the classroom environment to	3.00	100	2.00	66.67
enhance social relationships motivation, and learning.	2.00	100	2.00	
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.	3.00	100	2.20	73.33
23. Creates and maintains a climate of fairness, safety,	5.00	100	2.20	75.55
respect, and support for all students. 24. Maximizes time available for instruction (Uses	3.00	100	2.00	66.67
instructional time effectively).	5.00	100	2.00	00.07
25. Establishes opportunities for communication with parents	3.00	100	2.00	66.67
and/or guardians and professional colleagues (newsletters,	5.00	100	2.00	00.07
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00	100	1.80	60
minimally disruptive behavior.	5.00	100	1.00	
27. Demonstrates appropriate use of disciplinary action to	3.00	100	2.00	66.67
handle disruptive student misbehavior.	5.00	100	2.00	00.07
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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)	(%)
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. 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,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	1.50	50
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	1.33	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
communication in planning and instruction.		
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.	(7	22.22
19. Uses family and/or community resources (special guests	.67	22.22
or materials) in lessons to enhance student learning.	1.83	61.11
20. Monitors and adjusts the classroom environment to	1.65	01.11
enhance social relationships motivation, and learning.	2.17	72.22
21. Attends to or delegates routine tasks.22. Uses a variety of strategies to foster appropriate student	2.17	66.67
behavior according to individual and situational needs.	2.00	00.07
23. Creates and maintains a climate of fairness, safety,	1.83	61.11
respect, and support for all students.	1.05	01.11
24. Maximizes time available for instruction (Uses	2.00	66.67
instructional time effectively).	2.00	00.07
25. Establishes opportunities for communication with parents	1.17	38.89
and/or guardians and professional colleagues (newsletters,		2010)
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.		

Teacher Intern Assessment Instrument (TIAI) 2018 Secondary– (Initial) N= 23 N=21

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=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.	0.40	01.16	1.00	(2.40
3. Integrates core content knowledge from other subject areas	2.43	81.16	1.90	63.49
in lessons.	2.52	04.06	2.10	72.02
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.	2.48	82.61	2.00	66.67
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core	2.48	82.01	2.00	00.07
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	2.40	02.01	1.70	50.75
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 informal and formal 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.				
9. Uses acceptable written, oral, and nonverbal	2.48	82.61	2.33	77.78
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.39	79.71	2.33	77.78
instructional activities.	2.40	02 (1	2.10	72.02
11. Communicates high expectations for learning to all	2.48	82.61	2.19	73.02
students.	2.61	96.06	2.48	82.54
12. Conveys enthusiasm for teaching and learning.		86.96 85.51		
13. Provides opportunities for the students to cooperate,	2.57	85.51	2.19	73.02
communicate, and interact with each other to enhance learning.				
14. Demonstrates knowledge of content for the subject(s)	2.78	92.75	2.57	85.71
taught.	2.70	72.13	2.57	03./1
15. Uses a variety of appropriate teaching strategies (e.g.,	2.48	82.61	1.90	63.49
cooperative learning, discovery learning, demonstration,	2.40	02.01	1.70	03.47
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
		1	1	

16. Provides learning experiences that accommodate	2.26	75.36	1.71	57.14
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.22	73.91	2.05	68.25
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	2.43	81.16	2.14	71.43
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	1.91	63.77	1.19	39.68
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	2.43	81.16	2.19	73.02
enhance social relationships motivation, and learning.				
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	2.26	75.36	2.00	66.67
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	2.61	86.96	2.33	77.78
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.35	78.26	2.14	71.43
instructional time effectively).				
25. Establishes opportunities for communication with parents	1.91	63.77	1.38	46.03
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	2.26	75.36	2.24	74.6
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.35	78.26	2.14	71.43
handle disruptive student misbehavior.				