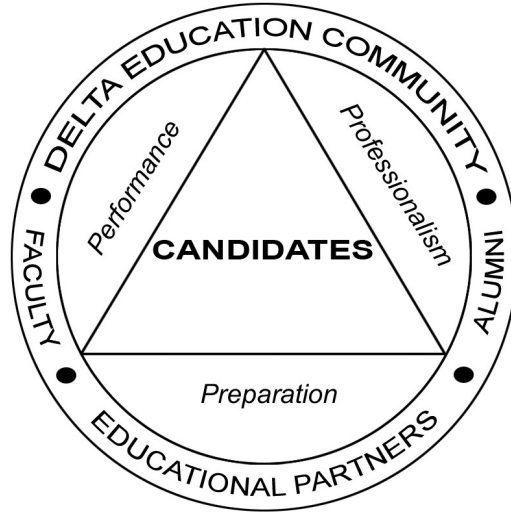


**DELTA STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SCIENCES**



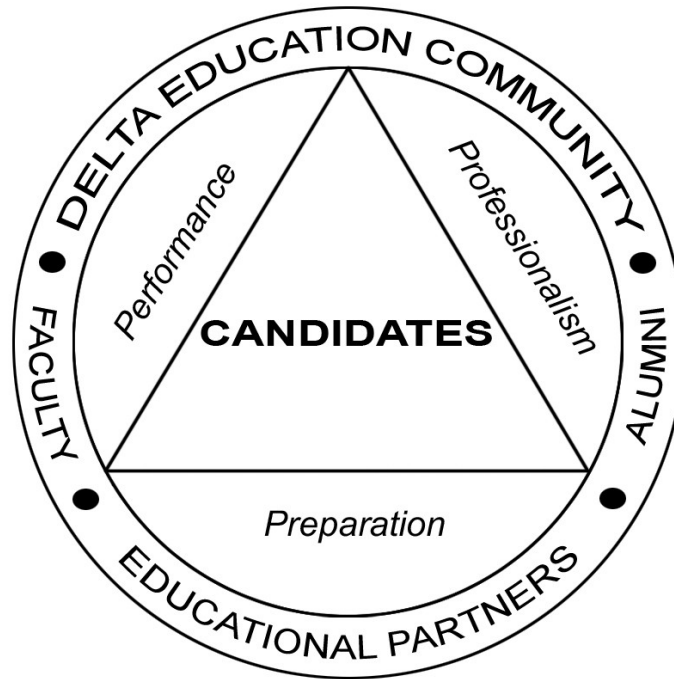
**Master of Arts in Teaching  
Handbook**

Fall 2020

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**Conceptual Framework**  
**DELTA EDUCATION MODEL**



Vision: The Delta State University College of Education and Human sciences promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. Education is a lifelong endeavor, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. Education is interactive and reflective, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. Education is culturally contextualized, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. Education is dynamic, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. Education is enhanced by technology, infused throughout programs and services. (GP5)

# CHAPTER 1. THE TEACHER EDUCATION PROGRAMS

## INTRODUCTION

The Teacher Education Programs at Delta State University has as its major objective the preparation of excellent teachers who serve the Mississippi Delta region and beyond. There are many criteria to be met in the accomplishment of this objective. Certain identifiable characteristics, qualifications, and standards for admission to and retention in the program are set forth in this publication.

The administrative control of Teacher Education is centered in the Professional Education Council. The Chair of the Division of Teacher Education, Leadership and Research is the administrative chair for the Professional Education Council. Candidates who complete the appropriate curriculum in the prescribed sequence are eligible for Mississippi licensure. Since Delta State University is accredited by the National Council for Accreditation of Teacher Education (NCATE), recommended graduates may also be certified in any of the states which currently recognize NCATE accreditation and are eligible for Council for the Accreditation of Educator Preparation (CAEP) accreditation.

### **Professional Education Council (PEC)**

Delta State University's (DSU) Professional Education Council (PEC) shall serve as the governing authority for all professional education programs that prepare teachers and other P-12 school personnel. The general purpose of the PEC shall be to provide leadership in the process of educating and graduating professionals in the fields of teacher education, counselor education, and educational leadership who meet national standards and exhibit current best practices.

Goals: The goals of the PEC related to all initial and advanced professional education programs are:

- Ensure high quality curriculum and instruction in all professional education programs;
- Provide leadership in the development, evaluation, and continuous improvement of all professional education programs;
- Assist in making policies that meet requirements of the Mississippi Department of Education (MDE), the Board of the Mississippi Institutions of Higher Learning (IHL), and the Council for the Accreditation of Educator Preparation (CAEP)

Responsibilities: The responsibilities of the PEC related to all initial and advanced professional education programs shall be to:

- Review and approve curriculum changes for all initial and advanced professional education programs;
- Advise and provide input regarding decision-making, partnerships, assessments, and other relevant areas of the programs.

- Assist in advisement and policy that ensures effective partnerships and high quality, varied clinical practices are central to preparation in conjunction with the Assessment Committee.
- Review and approve policies for all initial and advanced professional education programs (e.g., admission to the program, field/clinical experiences, program completion);
- Consider state and federal mandates and assist in implementing them into the curriculum;
- Respond to mandates of the DSU Academic Council/Cabinet;
- Review accreditation standards and processes to assist in maintaining quality programs through continuous improvement;
- Review data from the common key assessments for initial programs and data from the key assessments for each advanced program to identify trends over time, and to improve programs and candidates' performance;
- Adjudicate candidates appeals (admission to the program, field/clinical experience placements, program completion);
- Advise the dean of the College of Education and Human Sciences on appropriate issues, as requested.

Organization: Members of the PEC shall be appointed annually by the Dean of the College of Education and Human Sciences, in consultation with division chairs in the College of Education and Human Sciences, the Dean of the College of Arts and Sciences, and the Director of Clinical Experiences, Licensure, and Accountability. The Chair of the Division of Teacher Education, Leadership, and Research shall serve as Chair of the PEC.

Membership: The membership of the PEC shall consist of 17 voting members and two ex officio members:

- Three to five full-time faculty members from the College of Education and Human Sciences;
- Two full-time faculty members from the College of Arts and Sciences;
- Three to five teachers from the P-12 schools inclusive of elementary and secondary;
- Three administrators from the P-12 schools;
- One representative from a community college;
- One business/community leader
- Chair of the Division of Teacher Education, Leadership, and Research;
- Director of Clinical Experiences, Licensure, and Accountability;
- One current candidate enrolled in an initial professional education program;
- One current candidate enrolled in an advanced professional education program;
- Executive Director of the Delta Area Association (ex officio);
- Dean of the College of Education and Human Sciences (ex officio).

Meetings: The meetings of the PEC shall be convened by the Chair of the Division of Teacher Education, Leadership, and Research. Meetings shall be held a minimum of two times each semester, usually in September, November, February, and April. Additional meetings shall be called as needed. A quorum shall be present in order to conduct official business of the PEC.

The Chair of the PEC shall annually appoint a recorder of the minutes. The minutes shall be housed in the office of the Chair of the Division of Teacher Education, Leadership, and Research.

## **CHAPTER II: MASTER OF ARTS IN TEACHING**

The Master of Arts in Teaching program is designed for promising individuals with a non-education bachelor's degree to become classroom teachers in elementary (grades 4-6) or secondary (grades 7-12). Candidates progress through the MAT program as part of a cohort, a design that will enhance the delivery of University support and promote collaboration in planning, implementation, and evaluation. The Mississippi Department of Education issues MAT program licensure in the following areas: Art, Biology, Business, Chemistry, Elementary Education (grades 4-6), English, French, German, Home Economics, Marketing, Math, Music, Physical Education, Physics, Social Studies, Spanish, Speech Communications, and Technology Education.

### **ADMISSION TO THE MASTER OF ARTS IN TEACHING PROGRAM**

In addition to submitting an official application to the Delta State University Office of Graduate Studies and meeting general admission requirements for the Graduate School, applicants must submit a completed file that includes the following:

- Official verification of completion of a baccalaureate degree from a regional, national, or international accredited institution
- Official documentation of having passed the Praxis Core Academic Skills for Educators examination by making the scores required by the Mississippi Department of Education on the subtests of reading, writing, and mathematics OR documentation of at least 21 on the ACT with the required score on the Praxis Core Academic Skills for Educators Writing exam.
- Official documentation of having passed the Praxis II Specialty Area test by obtaining the required score required by the Mississippi Department of Education in the content area
- Official documentation of a passing score on the Mississippi Foundations of Reading test (elementary majors only)
- A minimal overall GPA of 2.75 on the undergraduate degree
- Three reference letters supporting the applicant's character and teaching potential
- A computer-generated essay of 250 words: Why you want to teach and what you think you will contribute to the field of education
- Admitted students are required to enroll in 6 hours of initial course work as specified by the program of study (prior approval is required): CEL/CUR 611 Classroom Management and CEL/CUR 612 Development, Assessment, and Evaluation

Actual admission to the program is not attained until all requirements listed above are fulfilled. Once candidates are fully admitted to the MAT program, they may apply for a temporary three-year teaching license which is issued by the Mississippi Department of Education. All candidates must be fully admitted before enrollment in the internship courses: CEL/CUR 650.

### **INTERNSHIP (CEL/CUR 650 Dimensions of Learning)**

Teacher candidates preparing to teach in elementary schools, middle schools, or high schools are expected to obtain a fulltime teaching position in the grade level and subject area in which they are seeking teacher certification. Interns will be assigned a university supervisor who will supervise their teaching experience. **All requirements for full admission must be met before a candidate registers for the internship courses.**

**Candidates must complete the application for internship (located on the MAT page of the DSU website) and send it to the MAT coordinator.** The deadline for the Internship application is **July 1** for the Fall semester and **December 1** for the Spring semester.

### **REQUIREMENTS FOR COMPLETION OF THE PROGRAM**

In order to complete the Master of Arts in Teaching Program and qualify for Mississippi teacher licensure, an applicant must have completed all courses for the degree, obtained a 3.0 cumulative GPA, completed the two semesters of internship successfully, passed satisfactorily the comprehensive exam, submitted to Taskstream and satisfactorily passed all required program assessments, passed satisfactorily the Praxis CORE and/or ACT with Praxis Core Writing, PRAXIS II Specialty Area, and the Foundations of Reading Exam (elementary candidates only). These tests must also be passed prior to internship.

### **LICENSURE**

A candidate who meets all requirements of the Master of Arts in Teaching Program and for graduation at Delta State University is issued a license in the candidate's specialized field by the Mississippi Department of Education.

### **Candidate Checklist for Degree Completion**

The following checklist includes the tasks, assessments, and experiences each candidate must complete in order to be admitted to internship. Many of these represent major assessments that are used to evaluate and report to our accrediting body (Council for Accreditation of Educator Preparation) the program's effectiveness with preparing candidates to become licensed teachers who can positively impact grades 4-12 students. Such assessments are underlined throughout the checklist.

\_\_\_\_\_ Obtain **transcript evaluation** (transfer students only).

\_\_\_\_\_ Take and pass the **Core Academic Skills for Educators Test**. Scores must be sent to the MAT coordinator.

**Educators must take and pass the Core in order to meet certification requirements.**

#5713 **Reading** with minimum score of 156

#5723 **Writing** with minimum score of 162

#5733 **Math** with minimum score of 130

**Note:** If students have a 21 or above on the ACT, they are exempt from the Reading and Math portions of the CORE. Exempt candidates must take and pass CORE writing exam to satisfy the DSU COEHS accreditation writing requirement.

\_\_\_\_\_ Take and pass the **Praxis II Specialty Area exam**. Scores must be sent to the MAT coordinator.

\_\_\_\_\_ Take and pass the **Mississippi Foundation of Reading exam** (Elementary candidates only). Scores must be sent to the MAT coordinator.

\_\_\_\_\_ Read *Program of Study Sheet for Elementary or Secondary* (front and back), and review as needed.

\_\_\_\_\_ Maintain 3.0 GPA in **all classes** (ongoing).

\_\_\_\_\_ Successfully complete CEL/CUR 611 Classroom Management and complete **Dispositions Rating Scale**

\_\_\_\_\_ Successfully complete CEL/CUR 612 Development, Assessment, & Evaluation

\_\_\_\_\_ Decide on one or more **Concentration Areas**: 1) \_\_\_\_\_ 2) \_\_\_\_\_  
\_\_\_\_\_ (Secondary candidates only)

\_\_\_\_\_ Apply for three-year teaching license

\_\_\_\_\_ Successfully complete CSP 546 Advanced Survey of Exceptional Children and CEL/CSD 614 Methods of Instruction

\_\_\_\_\_ Apply for the internship courses (CEL/CUR 650 Dimensions of Learning)

\_\_\_\_\_ Successfully complete CEL/CUR 650 Dimensions of Learning (semester 1) **Dispositions Rating Scale, TIAI 1-6, and TIAI 7-27**

\_\_\_\_\_ Successfully complete CEL/CUR 650 Dimensions of Learning (semester 2) **Dispositions Rating Scale and Teacher Work Sample**

\_\_\_\_\_ Successfully complete



CSD 632 Secondary Curriculum Planning, Theory, Organization, and Development  
 (secondary candidates only)  
 CML 509 Technology in Education  
 CML 532 Children’s Literature (elementary candidates only)  
 CRD 624 Methods of Teaching Reading (elementary candidates only)  
 ELR 605 Statistics for Educational Research  
 CRD 628 Reading and Writing Across the Curriculum **Philosophy of Education and Reading and Writing Portfolio**

\_\_\_\_\_ Apply for **comprehensive exams** (during registration for your last semester).

\_\_\_\_\_ Apply for graduation during registration for your last semester.

At this point, you have satisfied the requirements for the Master of Arts in Teaching degree.

### MAT Field Experience Progression Chart

The following chart illustrates the field experiences required for the MAT program. The field experiences are listed with the corresponding courses.

Course Title and Prefix	Number of Clinical Hours Required Per Course with the Total Hours for the Program Included	Description of Candidate’s Role in Experience	Description of Placement	Assessment of Experience
CEL 611 (elementary) CUR 611 (secondary): Classroom Management	10 hours for course/1558 hours for program	Candidates observe 10 hours of instruction focusing on classroom management topics and complete a reflection based on the experience.	CEL 611 candidates observe an elementary classroom.  CUR 611 candidates observe a secondary classroom.	Candidates’ written reflections are evaluated by the instructor. There is also a checklist that must be signed by the classroom teacher.
CEL 612 (elementary) CUR 612 (secondary):	10 hours for course/1558 hours for program	Candidates observe 10 hours of instruction focusing on assessment	CEL 612 candidates observe an elementary classroom.	Candidates’ written reflections are evaluated by the instructor. There is also a

Development, Assessment, & Evaluation		topics and complete a reflection based on the experience	CUR 612 candidates observe a secondary classroom.	checklist that must be signed by the classroom teacher.
CEL 614 (elementary) CUR 614 (secondary): Methods of Instruction	10 hours for course/1558 hours for program	Candidates observe 10 hours of instruction focusing on instructional methods and complete a reflection based on the experience	CEL 614 candidates observe an elementary classroom.  CUR 614 candidates observe a secondary classroom.	Candidates' written reflections are evaluated by the instructor. There is also a checklist that must be signed by the classroom teacher.
CML 532: Children's Literature (elementary track only)	5 hours for course/1,558 hours for program	Candidates observe three specific literacy lessons and identify specific components of the lesson and create strategies for adapting the lessons for ELL students. Candidates then teach a shared book lesson and videotape themselves doing so.	Elementary classroom in a K-6 grade literacy setting	Candidates' written reflections are evaluated by the course instructor. In addition, the instructor watches the video of the candidate teaching and scores it according to a rubric.
CRD 624: Methods of Teaching Reading (elementary track only)	3 hours for course/1,558 hours for program	Candidates identify appropriate assessment strategies related to literacy.  Candidates demonstrate techniques for teaching the essential elements of reading to diverse learners, including English Language Learners.	Candidates' School in which he/she is employed or placement will be made by DSU Office of Clinical Experiences, Licensure, and Accountability if candidate is	Candidates' assessment, lesson plan, and teaching are evaluated by the course instructor through the use of a rubric.

		These are accomplished by assessing a struggling reader and implementing a lesson.	not currently employed by a district.	
CEL 650 (elementary)/CUR 650 (secondary): Dimensions of Learning/Internship	760 hours or 19 weeks for two P-12 semesters for a total of 1,520 hours or 38 weeks for course/1,558 hours for program	Candidates plan and implement a 5-10 day TIAI unit accompanied by a Teacher Work Sample for a diverse group of students that include SPED, ELL, enrichment and remedial.  Candidates plan and implement daily lessons in the subject area(s) he or she is assigned to teach for diverse groups of students.	Candidates' school in which he/she is employed.	Candidates are evaluated formally 5 times by the university supervisory using the TIAI scoring guide.  Candidates are evaluated by the university supervisor on the TWS using the 8 TWS rubrics.

**CHAPTER III: INTERNSHIP PROGRAM**

**DEFINITION**

At Delta State University, the internship is defined as that period of the graduate Master of Arts in Teaching Program in which the candidate registers for internship, obtains a fulltime teaching position in the candidate's endorsement area, and completes the assignments and program assessments that align with the internship courses (CEL/CUR 650 Dimensions of Learning). This semester is preceded by various professional courses which prepare the teacher candidate for the internship experience. This work is supervised by the principal and university supervisor.

## TERMINOLOGY

**Teacher Candidate** – the university student who is engaged in internship.

**University Supervisor** – the university representative responsible for supervising a teacher candidate or a group of teacher candidates in order to ensure all clinical experiences are completed and data are collected. University supervisors also ensure that interns are adhering to all InTASC and CAEP standards.

**Director of Clinical Experiences, Licensure, and Accountability** – the person designated by the University with the administrative responsibility for organizing and coordinating the University’s program of internship.

**Teacher Intern Assessment Instrument (TIAI) and Teacher Work Sample (TWS)** –

The TIAI is a statewide assessment created through collaboration with other Mississippi EPP representatives. All candidates are scored using the TIAI instrument in the areas of planning and preparation, assessment, instruction, learning environment, professional responsibilities, and management. In order to receive a passing grade in internship, each candidate must pass each indicator in the TIAI.

The TWS is a comprehensive assessment completed by all teacher candidates that allows them to demonstrate proficiency in developing, implementing, and evaluating a TIAI unit. Components of the TWS include the following: contextual factors, learning objectives, assessment plan, design for instruction, instructional decision making, analysis of student learning, reflection and self-evaluation, and design for instruction in elementary education. In order to receive a passing grade in internship, each candidate must pass all components of the TWS.

## THE ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor provides the link between the university and the participating school districts. The university supervisor is involved in orientation, supervision, evaluation, and overall concern for the program.

Individualized teacher education programs are managed by university supervisors who are trained in the TIAI and the TWS and experienced in various fields of specialization. Minimum requirements for the selection of university supervisors include appropriate professional experience for grade levels supervised, ability to demonstrate effective teaching strategies and methods, willingness to assume the roles expected of a mentor, ability to work as a team member and facilitate professional learning, and training with evaluation of the Teacher Intern Assessment Instrument (TIAI) and the Teacher Work Sample (TWS).

The university supervisor is expected to visit each teacher candidate a **minimum of FIVE** times (one visit per month for August through December in fall internship and January through May for spring internship). The university supervisor has the responsibility for evaluating the teacher candidate using the TIAI and the TWS. Through observations of the teacher candidate engaged in instruction, the university supervisor provides at least five evaluations (one evaluation per month) with oral and written feedback to ensure that the teacher candidate passes all parts of the TIAI and the TWS. The supervisor is required to document five

formal evaluations of the candidate in Task Stream using the TIAI scoring guide. In addition, the supervisor is required to document two evaluations of the TWS in Task Stream using the TWS rubrics. In some cases, a teacher candidate may pass all the indicators during one visit, while other teacher candidates may require further observations to satisfactorily complete all the indicators. Regardless, additional visits are made to all candidates each month to continue to provide feedback to the teacher candidates. Lesson plans and records of work are checked during each visit. The teacher candidate may call for a conference with the university supervisor when the need arises. The university supervisor is also responsible for assessing the candidates' dispositions and recording the evaluation in Task Stream using the dispositions rating scale.

Responsibilities of University Supervisor:

1. Read the Master of Arts in Teaching Handbook and plan to attend scheduled Supervisor trainings regarding supervision of teacher interns, TIAI, TWS, and Task Stream.
2. Visit teacher intern at least once within the first 3 weeks of internship to evaluate the teaching of a lesson. Use the TIAI scoring guide to evaluate the lesson and provide written and oral feedback to the teacher intern after the lesson.
5. During visits to the teacher candidate, the DSU supervisor should conference and share information on evaluation results and the teacher candidate's teaching performance, personal responsibilities, and professional development.
6. Direct the preparation of the TIAI unit and TWS and schedule consecutive dates for teaching the unit.
7. Evaluate the teacher candidate during the teaching of the TIAI unit using the TIAI scoring guide. Conference with the teacher candidate concerning the results of the lesson taught. The TIAI evaluation will need to be submitted on TASK STREAM by the first of December and the first of May along with the other four evaluations.
8. Evaluate your teacher interns' dispositions and submit the evaluation on Task Stream by the first of December and the first of May.
9. Submit the Teacher Candidate's Final Grade report by the first of December and the first of May.

## **THE ROLE OF THE TEACHER CANDIDATE**

Every effort is made to prepare teacher candidates, both academically and psychologically, for the task ahead. Since internship is a new experience for the candidates, some tension and misgivings may be felt. This reaction is not unusual, even among the best students, and need not be cause for alarm. The well-prepared teacher candidates have confidence in their ability to become classroom teachers without difficulty. The teacher candidates are looking forward to the challenge and opportunity of proving their own worth.

Any deficiencies in subject matter knowledge and skills must be overcome by hard work on the part of the candidate. It may mean long hours of studying outside the school day. Teacher candidates must display the dispositions of good teachers at all times. **Dispositions have been reinforced throughout the teacher candidate's program and must be continued throughout internship. Failure to abide by the Dispositions Rating Scale may result in dismissal from the Master of Arts in Teaching program and/or internship. Teacher candidates must also follow the MS Educator Code of Ethics. Failure to uphold the Code**

**of Ethics may result in dismissal from the Master of Arts in Teaching program and/or internship.**

## **EVALUATION**

Delta State University has the “Credit or No-Credit” system of evaluating teacher candidates during the internship. When the teacher candidate successfully completes his/her program, he/she will be a well-prepared teacher. Each new teacher will have successfully passed all indicators in the TIAI and the TWS.

If the university supervisor reports documented failure of the candidate to master the indicators in the TIAI and TWS, intense remediation is provided to the candidate by the supervisor. If, however, after remediation, the candidate continues to fail indicators on the TIAI and/or TWS, the candidate may be removed from internship. A remediation plan for the candidate is then drafted and agreed upon by the Director of Clinical Experiences, Licensure, and Accountability, the chair of Teacher Education, the supervisor, and the candidate’s advisor on campus. The candidate must successfully complete the remediation plan in order to enter into internship in a subsequent semester.

In addition, teacher candidates must maintain satisfactory scores on the Dispositions Rating Scale and must abide by the MS Educator Code of Ethics and Standards of Conduct to successfully complete internship and/or the Master of Arts in Teaching program.

## **ACCREDITATION STANDARDS**

The Master of Arts in Teaching Program aligns with the Council for the Accreditation of Educator Preparation (CAEP) and The Interstate New Teacher Assessment and Support Consortium (InTASC) standards.



**2013 CAEP Standards**

**Excellence in Educator Preparation**

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### **Standard 1. Content and Pedagogical Knowledge**

**The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.**

#### **Candidate Knowledge, Skills, and Professional Dispositions**

*1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.*

### **Provider Responsibilities:**

*1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.*

*1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of School of Music – NASM).*

*1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).*

*1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*

### **Standard 2. Clinical Partnerships and Practice**

**The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.**

#### **Partnerships for Clinical Preparation:**

*2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.*

#### **Clinical Educators:**

*2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection,*

*profess/anal development, performance evaluation, continuous improvement and retention of clinical educators in all clinical placement settings.*

#### **Clinical Experiences:**

*2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*

#### **Standard 3. Candidate Quality, Recruitment, and Selectivity**

**The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.**

#### **Plan for Recruitment of Diverse Candidates who Meet Employment Needs:**

*3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.*

#### **Admission Standards Indicate That Candidates Have High Academic Achievement and Ability:**

*3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.*

**The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50<sup>th</sup> percentile standard for writing will be implemented in 2021.**

**Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of <sup>in</sup>enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured at admissions, OR (2) at some other time prior to candidate completion. In all cases, EPPs must demonstrate academic quality for the group**



average of each year's enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, Identifying differences, trends and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.

CAEP will work with states and providers to designate, and will periodically publish, appropriate "top50 percent" proficiency scores on a range of nationally or state normed assessments and other substantially equivalent academic achievement measures, with advice from an expert panel.

Alternative arrangements for meeting the purposes of this component will be approved only under special circumstances and in collaboration with one or more states. The CAEP President will report to the Board and the public annually on actions taken under this provision.

#### **Additional Selectivity Factors:**

*3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.*

#### **Selectivity during Preparation:**

*3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the Integration of technology in all of these domains.*

#### **Selection at Completion:**

*3.5 Before the provider recommends any completing candidate for licensure or certification, It documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive Impacts on P-12 student learning and development.*

*3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.*

#### **Standard 4. Program Impact**

**The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.**

### **Impact on P-12 Student Learning and Development:**

*4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.*

### **Indicators of Teaching Effectiveness:**

*4.2 The provider demonstrates, through structured validated observation Instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.*

### **Satisfaction of Employers:**

*4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.*

### **Satisfaction of Completers:**

*4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

## **Standard 5. Provider Quality Assurance and Continuous Improvement**

**The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.**

### **Quality and Strategic Evaluation:**

*5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies off CAEP standards.*

*5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

**Continuous improvement:**

*5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests Innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

*5.4 Measures of completer impact, including available outcome data on P12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.*

*5.5 The provider assures that appropriate stakeholders, Including alumni, employers, practitioners, school and community partners, and others defined by the provider, are Involved in program evaluation, improvement, and identification of models of excellence.*

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## **InTASC STANDARDS**

**InTASC standards are aligned with the TIAI indicators and delineate the knowledge, skills and dispositions expected of beginning teachers.**

### **THE LEARNER AND LEARNING**

#### **Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **CONTENT KNOWLEDGE**

#### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **INSTRUCTIONAL PRACTICE**

### **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### **Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **PROFESSIONAL RESPONSIBILITY**

### **Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **CHAPTER IV: MASTER OF ARTS IN TEACHING PROGRAM ASSESSMENTS**

There are six program assessments contained in the Master of Arts in Teaching program. Candidates' scores are stored within Taskstream for data collection and analysis. The assessments are the Teacher Intern Assessment Instrument (TIAI), Teacher Work Sample, Dispositions Rating Scale, Philosophy of Education, Reading and Writing Portfolio, and the Comprehensive Exam.

### **Teacher Intern Assessment Instrument (TIAI) Indicators**

#### **Domain I: Planning and Preparation**

1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards. (InTASC 4, 7; M-STAR Domain I – 4; CAEP 1.1, 1.3, 1.4)
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; CAEP 1.1, 1.3)
3. Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; CAEP 1.1, 1.3)
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; CAEP 1.1, 1.3, 1.5)
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. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; CAEP 1.1, 1.2, 1.5)
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; CAEP 1.1, 1.2, 1.3)

#### **Domain II: Assessment**

7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; CAEP 1.1, 1.2)
8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; CAEP 1.1, 1.2)

**Domain III: Instruction**

9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11; CAEP 1.1)
10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11; CAEP 1.1)
11. Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15; CAEP 1.1)
12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16; CAEP 1.1)
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; CAEP 1.1, 1.3)
14. Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III -7; CAEP 1.1, 1.3)
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III – 9; CAEP 1.1, 1.3)
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; CAEP 1.1, 1.2, 1.3 )
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving

and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; CAEP 1.1, 1.4)

18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; CAEP 1.1, 1.2, 1.3 )
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10; CAEP 1.1, 1.3, 1.5)

#### **Domain IV: Learning Environment**

20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)
21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12; CAEP 1.1)
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16; CAEP 1.1, 1.3)
23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13; CAEP 1.1, 1.3)
24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14; CAEP 1.1)

#### **Domain V: Professional Responsibilities**

25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; CAEP 1.1, 1.4)

#### **TIAI Management Addendum**

26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)

## Teacher Intern Assessment Instrument (TIAI) Scoring Guide

### DOMAIN I: PLANNING AND PREPARATION

\*Items 1-6 should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

<b>1.</b>	<b>Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards. (InTASC 4, 7; M-STAR Domain I – 4; CAEP 1.1, 1.3, 1.4)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Objectives are not based on Mississippi Curriculum Frameworks/Common Core State Standards and are not stated as performance objectives.	Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards and are appropriate for student learning, but are not stated as performance objectives.	Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards, are developmentally appropriate, are stated as performance objectives, and are clearly aligned with assessments.	<b>In addition to acceptable,</b> includes objectives at different instructional levels that meet individual needs of students (DOK levels, Bloom’s, Understanding by Design, etc.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

<b>2.</b>	<b>Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; CAEP 1.1, 1.3)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.  Does not incorporate diversity or multicultural perspectives into lessons.	Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge.  <b>Does not effectively</b> use the information in developing learning experiences that are relevant and meaningful.  Ineffectively incorporates diversity into lessons.	Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge.  <b>Effectively</b> uses this knowledge in developing learning experiences that are relevant and meaningful.  Incorporates diversity, including multicultural perspectives, into lessons.	Demonstrates a <b>thorough</b> understanding of student backgrounds, interests, experiences, and prior knowledge.  <b>Effectively and consistently</b> uses this knowledge in developing learning experiences that are relevant and meaningful.  Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lessons.



SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	Observation II Date and Score:	Observation III Date and Score: →	Comments:

**3. Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; CAEP 1.1, 1.3)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Plans and instruction <b>do not include</b> the necessary content and do not connect content across the disciplines.	Plans and instruction <b>inconsistently include</b> the necessary content and/or do not connect to content across disciplines.	Plans and instruction <b>frequently include</b> the necessary content and connect content across disciplines; however, connections are <b>not consistently clear, meaningful, or relevant</b> to students' lives.	<b>In addition to acceptable</b> , plans and instruction <b>consistently include</b> the necessary content and connect content across disciplines; connections are <b>consistently clear, meaningful, and relevant</b> to students' lives.

**SCORES AND COMMENTS ON EFFECTIVENESS**

Observation I Date and Score: →	Observation II Date and Score:	Observation III Date and Score: →	Comments:
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**4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; CAEP 1.1, 1.3, 1.5)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Procedures are <b>not connected</b> to core content knowledge, sequential, and do not include effective introductions, closures, or use of technology.	Procedures are referenced to objectives and are appropriate for students, but <b>may not be</b> sequential. Plans include introductions or closures and some use of technology.	Procedures are appropriate and sequential, <b>clearly referenced to objectives</b> , include innovative introductions and closures, and incorporate technology and teaching materials effectively.	<b>In addition to acceptable</b> , procedures <b>include both teacher- centered direct instruction and learner-centered activities</b> (groups, choice of topics, self-evaluation of work, etc.)

**SCORES AND COMMENTS ON EFFECTIVENESS**

Observation I Date and Score: →	Observation II Date and Score:	Observation III Date and Score: →	Comments:
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**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. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; CAEP 1.1, 1.2, 1.5)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Assessments are <b>not aligned</b> with the Mississippi Curriculum Frameworks/Common Core State Standards.	Assessments in plans are <b>partially aligned</b> with the Mississippi Curriculum Frameworks/ Common Core State Standards.	Multiple assessments are included in plans where needed, and assessments <b>directly correlate</b> to objectives and are aligned with the Mississippi Curriculum	<b>In addition to acceptable</b> , plans include informal (performance) and formal assessments along with rubrics/checklists.

		Frameworks/ Common Core State Standards.	
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

<b>6.</b>	<b>Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; CAEP 1.1, 1.2, 1.3)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not use</b> assessment results to adjust individual and/or whole-group instructional strategies.	<b>Ineffectively or inaccurately uses</b> assessment results to adjust individual and/or whole-group instructional strategies.	<b>Frequently uses</b> assessment results to adjust individual and/or whole-group instructional strategies.	<b>Consistently and appropriately</b> uses assessment results to adjust individual and/or whole-group instructional strategies.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

**DOMAIN II: ASSESSMENT**

**\*Items 7 – 8 should reflect the teacher intern’s ability to effectively communicate assessment information to the students, provide feedback, and incorporate informal and formal assessments. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)**

<b>7.</b>	<b>Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; CAEP 1.1, 1.2)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not communicate assessment criteria and performance standards to the students. <b>Does not</b> provide students with feedback on their performance.	Ineffectively communicates assessment criteria and performance standards to the students. Provides students with <b>minimal or only summative</b> feedback on their performance.	Effectively communicates assessment criteria and performance standards to the students. <b>Frequently</b> provides clear and actionable feedback to students to enable them to improve their performance.	<b>In addition to acceptable</b> , various strategies are used to communicate assessment criteria and/or student input is sought in developing assessment criteria. <b>Consistently</b> provides clear and actionable feedback to students to enable them to improve their performance.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			

Observation I Date and Score: →	Observation II Date and Score:	Observation III Date and Score: →	Comments:
8.	<b>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. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; CAEP 1.1, 1.2)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> plan and use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	<b>Occasionally</b> plans and uses informal and formal assessments to accommodate differences in developmental and/or educational needs of <b>some</b> of the students.	<b>Frequently</b> plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	<b>Consistently</b> plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of all students.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
Observation I Date and Score: →	Observation II Date and Score:	Observation III Date and Score: →	Comments:

### DOMAIN III: INSTRUCTION

**\*Items 9 – 19 should reflect the teacher intern’s overall ability to effectively communicate with students and implement innovative lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson and unit plans and classroom observations.**

9.	<b>Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 3,9; M-STAR Domain III – 11; CAEP 1.1)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with <b>multiple</b> errors.	Uses acceptable written, oral, and nonverbal communication with <b>minimal</b> errors.	Uses acceptable written, oral, and nonverbal communication <b>proficiently</b> .
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
Observation I Date and Score: →	Observation II Date and Score:	Observation III Date and Score: →	Comments:

10.	<b>Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11; CAEP 1.1 )</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	<b>In addition to acceptable</b> , uses concrete examples to model and clarify tasks and concepts.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			

<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
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**11. Communicates high expectations for learning to all students. (InTASC 2, 9; M-STAR Domains I – 3, IV – 15; CAEP 1.1)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not communicate high expectations for learning to any students and does not hold students accountable for meeting instructional goals.	Inconsistent in communicating to all students that they are capable of meeting learning expectations.	Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals.	Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals.

**SCORES AND COMMENTS ON EFFECTIVENESS**

<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
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**12. Conveys enthusiasm for teaching and learning. (InTASC 3; M-STAR Domain IV – 15, IV – 16; CAEP 1.1)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	In addition to acceptable, the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.

**SCORES AND COMMENTS ON EFFECTIVENESS**

<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
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**13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; CAEP 1.1, 1.3)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to work toward a common goal.	Involves the students in limited interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to acceptable, consistently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.

**SCORES AND COMMENTS ON EFFECTIVENESS**

<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
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<b>14.</b>	<b>Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III - 7; CAEP 1.1, 1.3)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Instruction shows <b>no knowledge</b> of the content (pedagogy) taught and does not lead class discussions effectively.	Instruction shows <b>basic knowledge</b> of content (pedagogy) taught but does not lead class discussions effectively.	Instruction shows <b>some evidence</b> of knowledge of content (pedagogy) through minimal reliance on written notes and shows ability to lead class discussions effectively.	<b>In addition to acceptable</b> , instruction demonstrates an <b>in-depth understanding</b> of content knowledge (pedagogy). Teacher candidate does not rely on written notes.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
<b>15.</b>	<b>Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III – 9; CAEP 1.1, 1.3 )</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Uses a single instructional strategy or resource; strategy/resource is <b>consistently inappropriate</b> for most students' skill levels.	Uses a variety of instructional strategies and resources but strategies are <b>sometimes inappropriate</b> for most students' skills levels.	<b>Frequently</b> uses a variety of instructional strategies and resources that are appropriate for students' skills levels.	<b>Consistently</b> uses a variety of instructional strategies and resources that are appropriate for students' skills levels.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
<b>16.</b>	<b>Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; CAEP 1.1, 1.2, 1.3 )</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not plan</b> or provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	<b>Inconsistently</b> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.	<b>Consistently</b> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.	<b>Consistently and effectively</b> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

17.	<b>Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; CAEP 1.1, 1.4 )</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> include multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions do not require higher order thinking, are not timed appropriately and/or elicit limited student participation and lead to recitation of information rather than discussion.	<b>Inconsistently</b> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Few questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.	<b>Frequently</b> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.	<b>Consistently</b> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and elicit extensive participation and discussion.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

18.	<b>Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; CAEP 1.1, 1.2, 1.3 )</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions. No adjustments are made to instruction based on student responses.	<b>Inconsistently</b> responds to and/or elicits student input during instruction and few attempts are made to adjust instruction based on student responses.	<b>Consistently and appropriately</b> responds to and elicits student input during instruction. Adjustments are made to instruction based on student input and responses.	<b>In addition to acceptable,</b> provides appropriate prompts to encourage students to expand and justify their responses.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

19.	<b>Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10; CAEP 1.1, 1.3, 1.5)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> use family or community resources in lessons.	<b>Limited</b> use of family or community resources in	<b>Effectively</b> uses family and community resources in lessons to enhance student learning.	<b>In addition to acceptable,</b> encourages the students' effective use of family and

	lessons to enhance student learning.		community resources in lessons and assignments to enhance student learning.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

**DOMAIN IV: LEARNING ENVIRONMENT**

\*Items 20 - 24 should reflect the teacher intern’s ability to manage the classroom environment in a way that is conducive to learning. Items should be assessed from classroom observations.

<b>20.</b>	<b>Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.</b> (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> monitor or adjust the classroom environment, and does not address classroom disruptions.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but <b>does not always make adjustments</b> to enhance learning. Classroom disruptions are addressed in an inefficient manner.	<b>Monitors and makes adjustments</b> that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions are addressed immediately but not always efficiently.	<b>In addition to acceptable,</b> monitors students’ participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. Classroom disruptions are addressed immediately and efficiently.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

<b>21.</b>	<b>Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12; CAEP 1.1)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> attend to or delegates routine tasks.	<b>Seldom</b> attends to and delegates routine tasks.	<b>Consistently</b> attends to and delegates routine tasks.	<b>In addition to acceptable,</b> has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

<b>22.</b>	<b>Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16; CAEP 1.1, 1.3)</b>		
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<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> establish and communicate rules and/or expectations.	Establishes and communicates classroom rules and/or expectations but <b>overlooks opportunities</b> to reinforce them.	<b>Frequently</b> establishes, communicates, and reinforces classroom rules and/or expectations and ensures that students understand the rules.	<b>Consistently</b> establishes, communicates, and reinforces classroom rules and/or expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations.

**SCORES AND COMMENTS ON EFFECTIVENESS**

<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
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**23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3, 9; M-STAR Domain IV – 13. CAEP 1.1, 1.3 )**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	<b>Inconsistently</b> demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	<b>Consistently</b> demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	<b>In addition to acceptable,</b> creates a positive, interactive learning environment.

**SCORES AND COMMENTS ON EFFECTIVENESS**

<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
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**24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14; CAEP 1.1)**

<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are <b>minor problems</b> with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are <b>no unnecessary delays</b> or undesirable digressions.	<b>In addition to acceptable,</b> students are on-task and engaged in meaningful learning activities.

**SCORES AND COMMENTS ON EFFECTIVENESS**

<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>
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**DOMAIN V: PROFESSIONAL RESPONSIBILITIES**

**\*Item 25 should reflect the teacher intern’s ability to involve parents and/or guardians in the child’s learning. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (inventories, surveys, and other documentation).**



<b>25.</b>	<b>Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; CAEP 1.1, 1.4)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
<b>Does not</b> establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an <b>introductory letter</b> .	<b>In addition to emerging</b> , maintains communication with parents and/or guardians through newsletters, notes, class websites (under the supervision of the classroom mentor teacher), etc.	<b>In addition to acceptable</b> , consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.  Also participates in additional professional development opportunities and seeks advice/information from experienced teachers/peers.
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

### TIAI Management Addendum

**Items 26 and 27 should reflect the teacher intern’s ability to manage minimally disruptive behavior and the ability to use disciplinary action in the case of disruptive misbehavior.**

<b>26.</b>	<b>Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3, 8, 9; M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not use low profile desists for managing minimally disruptive behavior	Uses low profile desists to manage minimally disruptive behavior inefficiently	Uses low profile desists to manage minimally disruptive behavior immediately but not always efficiently	Uses low profile desists to manage minimally disruptive behavior immediately and efficiently
<b>SCORES AND COMMENTS ON EFFECTIVENESS</b>			
<b>Observation I Date and Score:</b> →	<b>Observation II Date and Score:</b>	<b>Observation III Date and Score:</b> →	<b>Comments:</b>

<b>27.</b>	<b>Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)</b>		
<b>Unacceptable (0)</b>	<b>Emerging (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Does not use appropriate disciplinary action to handle disruptive misbehavior	Uses disciplinary action inefficiently to handle disruptive misbehavior	Uses disciplinary action immediately but not always efficiently to handle disruptive misbehavior	Uses appropriate disciplinary action to handle disruptive misbehavior Immediately and efficiently

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	Observation II Date and Score:	Observation III Date and Score: →	Comments:

## TEACHER WORK SAMPLE FOR ELEMENTARY EDUCATION

### Purpose:

The Teacher Work Sample (TWS) project is the culminating project of your teacher education program. It is designed to show that you can plan, implement and assess instruction to demonstrate evidence that students have learned based upon their previous experience, the clear objectives and instruction of the unit, and the depth of assessment consistent with your objectives. The TWS provides evidence that you understand research-based practice, can align curriculum and instruction with state and/or the Common Core State Standards (CCSS), and can evaluate and reflect upon your practice to improve instruction and enhance students' learning. The TWS can also provide evidence of your effectiveness in planning and teaching as you prepare your folio to seek employment.

### Background Information:

The *Teacher Work Sample Folio* has a total of eight components, seven of which deal with teaching processes identified by research and best practice as fundamental to improving the internship in teaching. The eighth component requires the teacher to plan integrated lessons in **selected** content areas of language arts and reading; mathematics and science; the social sciences; the arts; and physical and health education. In addition, this component requires that these lessons be aligned with the *Mississippi Curricular Frameworks* and/or the Common Core Standards. Each dimension (of the teaching process) of the *Teacher Work Sample* is followed by a TWS criterion or indicator, the task, a prompt, and a rubric that defines various levels of performance on the standard. The criteria and rubrics will be used to evaluate your work. The prompts help document the extent to which you have met the criteria. Included in this packet are sample answers to each prompt.

You are required to develop and teach a comprehensive 5-10-day unit that is based upon assessment of student's prior knowledge as well as curriculum standards. Before teaching the unit, you will describe the contextual factors; identify learning objectives based on your state or district content standards and those contextual factors. You will then create an assessment plan designed to measure student performance before, during, and after teaching, and plan for instruction. After teaching the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning and your future professional development.

### Format

This TWS unit will be uploaded to TaskStream and formatted as follows. Your first draft will be uploaded as well as your final product.

Complete a cover page that includes the following:

1. Your name
  2. Date submitted
  3. Grade level taught
  4. Subject taught
  5. Your university
  6. Course number and title
- Provide a table of contents that lists the sections and attachments with page numbers.

- Charts, graphs, and assessment instruments are required as part of the document. Attachments such as student work may be included. However, these should be chosen selectively and provide clear, concise evidence of your performance related to the standards and your students’ learning progress.
- References to the work of others must be cited in a separate section at the end of the narrative. The APA style should be used for references.
- To ensure the anonymity of students in the classroom, do not include any student names or identify them otherwise in any part of the submissions.

**Work Sample Folio**

**Table of Contents**

**Contextual Factors and Student Knowledge.....Section 1**

**Learning Objectives.....Section 2**

**Assessment Plan.....Section 3**

**Design for Instruction..... Section 4**

**Instructional Decision Making.....Section 5**

**Analysis of Student Learning.....Section 6**

**Reflection and Self Evaluation.....Section 7**

**Design for Instruction in Elementary Education.....Section 8**

**SECTION 1 CONTEXTUAL FACTORS**

**CONTEXTUAL FACTORS**

*The candidate uses information about the learning-teaching context, prior student knowledge and student individual differences to set learning objectives and plan instruction and assessment.*

**TASK**

Complete the class description and provide a narrative describing additional relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.

**PROMPT**

In your response, address the following:

- **Knowledge of community, school, and classroom factors.** Address geographic location, significant attractions and/or historical significance of the town, i.e. blues museum and restaurants, town with vacated buildings, a performing arts center, port city, casinos, major employers, resources (libraries, colleges, other schools, i.e. private schools, theaters), community and school population, socio-economic profile, and race/ethnicity. Include the class description in your materials. Address availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and

routines. Make sure that you articulate how you have researched these characteristics from multiple resources and with the beliefs that this knowledge can enhance student learning. Identify the sources for your data.

- **Knowledge of students’ characteristics and varied approaches to learning.** Explore and implement various learning preferences and past class experiences, as well of the characteristics of students that you can determine from the teacher or from formative assessments of the students. Report the findings. Address student differences in terms of development, interests, culture. Ask: what should be understood about the characteristics and development to address students’ needs and interests in the lessons? What information is available about the students’ interests and the culture of the school and the children? What information might you gather yourself?
- **Knowledge of students’ skills and prior learning.** Address student skills and prior learning that may influence the development of your learning objectives, instruction, and assessment. Make sure that you specifically attend to MS regulations for pre-assessment, comprehensive assessment and follow-up (RTI and/or 3 tier model) in special education. Be specific enough to be able to explain the next component. Ask: what specific assessment information is already available for the children, and how can access to that information be gained? What assessments will be needed and why?
- **Implications for instructional planning and assessment.** Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. Remember that assessments include more than tests; they can include such things as student work products, student responses, inventories, or questions and comments students might add. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit. Include specific information as to the knowledge of previous student learning affected the curriculum and instructional planning. This will include pre-test information that is part of the unit. Ask: How does what you have learned affect how you formulate objectives and plan for instruction?

**Contextual Factors Rubric**

**TWS Standard:** *The candidate uses information about the learning/teaching context and student individual differences to set learning objectives, plan instruction and assess learning.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Acceptable Score
<b>Candidate understands how the community context, population, and demographic information affects student learning. (InTASC 2)</b>	The candidate does not describe characteristics of the community or the explanations do not include geographic location, historical significance, significant attractions, major employers, or demographic information that may affect learning. The	The candidate provides an incomplete description of characteristics of the community that may affect learning. The candidate referenced the community but did not explain specific community resources, geographical elements, historical	The candidate comprehensively describes all community resources including geographic location, historical significance, significant attractions, and major employers. The candidate also discusses population and demographic information that may	

	candidate does not cite references.	aspects, or demographic information and cites references.	affect learning. The candidate cites references.	
<b>Candidate displays knowledge of school and classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning and cites sources of information. (InTASC 3)</b>	The candidate describes inaccurate classroom factors related to population and demographics, class descriptions, availability of technology, or parental involvement that may affect learning. The candidate does not cite sources for information.	The candidate provides an accurate but incomplete description of the classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning; or the candidate provides a narrow scope of descriptions for the classroom factors. The candidate cites sources for information.	The candidate comprehensively and accurately describes all school and classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning. The candidate also cites references.	
<b>Candidate displays knowledge of characteristics of students including developmental levels, culturally-relevant influences, and interests. (InTASC 2)</b>	The candidate does not describe specific characteristics of students or provides inaccurate descriptions including their development, interests, culture, and abilities/ disabilities that may affect learning.	The candidate provides an accurate but incomplete description of specific characteristics of students including their development, interests, cultures, or abilities/ disabilities that may affect learning.	The candidate comprehensively and accurately describes all specific characteristics of students including their development, interests, culture, and abilities/ disabilities that may affect learning.	
<b>Candidate displays knowledge of students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities</b>	The candidate does not describe or inaccurately describes students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, or learning modalities	The candidate provides an accurate but incomplete description of students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and	The candidate accurately and comprehensively describes students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities	

that may affect learning. <b>(InTASC 1)</b>	that may affect learning.	learning modalities that may affect learning.	and explicitly addresses how each may affect learning.	
<b>Candidate displays knowledge of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit. (InTASC 7)</b>	Candidate does not describe students' skills and prior learning or inaccurately describes students' skills and prior learning including specific content, skills learned, or assessments given prior to the unit	Candidate provides an accurate but incomplete description of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit.	Candidate accurately and comprehensively describes all of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit. The candidate also connects how these will impact the planning process.	
<b>Candidate describes his/her rationale for instructional planning to include contextual characteristics of community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills. (InTASC 7)</b>	The candidate does not provide a rationale for instructional planning that explicitly includes implications for contextual factors including: community factors, school and classroom factors, student characteristics, varied approaches to learning, or prior content and skills.	The candidate provides an incomplete rationale for instructional planning that includes implications for the following contextual characteristics: community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills.	The candidate provides a thorough rationale for instructional planning that includes implications for each of the following contextual characteristics: community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills. The candidate articulates a clear connection from each characteristic to its implication for planning.	

## SECTION 2 INSTRUCTIONAL OBJECTIVES

### INSTRUCTIONAL OBJECTIVES

*The teacher sets significant, challenging, varied, and appropriate instructional objectives.*

## TASK

Provide and justify the instructional objectives for the unit to ensure that they provide the optimal opportunities for each student's success at the highest levels.

## PROMPT

In your response, address the following:

- **List the instructional objectives (not the activities) that will guide the planning, delivery, and assessment of your unit.** These objectives should define what you expect students to know and be able to do at the end of the unit. They should be measurable, using some sort scoring guide. Ask: Do these objectives clearly align with what I expect to assess? The objectives should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate. Ask: Do these objectives outline learning that is focused, standards based and demand higher order thinking? Number or code each learning objective so that you can reference it later in your report on learning objectives and reflection upon your teaching.
- **Use specific information from the contextual factors section to justify your goals.**
- **Show how the objectives are aligned explicitly with local, state, or national standards.**
- **Label the level of each unit and lesson learning objective. (i.e. Bloom or DOK, and MS Common Core)**
- **Discuss why your learning objectives are appropriate in terms of development, pre-requisite knowledge, skills, and other student need (refer back to Section I).**
- **Explain why the objectives will promote creativity and higher level thinking skills.**

## Learning Objectives Rubric

**TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning objectives.***

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Acceptable Score
<b>Candidate develops instructional objectives that are measurable, focused, standards-based, and varied. (InTASC 7)</b>	Objectives meet only one or none of the required criteria of reflecting a variety of types or levels of learning, being clearly articulated, aligned with local, state, or national standards, or having measurable outcomes	All objectives meet at least two of the following requirements: reflect a variety of types or levels of learning, are clearly articulated, aligned with local, state, or national standards, and have measurable outcomes.	All objectives reflect a variety of types or levels of learning, are clearly articulated, aligned with local, state, or national standards, and have measurable outcomes.	
<b>Candidate justifies learning objectives with contextual factors. (InTASC 7)</b>	Objectives do not reflect a connection to the candidate's research on community, school, or classroom factors. The objectives do not consider students'	Objectives reflect a connection to the candidate's research on community, school, and classroom factors but does not take into consideration knowledge of	Objectives reflect a connection to the candidate's research on community, school, and classroom factors including, but not limited to, knowledge of	

	characteristics, skills, or prior learning.	students' characteristics, skills, or prior learning.	students' characteristics, skills, and prior learning.	
<b>Candidate aligns objectives with local, state, or national standards. (InTASC 7)</b>	Less than 75% of objectives align with local, state, or national standards. The objectives may not reflect an understanding of the standards' goals.	At least 75% of objectives align with local, state, or national standards and reflect an understanding of the standards' goals.	All objectives are directly aligned with local, state, or national standards and reflect a clear understanding of the standards.	
<b>Candidate identifies the level of each learning objective using Bloom's Taxonomy, DOK, or MS CCRS (InTASC 7)</b>	Less than 75% of objectives identify the level of learning by CCRS or DOK or Bloom's Taxonomy or the objectives are inaccurately aligned with standards or DOK or Bloom's Taxonomy.	At least 75% of objectives accurately identify the level of learning by CCRS and DOK or Bloom's Taxonomy.	All objectives accurately identify the level of learning by CCRS and DOK or Bloom's Taxonomy.	
<b>Candidate explains how objectives promote creativity and higher-level thinking (InTASC 7)</b>	Candidate is unable to develop objectives that promote creativity or higher-level thinking and does not provide an accurate justification for their development.	Candidate develops objectives that promote creativity and higher-level thinking. Candidate does not provide an accurate justification for their development.	Candidate develops objectives that promote creativity and higher-level thinking and provides a justification for their development.	

**SECTION 3 ASSESSMENT PLAN FOR ALL STUDENTS' LEARNING**  
**ASSESSMENT PLAN**

*The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction to ensure that all students have the optimal opportunities to achieve. The teacher assumes responsibility to continuously adjust instruction to ensure optimal learning for students while teaching the unit, based upon ongoing assessment.*

**TASK**

Explain your assessment plan for each day's lesson plan and your unit that will monitor student progress toward achievement of learning objectives. Ask: what are the best ways in which I can ensure that I understand what students have learned and to what extent they have ALL achieved objectives? Use multiple assessment modes and approaches aligned with learning to assess student learning before, during, and after instruction. Ask: What will I do to differentiate and reteach if students do not achieve as expected? These assessments should authentically measure student learning and may include



performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning tied to objectives, state and national standards, as well as what is known about students’ previous learning.

**PROMPT**

In your response, address the following:

- **Describe the pre- and post-assessments that are aligned with your learning objectives.** List the pre-assessment procedure planned for this specific unit as referenced in section 1. Describe how you will design and conduct a summative evaluation of your objectives.
- **Clearly explain how you will evaluate or score pre-and post-assessments, including criteria you will use to determine if the students’ performance meets the learning objectives.** Ask: How do assessments address the levels of complexity (i.e. Bloom, DOK, etc.) in line with the unit?
- **Provide a comprehensive overview of the assessment plan based upon the objectives for your unit that includes a description of how the objectives are aligned with instruction and assessment.** For each learning objective, include assessments used to evaluate student performance, the format of each assessment, and design of the assessments for the individual needs of students based on pre-assessment and contextual factors. Include formative and summative assessments in the lesson plans and final unit evaluation. These should be provided in your initial unit design, but can be modified as you teach the unit.
- **Provide multiple modes and approaches for assessing student learning.** Provide a variety of assessments and approaches for assessing student learning. State how you will keep a record of individual progress on each objective of this unit. Ask: How do I provide the optimal and maximum number of assessment opportunities to understand student learning? What variety of assessments do I need to conduct and why? How will I record the results of these assessments? How do these assessments need to be modified for ESL students and students with disabilities? How do I ensure that these assessments include higher-order thinking demands?
- **Describe how you determined what was to be assessed.** Assessment has to sample what students learn. Discuss how you decided what you were going to actually assess.
- **Describe the technical soundness of the assessments.** State how the assessments are demonstrated to be valid, free of bias, and reflect a respect for student diversity in the classroom. Ask: Were all scoring procedures thoroughly explained? Were all directions and procedures clear to students? How do I ensure that assessments are free of bias and reflect a respect for the student diversity of the classroom? Do my assessments assess what I need to assess?
- **Describe how you provided assessments appropriate for individual learners.** Ask: Were accommodations and varying assessments provided for different learners? How were assessments modified for ESL students and students with disabilities?

**Assessment Plan Rubric**

**TWS Standard:** *The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during and after instruction to ensure that all students have the optimal opportunities to achieve. The teacher assumes responsibility to continuously adjust instruction to ensure optimal learning for students while teaching the unit, based upon ongoing assessment.*

<b>Rating → Indicator ↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Acceptable Score</b>
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<p><b>Candidate describes the pre- and post-assessments that are aligned with the learning objectives and how these assessments will be evaluated.</b> (InTASC 6)</p>	<p>The candidate inaccurately describes the pre- or post-assessments and does not provide an explicit link from the assessments to each learning objective. The candidate does not include explicit and appropriate evaluation criteria for each assessment.</p>	<p>The candidate accurately describes the pre- and post-assessments but does not provide an explicit link to each learning objective. The candidate includes explicit and appropriate evaluation criteria for each assessment.</p>	<p>The candidate accurately aligns both the pre- and post- assessments to each learning objective. The candidate includes explicit and appropriate evaluation criteria for each assessment.</p>	
<p><b>Candidate provides a comprehensive overview of the assessment plan based upon the objectives for the unit that includes a description of how the objectives are aligned with instruction and assessment.</b> (InTASC 6)</p>	<p>The candidate provides an inaccurate or incomplete overview of the assessment plan based upon the objectives for the unit and does not include a description of how each objective is aligned with instruction and assessment.</p>	<p>The candidate provides an overview of the assessment plan based upon the objectives for the unit but does not include a description of how each objective is aligned with instruction and assessment.</p>	<p>The candidate provides a comprehensive overview of the assessment plan based upon the objectives for the unit which includes a description of how each objective is aligned with instruction and assessment.</p>	
<p><b>Candidate provides multiple modes and approaches for assessing student learning and describes how each are used.</b> (InTASC 6)</p>	<p>The candidate does not provide multiple modes and approaches for assessing student learning or explain how the results for each assessment will be recorded.</p>	<p>The candidate provides an appropriate assessment for each objective but does not provide multiple modes and approaches for assessing student learning. The candidate does describe how the results for each assessment will be recorded.</p>	<p>The candidate provides appropriate, multiple modes and approaches for assessing student learning and explains how the results for each assessment will be recorded.</p>	

<p><b>Candidate describes how the content to be assessed was determined and links assessments to student learning. (InTASC 6)</b></p>	<p>The candidate does not accurately describe how the content to be assessed was determined or link the assessments to student learning.</p>	<p>The candidate accurately describes how the content to be assessed was determined but does not accurately link the assessments to student learning.</p>	<p>The candidate accurately and comprehensively describes how the content to be assessed was determined and explicitly links the assessments to student learning.</p>	
<p><b>Describes the technical soundness of the assessments (InTASC 6)</b></p>	<p>The candidate does not describe the technical soundness of the assessments or include how the assessments are demonstrated to be valid, free of bias, and reflect a respect for student diversity in the classroom. The scoring procedures are not explained, or directions and procedures are not clear to students.</p>	<p>The candidate describes the technical soundness of the assessments to include how the assessments are demonstrated to be valid, but does not show how the assessments are free of bias or reflect a respect for student diversity in the classroom. The scoring procedures are accurately explained, but directions and procedures are either vague or not written in concrete terms for students.</p>	<p>The candidate accurately describes the technical soundness of the assessments to include how the assessments are demonstrated to be valid, free of bias, and reflect a respect for student diversity in the classroom. All scoring procedures are explained, and directions and procedures are clear to students.</p>	
<p><b>Describes how assessments are appropriate for individual learners (InTASC 2)</b></p>	<p>The candidate does inaccurately describes how assessments are appropriate for individual learners and does not describe how adaptations were made to assessments to meet the individual needs of students, such as ESL students and students with disabilities.</p>	<p>The candidate describes how assessments are appropriate for individual learners but does not describe how adaptations were made to assessments to meet the individual needs of students, such as ESL students and students with disabilities.</p>	<p>The candidate accurately describes how assessments are appropriate for individual learners and describes how adaptations were made to assessments to meet the individual needs of students, such as ESL students and students with disabilities.</p>	

## SECTION 4 DESIGN FOR INSTRUCTION

### DESIGN FOR INSTRUCTION

*The teacher designs instruction for specific learning objectives, Candidate characteristics and needs, and learning contexts. Planning explicitly reflects how all of these data come together to ensure Candidate learning after you have designed and taught the unit.*

### **TASK**

Describe how you will design your unit instruction related to unit objectives, Candidates' characteristics and needs, and the **specific learning context**. **Provide for explicit strategies for differentiating instruction, especially based upon the ongoing performance of Candidates.**

### **PROMPT**

In your response, address the following:

- **Results of pre-assessment** Depict the results of the pre-assessment in a format that allows finding patterns of Candidate performance relative to learning objectives. This should relate to your discussion of how pre-assessment informed your plan for instruction and assessment. Ask: what did you learn from the pre-assessment; how did this inform your planning both for the curriculum and the assessment? What, specifically, will you need to address for Candidates who are ELL, have IEPs or 504 plans and Candidates who are at risk?
- **Unit Overview:** Provide a brief overview of your unit using the weekly plan sheet including the special education components. Also, indicate the objectives that you are addressing in every day's plans related to the overall objectives, Make sure that every objective is addressed by at least one lesson/assessment.
- **Activities.** Describe the following unit activities that reflect a variety of instructional strategies/techniques, and explain why you are planning those specific activities:
  1. List an example from this unit where different resources are utilized to accommodate more than one interest, preferences and the background of Candidates' learning to achieve the same objective.
  2. List an example from this unit where you provide different presentation methods to accommodate differentiation for the same objective.
  3. Give an example from this unit where an assignment has two or more options to accommodate assessment of different Candidates.
  4. Provide an example from this unit where you have matched resources or procedures with a specific Candidates' background in learning.
  5. Give an example from this unit where you differentiated instruction based on Candidates' reading levels. **In addition, address the following components:**
    - How did you determine the reading levels?**
    - What research guided this decision?**
    - What were assessment results?**
    - How do results connect to research in this area?**
    - What are the implications for instruction and assessment?**
  6. Give an example from this unit where you differentiated instruction based on Candidate language differences. If such Candidates are not in your

- classroom, discuss what you have learned from the other teachers in your building and/or the district that do have such learners.
7. Provide an example from this unit where you will allow Candidates to work at their own rate (pace) toward some of the objectives (two or more) some of the time.
  8. List an example from this unit where special provisions are available for learners with exceptionalities.
  9. Give an example from this unit where Candidates who finish early or who are academically precocious are provided content-related enrichment activities.
  10. Include key questions in your plans to provide higher- order questions appropriate to your unit.

In your description of each, include how the content relates to your instructional objectives, how the activity stems from your pre-assessment information and contextual factors, what materials/technology you will need to implement the activity, and how you plan to assess Candidate learning during and/or following the activity.

- **Technology.** Describe how you will use technology in your planning and instruction.

<b>Rating→ Indicator↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Score</b>
<b>Candidate utilizes results from pre-assessment to inform practice (InTASC 7)</b>	The candidate does not accurately depict results of the pre-assessment or does not identify patterns of candidate performance relative to learning. Connections to how results informed planning are either missing or inaccurate.	The candidate depicts results of the pre-assessment and describes how results informed planning.	The candidate depicts results of the pre-assessment and identifies patterns of candidate performance relative to learning objectives. There is a clear connection between pre-assessment informed plans for instruction and assessment.	
<b>Candidate provides a clear unit overview that includes all components including</b>	The candidate provides an in accurate overview or does not connect	The candidate provides an overview that generalizes the unit but does not explicitly	The candidate provides a clear overview of the unit that includes special education	

<b>connections to objectives (InTASC 7)</b>	each objective to plans.	connect each objective to a lesson.	components and indicates every plan's relation to objectives.	
<b>Candidate utilizes multiple and appropriate resources to achieve objectives (InTASC 2)</b>	The candidate does not utilize a variety of resources to assist students in achieving objectives or the candidate's choice of resources do not include technology or are not developmentally appropriate.	The candidate utilizes minimal or recurrent resources to accommodate interests, preferences, and backgrounds to achieve objectives. Technology is used but is not used in a way to achieve objectives.	The candidate utilizes a variety of developmentally appropriate resources including technology to accommodate interests, preferences, and backgrounds to achieve objectives.	
<b>Candidate provides different presentation methods for the same objective (InTASC 8)</b>	The candidate does use different presentation methods for the same objectives or the instruction does not utilize technology.	The candidate provides minimal or recurrent presentation methods for the same objective and uses some form of technology during instruction.	The candidate develops instruction using multiple methods to differentiate for the same objective. The candidate uses appropriate and current technology during instruction.	
<b>Candidate provides accommodations for assessments to meet the needs of diverse learners. (InTASC 2)</b>	The candidate does not provide options for assessments for different learners.	The candidate provides options for assessments but they do not meet the needs of different types of learners.	The candidate provides diverse assessments that meet the needs for different learners.	
<b>Candidate provides differentiated instruction</b>	The candidate does not appropriately differentiate	The candidate differentiates instruction based on students'	The candidate uses evidence-based differentiated	

<p><b>based on students' reading levels and comprehensively justifies the decision-making process for reading planning and instruction (InTASC 2)</b></p>	<p>instruction based on students' reading levels or does not explain how reading levels were determined. Candidate provides an inaccurate evidence-base for differentiated instruction or evidence-base connection is missing.</p>	<p>reading levels and explains how reading levels were determined but does not provide an evidence-base for instruction. Candidate analyzes assessment results and accurately explains implications for instruction and assessment.</p>	<p>instruction based on students' reading levels, explains how reading levels were determined, analyzes assessment results, connects assessment results to research-base, and accurately explains implications for instruction and assessment.</p>	
<p><b>Candidate provides differentiated instruction based on student language differences (InTASC 2)</b></p>	<p>The candidate does not appropriately differentiate instruction based on language differences or does not differentiate instruction in a way that assists students in meeting objectives.</p>	<p>The candidate differentiates instruction but does not focus on language differences for modifications; instructional modifications assist in students meeting objectives.</p>	<p>The candidate appropriately differentiates instruction based on student language differences using evidence-based practices; instructional modifications assist in students meeting objectives.</p>	
<p><b>Candidate provides opportunities for students to work at their own pace toward meeting objectives (InTASC 8)</b></p>	<p>The candidate does not provide an opportunity for students to work at their own pace toward objectives.</p>	<p>The candidate provides opportunities for students to work at their own pace but does not focus on extended time for activities that lead toward meeting objectives.</p>	<p>The candidate provides opportunities for students to work at their own pace by providing activities that lead to meeting more than one objective.</p>	
<p><b>Candidate provides</b></p>	<p>The candidate does not provide</p>	<p>The candidate provides</p>	<p>The candidate provides diverse,</p>	

<b>opportunities for content-related enrichment activities to those who finish early (InTASC 8)</b>	opportunities for content-related enrichment activities for students who finish early.	enrichment opportunities but they are not related to the content of instruction.	content-related enrichment activities to students who finish early; these opportunities enhance students' mastery of the objectives.	
<b>Candidate includes key questioning in lesson plans (InTASC 8)</b>	The candidate does not include questioning for each lesson or only uses lower-order questioning. Questions do not enhance student learning in connection to the lesson.	The candidate includes questioning in lesson plans but questioning is not across all levels of Blooms. Questions are connected to the lesson to enhance student understanding.	The candidate incorporates a variety of levels of questioning in each lesson plan. Questions are across all level of Bloom's and are connected to the lesson to enhance student understanding.	
<b>Candidate uses technology in instruction (InTASC 8)</b>	The candidate does not utilize technology in each lesson or does not use current technology that assists in students meeting objectives.	The candidate utilizes technology in each lesson but it does not clearly aid in assisting students in meeting objectives.	The candidate utilizes current technology in each lesson to assist students in meeting objectives.	

**SECTION 5 INSTRUCTIONAL DECISION MAKING**

**INSTRUCTIONAL DECISION MAKING**

*The teacher uses on-going analysis of student learning to make instructional decisions.*

**TASK**

Provide examples of instructional decision-making based on students' learning or responses while teaching the unit. For each example, explain why you thought your decision would improve student progress toward the learning objectives.



**PROMPT**

- Provide an example from this unit to show how you have determined which students need supplemental enrichment and/or remedial assignments/lessons.
- List examples from this unit where you have planned an enrichment and a remedial objective which matches your unit objectives.
- Provide examples from this unit where enrichment and remedial activities/materials were available in addition to regular instruction for specific students and discuss the results for these students.
- List from this unit different objectives (two or more) considered to be enrichment and not for the entire class. Explain why these objectives were determined as appropriate.
- Provide an example from this unit of how you determined the different reading levels of students and how you differentiated for these readers. Explain how this directly relates to the unit objectives.
- Provide specific examples of modifications made in your instruction during a class period and explain the basis for making those modifications including which objectives are addressed.
- Provide a specific example of making revisions in your instruction from one day to the next and the basis for making these changes. Include which objectives are addressed.
- After teaching this unit, list specific changes you made in planning a later unit and the basis for those changes from the experience teaching the current unit.
- Based on any of this year’s units, list possible changes for this unit the next time that it is taught and the bases and rationale for the changes.

**Instructional Decision-Making Rubric**

**TWS Standard:** *The teacher uses on-going analysis of student learning to make instructional decisions.*

<b>Rating → Indicator ↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Acceptable Score</b>
<b>Candidate provides evidence of pre- or formative assessments and aligns assessments with instruction. (InTASC 6)</b>	The candidate does not provide a pre- or formative assessment.	At least one pre- or formative assessment is provided; however, the assessment is not aligned with enrichment or remedial activities or lessons in the unit.	At least one pre- or formative assessment is provided and the assessment is aligned with enrichment or remedial activities or lessons in the unit.	
<b>Candidate demonstrates an ability to construct differentiated learning objectives and to develop differentiated activities/materials. (InTASC 2)</b>	No modifications of the learning objectives or activities and materials are made to address individual student needs.	Some modifications of the learning objectives and/or activities and materials are made to address individual student needs; however, the modifications in some cases are not based on a thorough analysis of	Modifications of the learning objectives, activities, and materials are made to address individual student needs. The modifications are informed by in-depth analysis of formative and summative assessments and contextual factors.	

		assessments or contextual factors.		
<b>Candidate articulates and justifies instructional modifications. (InTASC 8)</b>	Modifications in instruction, if any, lack congruence with learning objectives. Candidate is unable to describe, in writing, the instructional modification or the rationale behind making it.	Most modifications in instruction are congruent with learning objectives. Candidate describes, in writing, the instructional modification or the rationale behind making it.	All modifications in instruction are congruent with learning objectives. Candidate can accurately and comprehensively describe, in writing, the instructional modification and the rationale behind making it.	
<b>Candidate adjusts objectives and lessons based on reflection and feedback. (InTASC 9)</b>	There are few specific suggestions for adjustments in the unit or the adjustments fail to reflect feedback or a rationale.	Most adjustments to objectives and lessons reflect a response to feedback and have a clear rationale.	All adjustments to objectives and lessons reflect a thoughtful response to feedback and have a clear rationale.	

## SECTION 6 ANALYSIS OF STUDENT LEARNING

### ANALYSIS OF STUDENT LEARNING

*The candidate uses assessment data to highlight varied aspects of student learning and communicate information about student progress and achievement for the unit’s objectives and the state and national standards addressed.*

#### **TASK**

Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning objectives. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Be as specific as possible regarding how the data provide information about student learning. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

#### **PROMPT**

In this section, you will analyze data (quantitative and qualitative) to explain progress and achievement toward learning objectives demonstrated by your whole class, subgroups of students, and individual students. In your response, address the following.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning objective. Then create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for **each** learning objective (identified in your Assessment Plan section). Then, in carefully detailed narrative, explain what the graphic indicates about your students' learning related to this unit (i.e., number of students who met the criterion, to what extent they met it and how it is consistent or not consistent with student engagement during the instruction). List how you provided the learners feedback on their progress during and at the end of this unit. List how you will provide the learners information on their summative assessments.
- **Subgroups.** Select a group characteristic other than gender (e.g., unit attendance, performance level, socio-economic status, ethnicity, language proficiency, other diversity) to analyze in learning in terms of two of the learning objectives. Provide a rationale for your selection of this characteristic for subgroups (e.g., Hispanic vs. African-American, high vs. low performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on the learning goal. Summarize what these data show about student learning and tie to specific decisions you made during the unit to enhance these students' performances.
- **Two individual students.** Feature the achievement of 2 individual students for each of the learning objectives. Provide analysis and explanation regarding the performance of the two students and any individual interventions made to enhance these two students' development. Include a graphic representation that supports your analysis.

### Analysis of Student Learning Rubric

**TWS Standard:** *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement for the unit's objectives and the state and national standards addressed.*

Rating → Indicator ↓	<b>1</b> Indicator Not Met	<b>2</b> Indicator Partially Met	<b>3</b> Indicator Met	Acceptable Score
<b>Candidate is able to present assessment data clearly and accurately (InTASC 6)</b>	Presentations (whole class, subgroup and individual students) are not clear or accurate; it does not accurately reflect the data. Data in graphics are not connected to the narrative OR the narrative is missing.	Presentations (whole class, subgroups, and individual students) are clear and appropriate. Data are linked to learning objectives in the narrative but contain errors that impact accuracy.	Presentations (whole class, subgroups, and individual students) and narrative are comprehensive, appropriate, and accurate. Data are linked to learning objectives and contain no errors.	<b>3</b>
<b>Candidate aligns assessments with learning objectives (InTASC 6)</b>	Analysis of student learning is not aligned with learning objectives or the alignment is inaccurate or the profile of student learning is missing.	Analysis of student learning is partially aligned with learning objectives to provide a partial profile of student learning relative to the objectives for the	Analysis is fully aligned with learning objectives and provides a specific and detailed profile of student learning for the whole class,	

		whole class, subgroups, and two individuals.	subgroups, and two individuals.	
<b>Candidate accurately interprets data and draws conclusions (InTASC 6)</b>	Interpretation of data is inaccurate, or conclusions are missing or unsupported by data.	Interpretation of data is accurate, but some conclusions are not fully supported by data and the narrative explanations.	Interpretation of data is accurate and meaningful, and appropriate conclusions are drawn from the data and narrative.	
<b>Candidate provides evidence of impact on student learning (InTASC 6)</b>	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the learning objectives.	Analysis of student learning includes partial evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward most learning objectives.	Analysis of student learning includes specific and detailed evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning objective.	

**ELEMENTARY EDUCATION**  
**SECTION 7 REFLECTION AND SELF-EVALUATION**

**REFLECTION AND SELF-EVALUATION**

*The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

**TASK**

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify specific future actions for improved practice and professional growth. This section should provide evidence of extensive analysis. In your response, address the following:

**PROMPT**

- **List the method(s) by which you determined the effectiveness of your instruction and provide a specific example of determining your teaching effectiveness by examining written records in your planning and assessment subsequent to each lesson.**
- **List how your learners are given formal opportunities to inform you of their perceptions of your effectiveness and list a specific example of how you received information on your effectiveness from peers or administrators.**
- **Interpret student learning.** Use evidence to support conclusions drawn in “Analysis of Student Learning” section. Explore multiple hypotheses about the students and your own teaching for

why some students did not meet learning objectives. Explicitly analyze the role of professional knowledge in analyzing your responsibilities for student learning.

- **Provide insights on effective instruction and assessment.**
  1. **Select the learning objective for which your students were *most* successful.** Provide two or more possible reasons for this success. Be very specific about your thinking. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you judged as important.
  2. **Select the learning objective for which your students were *least* successful.** Provide two or more possible reasons for this lack of success that is tied to your instructional planning and practices. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you deem most important.
- **Describe the alignment among objectives, instruction, and assessment.** Connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.
- **Provide implications for future teaching.** Discuss what you would do differently (i.e. what strategies or content might you change, what might you eliminate) or better in your subsequent teaching to improve your students’ performance.
- **Reflect on possibilities for professional development (learning/training opportunities for you to enhance/increase your teaching expertise). Review the answers to the previous prompts.** Describe at least two professional learning goals for yourself that emerged from your insights and experiences with the *teacher work sample folio*. Identify at least two specific steps for professional development that you will take to improve your performance in the critical area(s) you identify.

### Reflection and Self-Evaluation Rubric

**TWS Standard:** *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Rating → Indicator ↓	<b>1</b> Indicator Not Met	<b>2</b> Indicator Partially Met	<b>3</b> Indicator Met	Acceptable Score
<b>Candidate determines instructional effectiveness</b>	The candidate does not provide evidence of determining instructional effectiveness or the justification is not related to instruction.	The candidate provides one method and example for determining instructional effectiveness.	The candidate provides multiple methods for determining instructional effectiveness and provides specific examples of using each.	
<b>Candidate provides learners, peers, and supervisors opportunities to convey their perceptions of the candidate effectiveness (InTASC 10)</b>	The candidate does not explain how learners, peers, or supervisors are given formal opportunities to convey their perceptions of their effectiveness or does not list a specific example.	The candidate explains how learners, peers, or supervisors are given formal opportunities to convey their perceptions of their effectiveness and only lists one specific example.	The candidate explains how learners, peers, and supervisors are given formal opportunities to convey their perceptions of their effectiveness and lists a specific example of each.	

<b>Candidate accurately interprets data and draws conclusions (InTASC 8)</b>	The candidate does not use evidence to support conclusions drawn in “Analysis of Student Learning” section or provides not hypotheses for why some students did not meet learning objectives. The candidate attributes failure to meet objectives to students.	The candidate uses evidence to support conclusions drawn in “Analysis of Student Learning” section, but only provides one hypothesis about for why some students did not meet learning objectives. The candidate attributes student performance more to students than self.	The candidate uses evidence to support conclusions drawn in “Analysis of Student Learning” section, explores multiple hypotheses about why some students did not meet learning objectives, and determines the role of professional knowledge and skills in analyzing his/her responsibilities for student learning.	
<b>Candidate provides insights on effective instruction and assessment (InTASC 9)</b>	The candidate does not select the learning objective for which the students were <i>most</i> successful or the learning objective for which the students were least successful or does not provide plausible, thorough reasons (based on theory or research) for their success or lack thereof. The candidate does not assume active responsibility for his/her professional success.	The candidate only selects the learning objective for which the students were <i>most</i> successful and/or selects the learning objective for which the students were least successful and provides minimal explanations (based on theory or research) for their success or lack thereof. The candidate assumes active responsibility for his/her professional success.	The candidate selects the learning objective for which the students were <i>most</i> successful and the learning objective for which the students were least successful and provides plausible, thorough reasons (based on theory or research) for their success or lack thereof. The candidate assumes active responsibility for his/her professional success.	
<b>Candidate describes the alignment among objectives, instruction and assessment (InTASC 8)</b>	The candidate does not connect learning objectives, instruction, or assessment results in the discussion of student learning and effective instruction and does not show depth of	The candidate only connects learning objectives, instruction, or assessment results in the discussion of student learning and effective instruction.	The candidate connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	

	understanding regarding these linkages.			
<b>Candidate provides implications for future teaching (InTASC 9)</b>	The candidate does not provide ideas for redesigning learning goals, instruction, and assessment and does not explain why these modifications would improve student learning.	The candidate provides ideas for redesigning learning goals, instruction, and assessment but does not explain why these modifications would improve student learning.	The candidate provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
<b>Candidate includes possibilities for professional development (learning/training opportunities to enhance/increase teaching expertise). (InTASC 9)</b>	The candidate does not present professional learning goals that emerge from the insights and experiences described in this section or describe specific steps to meet these goals.	The candidate presents professional learning goals that are related to the insights and experiences described in this section but does not provide a plan for meeting the goals.	The candidate presents professional learning goals that emerge from the insights and experiences described in this section and describes specific steps to meet these goals.	

### **DESIGN FOR INSTRUCTION IN ELEMENTARY EDUCATION**

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts in elementary education.*

#### **TASK**

Describe how you will design your unit instruction related to the specific needs of all of the following integrated subject areas: language arts/reading; mathematics and science; the social sciences; the arts; or physical education and health.

#### **PROMPT**

In your response, include the following:

- **Alignment with Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards.** Document the specific standards that your lesson(s) will address and how these standards tie into your learning goals.
- **Integration of content.**
  1. **Language arts and/or reading.** Describe specific activities that help students identify the various purposes of reading, writing, speaking, viewing, and listening.
  2. **Mathematics and/or science.** Describe the use of inquiry in mathematics and science lessons, connecting both to real-life situations, allowing for discovery and application.
  3. **Social sciences.** Describe how the social sciences connect various elements of culture and how the use of resources, data sources, and tools are used to interpret information.
  4. **The arts.** Describe the strategies that actively engage students in creating, performing, and responding to the arts.

5. **Physical education and movement.** Describe strategies for healthy lifestyles that include play and physical activity.
6. **Health.** Choose one of the following health components and describe strategies for implementing this within your unit. Choose good **nutritional choices, disease prevention and control, drug abuse prevention, or safety/first aid.**

**Design for Instruction in Elementary Education Rubric**

**TWS Standard:** *The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts in elementary education.*

Rating Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Acceptable Score
<b>Candidate aligns lessons in the integrated unit of study with the Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards. (InTASC 7)</b>	The candidate inconsistently aligns Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards used in the lessons or discusses how these standards tie into the learning goals for the students but the explanations may be incomplete or reflect a lack of understanding of the standards or learning goals.	The candidate aligns Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards used in the lessons and discusses how these standards tie into the learning goals for the students and the explanations reflect an understanding of the standards and learning goals but are not grade level appropriate.	The candidate aligns specific, grade level appropriate Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards used in the lessons and discusses how these standards tie into the learning goals for the students. They are aligned with the stated learning objectives in each lesson of the unit.	
<b>Candidate integrates reading, writing, and oral language into the integrated unit of study. (InTASC 7)</b>	The language arts integration describes lower-level cognitive activities that are unlikely to help students identify the various purposes of reading, writing, speaking, viewing, and listening.	The language arts integration describes activities to help students identify the various purposes of reading, writing, speaking, viewing, and listening but the activities are not grade level appropriate.	The language arts integration describes specific, grade-level appropriate activities that help students identify the various purposes of reading, writing, speaking, viewing, and listening in many different situations, materials, and ideas.	
<b>Candidate integrates science into the integrated unit of study. (InTASC 7)</b>	The science integration describes lower-level cognitive activities that are unlikely to	The science integration describes activities that use inquiry in science lessons that	The science integration describes specific, grade-level appropriate activities that use	



	help students use inquiry in science lessons that connect to real-life situations and allow for discovery or application.	connect to real-life situations and allow for discovery and application but are not grade level appropriate.	inquiry in science lessons that connect to real-life situations and allow for discovery and application that convey the nature of science.	
<b>Candidate integrates mathematics into the integrated unit of study. (InTASC 7)</b>	The mathematics integration describes lower-level cognitive activities that are unlikely to help students use inquiry in math lessons that connect to real-life situations, allowing for discovery or application.	The mathematics integration describes activities that use inquiry in math lessons that connect to real-life situations, allowing for discovery and application but are not grade level appropriate.	The mathematics integration describes specific, grade level appropriate activities that use inquiry in math lessons that connect to real-life situations, allowing for discovery and application in problem solving, reasoning and proof, communication connections, and representation.	
<b>Candidate integrates social studies into the integrated unit of study. (InTASC 7)</b>	The social studies integration describes lower-level cognitive activities that are unlikely to help students know how social studies connects various elements of culture or how the use of resources, data sources, or tools is used to interpret information.	The social studies integration describes activities that show students how social studies connects various elements of culture and how the use of resources, data sources, and tools is used to interpret information. but are not grade level appropriate.	The social studies integration describes specific, grade level appropriate activities that show students how social studies connects various elements of culture and how the use of resources, data sources, and tools is used to interpret information along with how students make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	
<b>Candidate integrates the arts into the integrated unit of study. (InTASC 7)</b>	The arts integration describes lower-level cognitive activities and strategies that are	The arts integration describes activities and strategies that actively engage students in creating,	The arts integration describes specific, grade level appropriate activities and	

	unlikely to actively engage students in creating, performing, or responding to the arts.	performing, and responding to the arts but are not grade level appropriate.	strategies that actively engage students in creating, performing, and responding to the arts.	
<b>Candidate integrates health into the integrated unit of study. (InTASC 7)</b>	The health integration describes lower-level cognitive activities that are unlikely to create opportunities for student to develop and practice skills that contribute to good health.	The health integration describes activities that create opportunities for student development and practice of skills that contribute to good health but are not grade level appropriate.	The health integration describes specific, grade level appropriate activities that create opportunities for student development and practice of skills that contribute to good health (e.g., such as nutritional choices, disease prevention and control, drug abuse prevention, or safety/first aid).	
<b>Candidate integrates physical education into the integrated unit of study. (InTASC 7)</b>	The physical education integration describes lower-level cognitive activities and strategies that are unlikely to help students foster active, healthy lifestyles that include play or physical activity.	The physical education integration describes activities and strategies that foster active, healthy lifestyles that include play and physical activity but are not grade level appropriate.	The physical education integration describes specific, grade level appropriate activities and strategies that foster active, healthy lifestyles that include play and physical activity that enhance the quality of life for students.	

**TEACHER WORK SAMPLE FOR SECONDARY EDUCATION**

**Purpose:**

The Teacher Work Sample (TWS) project is the culminating project of your teacher education program. It is designed to show that you can plan, implement and assess instruction to demonstrate evidence that students have learned based upon their previous experience, the clear objectives and instruction of the unit, and the depth of assessment consistent with your objectives. The TWS provides evidence that you understand research-based practice, can align curriculum and instruction with state and/or the Common Core State Standards (CCSS), and can evaluate and reflect upon your practice to improve instruction and enhance students’ learning. The TWS can also provide evidence of your effectiveness in planning and teaching as you prepare your folio to seek employment.

**Background Information:**

The *Teacher Work Sample Folio* has a total of eight components, seven of which deal with teaching processes identified by research and best practice as fundamental to improving the internship in teaching. The eighth component requires the teacher to plan integrated lessons in **selected** content areas of language arts and reading; mathematics and science; the social sciences; the arts; and physical and health education. In addition, this component requires that these lessons be aligned with the *Mississippi Curricular Frameworks* and/or the Common Core Standards. Each dimension (of the teaching process) of the *Teacher Work Sample* is followed by a TWS criterion or indicator, the task, a prompt, and a rubric that defines various levels of performance on the standard. The criteria and rubrics will be used to evaluate your work. The prompts help document the extent to which you have met the criteria. Included in this packet are sample answers to each prompt.

You are required to develop and teach a comprehensive 5-10-day unit that is based upon assessment of student’s prior knowledge as well as curriculum standards. Before teaching the unit, you will describe the contextual factors; identify learning objectives based on your state or district content standards and those contextual factors. You will then create an assessment plan designed to measure student performance before, during, and after teaching, and plan for instruction. After teaching the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning and your future professional development.

**Format**

This TWS unit will be uploaded to TaskStream and formatted as follows. Your first draft will be uploaded as well as your final product.

Complete a cover page that includes the following:

1. Your name
  2. Date submitted
  3. Grade level taught
  4. Subject taught
  5. Your university
  6. Course number and title
- Provide a table of contents that lists the sections and attachments with page numbers.
  - Charts, graphs, and assessment instruments are required as part of the document. Attachments such as student work may be included. However, these should be chosen selectively and provide clear, concise evidence of your performance related to the standards and your students’ learning progress.
  - References to the work of others must be cited in a separate section at the end of the narrative. The APA style should be used for references.
  - To ensure the anonymity of students in the classroom, do not include any student names or identify them otherwise in any part of the submissions.

**Work Sample Folio**

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## SECTION 1 CONTEXTUAL FACTORS

### CONTEXTUAL FACTORS

*The candidate uses information about the learning-teaching context, prior student knowledge and student individual differences to set learning objectives and plan instruction and assessment.*

#### **TASK**

Complete the class description and provide a narrative describing additional relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.

#### **PROMPT**

In your response, address the following:

- **Knowledge of community, school, and classroom factors.** Address geographic location, significant attractions and/or historical significance of the town, i.e. blues museum and restaurants, town with vacated buildings, a performing arts center, port city, casinos, major employers, resources (libraries, colleges, other schools, i.e. private schools, theaters), community and school population, socio-economic profile, and race/ethnicity. Include the class description in your materials. Address availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines. Make sure that you articulate how you have researched these characteristics from multiple resources and with the beliefs that this knowledge can enhance student learning. Identify the sources for your data.
- **Knowledge of students' characteristics and varied approaches to learning.** Explore and implement various learning preferences and past class experiences, as well of the characteristics of students that you can determine from the teacher or from formative assessments of the students. Report the findings. Address student differences in terms of development, interests, culture. Ask: what should be understood about the characteristics and development to address students' needs and interests in the lessons? What information is available about the students' interests and the culture of the school and the children? What information might you gather yourself?
- **Knowledge of students' skills and prior learning.** Address student skills and prior learning that may influence the development of your learning objectives, instruction, and assessment. Make sure that you specifically attend to MS regulations for pre-assessment, comprehensive assessment and follow-up (RTI and/or 3 tier model) in special education. Be specific enough to be able to explain the next component. Ask: what specific assessment information is already available for the children, and how can access to that information be gained? What assessments will be needed and why?

- Implications for instructional planning and assessment.** Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. Remember that assessments include more than tests; they can include such things as student work products, student responses, inventories, or questions and comments students might add. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit. Include specific information as to the knowledge of previous student learning affected the curriculum and instructional planning. This will include pre-test information that is part of the unit. Ask: How does what you have learned affect how you formulate objectives and plan for instruction?

**Contextual Factors Rubric**

**TWS Standard:** *The candidate uses information about the learning/teaching context and student individual differences to set learning objectives, plan instruction and assess learning.*

Rating → Indicator ↓	<b>1</b> Indicator Not Met	<b>2</b> Indicator Partially Met	<b>3</b> Indicator Met	Acceptable Score
<b>Candidate understands how the community context, population, and demographic information affects student learning.</b> (InTASC 2)	The candidate does not describe characteristics of the community or the explanations do not include geographic location, historical significance, significant attractions, major employers, or demographic information that may affect learning. The candidate does not cite references.	The candidate provides an incomplete description of characteristics of the community that may affect learning. The candidate referenced the community but did not explain specific community resources, geographical elements, historical aspects, or demographic information and cites references.	The candidate comprehensively describes all community resources including geographic location, historical significance, significant attractions, and major employers. The candidate also discusses population and demographic information that may affect learning. The candidate cites references.	
<b>Candidate displays knowledge of school and classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning and cites sources of information.</b> (InTASC 3)	The candidate describes inaccurate classroom factors related to population and demographics, class descriptions, availability of technology, or parental involvement that may affect learning. The candidate does not cite sources for information.	The candidate provides an accurate but incomplete description of the classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning; or the candidate provides a narrow scope of descriptions for the	The candidate comprehensively and accurately describes all school and classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning. The candidate also cites references.	

		classroom factors. The candidate cites sources for information.		
<b>Candidate displays knowledge of characteristics of students including developmental levels, culturally-relevant influences, and interests. (InTASC 2)</b>	The candidate does not describe specific characteristics of students or provides inaccurate descriptions including their development, interests, culture, and abilities/ disabilities that may affect learning.	The candidate provides an accurate but incomplete description of specific characteristics of students including their development, interests, cultures, or abilities/ disabilities that may affect learning.	The candidate comprehensively and accurately describes all specific characteristics of students including their development, interests, culture, and abilities/ disabilities that may affect learning.	
<b>Candidate displays knowledge of students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities that may affect learning. (InTASC 1)</b>	The candidate does not describe or inaccurately describes students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, or learning modalities that may affect learning.	The candidate provides an accurate but incomplete description of students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities that may affect learning.	The candidate accurately and comprehensively describes students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities and explicitly addresses how each may affect learning.	
<b>Candidate displays knowledge of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit. (InTASC 7)</b>	Candidate does not describe students' skills and prior learning or inaccurately describes students' skills and prior learning including specific content, skills learned, or assessments given prior to the unit	Candidate provides an accurate but incomplete description of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit.	Candidate accurately and comprehensively describes all of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit. The candidate also connects how these	

			will impact the planning process.	
<b>Candidate describes his/her rationale for instructional planning to include contextual characteristics of community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills. (InTASC 7 )</b>	The candidate does not provide a rationale for instructional planning that explicitly includes implications for contextual factors including: community factors, school and classroom factors, student characteristics, varied approaches to learning, or prior content and skills.	The candidate provides an incomplete rationale for instructional planning that includes implications for the following contextual characteristics: community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills.	The candidate provides a thorough rationale for instructional planning that includes implications for each of the following contextual characteristics: community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills. The candidate articulates a clear connection from each characteristic to its implication for planning.	

## SECTION 2 INSTRUCTIONAL OBJECTIVES

### INSTRUCTIONAL OBJECTIVES

*The teacher sets significant, challenging, varied, and appropriate instructional objectives.*

#### **TASK**

Provide and justify the instructional objectives for the unit to ensure that they provide the optimal opportunities for each student's success at the highest levels.

#### **PROMPT**

In your response, address the following:

- **List the instructional objectives (not the activities) that will guide the planning, delivery, and assessment of your unit.** These objectives should define what you expect students to know and be able to do at the end of the unit. They should be measurable, using some sort scoring guide. Ask: Do these objectives clearly align with what I expect to assess? The objectives should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate. Ask: Do these objectives outline learning that is focused, standards based and demand higher order thinking? Number or code each learning objective so that you can reference it later in your report on learning objectives and reflection upon your teaching.
- **Use specific information from the contextual factors section to justify your goals.**
- **Show how the objectives are aligned explicitly with local, state, or national standards.**

- Label the level of each unit and lesson learning objective. (i.e. Bloom or DOK, and MS Common Core)
- Discuss why your learning objectives are appropriate in terms of development, prerequisite knowledge, skills, and other student need (refer back to Section I).
- Explain why the objectives will promote creativity and higher-level thinking skills.

### Learning Objectives Rubric

**TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning objectives.***

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Acceptable Score
<b>Candidate develops instructional objectives that are measurable, focused, standards-based, and varied. (InTASC 7)</b>	Objectives meet only one or none of the required criteria of reflecting a variety of types or levels of learning, being clearly articulated, aligned with local, state, or national standards, or having measurable outcomes	All objectives meet at least two of the following requirements: reflect a variety of types or levels of learning, are clearly articulated, aligned with local, state, or national standards, and have measurable outcomes.	All objectives reflect a variety of types or levels of learning, are clearly articulated, aligned with local, state, or national standards, and have measurable outcomes.	
<b>Candidate justifies learning objectives with contextual factors. (InTASC 7)</b>	Objectives do not reflect a connection to the candidate's research on community, school, or classroom factors. The objectives do not consider students' characteristics, skills, or prior learning.	Objectives reflect a connection to the candidate's research on community, school, and classroom factors but does not take into consideration knowledge of students' characteristics, skills, or prior learning.	Objectives reflect a connection to the candidate's research on community, school, and classroom factors including, but not limited to, knowledge of students' characteristics, skills, and prior learning.	
<b>Candidate aligns objectives with local, state, or national standards. (InTASC 7)</b>	Less than 75% of objectives align with local, state, or national standards. The objectives may not reflect an understanding of the standards' goals.	At least 75% of objectives align with local, state, or national standards and reflect an understanding of the standards' goals.	All objectives are directly aligned with local, state, or national standards and reflect a clear understanding of the standards.	
<b>Candidate identifies the level of each learning objective using</b>	Less than 75% of objectives identify the level of learning by CCRS or DOK or Bloom's Taxonomy	At least 75% of objectives accurately identify the level of learning by CCRS	All objectives accurately identify the level of learning by CCRS and DOK	



<b>Bloom’s Taxonomy, DOK, or MS CCRS (InTASC 7)</b>	or the objectives are inaccurately aligned with standards or DOK or Bloom’s Taxonomy.	and DOK or Bloom’s Taxonomy.	or Bloom’s Taxonomy.	
<b>Candidate explains how objectives promote creativity and higher-level thinking (InTASC 7)</b>	Candidate is unable to develop objectives that promote creativity or higher-level thinking and does not provide an accurate justification for their development.	Candidate develops objectives that promote creativity and higher-level thinking. Candidate does not provide an accurate justification for their development.	Candidate develops objectives that promote creativity and higher-level thinking and provides a justification for their development.	

**SECTION 3 ASSESSMENT PLAN FOR ALL STUDENTS’ LEARNING**  
**ASSESSMENT PLAN**

*The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction to ensure that all students have the optimal opportunities to achieve. The teacher assumes responsibility to continuously adjust instruction to ensure optimal learning for students while teaching the unit, based upon ongoing assessment.*

**TASK**

Explain your assessment plan for each day’s lesson plan and your unit that will monitor student progress toward achievement of learning objectives. Ask: what are the best ways in which I can ensure that I understand what students have learned and to what extent they have ALL achieved objectives? Use multiple assessment modes and approaches aligned with learning to assess student learning before, during, and after instruction. Ask: What will I do to differentiate and reteach if students do not achieve as expected? These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning tied to objectives, state and national standards, as well as what is known about students’ previous learning.

**PROMPT**

In your response, address the following:

- **Describe the pre- and post-assessments that are aligned with your learning objectives.** List the pre-assessment procedure planned for this specific unit as referenced in section 1. Describe how you will design and conduct a summative evaluation of your objectives.
- **Clearly explain how you will evaluate or score pre-and post-assessments, including criteria you will use to determine if the students’ performance meets the learning objectives.** Ask: How do assessments address the levels of complexity (i.e. Bloom, DOK, etc.) in line with the unit?
- **Provide a comprehensive overview of the assessment plan based upon the objectives for your unit that includes a description of how the objectives are aligned with instruction and assessment.** For each learning objective, include assessments used to evaluate student performance, the format of each assessment, and design of the assessments for the individual needs of students based on pre-assessment and contextual factors. Include formative and summative assessments in the lesson plans and final unit evaluation. These should be provided in your initial unit design but can be modified as you teach the unit.

- **Provide multiple modes and approaches for assessing student learning.** Provide a variety of assessments and approaches for assessing student learning. State how you will keep a record of individual progress on each objective of this unit. Ask: How do I provide the optimal and maximum number of assessment opportunities to understand student learning? What variety of assessments do I need to conduct and why? How will I record the results of these assessments? How do these assessments need to be modified for ESL students and students with disabilities? How do I ensure that these assessments include higher-order thinking demands?
- **Describe how you determined what was to be assessed.** Assessment has to sample what students learn. Discuss how you decided what you were going to actually assess.
- **Describe the technical soundness of the assessments.** State how the assessments are demonstrated to be valid, free of bias, and reflect a respect for student diversity in the classroom. Ask: Were all scoring procedures thoroughly explained? Were all directions and procedures clear to students? How do I ensure that assessments are free of bias and reflect a respect for the student diversity of the classroom? Do my assessments assess what I need to assess?
- **Describe how you provided assessments appropriate for individual learners.** Ask: Were accommodations and varying assessments provided for different learners? How were assessments modified for ESL students and students with disabilities?

#### Assessment Plan Rubric

**TWS Standard:** *The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during and after instruction to ensure that all students have the optimal opportunities to achieve. The teacher assumes responsibility to continuously adjust instruction to ensure optimal learning for students while teaching the unit, based upon ongoing assessment.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Acceptable Score
<p><b>Candidate describes the pre- and post-assessments that are aligned with the learning objectives and how these assessments will be evaluated.</b> (InTASC 6)</p>	<p>The candidate inaccurately describes the pre- or post-assessments and does not provide an explicit link from the assessments to each learning objective. The candidate does not include explicit and appropriate evaluation criteria for each assessment.</p>	<p>The candidate accurately describes the pre- and post-assessments but does not provide an explicit link to each learning objective. The candidate includes explicit and appropriate evaluation criteria for each assessment.</p>	<p>The candidate accurately aligns both the pre- and post- assessments to each learning objective. The candidate includes explicit and appropriate evaluation criteria for each assessment.</p>	

<p><b>Candidate provides a comprehensive overview of the assessment plan based upon the objectives for the unit that includes a description of how the objectives are aligned with instruction and assessment.</b> (InTASC 6)</p>	<p>The candidate provides an inaccurate or incomplete overview of the assessment plan based upon the objectives for the unit and does not include a description of how each objective is aligned with instruction and assessment.</p>	<p>The candidate provides an overview of the assessment plan based upon the objectives for the unit but does not include a description of how each objective is aligned with instruction and assessment.</p>	<p>The candidate provides a comprehensive overview of the assessment plan based upon the objectives for the unit which includes a description of how each objective is aligned with instruction and assessment.</p>	
<p><b>Candidate provides multiple modes and approaches for assessing student learning and describes how each are used.</b> (InTASC 6)</p>	<p>The candidate does not provide multiple modes and approaches for assessing student learning or explain how the results for each assessment will be recorded.</p>	<p>The candidate provides an appropriate assessment for each objective but does not provide multiple modes and approaches for assessing student learning. The candidate does describe how the results for each assessment will be recorded.</p>	<p>The candidate provides appropriate, multiple modes and approaches for assessing student learning and explains how the results for each assessment will be recorded.</p>	
<p><b>Candidate describes how the content to be assessed was determined and links assessments to student learning.</b> (InTASC 6)</p>	<p>The candidate does not accurately describe how the content to be assessed was determined or link the assessments to student learning.</p>	<p>The candidate accurately describes how the content to be assessed was determined but does not accurately link the assessments to student learning.</p>	<p>The candidate accurately and comprehensively describes how the content to be assessed was determined and explicitly links the assessments to student learning.</p>	
<p><b>Describes the technical soundness of the assessments</b> (InTASC 6)</p>	<p>The candidate does not describe the technical soundness of the assessments or include how the assessments are demonstrated to be valid, free of bias,</p>	<p>The candidate describes the technical soundness of the assessments to include how the assessments are demonstrated to be valid, but does not</p>	<p>The candidate accurately describes the technical soundness of the assessments to include how the assessments are demonstrated to be</p>	

	and reflect a respect for student diversity in the classroom. The scoring procedures are not explained, or directions and procedures are not clear to students.	show how the assessments are free of bias or reflect a respect for student diversity in the classroom. The scoring procedures are accurately explained, but directions and procedures are either vague or not written in concrete terms for students.	valid, free of bias, and reflect a respect for student diversity in the classroom. All scoring procedures are explained, and directions and procedures are clear to students.	
<b>Describes how assessments are appropriate for individual learners (InTASC 2)</b>	The candidate does inaccurately describes how assessments are appropriate for individual learners and does not describe how adaptations were made to assessments to meet the individual needs of students, such as ESL students and students with disabilities.	The candidate describes how assessments are appropriate for individual learners but does not describe how adaptations were made to assessments to meet the individual needs of students, such as ESL students and students with disabilities.	The candidate accurately describes how assessments are appropriate for individual learners and describes how adaptations were made to assessments to meet the individual needs of students, such as ESL students and students with disabilities.	

## SECTION 4 DESIGN FOR INSTRUCTION

### DESIGN FOR INSTRUCTION

*The teacher designs instruction for specific learning objectives, Candidate characteristics and needs, and learning contexts. Planning explicitly reflects how all of these data come together to ensure Candidate learning after you have designed and taught the unit.*

#### **TASK**

Describe how you will design your unit instruction related to unit objectives, Candidates' characteristics and needs, and the **specific learning context**. **Provide for explicit strategies for differentiating instruction, especially based upon the ongoing performance of Candidates.**

#### **PROMPT**

In your response, address the following:

- **Results of pre-assessment** Depict the results of the pre-assessment in a format that allows finding patterns of Candidate performance relative to learning objectives. This should relate to your discussion of how pre-assessment informed your plan for instruction and assessment. Ask: what did you learn from the pre-assessment; how did this inform

your planning both for the curriculum and the assessment? What, specifically, will you need to address for Candidates who are ELL, have IEPs or 504 plans and Candidates who are at risk?

- **Unit Overview:** Provide a brief overview of your unit using the weekly plan sheet including the special education components. Also, indicate the objectives that you are addressing in every day's plans related to the overall objectives, Make sure that every objective is addressed by at least one lesson/assessment.
- **Activities.** Describe the following unit activities that reflect a variety of instructional strategies/techniques, and explain why you are planning those specific activities:
  11. List an example from this unit where different resources are utilized to accommodate more than one interest, preferences and the background of Candidates' learning to achieve the same objective.
  12. List an example from this unit where you provide different presentation methods to accommodate differentiation for the same objective.
  13. Give an example from this unit where an assignment has two or more options to accommodate assessment of different Candidates.
  14. Provide an example from this unit where you have matched resources or procedures with a specific Candidates' background in learning.
  15. Give an example from this unit where you differentiated instruction based on Candidates' reading levels. **In addition, address the following components:**
    - How did you determine the reading levels?**
    - What research guided this decision?**
    - What were assessment results?**
    - How do results connect to research in this area?**
    - What are the implications for instruction and assessment?**
  16. Give an example from this unit where you differentiated instruction based on Candidate language differences. If such Candidates are not in your classroom, discuss what you have learned from the other teachers in your building and/or the district that do have such learners.
  17. Provide an example from this unit where you will allow Candidates to work at their own rate (pace) toward some of the objectives (two or more) some of the time.
  18. List an example from this unit where special provisions are available for learners with exceptionalities.
  19. Give an example from this unit where Candidates who finish early or who are academically precocious are provided content-related enrichment activities.
  20. Include key questions in your plans to provide higher- order questions appropriate to your unit.

In your description of each, include how the content relates to your instructional objectives, how the activity stems from your pre-assessment information and contextual factors, what materials/technology you will need to implement the activity, and how you plan to assess Candidate learning during and/or following the activity.

- **Technology.** Describe how you will use technology in your planning and instruction.

<b>Rating→ Indicator↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Score</b>
<b>Candidate utilizes results from pre-assessment to inform practice (InTASC 7)</b>	The candidate does not accurately depict results of the pre-assessment or does not identify patterns of candidate performance relative to learning. Connections to how results informed planning are either missing or inaccurate.	The candidate depicts results of the pre-assessment and describes how results informed planning.	The candidate depicts results of the pre-assessment and identifies patterns of candidate performance relative to learning objectives. There is a clear connection between pre-assessment informed plans for instruction and assessment.	
<b>Candidate provides a clear unit overview that includes all components including connections to objectives (InTASC 7)</b>	The candidate provides an inaccurate overview or does not connect each objective to plans.	The candidate provides an overview that generalizes the unit but does not explicitly connect each objective to a lesson.	The candidate provides a clear overview of the unit that includes special education components and indicates every plan's relation to objectives.	
<b>Candidate utilizes multiple and appropriate resources to achieve objectives (InTASC 2)</b>	The candidate does not utilize a variety of resources to assist students in achieving objectives or the candidate's choice of resources do not include technology or are not	The candidate utilizes minimal or recurrent resources to accommodate interests, preferences, and backgrounds to achieve objectives. Technology is used but is not used in a way to	The candidate utilizes a variety of developmentally appropriate resources including technology to accommodate interests, preferences, and backgrounds to achieve objectives.	

	developmentally appropriate.	achieve objectives.		
<b>Candidate provides different presentation methods for the same objective (InTASC 8)</b>	The candidate does use different presentation methods for the same objectives or the instruction does not utilize technology.	The candidate provides minimal or recurrent presentation methods for the same objective and uses some form of technology during instruction.	The candidate develops instruction using multiple methods to differentiate for the same objective. The candidate uses appropriate and current technology during instruction.	
<b>Candidate provides accommodations for assessments to meet the needs of diverse learners. (InTASC 2)</b>	The candidate does not provide options for assessments for different learners.	The candidate provides options for assessments but they do not meet the needs of different types of learners.	The candidate provides diverse assessments that meet the needs for different learners.	
<b>Candidate provides differentiated instruction based on students' reading levels and comprehensively justifies the decision-making process for reading planning and instruction (InTASC 2)</b>	The candidate does not appropriately differentiate instruction based on students' reading levels or does not explain how reading levels were determined. Candidate provides an inaccurate evidence-base for differentiated instruction or evidence-base connection is missing.	The candidate differentiates instruction based on students' reading levels and explains how reading levels were determined but does not provide an evidence-base for instruction. Candidate analyzes assessment results and accurately explains implications for instruction and assessment.	The candidate uses evidence-based differentiated instruction based on students' reading levels, explains how reading levels were determined, analyzes assessment results, connects assessment results to research-base, and accurately explains implications for instruction and assessment.	

<p><b>Candidate provides differentiated instruction based on student language differences (InTASC 2)</b></p>	<p>The candidate does not appropriately differentiate instruction based on language differences or does not differentiate instruction in a way that assists students in meeting objectives.</p>	<p>The candidate differentiates instruction but does not focus on language differences for modifications; instructional modifications assist in students meeting objectives.</p>	<p>The candidate appropriately differentiates instruction based on student language differences using evidence-based practices; instructional modifications assist in students meeting objectives.</p>	
<p><b>Candidate provides opportunities for students to work at their own pace toward meeting objectives (InTASC 8)</b></p>	<p>The candidate does not provide an opportunity for students to work at their own pace toward objectives.</p>	<p>The candidate provides opportunities for students to work at their own pace but does not focus on extended time for activities that lead toward meeting objectives.</p>	<p>The candidate provides opportunities for students to work at their own pace by providing activities that lead to meeting more than one objective.</p>	
<p><b>Candidate provides opportunities for content-related enrichment activities to those who finish early (InTASC 8)</b></p>	<p>The candidate does not provide opportunities for content-related enrichment activities for students who finish early.</p>	<p>The candidate provides enrichment opportunities but they are not related to the content of instruction.</p>	<p>The candidate provides diverse, content-related enrichment activities to students who finish early; these opportunities enhance students' mastery of the objectives.</p>	
<p><b>Candidate includes key questioning in lesson plans (InTASC 8)</b></p>	<p>The candidate does not include questioning for each lesson or only uses lower-order questioning.</p>	<p>The candidate includes questioning in lesson plans but questioning is not across all levels of</p>	<p>The candidate incorporates a variety of levels of questioning in each lesson plan. Questions are across all level</p>	



	Questions do not enhance student learning in connection to the lesson.	Blooms. Questions are connected to the lesson to enhance student understanding.	of Bloom's and are connected to the lesson to enhance student understanding.	
<b>Candidate uses technology in instruction (InTASC 8)</b>	The candidate does not utilize technology in each lesson or does not use current technology that assists in students meeting objectives.	The candidate utilizes technology in each lesson but it does not clearly aid in assisting students in meeting objectives.	The candidate utilizes current technology in each lesson to assist students in meeting objectives.	

**SECTION 5 INSTRUCTIONAL DECISION MAKING**

**INSTRUCTIONAL DECISION MAKING**

*The teacher uses on-going analysis of student learning to make instructional decisions.*

**TASK**

Provide examples of instructional decision-making based on students' learning or responses while teaching the unit. For each example, explain why you thought your decision would improve student progress toward the learning objectives.

**PROMPT**

- Provide an example from this unit to show how you have determined which students need supplemental enrichment and/or remedial assignments/lessons.
- List examples from this unit where you have planned an enrichment and a remedial objective which matches your unit objectives.
- Provide examples from this unit where enrichment and remedial activities/materials were available in addition to regular instruction for specific students and discuss the results for these students.
- List from this unit different objectives (two or more) considered to be enrichment and not for the entire class. Explain why these objectives were determined as appropriate.
- Provide an example from this unit of how you determined the different reading levels of students and how you differentiated for these readers. Explain how this directly relates to the unit objectives.
- Provide specific examples of modifications made in your instruction during a class period and explain the basis for making those modifications including which objectives are addressed.
- Provide a specific example of making revisions in your instruction from one day to the next and the basis for making these changes. Include which objectives are addressed.
- After teaching this unit, list specific changes you made in planning a later unit and the basis for those changes from the experience teaching the current unit.
- Based on any of this year's units, list possible changes for this unit the next time that it is taught and the bases and rationale for the changes.

### Instructional Decision-Making Rubric

**TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.***

Rating → Indicator ↓	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Acceptable Score</b>
<b>Candidate provides evidence of pre- or formative assessments and aligns assessments with instruction. (InTASC 6)</b>	The candidate does not provide a pre- or formative assessment.	At least one pre- or formative assessment is provided; however, the assessment is not aligned with enrichment or remedial activities or lessons in the unit.	At least one pre- or formative assessment is provided and the assessment is aligned with enrichment or remedial activities or lessons in the unit.	
<b>Candidate demonstrates an ability to construct differentiated learning objectives and to develop differentiated activities/materials. (InTASC 2)</b>	No modifications of the learning objectives or activities and materials are made to address individual student needs.	Some modifications of the learning objectives and/or activities and materials are made to address individual student needs; however, the modifications in some cases are not based on a thorough analysis of assessments or contextual factors.	Modifications of the learning objectives, activities, and materials are made to address individual student needs. The modifications are informed by in-depth analysis of formative and summative assessments and contextual factors.	
<b>Candidate articulates and justifies instructional modifications. (InTASC 8)</b>	Modifications in instruction, if any, lack congruence with learning objectives. Candidate is unable to describe, in writing, the instructional modification or the rationale behind making it.	Most modifications in instruction are congruent with learning objectives. Candidate describes, in writing, the instructional modification or the rationale behind making it.	All modifications in instruction are congruent with learning objectives. Candidate can accurately and comprehensively describe, in writing, the instructional modification and the rationale behind making it.	
<b>Candidate adjusts objectives and lessons based on reflection and feedback. (InTASC 9)</b>	There are few specific suggestions for adjustments in the unit or the adjustments fail to reflect feedback or a rationale.	Most adjustments to objectives and lessons reflect a response to feedback and have a clear rationale.	All adjustments to objectives and lessons reflect a thoughtful response to feedback and have a clear rationale.	

## SECTION 6 ANALYSIS OF STUDENT LEARNING

### ANALYSIS OF STUDENT LEARNING

*The candidate uses assessment data to highlight varied aspects of student learning and communicate information about student progress and achievement for the unit’s objectives and the state and national standards addressed.*

#### **TASK**

Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning objectives. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Be as specific as possible regarding how the data provide information about student learning. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

#### **PROMPT**

In this section, you will analyze data (quantitative and qualitative) to explain progress and achievement toward learning objectives demonstrated by your whole class, subgroups of students, and individual students. In your response, address the following.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning objective. Then create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for **each** learning objective (identified in your Assessment Plan section). Then, in carefully detailed narrative, explain what the graphic indicates about your students’ learning related to this unit (i.e., number of students who met the criterion, to what extent they met it and how it is consistent or not consistent with student engagement during the instruction). List how you provided the learners feedback on their progress during and at the end of this unit. List how you will provide the learners information on their summative assessments.
- **Subgroups.** Select a group characteristic other than gender (e.g., unit attendance, performance level, socio-economic status, ethnicity, language proficiency, other diversity) to analyze in learning in terms of two of the learning objectives. Provide a rationale for your selection of this characteristic for subgroups (e.g., Hispanic vs. African-American, high vs. low performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on the learning goal. Summarize what these data show about student learning and tie to specific decisions you made during the unit to enhance these students’ performances.
- **Two individual students.** Feature the achievement of 2 individual students for each of the learning objectives. Provide analysis and explanation regarding the performance of the two students and any individual interventions made to enhance these two students’ development. Include a graphic representation that supports your analysis.

#### **Analysis of Student Learning Rubric**

**TWS Standard:** *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement for the unit’s objectives and the state and national standards addressed.*

<b>Rating → Indicator ↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Acceptable Score</b>
<b>Candidate is able to present assessment data</b>	Presentations (whole class, subgroup and individual students) are not clear or	Presentations (whole class, subgroups, and individual students) are clear and	Presentations (whole class, subgroups, and individual students) and narrative are	<b>3</b>

<b>clearly and accurately (InTASC 6)</b>	accurate; it does not accurately reflect the data. Data in graphics are not connected to the narrative OR the narrative is missing.	appropriate. Data are linked to learning objectives in the narrative but contain errors that impact accuracy.	comprehensive, appropriate, and accurate. Data are linked to learning objectives and contain no errors.	
<b>Candidate aligns assessments with learning objectives (InTASC 6)</b>	Analysis of student learning is not aligned with learning objectives or the alignment is inaccurate or the profile of student learning is missing.	Analysis of student learning is partially aligned with learning objectives to provide a partial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning objectives and provides a specific and detailed profile of student learning for the whole class, subgroups, and two individuals.	
<b>Candidate accurately interprets data and draws conclusions (InTASC 6)</b>	Interpretation of data is inaccurate, or conclusions are missing or unsupported by data.	Interpretation of data is accurate, but some conclusions are not fully supported by data and the narrative explanations.	Interpretation of data is accurate and meaningful, and appropriate conclusions are drawn from the data and narrative.	
<b>Candidate provides evidence of impact on student learning (InTASC 6)</b>	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the learning objectives.	Analysis of student learning includes partial evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward most learning objectives.	Analysis of student learning includes specific and detailed evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning objective.	

**SECONDARY EDUCATION**  
**SECTION 7 REFLECTION AND SELF-EVALUATION**

**REFLECTION AND SELF-EVALUATION**

*The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

**TASK**

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify specific future actions for improved practice and professional growth. This section should provide evidence of extensive analysis. In your response, address the following:

**PROMPT**

- **List the method(s) by which you determined the effectiveness of your instruction and provide a specific example of determining your teaching effectiveness by examining written records in your planning and assessment subsequent to each lesson.**
- **List how your learners are given formal opportunities to inform you of their perceptions of your effectiveness and list a specific example of how you received information on your effectiveness from peers or administrators.**
- **Interpret student learning.** Use evidence to support conclusions drawn in “Analysis of Student Learning” section. Explore multiple hypotheses about the students and your own teaching for why some students did not meet learning objectives. Explicitly analyze the role of professional knowledge in analyzing your responsibilities for student learning.
- **Provide insights on effective instruction and assessment.**
  3. **Select the learning objective for which your students were *most* successful.** Provide two or more possible reasons for this success. Be very specific about your thinking. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you judged as important.
  4. **Select the learning objective for which your students were *least* successful.** Provide two or more possible reasons for this lack of success that is tied to your instructional planning and practices. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you deem most important.
- **Describe the alignment among objectives, instruction, and assessment.** Connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.
- **Provide implications for future teaching.** Discuss what you would do differently (i.e. what strategies or content might you change, what might you eliminate) or better in your subsequent teaching to improve your students’ performance.
- **Reflect on possibilities for professional development (learning/training opportunities for you to enhance/increase your teaching expertise). Review the answers to the previous prompts.** Describe at least two professional learning goals for yourself that emerged from your insights and experiences with the *teacher work sample folio*. Identify at least two specific steps for professional development that you will take to improve your performance in the critical area(s) you identify.

**Reflection and Self-Evaluation Rubric**

**TWS Standard:** *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

<b>Rating → Indicator ↓</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Acceptable Score</b>
<b>Candidate determines instructional effectiveness</b>	The candidate does not provide evidence of determining instructional effectiveness or the justification is not related to instruction.	The candidate provides one method and example for determining instructional effectiveness.	The candidate provides multiple methods for determining instructional effectiveness and provides specific examples of using each.	

<p><b>Candidate provides learners, peers, and supervisors opportunities to convey their perceptions of the candidate effectiveness (InTASC 10)</b></p>	<p>The candidate does not explain how learners, peers, or supervisors are given formal opportunities to convey their perceptions of their effectiveness or does not list a specific example.</p>	<p>The candidate explains how learners, peers, or supervisors are given formal opportunities to convey their perceptions of their effectiveness and only lists one specific example.</p>	<p>The candidate explains how learners, peers, and supervisors are given formal opportunities to convey their perceptions of their effectiveness and lists a specific example of each.</p>	
<p><b>Candidate accurately interprets data and draws conclusions interprets data (InTASC 8)</b></p>	<p>The candidate does not use evidence to support conclusions drawn in “Analysis of Student Learning” section or provides not hypotheses for why some students did not meet learning objectives. The candidate attributes failure to meet objectives to students.</p>	<p>The candidate uses evidence to support conclusions drawn in “Analysis of Student Learning” section, but only provides one hypothesis about for why some students did not meet learning objectives. The candidate attributes student performance more to students than self.</p>	<p>The candidate uses evidence to support conclusions drawn in “Analysis of Student Learning” section, explores multiple hypotheses about why some students did not meet learning objectives, and determines the role of professional knowledge and skills in analyzing his/her responsibilities for student learning.</p>	
<p><b>Candidate provides insights on effective instruction and assessment (InTASC 9)</b></p>	<p>The candidate does not select the learning objective for which the students were <i>most</i> successful or the learning objective for which the students were least successful or does not provide plausible, thorough reasons (based on theory or research) for their success or lack thereof. The candidate does not assume active responsibility for his/her professional success.</p>	<p>The candidate only selects the learning objective for which the students were <i>most</i> successful and/or selects the learning objective for which the students were least successful and provides minimal explanations (based on theory or research) for their success or lack thereof. The candidate assumes active responsibility for his/her professional success.</p>	<p>The candidate selects the learning objective for which the students were <i>most</i> successful and the learning objective for which the students were least successful and provides plausible, thorough reasons (based on theory or research) for their success or lack thereof. The candidate assumes active responsibility for his/her professional success.</p>	

<p><b>Candidate describes the alignment among objectives, instruction and assessment (InTASC 8)</b></p>	<p>The candidate does not connect learning objectives, instruction, or assessment results in the discussion of student learning and effective instruction and does not show depth of understanding regarding these linkages.</p>	<p>The candidate only connects learning objectives, instruction, or assessment results in the discussion of student learning and effective instruction.</p>	<p>The candidate connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.</p>	
<p><b>Candidate provides implications for future teaching (InTASC 9)</b></p>	<p>The candidate does not provide ideas for redesigning learning goals, instruction, and assessment and does not explain why these modifications would improve student learning.</p>	<p>The candidate provides ideas for redesigning learning goals, instruction, and assessment but does not explain why these modifications would improve student learning.</p>	<p>The candidate provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</p>	
<p><b>Candidate includes possibilities for professional development (learning/training opportunities to enhance/increase teaching expertise). (InTASC 9)</b></p>	<p>The candidate does not present professional learning goals that emerge from the insights and experiences described in this section or describe specific steps to meet these goals.</p>	<p>The candidate presents professional learning goals that are related to the insights and experiences described in this section but does not provide a plan for meeting the goals.</p>	<p>The candidate presents professional learning goals that emerge from the insights and experiences described in this section and describes specific steps to meet these goals.</p>	

**SECTION 8 DESIGN FOR INSTRUCTION IN SECONDARY EDUCATION**

**DESIGN FOR INSTRUCTION IN SECONDARY EDUCATION**

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts in secondary education.*

**TASK**

Describe how you will integrate **your content area** with **at least two** of the **special subject areas** as outlined in the Mississippi College and Career Readiness Standards.

**PROMPT**

In your response, include the following:

- **Alignment with Mississippi College and Career Readiness Standards.** Document the specific standards for the integrated areas that your lesson(s) will address and how these standards tie into your learning goals.
- **Integration of content.** Tell how you integrated **your content area with at least two of the special subject areas as outlined in the Mississippi College and Career Readiness Standards** into your unit instruction.

1. **For English:** Literacy in History/Social Sciences, Science, and Technical Subjects
2. **For Social Sciences:** Civics, Civil Rights, Economics, Geography, and History
3. **For Science:** Nature of Science, Crosscutting Concepts, Technology, Science and Society, History of Science, and Engineering Design Process
4. **For Mathematics:** Modeling, Statistics and Probability, Functions, and Geometry

**Design for Instruction in Secondary Education Rubric**

**TWS Standard:** *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts in secondary education.*

<b>Rating Indicator</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>	<b>Acceptable Score</b>
<b>Candidate aligns content with Mississippi College and Career Readiness Standards (InTASC 7)</b>	Less than 75% of objectives align with state standards. The objectives may not reflect an understanding of the standards' goals.	At least 75% of objectives align with state standards and reflect an understanding of the standards' goals.	All objectives are directly aligned with state standards and reflect a clear understanding of the standards.	<b>3</b>
<b>Candidate integrates content with special subject areas as outlined in the Mississippi College and Career Readiness Standards (InTASC 7)</b>	The candidate poorly or inaccurately integrates the content area with the special subject areas outlined in the Mississippi College and Career Readiness Standards	The candidate partially or superficially integrates the content area with at least two special subject areas as outlined in the Mississippi College and Career Readiness Standards	The candidate fully and effectively integrates the content area with at least two special subject areas as outlined in the Mississippi College and Career Readiness Standards	<b>3</b>



**DELTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
PROFESSIONAL DISPOSITIONS RATING SCALE**

Student Name \_\_\_\_\_  
 Rater \_\_\_\_\_ Date \_\_\_\_\_

Circle One Program: Art Elementary English Mathematics Music P. E. Science Social Science

**Directions:** Use the appraisal scale to rate each of the indicators under the three domains. There are seven indicators in all.

Appraisal Scale:  
 0 – Unacceptable                      1 – Needs Improvement  
 2 – Meets Standard                    3 – Exceeds Standard

**PROFESSIONAL DISPOSITIONS**

**Purpose:** To ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance (attitude and behavior)

**Administration:** This instrument is administered at least three times: Domains I and II during pre-candidacy by instructor, and Domains I, II, and III during candidacy by clinical educators (EPP- and/or P-12-school-based one formative and one summative)

**Success Indicator:** Items rated at the “Meets Standard” level represent successful teaching practice by the candidate. Anything below “Meets Standard” can be seen as an area in need of improvement.

**DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS**

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The teacher candidate protects <b>confidential information</b> concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)	The teacher candidate <b>reveals</b> confidential information concerning students and/or colleagues.	The teacher candidate <b>unknowingly reveals</b> confidential information concerning students and/or colleagues.	The teacher candidate <b>protects</b> confidential information concerning students and/or colleagues unless the law requires disclosure.	The teacher candidate <b>protects</b> confidential information concerning colleagues and/or students unless the law requires disclosure and <b>encourages others</b> to do the same.
2. The teacher candidate demonstrates <b>maturity and sound judgment</b> in all interactions with peers, university and P-	The teacher candidate exercises <b>unethical conduct</b> with colleague(s). {This could include, but is not limited to revealing confidential information, making false statements about	The teacher candidate <b>lacks maturity and/or sound judgment</b> that results in one or more interactions with colleagues.	The teacher candidate <b>demonstrates maturity and sound judgment</b> in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate <b>demonstrates maturity and sound judgment</b> in all interactions with colleagues and works to build

12 personnel, and parents. (MCoE 5)	a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues. }			consensus in the workplace.
3. The teacher candidate follows <b>all university and P-12 school policies</b> including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	The teacher candidate <b>fails to follow</b> all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher candidate <b>lacks an understanding</b> of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The teacher candidate <b>follows</b> all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate <b>follows</b> all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and <b>uses teachable moments or planned instruction to reinforce</b> school policy.

## DOMAIN II. CHARACTER DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
4. The teacher candidate exemplifies <b>honesty and integrity</b> (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)	The teacher candidate <b>does not exemplify</b> honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate <b>demonstrates an effort</b> toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate <b>exemplifies honesty and integrity</b> with all stakeholders during his/her time in the program.	The teacher candidate <b>exemplifies</b> honesty and integrity with all stakeholders and <b>encourages students</b> to also act with honesty and integrity.
5. The teacher candidate accepts <b>constructive criticism</b> in a positive manner. (MCoE 1)	The teacher candidate is <b>non-receptive and/or rejects</b> constructive criticism.	The teacher candidate <b>listens</b> to constructive criticism, <b>but disagrees</b> with various comments, feedback, suggestions, and recommendations.	The teacher candidate <b>accepts</b> constructive criticism in a positive manner.	The teacher candidate <b>accepts</b> constructive criticism in a positive manner and also <b>self-reflects and participates in professional development activities</b> to

				promote personal professional growth.
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**DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS**

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
6. The teacher candidate provides <b>fair and equitable opportunities</b> for all P-12 students <b>in a non-discriminatory manner.</b> (MCoE 4)	The teacher candidate <b>shows bias</b> against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher candidate plans one-size-fits-all instruction and <b>makes little or no attempt to</b> learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher candidate provides <b>fair and equitable opportunities</b> for all P-12 students <b>in a non-discriminatory manner.</b>	The teacher candidate <b>provides fair and equitable opportunities</b> for all P-12 students <b>in a non-discriminatory manner</b> by nurturing the intellectual, physical, emotional, social, and civic potential of all students.
7. The teacher candidate maintains a <b>professional relationship</b> with all students both inside and outside professional settings. (MCoE 4)	The teacher candidate <b>exercises poor judgment</b> when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student <b>being</b> unsafe, endangered, threatened, or harassed.	The teacher candidate <b>exhibits inappropriate</b> speech, electronic communication, and/or actions that result/may result in a student <b>feeling</b> unsafe, endangered, threatened, or harassed.	The teacher candidate <b>maintains a professional relationship</b> with all students both inside and outside professional settings.	The teacher candidate <b>models professionalism</b> in all interactions with students and <b>encourages students</b> at every opportunity to treat each other with respect.

My signature below indicates that the dispositions assessment system was explained to me by the faculty and that I received a copy for my reference. I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Candidate's signature \_\_\_\_\_  
 Date \_\_\_\_\_

## **Protocol for Dispositions**

1. Candidates will be introduced to the *Dispositions Rating Scale* during CEL/CUR 611, *Classroom Management*. During this course, candidates will self-assess using the scale, with focused observations and assignments related to field experiences serving as a frame of reference. The instructor will also evaluate the candidate using the scale and will review both assessments, followed by a conference with the candidate to review the assessments and discuss strengths/weaknesses/discrepancies in perspectives.
2. The Dispositions Rating Scale will be reviewed each semester at mandatory informational meetings.
3. A flag form will be placed in each candidate's folder for documenting both deficiencies and exemplary practices/dispositions.
4. Dispositions will be taught and reinforced throughout all courses in the program. Faculty who note a deficiency or deficiencies or evidence of strengths in a candidate relevant to a disposition area(s) will enter this information on the appropriate flag form, providing details related to the reason for the concern or commendation.
5. Faculty will hold conferences with students regarding the development of dispositions as candidates move through their programs.
6. Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment points.
7. Upon request for admission to teacher education, and again upon request for admission to student internship, faculty will meet to review each candidate's progress with respect to the development of appropriate dispositions for teaching. The faculty will consult flag forms and entertain faculty concerns at these times.
8. Based upon the number and severity of disposition weaknesses/deficiencies, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.
9. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
10. If the deficiency(ies) persist(s), the faculty will meet to consider whether the candidate should continue in the program.
11. The Dispositions Rating Scale will be reviewed during the first on-campus seminar during internship. The interns will receive a copy of it and will sign a form stating they will maintain the dispositions during their internship.
12. The form will also be used by the university supervisor during the directed teaching semester. The supervisor will submit the forms to the Office of Clinical Experiences, Licensure, and Accountability for inclusion in the candidate's file. The university supervisor will consult with the Director of Office of Clinical Experiences, Licensure, and Accountability and faculty should a deficiency(ies) threaten the successful completion of the internship.

**Delta State University**  
**College of Education and Human Sciences**  
**Disposition Flag – Deficiency (Red)/Warning (Yellow) (circle one)**

**Directions:** In the space provided, please write an explanation of the issues as it relates to the disposition checklist and the action taken, with name of person reporting and date. Please note that students should be aware of any notes being made to their file related to the dispositions they evidence in relation to the COEHS programs.

**Name of Candidate:** \_\_\_\_\_

**Program:** \_\_\_\_\_

**Protocol Followed:**  Conference with Student       Written Plan for Improvement

Date Protocol Followed: \_\_\_\_\_

Issue Related to Disposition(s)	Action Taken	Signature of Faculty Member/Date

**Delta State University**  
**College of Education and Human Sciences**  
**Disposition Flag – Exemplary (Green)**

**Directions:** In the space provided, please write an explanation of the issues as it relates to the disposition checklist and the action taken, with name of person reporting and date. Please note that students should be aware of any notes being made to their file related to the dispositions they evidence in relation to the COEHS programs.

**Name of Candidate:** \_\_\_\_\_

**Program:** \_\_\_\_\_

Issue Related to Exemplary Disposition(s)	Action Taken	Signature of Faculty Member/Date

**Delta State University**  
**College of Education and Human Sciences**  
**Protocol for the MS Educator Code of Ethics and Standards of Conduct**

1. Candidates will be introduced to the MS Educator Code of Ethics and Standards of Conduct during CEL/CUR 611, *Classroom Management*. During this course, candidates will sign a form stating that they understand the MS Educator Code of Ethics and Standards of Conduct and promise to abide by it throughout the Teacher Education Program which includes all field experiences.
2. At any point in the program, a flag form (red for deficiency, or yellow for warning) can be placed in a candidate's folder for documenting deficiencies relating to the MS Educator Code of Ethics and Standards of Conduct.
3. Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment/transition points.
4. Based upon the number and severity of weaknesses/deficiencies relating to the MS Educator Code of Ethics and Standards of Conduct, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.
5. Faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
6. If the deficiency(ies) persist(s), faculty will meet to consider whether the candidate should continue in the program.

**Delta State University**  
**College of Education and Human Sciences**  
**MS Educator Code of Ethics and Standards of Conduct Flag –**  
**Deficiency (Red)/Warning (Yellow) (circle one)**

**Directions:** In the space provided, please write an explanation of the issues as it relates to the MS Educator Code of Ethics and Standards of Conduct and the action taken, with name of person reporting and date. Please note that students should be aware of any notes being made to their file related to the standards they evidence in relation to the COEHS programs.

**Name of Candidate:** \_\_\_\_\_

**Program:** \_\_\_\_\_

**Protocol Followed:**  Conference with Student  Written Plan for Improvement

Date Protocol Followed: \_\_\_\_\_

Issue Related to MS Educator Code of Ethics and Standards of Conduct	Action Taken	Signature of Faculty Member/Date



DESCRIPTION TERM: **Mississippi Educator Code of Ethics and Standards of Conduct**

ADOPTION DATE: April 17, 1998

CODE: 1717

REVISION: January 20, 2011

### **Mississippi Educator Code of Ethics and Standards of Conduct**

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

### **Code of Ethics Standards**

#### **Standard 1: Professional Conduct**

*An educator should demonstrate conduct that follows generally recognized professional standards.*

1.1. Ethical conduct includes, but is not limited to, the following:

1. Encouraging and supporting colleagues in developing and maintaining high standards
2. Respecting fellow educators and participating in the development of a professional teaching environment
3. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
4. Providing professional education services in a nondiscriminatory manner
5. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
6. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children.

1.2. Unethical conduct includes, but is not limited to, the following:

1. Harassment of colleagues

2. Misuse or mismanagement of tests or test materials
3. Inappropriate language on school grounds or any school-related activity
4. Physical altercations
5. Failure to provide appropriate supervision of students and reasonable disciplinary Actions

### **Standard 2. Trustworthiness**

*An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.*

2.1. Ethical conduct includes, but is not limited to, the following:

1. Properly representing facts concerning an educational matter in direct or indirect public expression
2. Advocating for fair and equitable opportunities for all children
3. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2. Unethical conduct includes, but is not limited to, the following

1. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:

1. employment history, professional qualifications, criminal history, certification/recertification
2. information submitted to local, state, federal, and/or other governmental agencies
3. information regarding the evaluation of students and/or personnel
4. reasons for absences or leave
5. information submitted in the course of an official inquiry or investigation

2. Falsifying records or directing or coercing others to do so

### **Standard 3. Unlawful Acts**

*An educator shall abide by federal, state, and local laws and statutes and local school board policies.*

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

### **Standard 4. Educator/Student Relationship**

*An educator should always maintain a professional relationship with all students, both in and outside the classroom.*

4.1. Ethical conduct includes, but is not limited to, the following:

1. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement

for students

2. Nurturing the intellectual, physical, emotional, social and civic potential of all students
3. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
4. Creating, supporting, and maintaining a challenging learning environment for all students

4.2. Unethical conduct includes, but is not limited to the following:

1. Committing any act of child abuse
2. Committing any act of cruelty to children or any act of child endangerment
3. Committing or soliciting any unlawful sexual act
4. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
5. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
6. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with a student.

Examples of these acts may include but not be limited to:

1. sexual jokes
2. sexual remarks
3. sexual kidding or teasing
4. sexual innuendo
5. pressure for dates or sexual favors
6. inappropriate touching, fondling, kissing or grabbing
7. rape
8. threats of physical harm
9. sexual assault
10. electronic communication such as texting
11. invitation to social networking
12. remarks about a student's body
13. consensual sex

### **Standard 5. Educator Collegial Relationships**

*An educator should always maintain a professional relationship with colleagues, both in and outside the classroom*

5. Unethical conduct includes but is not limited to the following:

1. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
2. Harming others by knowingly making false statements about a colleague or the school system
3. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
4. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status

5. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues

### **Standard 6. Alcohol, Drug and Tobacco Use or Possession**

*An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs*

6.1. Ethical conduct includes, but is not limited to, the following:

1. Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice

6.2. Unethical conduct includes, but is not limited to, the following:

1. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs

2. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.

3. Being on school premises or at a school-related activity involving students while documented using tobacco.

### **Standard 7. Public Funds and Property**

*An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.*

7.1. Ethical conduct includes, but is not limited to, the following:

1. Maximizing the positive effect of school funds through judicious use of said funds

2. Modeling for students and colleagues the responsible use of public property

7.2. Unethical conduct includes, but is not limited to, the following:

1. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain

2. Failing to account for funds collected from students, parents or any school-related function

3. Submitting fraudulent requests for reimbursement of expenses or for pay

4. Co-mingling public or school-related funds with personal funds or checking accounts

5. Using school property without the approval of the local board of education/governing body

### **Standard 8. Remunerative Conduct**

*An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.*

8.1. Ethical conduct includes, but is not limited to, the following:

1. Insuring that institutional privileges are not used for personal gain
2. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

8.2. Unethical conduct includes, but is not limited to, the following:

1. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
2. Tutoring students assigned to the educator for remuneration unless approved by the local school board
3. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. *(This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service)*

### **Standard 9. Maintenance of Confidentiality**

*An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.*

9.1. Ethical conduct includes, but is not limited to, the following:

1. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
2. Maintaining diligently the security of standardized test supplies and resources

9.2. Unethical conduct includes, but is not limited to, the following:

1. Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.
2. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
3. Violating other confidentiality agreements required by state or local policy

### **Standard 10. Breach of Contract or Abandonment of Employment**

*An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.*

10. Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the school board
- Refusing to perform services required by the contract.

**STATEMENT OF ACKNOWLEDGEMENT -  
MISSISSIPPI EDUCATOR CODE OF ETHICS AND STANDARDS OF CONDUCT  
DISPOSITIONS RATING SCALE  
MASTER OF ARTS IN TEACHING PROGRAM HANDBOOK**

I have read and been given adequate instruction concerning the Mississippi Educator Code of Ethics and Standards of Conduct, Delta State University College and Education and Human Sciences Dispositions Rating Scale, and the Delta State University Master of Arts in Teaching Candidate Handbook.

I agree to abide by the Code of Ethics and Standards of Conduct, the Dispositions Rating Scale, and the guidelines, policies, and procedures in the Master of Arts in Teaching Handbook throughout my education courses, field experiences, and internship. I understand that any violation pertaining to the standards, policies, or procedures in any of the aforementioned documents may result in my dismissal from internship and from the Master of Arts in Teaching Program at Delta State University and revocation of my temporary Teacher License.

Teacher Candidate Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

## PHILOSOPHY OF EDUCATION

Teacher candidates in the Master of Arts in Teaching program must create their philosophy of education. This assessment will be submitted to Taskstream and evaluated by the instructor during CRD 628 Reading and Writing Across the Curriculum. This assessment is designed for candidates to demonstrate their ability to synthesize views of education that are commensurate of best practices and professionalism.

### CRD 628 Philosophy of Education Rubric

	0-5 points	6-10 points	11-15 points	16-20 points	Score Level
Teaching Rationale	One or more criteria judged to be unacceptable. Explanation is unclear or inappropriate, and lacks appropriate examples	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples) ; minor composition/mechanical errors. Clear explanation with rational examples.	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors. Detailed and honed explanation with superior examples	
Appropriate teaching/learning climate	One or more criteria judged to be unacceptable. Explanation is unclear or inappropriate, and lacks appropriate examples	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples) ; minor composition/mechanical errors. Clear explanation with rational examples.	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors. Detailed and honed explanation with superior examples	

	<b>0-5 points</b>	<b>6-10 points</b>	<b>11-15 points</b>	<b>16-20 points</b>	<b>Score Level</b>
<b>Content</b>	One or more criteria judged to be unacceptable. Explanation is unclear or inappropriate, and lacks appropriate examples	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples) ; minor composition/mechanical errors. Clear explanation with rational examples.	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors. Detailed and honed explanation with superior examples	
<b>Professionalism</b>	One or more criteria judged to be unacceptable. Explanation is unclear or inappropriate, and lacks appropriate examples	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples) ; minor composition/mechanical errors. Clear explanation with rational examples.	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors. Detailed and honed explanation with superior examples	
<b>Composition/Mechanics</b>	One or more criteria judged to be unacceptable. Explanation is unclear	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples) ; minor composition/me	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors.	



	<b>0-5 points</b>	<b>6-10 points</b>	<b>11-15 points</b>	<b>16-20 points</b>	<b>Score Level</b>
	or inappropriate, and lacks appropriate examples	cohesiveness, clarity and/or example(s) are weak	mechanical errors. Clear explanation with rational examples.	Detailed and honed explanation with superior examples	

### **READING AND WRITING PORTFOLIO**

The Reading /Writing portfolio engages candidates in experiences that allow them to demonstrate the ability to diagnose and remediate deficits in reading skills. Throughout the course, candidates develop and maintain a portfolio that contains the following artifacts:

- Reading pre/post-test, writing pre/post-test, detailed analysis of data including strengths and weaknesses for each of the four assessments describing planning implications for each student.
- Nine lesson plans incorporating MAX teaching strategies and five examples of student work.
- A self-reflection of teaching for each lesson plan discussing the strategy/strategies used. Also, three peer observation reports have been completed.
- A copy of two reading instruction research articles and two writing instruction research articles with an in-depth summary for each article. Describe the strategy used in the article and discuss how to implement it in the classroom.

### **CRD 628 Reading/Writing Portfolio Rubric**

	<b>0- Unacceptable</b>	<b>5- Emerging</b>	<b>15- Acceptable</b>	<b>25-Target</b>	<b>Score/Level</b>
Assessment Information/ Data Analysis	Portfolio does not include a Reading pre/post-test or a Writing pre/post-test.	Portfolio includes: Reading pre/post-test, Writing pre/post-test.	Portfolio includes: Reading pre/post-test, writing pre/post-test, basic analysis of data including strengths and weaknesses for each of	Portfolio includes: Reading pre/post-test, writing pre/post-test, detailed analysis of data including strengths and weaknesses for each of the four assessments describing planning	

	<b>0- Unacceptable</b>	<b>5- Emerging</b>	<b>15- Acceptable</b>	<b>25-Target</b>	<b>Score/Level</b>
			the four assessments.	implications for each student.	
<b>Lesson Planning/ Student Work</b>	Portfolio does not include lesson plans or examples of student work.	Portfolio includes: Less than nine lesson plans and less than five examples of student work.	Portfolio includes: Nine lesson plans and five examples of student work.	Portfolio includes: Nine lesson plans incorporating MAX teaching strategies and five examples of student work.	
<b>Teaching Reflection/ Observations</b>	Portfolio does not include self-reflections or peer observation reports.	Portfolio includes: Less than nine self-reflections and/or less than three peer observation reports.	Portfolio includes: A self-reflection of teaching for each lesson plan and three peer observation reports have been completed.	Portfolio includes: A self-reflection of teaching for each lesson plan discussing the strategy/strategies used. Also, three peer observation reports have been completed.	
<b>Research</b>	Portfolio does not include reading instruction research articles or writing instruction research articles.	Portfolio includes: Less than two reading instruction research articles and less than two writing instruction research articles. Less than four summaries are provided.	Portfolio includes: A copy of two reading instruction research articles and two writing instruction research articles with an in-depth summary for each article.	Portfolio includes: A copy of two reading instruction research articles and two writing instruction research articles with an in-depth summary for each article. Describe the strategy used in the article and discuss how to implement it in your classroom.	

## COMPREHENSIVE EXAM

Before graduating from the Master of Arts in Teaching program, candidates must demonstrate their mastery of topics related to Classroom Management, Assessment and Evaluation, Exceptional Children/Inclusive Teaching, Technology in Education, and Philosophy of Education. Preparation for the exam should include a thorough review of the topics' definitions/explanations, analysis of the key components, implementation, related people/theorists and research, impact on the teaching and learning process, integration during lessons, and classroom-based examples. The comprehensive exam consists of 5 prompts. Candidates must respond to each prompt in formal essay format (appropriate paragraph formation and length). Responses should be thorough and clear and must demonstrate full knowledge of the topic. **An application for the Comprehensive exam shall be submitted (on the MAT webpage) during registration for the candidate's last semester of coursework.**

### Comprehensive Examination Scoring Guide

Student Number: \_\_\_\_\_ Reader: \_\_\_\_\_ Date \_\_\_\_\_

#### Scoring Criteria

3 -Target	2 - Acceptable	1 - Unacceptable
All components of the prompt are addressed; the response indicates thorough understanding of specific bodies of knowledge and content while demonstrating clear understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response contains accurate and appropriate citations; the response is organized and developed in a scholarly manner; <b>and</b> the response demonstrates accurate use of standard English.	All components of the prompt are addressed; the response indicates adequate understanding of specific bodies of knowledge and content while demonstrating adequate understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response contains acceptable citations; the response is organized and developed in a scholarly manner; <b>and</b> the response demonstrates use of standard English.	One or more components of the prompt is not addressed; the response does not indicate understanding of specific bodies of knowledge and content or understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response does not contain acceptable elaborations and citations; the response is not organized and developed in a scholarly manner; <b>and</b> the response does not demonstrate use of standard English.

**\* To pass the exam, candidates must earn a score of at least 2 on each attempted question.**