

Completion of Internship TWS Data for Fall 2020

Contextual Factors	Elem Camp	Elem Hinds	Eng	MAT (Internshi p 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
	N = 10	N = 14	N = 0	N = 1	N = 3	N = 10	N = 0	N = 5	
Candidate understands how the community context, population, and demographic information affects student learning. (InTASC 2; CAEP 1.2)	2.9	2.93	-----	3.00	3	3	-----	3	2.97
Candidate displays knowledge of school and classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning and cites sources of information. (InTASC 3; CAEP 1.2, 1.5)	2.9	2.93	-----	3.00	3	2.8	-----	3	2.94
Candidate displays knowledge of characteristics of students including developmental levels, culturally-relevant influences, and interests. (InTASC 2; Diversity)	3	2.93	-----	3.00	3	2.8	-----	3	2.96
Candidate displays knowledge of students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities that may affect learning. (InTASC 1; Diversity)	2.8	2.93	-----	3.00	3	2.6	-----	2.8	2.86
Candidate displays knowledge of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit. (InTASC 7)	2.9	2.93	-----	3.00	3	2.9	-----	2.8	2.92
Candidate describes his/her rationale for instructional planning to include contextual characteristics of community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills. (InTASC 7; Diversity)	3	2.93	-----	2.00	3	2.9	-----	3	2.81
Average	2.92	2.93	-----	2.83	3.00	2.83	-----	2.93	2.91

Learning Objectives	Elem Camp	Elem Hinds	Eng	MAT (Internshi p 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
	N = 10	N = 14	N = 0	N = 1	N = 3	N = 10	N = 0	N = 5	
Candidate develops instructional objectives that are measurable, focused, standards-based, and varied. (InTASC 7; CAEP 1.4)	3	3	-----	3.00	3	3	-----	3	3.00
Candidate justifies learning objectives with contextual factors. (InTASC 7; CAEP 1.2; Diversity)	2.7	2.93	-----	3.00	3	2.9	-----	2.6	2.86
Candidate aligns objectives with local, state, or national standards. (InTASC 7; CAEP 1.4)	3	3	-----	3.00	3	2.8	-----	3	2.97
Candidate identifies the level of each learning objective using Bloom's Taxonomy, DOK, or MS CCRS (InTASC 7; CAEP 1.4)	3	3	-----	3.00	3	2.8	-----	3	2.97
Candidate explains how objectives promote creativity and higher-level thinking (InTASC 7; CAEP 1.4)	2.8	3	-----	3.00	3	2.9	-----	2.8	2.92
Average	2.90	2.99	-----	3.00	3.00	2.88	-----	2.88	2.94
Assessment Plan	Elem Camp	Elem Hinds	Eng	MAT (Internshi p 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
	N = 10	N = 14	N = 0	N = 1	N = 3	N = 10	N = 0	N = 5	
Candidate describes the pre- and post-assessments that are aligned with the learning objectives and how these assessments will be evaluated. (InTASC 6)	2.8	3	-----	3.00	3	3	-----	3	2.97

Candidate provides a comprehensive overview of the assessment plan based upon the objectives for the unit that includes a description of how the objectives are aligned with instruction and assessment. (InTASC 6)	2.9	3	-----	3.00	3	3	-----	2.8	2.95
Candidate provides multiple modes and approaches for assessing student learning and describes how each are used. (InTASC 6)	2.9	3	-----	3.00	3	2.7	-----	2.8	2.90
Candidate describes how the content to be assessed was determined and links assessments to student learning. (InTASC 6)	3	3	-----	3.00	3	2.9	-----	2.8	2.95
Describes the technical soundness of the assessments (InTASC 6)	3	3	-----	3.00	3	2.6	-----	2.6	2.87
Describes how assessments are appropriate for individual learners (InTASC 2; Diversity)	2.8	3	-----	3.00	3	2.2	-----	2.8	2.80
Average	2.90	3.00	-----	3.00	3.00	2.73	-----	2.80	2.91

Design for Instruction	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
	N = 10	N = 14	N = 0	N = 1	N = 3	N = 10	N = 0	N = 5	
Candidate utilizes results from pre-assessment to inform practice (InTASC 7)	2.9	3	-----	3.00	3	2.9	-----	2.4	2.87
Candidate provides a clear unit overview that includes all components including connections to objectives (InTASC 7; Diversity)	3	3	-----	3.00	3	2.3	-----	2.4	2.78
Candidate utilizes multiple and appropriate resources to achieve objectives (InTASC 2; CAEP 1.5; Diversity)	2.9	3	-----	3.00	3	2.9	-----	3	2.97
Candidate provides different presentation methods for the same objective (InTASC 8; CAEP 1.5; Diversity)	3	3	-----	3	3	2.4	-----	2.6	2.83

Candidate provides accommodations for assessments to meet the needs of diverse learners. (InTASC 2; Diversity)	2.9	3	-----	3.00	3	2.5	-----	2.8	2.87
Candidate provides differentiated instruction based on students' reading levels and comprehensively justifies the decision-making process for reading planning and instruction (InTASC 2; CAEP 1.2; Diversity)	2.8	2.93	-----	3.00	3	2.4	-----	2.6	2.79
Candidate provides differentiated instruction based on student language differences (InTASC 2; CAEP 1.2; Diversity)	3	2.93	-----	3.00	3	3	-----	2.6	2.92
Candidate provides opportunities for students to work at their own pace toward meeting objectives (InTASC 8; Diversity)	3	3	-----	3	3	3	-----	3	3.00
Candidate provides opportunities for content-related enrichment activities to those who finish early (InTASC 8; Diversity)	2.9	3	-----	3	3	2.8	-----	3	2.95
Candidate includes key questioning in lesson plans (InTASC 8)	3	3	-----	3.00	3	3	-----	3	3.00
Candidate uses technology in instruction (InTASC 8; CAEP 1.5)	3	3	-----	3	3	3	-----	2.8	2.97
Average	2.95	2.99	-----	3.00	3.00	2.75	-----	2.75	2.90

Decision Making	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
	N = 10	N = 14	N = 0	N = 1	N = 3	N = 10	N = 0	N = 5	
Candidate provides evidence of pre- or formative assessments and aligns assessments with instruction. (InTASC 6)	2.9	2.93	-----	3.00	3	3	-----	3	2.97
Candidate demonstrates an ability to construct differentiated learning objectives and to develop differentiated activities/materials. (InTASC 2; Diversity)	2.9	3	-----	3.00	3	2.8	-----	2.8	2.92

Candidate articulates and justifies instructional modifications. (InTASC 8; Diversity)	2.9	2.93	-----	3.00	3	3	-----	2.8	2.94
Candidate adjusts objectives and lessons based on reflection and feedback. (InTASC 9)	3	3	-----	3.00	3	3	-----	2.8	2.97
Average	2.93	2.97	-----	3.00	3.00	2.95	-----	2.85	2.95

Analysis of Student Learning	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
	N = 10	N = 14	N = 0	N = 1	N = 3	N = 10	N = 0	N = 3	
Candidate is able to present assessment data clearly and accurately (InTASC 6)	2.6	3	-----	3.00	3	2.9	-----	3	2.92
Candidate aligns assessments with learning objectives (InTASC 6)	2.7	3	-----	3.00	3	2.8	-----	3	2.92
Candidate accurately interprets data and draws conclusions (InTASC 6)	3	3	-----	3.00	3	2.8	-----	3	2.97
Candidate provides evidence of impact on student learning (InTASC 6)	3	2.93	-----	3.00	3	2.8	-----	2.8	2.92
Average	2.93	2.97	-----	3.00	3.00	2.83	-----	2.95	2.93

Reflection & Self Evaluation	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
	N = 10	N = 14	N = 0	N = 1	N = 3	N = 10	N = 0	N = 5	
Candidate determines instructional effectiveness	2.6	3	-----	3.00	3	2.8	-----	2.8	2.87
Candidate provides learners, peers, and supervisors opportunities to convey their perceptions of the candidate effectiveness (InTASC 10)	2.6	3	-----	3	3	2.9	-----	2.8	2.88
Candidate accurately interprets data and draws conclusions (InTASC 8)	2.9	3	-----	3.00	3	2.7	-----	2.8	2.90

Candidate provides insights on effective instruction and assessment (InTASC 9; CAEP 1.2)	3	3	-----	3	3	2.5	-----	2.8	2.88
Candidate describes the alignment among objectives, instruction and assessment (InTASC 8)	2.8	3	-----	3.00	3	3	-----	2.8	2.93
Candidate provides implications for future teaching (InTASC 9)	3	3	-----	3.00	3	3	-----	3	3.00
Average	2.82	3.00	-----	2.67	3.00	2.82	-----	2.83	2.91
Design for Instruction in Elementary and Secondary									
	Elem Camp	Elem Hinds	Eng	MAT (Internship 2)	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
	N = 10	N = 14	N = 0	N = 3	N = 3	N = 10	N =	N = 5	
Candidate aligns lessons in the integrated unit of study with the Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards. (InTASC 7)	3	3	-----	3.00	3	2.8	-----	3	2.97
Candidate integrates reading, writing, and oral language into the integrated unit of study. (InTASC 7)	2.9	3	-----	3.00	3	3	-----	3	2.98
Candidate integrates science into the integrated unit of study. (InTASC 7)	2.9	3	-----	3.00	-----	-----	-----	-----	2.97
Candidate integrates mathematics into the integrated unit of study. (InTASC 7)	2.9	3	-----	3.00	-----	-----	-----	-----	2.97
Candidate integrates social studies into the integrated unit of study. (InTASC 7)	2.9	3	-----	3.00	-----	-----	-----	-----	2.97
Candidate integrates the arts into the integrated unit of study. (InTASC 7)	2.9	3	-----	3.00	-----	-----	-----	-----	2.97
Candidate integrates health into the integrated unit of study. (InTASC 7)	2.9	3	-----	3.00	-----	-----	-----	-----	2.97
Candidate integrates physical education into the integrated unit of study. (InTASC 7)	2.9	3	-----	3.00	-----	-----	-----	-----	2.97
Average	2.91	3.00	-----	3.00	3.00	2.90	-----	3.00	2.97
Average Overall	2.91	2.98	-----	2.94	3.00	2.84	-----	2.87	2.93

	Elem Camp	Elem Hinds	Eng	MAT (Internshi p 1)	MAT (Internshi p 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
Rubrics	N = 10	N = 14	N = 0	N = 45	N = 1	N = 0	N = 3	N = 10	N = 0	N = 5	
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-Star Domain 1-4; CAEP 1.1, 1.3, 1.4)	2.4	3	-----	2.56	3.00	-----	3	3	-----	2.4	2.77
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; CAEP 1.1, 1.3)	2.3	3	-----	2.37	3.00	-----	3	2.3	-----	2.6	2.65
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; CAEP 1.1, 1.3)	1.5	3	-----	2.38	2.00	-----	3	2.2	-----	2.4	2.35
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; CAEP 1.1, 1.3, 1.5)	2.2	3	-----	2.56	3	-----	3	2.9	-----	2.2	2.69
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; CAEP 1.1, 1.2, 1.5)	2.4	3	-----	2.5	2.00	-----	3	2	-----	2.2	2.44

6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2, 1.3)	2.6	3	-----	2.48	2.00	-----	3	2.4	-----	2.4	2.55
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II–5, II–6, II–7; CAEP 1.1, 1.2)	2.9	2.93	-----	2.55	3	-----	3	2	-----	2.6	2.71
8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2)	2.7	3	-----	2.56	2	-----	3	2	-----	2.6	2.55
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 3, 9; M-STAR Domain III–11; CAEP 1.1)	3	3	-----	2.58	3.00	-----	3	3	-----	2.6	2.88
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11; CAEP 1.1)	2.7	2.79	-----	2.7	3.00	-----	3	3	-----	2.6	2.83
11. Communicates high expectations for learning to all students.(InTASC 2, 9; M-STAR Domains I–3, IV–15; CAEP 1.1)	2.8	2.79	-----	2.72	3	-----	3	2.8	-----	2.6	2.82
12. Conveys enthusiasm for teaching and learning.(InTASC 3; M-STAR Domain IV–15, IV–16; CAEP 1.1)	2.9	2.86	-----	2.72	3.00	-----	3	2.6	-----	2.6	2.81

13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC 1, 3, 5; M-STAR Domains III-8, IV- 15; CAEP 1.1, 1.3)	2	2.86	-----	2.44	3.00	-----	3	3	-----	2.2	2.64
14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; CAEP 1.1, 1.3)	2.6	2.93	-----	2.78	3	-----	3	2.9	-----	2.6	2.83
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III-8, III-9; CAEP 1.1, 1.3)	3	2.86	-----	2.55	3	-----	3	2.5	-----	2.6	2.79
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; CAEP 1.1, 1.2, 1.3)	2.7	2.86	-----	2.42	3.00	-----	3	2.1	-----	2.6	2.67
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.(InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; CAEP 1.1, 1.4)	2.2	2.79	-----	2.22	3	-----	3	2.2	-----	2.6	2.57
18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; CAEP 1.1, 1.2, 1.3)	2.4	2.79	-----	2.42	3.00	-----	3	2.2	-----	2.6	2.63
19.Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; CAEP 1.1, 1.3, 1.5)	1.8	2.86	-----	1.79	2.00	-----	3	2	-----	2.2	2.24

20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV–12, IV–13, IV–16; CAEP 1.1, 1.3)	3	2.93	-----	2.72	2.00	-----	3	2.9	-----	2.8	2.76
21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV–12; CAEP 1.1)	2.6	2.93	-----	2.6	2	-----	3	2.5	-----	2.6	2.60
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV–13, IV–16; CAEP 1.1, 1.3)	2.4	2.93	-----	2.66	2.00	-----	3	2.6	-----	2.8	2.63
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3, 9; M-STAR Domain IV–13; CAEP 1.1, 1.3)	3	3	-----	2.7	3	-----	3	2.9	-----	2.8	2.91
24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV–14; CAEP 1.1)	3	2.86	-----	2.48	3.00	-----	3	2.9	-----	2.8	2.86
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V–19; CAEP 1.1, 1.4)	2.6	3	-----	2.28	2	-----	3	2.9	-----	2.8	2.65
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.(InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3)	2.9	3	-----	2.55	2.00	-----	3	2.9	-----	2.8	2.74
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3.)	2.9	2.86	-----	2.5	2.00	-----	3	2.9	-----	2.6	2.68
Indicator Average Overall (TIAI Data)	2.57	2.92	-----	2.51	2.59	-----	3.00	2.58	-----	2.56	2.68
	Elem Camp	Elem Hinds	Eng	MAT (Internship 1)	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	

Average Overall (TIAI Data)	2.57	2.92	-----	2.51	2.59	-----	3.00	2.58	-----	2.56	#DIV/0!
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TIAI 1-27 by Cooperating Teacher End of Internship Fall 2020

	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
Rubrics	N = 10	N = 14	N = 0	N = 0	N = 3	N = 10	N = 0	N = 5	
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-Star Domain 1-4; CAEP 1.1, 1.3, 1.4)	2.8	3	-----	-----	2.33	2.8	-----	2.4	2.67
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; CAEP 1.1, 1.3)	2.5	2.93	-----	-----	2.33	2.8	-----	2.4	2.59
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; CAEP 1.1, 1.3)	2.7	2.93	-----	-----	2	2.7	-----	2.6	2.59
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; CAEP 1.1, 1.3, 1.5)	2.7	2.93	-----	-----	2.33	2.8	-----	2.2	2.59

5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; CAEP 1.1, 1.2, 1.5)	2.8	3	-----	-----	2.33	2.7	-----	2.4	2.65
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; CAEP 1.1, 1.2, 1.3)	2.8	3	-----	-----	3	2.7	-----	2.2	2.74
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II-5, II-6, II-7; CAEP 1.1, 1.2)	2.8	3	-----	-----	3	2.8	-----	2.4	2.80
8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; CAEP 1.1, 1.2)	2.8	2.93	-----	-----	2.33	2.5	-----	2.6	2.63
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 3, 9; M-STAR Domain III-11; CAEP 1.1)	2.9	3	-----	-----	2.67	2.8	-----	2.6	2.79
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III-11; CAEP 1.1)	2.8	3	-----	-----	2.67	2.9	-----	2.2	2.71

11. Communicates high expectations for learning to all students.(InTASC 2, 9; M-STAR Domains I-3, IV-15; CAEP 1.1)	2.8	3	-----	-----	2.33	3	-----	2.6	2.75
12. Conveys enthusiasm for teaching and learning.(InTASC 3; M-STAR Domain IV-15, IV-16; CAEP 1.1)	2.8	2.93	-----	-----	3	2.9	-----	2.2	2.77
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC 1, 3, 5; M-STAR Domains III-8, IV- 15; CAEP 1.1, 1.3)	2.8	2.93	-----	-----	2.33	2.8	-----	2.6	2.69
14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; CAEP 1.1, 1.3)	2.8	2.93	-----	-----	2.67	3	-----	2.4	2.76
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)	0.9	2.93	-----	-----	3	2.7	-----	2.4	2.39
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; CAEP 1.1, 1.2, 1.3)	2.8	2.93	-----	-----	2	2.7	-----	2.4	2.57
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.(InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; CAEP 1.1, 1.4)	2.7	2.86	-----	-----	2.33	2.6	-----	2.2	2.54
18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; CAEP 1.1, 1.2, 1.3)	2.8	3	-----	-----	3	2.9	-----	2.2	2.78

19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III–10; CAEP 1.1, 1.3, 1.5)	2.6	2.93	-----	-----	2	2.7	-----	2.2	2.49
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV–12, IV–13, IV–16; CAEP 1.1, 1.3)	2.8	3	-----	-----	2.67	2.9	-----	2.4	2.75
21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV–12; CAEP 1.1)	2.8	2.93	-----	-----	2.67	2.8	-----	2	2.64
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV–13, IV–16; CAEP 1.1, 1.3)	2.8	2.93	-----	-----	2.67	2.8	-----	2.4	2.72
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)	2.8	3	-----	-----	2.67	2.9	-----	2.8	2.83
24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV–14; CAEP 1.1)	2.8	2.93	-----	-----	2	2.7	-----	2.4	2.57
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V–19; CAEP 1.1, 1.4)	2.8	2.93	-----	-----	1.67	2.6	-----	2.2	2.44
26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3)	2.8	3	-----	-----	2.33	2.7	-----	2.8	2.73
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3.)	2.7	2.86	-----	-----	2.33	2.9	-----	2.6	2.68

Indicator Average Overall (TIAI Data)	2.70	2.95	#DIV/0!	#DIV/0!	2.47	2.78	#DIV/0!	2.40	2.66
	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	
Average Overall (TIAI Data)	2.70	2.95	#DIV/0!		2.47	2.78	#DIV/0!	2.40	#DIV/0!

Completion of Internship/Clinical Practice ISL Data for Spring 2021

Contextual Factors	Elem Camp	Elem Hinds	Eng	MAT *	Music	PE	Sci (Bio/ Chem)	Soc Stud	Average
	N = 24	N = 25	N = 2	N= N/A	N = 3	N = 4	N = 1	N = 1	
1.1. Community and school information The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). CAEP 1.1; INTASC 2; TGR 7	2.33	2.52	3	-----	2.5	2.75	3	3	2.73
1.2. Classroom Information The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.) CAEP 1.1,1.5; INTASC 3; TGR 7	2.67	2.36	3	-----	2.5	2.75	3	3	2.75

***MAT Candidates used the TWS instead of ISL in Spring 2021 since they were trained on the TWS in Summer/Fall 2021. These data are in the next tab.**

1.3. Student Characteristics The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences CAEP 1.1; INTASC 1.k, 2; TGR 2	2.5	2.24	3	-----	2.5	2.5	3	3	2.68
1.4. Accommodations /Modifications for Planning, Instruction, and/or Assessment The teacher candidate (TC) describes his/her rationale for instructional planning to include how classroom and student characteristics influenced accommodations/modifications planning of instruction, implementation of instruction, and assessment/s. A chart is provided that identifies the student characteristics and accommodations/modifications. CAEP 1.1; INTASC 1; TGR 2	2.46	2.24	3	-----	2.5	2.75.	3	3	2.70
Average	2.49	2.34	3.00	-----	2.50	2.67	3.00	3.00	2.72
Learning Goals and Objectives for Unit and/or Group of Lessons	Elem Camp	Elem Hinds	Eng	MAT	Music	PE	Sci (Bio/ Chem)	Soc Stud	Average
	N = 24	N = 25	N = 2	N= N/A	N = 3	N = 4	N = 1	N = 1	

2.1. & 2.2. MCCRS and Unit or Group of Lessons Topic and Learning Goals									
The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals.	2.63	2.28	3	-----	2	2.75	3	3	2.67
*MCCRS refers to the Mississippi College- and Career-Readiness Standards CAEP 1.4; INTASC 7; TGR 1									
2.3. Appropriateness of Objectives									
Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors. CAEP 1.4; INTASC 1; TGR 2	2.42	2.24	3	-----	2	2.5	3	3	2.59
Average	2.53	2.26	3.00	-----	2.00	2.63	3.00	3.00	2.63
Assessment Plan	Elem Camp	Elem Hinds	Eng	MAT	Music	PE	Sci (Bio/Chem)	Soc Stud	Average
	N = 24	N = 25	N = 2	N= N/A	N = 3	N = 4	N = 1	N = 1	

<p>3.1. Assessment Plan Overview</p> <p>The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors. CAEP 1.4; INTASC 6; TGR 3</p>	2.54	2.28	3	-----	2.33	2.75	3	3	2.70
<p>3.2. Pre-Assessment and Summative Assessment</p> <p>The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery. CAEP 1.4; INTASC 6; TGR 3</p>	2.46	2.56	3	-----	2.33	2.5	3	3	2.69
<p>3.3. Daily Assessments (Formative Assessments)</p> <p>The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. CAEP 1.4; INTASC 6; TGR 3</p>	2.63	2.04	2.5	-----	2.33	2.5	3	3	2.57

<p>3.4. Assessment Data</p> <p>The teacher candidate (TC) provides an assessment data table that documents individual performance on all assessments. Mastery criteria for each assessment is included for all students. CAEP 1.2; INTASC 6; TGR 3</p>	2.75	2.16	3	-----	2.33	2.75	3	3	2.71
<p>3.5. Communication of Assessment Results</p> <p>The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit. CAEP 1.2; INTASC 6; TGR 3</p>	2.71	2.28	2.5	-----	2.33	2.75	3	3	2.65
<p>Average</p>	2.62	2.26	2.80	-----	2.33	2.65	3.00	3.00	2.67
<p>Instructional Design</p>	<p>Elem Camp</p>	<p>Elem Hinds</p>	<p>Eng</p>	<p>MAT</p>	<p>Music</p>	<p>PE</p>	<p>Sci (Bio/Chem)</p>	<p>Soc Stud</p>	<p>Average</p>
	<p>N = 24</p>	<p>N = 25</p>	<p>N = 2</p>	<p>N= N/A</p>	<p>N = 3</p>	<p>N = 4</p>	<p>N = 1</p>	<p>N = 1</p>	

<p>4.1. Accommodations/modifications to Instruction Based on Pre-Assessment Data Analysis</p> <p>The teacher candidate (TC) analyzes pre-assessment data to determine accommodations /modifications to instruction with descriptions of the accommodations/ modifications for the whole group, subgroups of students, or for individual students. CAEP 1.2; INTASC 7; TGR 2</p>	1.75	1.84	2.5	-----	2	2.75	3	3	2.41
<p>4.2. Differentiation</p> <p>The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students. CAEP 1.1; INTASC 2; TGR 4</p>	1.96	1.8	2.5	-----	2	2.75	2	3	2.29

<p>4.3. Technology – Teacher Candidate</p> <p>The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of social networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating. CAEP 1.5, 2.3; INTASC 8; TGR 6; ISTE 5, 6, 7</p>	2.08	1.8	2.5	-----	2	2.5	2	3	2.27
<p>4.4 Technology –Student Use</p> <p>The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. CAEP 1.5, 2.3; INTASC 8; TGR 6; ISTE 6</p>	2.13	1.84	3	-----	2	2.75	2	3	2.39

4.5. Plan for Parent/Guardian Communication The teacher candidate (TC) describes the plan for communicating with parents/guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication. CAEP 1.1; INTASC 10; TGR 9; ISTE 7	2	2.2	2.5	-----	2	2.75	2	3	2.35
Average	1.98	1.90	2.60	-----	2.00	2.70	2.20	3.00	2.34
Instructional Decision Making									
	Elem Camp	Elem Hinds	Eng	MAT	Music	PE	Sci (Bio/Chem)	Soc Stud	Average
	N = 24	N = 25	N = 2	N= N/A	N = 3	N = 4	N = 1	N = 1	
5.1. Instructional Modifications Based on Needs of Students The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s. CAEP 1.2; INTASC 2; TGR 2	1.96	1.84	3	-----	2	2.75	3	3	2.51

5.2. Instructional Differentiation or Modifications Based on Formative Assessments The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. CAEP 1.2; INTASC 6; TGR 3	1.79	1.88	3	-----	2	2.75	2	3	2.35
Average	1.88	1.86	3.00	-----	2.00	2.75	2.50	3.00	2.43
Analysis of Student Learning									
	Elem Camp	Elem Hinds	Eng	MAT	Music	PE	Sci (Bio/Chem)	Soc Stud	Average
	N = 24	N = 25	N = 2	N= N/A	N = 3	N = 4	N = 1	N = 1	
6.1. Data Analysis The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work. CAEP 1.2; INTASC 6; TGR 3	2.54	2.44	3	-----	2	2.5	3	3	2.64

6.2. Evidence and Interpretation of Impact on Student Learning The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives. CAEP 1.2; INTASC 6; TGR 3	2.67	2.48	3	-----	2	2.75	3	3	2.70
Average	2.61	2.46	3.00	-----	2.00	2.63	3.00	3.00	2.67
Reflection	Elem Camp	Elem Hinds	Eng	MAT	Music	PE	Sci	Soc Stud	Average
	N = 24	N = 25	N = 2	N= N/A	N = 3	N = 4	N = 1	N = 1	
7.1. Reflection on High Success/ Levels of Mastery The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning. CAEP 1.2; INTASC 9; TGR 8	2.75	2.12	3	-----	2.33	2.75	3	3	2.71

<p>7.2. Reflection on Low Success/ Levels of Mastery</p> <p>The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning. CAEP 1.2; INTASC 9; TGR 8</p>	2.58	2.08	3	-----	2.33	2.75	3	3	2.68
<p>7.3. Implications for Future Instructional Design and Teaching</p> <p>The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning. CAEP 1.2; INTASC 9; TGR 8</p>	2.58	2.12	3	-----	2.33	3	3	3	2.72
<p>7.4. Implications for Professional Development</p> <p>The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas. CAEP 1.2; INTASC 9; TGR 8</p>	2.67	2.04	3	-----	2.33	3	3	3	2.72
Average	2.65	2.09	3.00	-----	2.33	2.88	3.00	3.00	2.71
Average Overall (Methods ISL Data)	2.39	2.17	2.91	-----	2.17	2.70	2.81	3.00	2.59

TIAI 1-27 by University Supervisor End of Internship Spring 2021

	Elem Camp	Elem Hinds	Eng	MAT (Internshi p 1)	MAT (Internshi p 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
Rubrics	N = 24	N = 25	N = 2	N = 7	N = 43	N = N/A	N = 3	N = 4	N = 1	N = 1	
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-Star Domain 1-4; CAEP 1.1, 1.3, 1.4)	2.71	2.8	3	2.45	2.74	-----	2.67	3	3	2	2.71
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I–2, III–10; CAEP 1.1, 1.3)	2.63	2.76	3	2.6	2.79	-----	2.33	3	2	2	2.57
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I–1; CAEP 1.1, 1.3)	2.5	2.76	2.5	2.6	2.79	-----	2.67	2.25	2	2	2.45

4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; CAEP 1.1, 1.3, 1.5)	2.71	2.68	3	2.35	3	-----	2.67	3	2	2	2.58
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; CAEP 1.1, 1.2, 1.5)	2.42	2.76	3	2.25	2.65	-----	2.67	2.25	3	2	2.56
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; CAEP 1.1, 1.2, 1.3)	2.5	2.72	3	2.6	2.67	-----	2.67	3	2	2	2.57
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II-5, II-6, II-7; CAEP 1.1, 1.2)	2.71	2.68	3	2.8	3	-----	2.67	2.25	3	2	2.67

8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2)	2.54	2.64	3	2.6	3	-----	2.67	2	3	3	2.70
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 3, 9; M-STAR Domain III–11; CAEP 1.1)	2.88	2.8	3	2.8	2.93	-----	3	3	3	2	2.82
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11; CAEP 1.1)	2.75	2.64	3	2.8	2.98	-----	2.67	3	3	2	2.76
11. Communicates high expectations for learning to all students.(InTASC 2, 9; M-STAR Domains I–3, IV–15; CAEP 1.1)	2.79	2.8	3	2.8	3	-----	2.67	3	3	3	2.90
12. Conveys enthusiasm for teaching and learning.(InTASC 3; M-STAR Domain IV–15, IV–16; CAEP 1.1)	2.79	2.76	3	3	2.98	-----	2.67	3	3	3	2.91
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC 1, 3, 5; M-STAR Domains III–8, IV– 15; CAEP 1.1, 1.3)	2.33	2.72	3	2.35	2.53	-----	2.67	3	3	2	2.62

14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; CAEP 1.1, 1.3)	2.96	2.8	3	2.8	3	-----	3	3	3	3	2.95
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III-8, III-9; CAEP 1.1, 1.3)	2.71	2.68	3	2.7	3	-----	2.67	3	3	3	2.84
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; CAEP 1.1, 1.2, 1.3)	2.58	2.48	3	2.6	2.60	-----	2.67	3	3	3	2.77
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.(InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; CAEP 1.1, 1.4)	2.54	2.48	3	2.35	3	-----	2.33	2.75	3	3	2.69

18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; CAEP 1.1, 1.2, 1.3)	2.67	2.4	3	2.45	2.77	-----	2.67	2.75	3	2	2.63
19.Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; CAEP 1.1, 1.3, 1.5)	2.38	2.64	3	2.1	2.21	-----	2	2	2	3	2.37
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3; M-STAR Domain IV-12, IV-13, IV-16; CAEP 1.1, 1.3)	2.92	2.72	3	2.7	2.91	-----	2.67	3	3	3	2.88
21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV-12; CAEP 1.1)	2.71	2.8	3	2.35	3	-----	2.33	3	3	3	2.77
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV-13, IV-16; CAEP 1.1, 1.3)	2.71	2.76	3	2.7	2.81	-----	2.33	3	3	3	2.81
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3, 9; M-STAR Domain IV-13; CAEP 1.1, 1.3)	3	2.76	3	2.7	3	-----	2.67	3	3	3	2.90

24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV–14; CAEP 1.1)	2.88	2.8	3	2.7	2.93	-----	2.67	3	3	3	2.89
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.)(InTASC 10; M-STAR Domain V–19; CAEP 1.1, 1.4)	2.88	2.76	2.5	2.35	3	-----	2.33	2.25	2	3	2.54
26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3)	2.83	2.68	3	2.45	2.79	-----	2.67	3	3	3	2.82
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3.)	2.83	2.72	3	2.45	2.84	-----	2.67	3	3	3	2.83
	Elem Camp	Elem Hinds	Eng	MAT (Internship 1)	MAT (Internship 2)	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	
Average Overall (TIAI Data)	2.70	2.70	2.96	2.57	2.80	-----	2.61	2.80	2.78	2.59	2.72

TIAI 1-27 by Cooperating Teacher End of Internship Spring 2021

	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	Average
Rubrics	N = 24	N = 25	N = 2	N = N/A	N = 3	N = 4	N = 1	N = 1	

1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-Star Domain 1-4; CAEP 1.1, 1.3, 1.4)	2.75	2.84	3	-----	3	3	3	3	2.94
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; CAEP 1.1, 1.3)	2.88	2.88	3	-----	3	2.75	3	3	2.93
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; CAEP 1.1, 1.3)	2.92	2.88	3	-----	3	2.5	3	3	2.90
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; CAEP 1.1, 1.3, 1.5)	2.88	2.84	3	-----	3	2.75	3	3	2.92

<p>5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; CAEP 1.1, 1.2, 1.5)</p>	2.83	2.76	3	-----	3	3	3	3	2.94
<p>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)</p>	2.88	2.84	3	-----	3	2.5	3	3	2.89
<p>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (6; M-STAR Domains II-5, II-6, II-7; CAEP 1.1, 1.2)</p>	2.88	2.92	3	-----	2.67	2.75	3	3	2.89

8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; CAEP 1.1, 1.2)	2.88	2.88	3	-----	3	2.5	3	3	2.89
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 3, 9; M-STAR Domain III–11; CAEP 1.1)	2.96	2.8	3	-----	3	2.75	3	3	2.93
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11; CAEP 1.1)	2.92	2.76	3	-----	2.33	3	3	3	2.86
11. Communicates high expectations for learning to all students.(InTASC 2, 9; M-STAR Domains I–3, IV–15; CAEP 1.1)	3	2.92	3	-----	2.67	3	3	3	2.94
12. Conveys enthusiasm for teaching and learning.(InTASC 3; M-STAR Domain IV–15, IV–16; CAEP 1.1)	2.96	2.92	3	-----	3	3	3	3	2.98
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC 1, 3, 5; M-STAR Domains III–8, IV– 15; CAEP 1.1, 1.3)	2.83	2.72	3	-----	3	3	3	3	2.94

14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; CAEP 1.1, 1.3)	2.92	2.92	3	-----	3	2.75	3	3	2.94
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III-8, III-9; CAEP 1.1, 1.3)	2.92	2.92	3	-----	3	2.75	3	3	2.94
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; CAEP 1.1, 1.2, 1.3)	2.88	2.84	3	-----	3	2.5	3	3	2.89
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.(InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; CAEP 1.1, 1.4)	2.79	2.76	3	-----	3	2.75	3	3	2.90

18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; CAEP 1.1, 1.2, 1.3)	2.92	2.92	3	-----	3	2.75	3	3	2.94
19.Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; CAEP 1.1, 1.3, 1.5)	2.71	2.76	3	-----	3	2.75	1	3	2.60
20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; CAEP 1.1, 1.3)	2.92	2.88	3	-----	3	3	3	3	2.97
21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV-12; CAEP 1.1)	2.88	2.88	3	-----	3	3	3	3	2.97
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV-13, IV-16; CAEP 1.1, 1.3)	2.88	2.84	3	-----	2.33	2.5	3	3	2.79
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3, 9; M-STAR Domain IV-13; CAEP 1.1, 1.3)	3	2.96	3	-----	3	2.75	3	3	2.96

24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV–14; CAEP 1.1)	3	2.8	3	-----	3	3	3	3	2.97
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V–19; CAEP 1.1, 1.4)	2.88	2.8	3	-----	3	2.5	3	3	2.88
26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3)	2.96	2.92	3	-----	3	2.75	3	3	2.95
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3, 8, 9; M-Star Domain IV-12, IV - 13, IV - 16; CAEP 1.1, 1.3.)	2.92	2.84	3	-----	3	3	3	3	2.97
	Elem Camp	Elem Hinds	Eng	Math	Music	PE	Science (Biology and Chemistry)	Soc Stud	
Average Overall (TIAI Data)	2.89	2.85	3.00	-----	2.93	2.79	2.93	3.00	2.91

Teacher Work Sample - MAT Spring 2021	
Contextual Factors	MAT
	N = 43
Candidate understands how the community context, population, and demographic information affects student learning. (InTASC 2; CAEP 1.2)	2.74
Candidate displays knowledge of school and classroom factors including population and demographics, class descriptions, availability of technology, and parental involvement that may affect learning and cites sources of information. (InTASC 3; CAEP 1.2, 1.5)	2.67
Candidate displays knowledge of characteristics of students including developmental levels, culturally-relevant influences, and interests. (InTASC 2; Diversity)	2.83
Candidate displays knowledge of students' varied approaches to learning such as reading levels, learning preferences, multiple intelligences, and learning modalities that may affect learning. (InTASC 1; Diversity)	2.86
Candidate displays knowledge of students' skills and prior learning including specific content, skills learned, and assessments given prior to the unit. (InTASC 7)	2.86
Candidate describes his/her rationale for instructional planning to include contextual characteristics of community factors, school and classroom factors, student characteristics, varied approaches to learning, and prior content and skills. (InTASC 7; Diversity)	2.81
Average	2.80

Learning Objectives	MAT
	N = 43
Candidate develops instructional objectives that are measurable, focused, standards-based, and varied. (InTASC 7; CAEP 1.4)	2.84
Candidate justifies learning objectives with contextual factors. (InTASC 7; CAEP 1.2; Diversity)	2.84
Candidate aligns objectives with local, state, or national standards. (InTASC 7; CAEP 1.4)	2.88
Candidate identifies the level of each learning objective using Bloom's Taxonomy, DOK, or MS CCRS (InTASC 7; CAEP 1.4)	2.91
Candidate explains how objectives promote creativity and higher-level thinking (InTASC 7; CAEP 1.4)	2.84
Average	2.86

Assessment Plan	MAT
	N = 43
Candidate describes the pre- and post-assessments that are aligned with the learning objectives and how these assessments will be evaluated. (InTASC 6)	2.88
Candidate provides a comprehensive overview of the assessment plan based upon the objectives for the unit that includes a description of how the objectives are aligned with instruction and assessment. (InTASC 6)	2.72
Candidate provides multiple modes and approaches for assessing student learning and describes how each are used. (InTASC 6)	2.79

Candidate describes how the content to be assessed was determined and links assessments to student learning. (InTASC 6)	2.81
Describes the technical soundness of the assessments (InTASC 6)	2.74
Describes how assessments are appropriate for individual learners (InTASC 2; Diversity)	2.93
Average	2.81

Design for Instruction	MAT
	N = 43
Candidate utilizes results from pre-assessment to inform practice (InTASC 7)	2.81
Candidate provides a clear unit overview that includes all components including connections to objectives (InTASC 7; Diversity)	2.77
Candidate utilizes multiple and appropriate resources to achieve objectives (InTASC 2; CAEP 1.5; Diversity)	2.91
Candidate provides different presentation methods for the same objective (InTASC 8; CAEP 1.5; Diversity)	2.81
Candidate provides accommodations for assessments to meet the needs of diverse learners. (InTASC 2; Diversity)	2.86
Candidate provides differentiated instruction based on students' reading levels and comprehensively justifies the decision-making process for reading planning and instruction (InTASC 2; CAEP 1.2; Diversity)	2.67

Candidate provides differentiated instruction based on student language differences (InTASC 2; CAEP 1.2; Diversity)	2.88
Candidate provides opportunities for students to work at their own pace toward meeting objectives (InTASC 8; Diversity)	2.91
Candidate provides opportunities for content-related enrichment activities to those who finish early (InTASC 8; Diversity)	2.88
Candidate includes key questioning in lesson plans (InTASC 8)	2.81
Candidate uses technology in instruction (InTASC 8; CAEP 1.5)	2.91
Average	2.84

Decision Making	MAT
	N = 43
Candidate provides evidence of pre- or formative assessments and aligns assessments with instruction. (InTASC 6)	2.81
Candidate demonstrates an ability to construct differentiated learning objectives and to develop differentiated activities/materials. (InTASC 2; Diversity)	2.74
Candidate articulates and justifies instructional modifications. (InTASC 8; Diversity)	2.79
Candidate adjusts objectives and lessons based on reflection and feedback. (InTASC 9)	2.91
Average	2.81

Analysis of Student Learning	MAT
	N = 73
Candidate is able to present assessment data clearly and accurately (InTASC 6)	2.88

Candidate aligns assessments with learning objectives (InTASC 6)	2.84
Candidate accurately interprets data and draws conclusions (InTASC 6)	2.86
Candidate provides evidence of impact on student learning (InTASC 6)	2.88
Average	2.81

Reflection & Self Evaluation	MAT
	N = 43
Candidate determines instructional effectiveness	2.74
Candidate provides learners, peers, and supervisors opportunities to convey their perceptions of the candidate effectiveness (InTASC 10)	2.72
Candidate accurately interprets data and draws conclusions (InTASC 8)	2.81
Candidate provides insights on effective instruction and assessment (InTASC 9; CAEP 1.2)	2.93
Candidate describes the alignment among objectives, instruction and assessment (InTASC 8)	2.84
Candidate provides implications for future teaching (InTASC 9)	2.86
Average	2.82

Design for Instruction in Elementary and Secondary	MAT
	N = 43
Candidate aligns lessons in the integrated unit of study with the Mississippi Curricular Frameworks and/or Mississippi College and Career Readiness Standards. (InTASC 7)	2.93
Candidate integrates reading, writing, and oral language into the integrated unit of study. (InTASC 7)	2.77

Average	2.85
Average Overall	2.82