

Impact on Student Learning (ISL) Completion of Internship Fall 2024									
Impact on Student Learning	Elementary Education Campus	Elementary Education Hinds	English Education	Math Education	MAT	Music Education	Physical Education	Science (Bio/Chem) Education	Social Studies
	n=7	n=7	n=0	n=0	n=3	n=1	n=2	n=0	n=5
1.1 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 and other pertinent characteristics) InTASC 2	2.75	2.50	----	----	3.00	3.00	3.00	----	2.40
1.2 The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.) InTASC 3	2.75	2.50	----	----	3.00	3.00	3.00	----	2.40
1.3 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, InTASC 1	2.75	2.33	----	----	3.00	3.00	3.00	----	2.40
2.1 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. InTASC 7	2.63	2.33	----	----	2.67	3.00	3.00	----	2.40
2.2 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. InTASC 1	2.63	2.67	----	----	2.67	3.00	3.00	----	2.40
3.1 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 CFactors InTASC 6	2.75	2.33	----	----	2.67	3.00	3.00	----	2.40
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. InTASC 6	2.50	2.50	----	----	2.33	3.00	2.50	----	2.20
3.3 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. InTASC 6	2.75	2.17	----	----	2.33	3.00	2.00	----	2.80
3.4 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. InTASC 6	2.75	2.50	----	----	3.00	2.00	3.00	----	2.20
3.5 teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. Plan submitted includes a method for learners to monitor their own progression InTASC 6	2.75	2.50	----	----	2.67	2.00	2.00	----	2.80
4.1 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. InTASC 7	2.63	2.17	----	----	2.67	2.00	3.00	----	2.40
4.2 The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students. InTASC 2	2.50	2.67	----	----	2.67	2.00	2.00	----	2.20
4.3 teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, InTASC 8	2.50	2.33	----	----	2.67	3.00	3.00	----	2.40
4.4 The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. InTASC 8	2.63	2.17	----	----	2.67	2.00	2.50	----	2.40
4.5 teacher candidate (TC) describes the plan for communicating with parents/ guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian InTASC 9,10	2.63	2.50	----	----	2.67	2.00	3.00	----	2.60
5.1 The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s. InTASC 6	2.75	2.33	----	----	2.67	3.00	2.00	----	2.60
5.2 teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. InTASC 6	2.75	2.33	----	----	2.67	2.00	2.00	----	2.40
6.1 teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of.. InTASC 6	2.63	2.33	----	----	2.67	2.00	3.00	----	2.40
6.2 teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master. InTASC 6	2.63	2.33	----	----	2.67	3.00	3.00	----	2.40
7.1 teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during. InTASC 9	2.63	2.33	----	----	2.33	3.00	3.00	----	2.60
7.2 teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning. InTASC 9	2.63	2.67	----	----	2.33	2.00	3.00	----	2.40
7.3 teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning. InTASC 9	2.50	2.67	----	----	2.00	2.00	2.50	----	2.80
7.4 teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning InTASC 9	2.63	2.33	----	----	2.00	2.00	3.00	----	2.60
	2.65	2.41			2.61	2.52	2.72		2.46

Impact on Student Learning (ISL) Completion of Internship Spring 2025									
Impact on Student Learning	Elementary Education Campus	Elementary Education Hinds	English Education	Math	MAT	Music Education	Physical Education	Sci (Bio/Chem) Education	Social Studies Education
	n=6	n=11	n=1	n=0	n=24	n=4	n=4	n=0	n=3
1.1 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 and other pertinent characteristics) InTASC 2	2.67	2.64	3.00	----	2.54	2.50	3.00	----	2.67
1.2 The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.) InTASC 3	2.67	2.64	3.00	----	2.58	2.50	3.00	----	2.67
1.3 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, InTASC 1	2.50	2.64	3.00	----	2.54	2.50	2.75	----	3.00
2.1 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. InTASC 7	2.67	2.55	3.00	----	2.58	2.75	2.75	----	2.00
2.2 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. InTASC 1	2.83	2.45	3.00	----	2.67	2.50	2.75	----	2.67
3.1 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 CFactors InTASC 6	2.67	2.55	3.00	----	2.38	2.50	2.75	----	2.67
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. InTASC 6	2.33	2.73	3.00	----	2.50	2.50	2.00	----	2.33
3.3 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. InTASC 6	2.50	2.45	3.00	----	2.54	2.50	2.50	----	2.67
3.4 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. InTASC 6	2.33	2.73	3.00	----	2.38	2.50	2.00	----	2.67
3.5 teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. Plan submitted includes a method for learners to monitor their own progression InTASC 6	2.83	2.73	3.00	----	2.58	2.75	2.00	----	2.33
4.1 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. InTASC 7	2.00	2.27	3.00	----	2.38	2.50	2.50	----	3.00
4.2 The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students. InTASC 2	2.00	2.36	3.00	----	2.38	2.50	2.50	----	2.33
4.3 teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, InTASC 8	2.50	2.55	3.00	----	2.63	2.50	2.75	----	2.33
4.4 The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. InTASC 8	2.33	2.55	3.00	----	2.63	2.50	2.00	----	2.00
4.5 teacher candidate (TC) describes the plan for communicating with parents/ guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian InTASC 9,10	2.50	2.55	3.00	----	2.38	2.50	2.75	----	2.67
5.1 The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s. InTASC 6	2.67	2.55	3.00	----	2.33	2.50	2.50	----	2.67
5.2 teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. InTASC 6	2.33	2.36	3.00	----	2.33	2.50	2.25	----	2.33
6.1 teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of.. InTASC 6	2.17	2.45	3.00	----	2.38	2.50	2.75	----	3.00
6.2 teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master. InTASC 6	2.00	2.64	3.00	----	2.46	2.75	2.50	----	2.67
7.1 teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during. InTASC 9	2.50	2.55	3.00	----	2.38	2.50	2.75	----	2.67
7.2 teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning. InTASC 9	2.83	2.55	3.00	----	2.25	2.75	2.75	----	2.33
7.3 teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning. InTASC 9	2.50	2.45	3.00	----	2.42	2.50	2.75	----	2.67
7.4 teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning InTASC 9	2.50	2.45	3.00	----	2.38	2.50	2.75	----	2.67
	2.47	2.54	3.00		2.46	2.54	2.57		2.57