

Completion of Internship/Clinical Practice Impact on Student Learning (ISL)																			
	Elem Camp		Elem Hinds		Eng		MAT		Math		Music		PE		Sci (Bio/ Chem)		Soc Stud		Average
	F21	SP22	F21	SP22	F21	SP22	F21	SP22	F21	SP22	F21	SP22	F21	SP22	F21	SP22	F21	SP22	
	N=18	N = 9	N = 6	N = 7	N = 0	N = 0	N = 6	N = 24	N = 1	N = 2	N = 2	N = 6	N = 6	N = 4	N = 0	N = 1	N = 2	N = 2	
1.1. Community and school information The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). CAEP R1.1; INTASC 2; TGR 7	2.83	3	2.83	2.56	N/A	N/A	2.33	2.42	3	3	2	2.835	3	3	N/A	3	2.5	3	2.75
1.2. Classroom Information The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.) CAEP R1.1,R1.3; INTASC 3; TGR 7	2.89	2.67	3	2.78	N/A	N/A	2.5	2.46	3	3	2	2.5	3	2.75	N/A	3	3	3	2.77
1.3. Student Characteristics The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences CAEP R1.1; INTASC 1, 2; TGR 2	2.61	3	2.67	3	N/A	N/A	2.33	2.38	3	3	2	2.5	2.5	2	N/A	3	2.5	2.5	2.60
2.1. MCCRS and Unit or Group of Lessons Topic and Learning Goals The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals. *MCCRS refers to the Mississippi College- and Career-Readiness Standards CAEP R1.3; INTASC 7; TGR 1	2.89	2.78	3	2.56	N/A	N/A	2.17	2.75	3	3	2.5	3	3	3	N/A	3	2	3	2.78
2.2. Appropriateness of Objectives Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors. CAEP R1.1, R1.3; INTASC 1; TGR 2	2.72	2.89	3	3	N/A	N/A	2.33	2.71	3	3	3	3	3	2.5	N/A	3	2.5	2.5	2.81
3.1. Assessment Plan Overview The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors. CAEP R1.3; INTASC 6; TGR 3	2.67	2.78	2.67	2.89	N/A	N/A	2.17	2.42	3	3	2	2.5	3	3	N/A	3	2.5	2	2.64
3.2. Pre-Assessment and Summative Assessment The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery. CAEP R1.3; INTASC 6; TGR 3	2.61	2.89	2.67	2.78	N/A	N/A	2.33	2.33	3	3	2	2.33	2.67	2.5	N/A	3	2	3	2.61
3.3. Daily Assessments (Formative Assessments) The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. CAEP R1.3; INTASC 6; TGR 3	2.67	2.78	2.5	2.78	N/A	N/A	2.17	2.38	3	3	2	2.33	2	2.25	N/A	3	2.5	3	2.56
3.4. Assessment Data The teacher candidate (TC) provides an assessment data table that documents individual performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students. CAEP R1.3; INTASC 6; TGR 3	2.61	2.89	2.83	2.89	N/A	N/A	2.17	2.5	3	3	2	2.665	2.33	2.75	N/A	3	2	2.5	2.61
3.5. Communication of Assessment Results The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit. CAEP R1.3; INTASC 6; TGR 3	2.72	2.89	2.67	2.78	N/A	N/A	2.17	2.54	3	3	2	2.5	3	2.5	N/A	3	3	3	2.72
4.1. Accommodations/modifications to Instruction Based on Pre-Assessment Data Analysis The teacher candidate (TC) analyzes pre-assessment data to determine accommodations /modifications to instruction with descriptions of the accommodations/ modifications for the whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2	2.39	2.78	2.33	2.33	N/A	N/A	2.17	2.13	3	3	2	2.165	3	2	N/A	3	3	3	2.55
4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students. CAEP R1.1; INTASC 2; TGR 4	2.5	2.78	2.33	2.44	N/A	N/A	2.17	2.17	3	3	2	2.335	2.5	1.75	N/A	3	2	2	2.40
4.3. Technology – Teacher Candidate The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and	2.56	2.89	2.67	2.56	N/A	N/A	2.17	2.33	3	3	1.5	2.5	3	2.5	N/A	3	3	3	2.65

