

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

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.77/3	92.31	2.92/3	97.44
<b>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.</b>	2.54/3	84.62	2.73/3	91.03
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.77/3	92.31	2.77/3	92.31
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.81/3	93.59	2.88/3	96.15
<b>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.</b>	2.85/3	94.87	2.81/3	93.59
<b>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).</b>	2.69/3	89.74	2.58/3	94.87
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.65/3	88.46	2.77/3	92.31
<b>8. Incorporates a variety of <u>informal</u> and <u>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.</b>	2.69/3	89.74	2.85/3	94.87
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.69/3	89.74	2.85/3	94.87
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.69/3	89.74	2.85/3	94.87
<b>11. Communicates high expectations for learning to all students.</b>	2.81/3	93.59	2.85/3	94.87
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.77/3	92.31	2.92/3	97.44

<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.81/3	93.59	2.85/3	94.87
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.73/3	91.03	2.88/3	96.15
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.88/3	96.15	2.96/3	98.72
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.62/3	87.18	2.85/3	94.87
<b>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.</b>	2.62/3	87.18	2.88/3	96.15
<b>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.</b>	2.81/3	93.59	2.73/3	91.03
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.38/3	79.49	2.88/3	96.15
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.62/3	87.18	2.85/3	94.87
<b>21. Attends to or delegates routine tasks.</b>	2.81/3	93.59	2.77/3	92.31
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.69/3	89.74	2.88/3	96.15
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.85/3	94.87	2.88/3	96.15
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.73/3	91.03	2.88/3	96.15
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.65/3	88.46	2.88/3	96.15
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.58/3	85.90	2.85/3	94.87
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.65/3	88.46	2.85/3	94.87

**Teacher Intern Assessment Instrument (TIAI)**

**Fall 2014 – Secondary Education (Initial)**

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

**N= 8**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for	Mentor Teacher Average for	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
---	-------------------------------------	-------------------------------------	---	---

	Group (Raw)	Group (%)		
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	3.00/3	100	2.88/3	95.83
<b>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.</b>	3.00/3	100	2.50/3	83.33
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.88/3	95.83	2.63/3	87.50
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	3.00/3	100	3.00/3	100
<b>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.</b>	3.00/3	100	2.88/3	95.83
<b>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).</b>	2.75/3	91.67	2.38/3	79.17
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.75/3	91.67	3.00/3	100
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	3.00/3	100	2.75/3	91.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00/3	100	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.88/3	95.83	3.00/3	100
<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.88/3	95.83	3.00/3	100
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.88/3	95.83	3.00/3	100
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	3.00/3	100	2.88/3	95.83
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	3.00/3	100	2.75/3	91.67

<b>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.</b>	3.00/3	100	2.63/3	87.50
<b>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.</b>	2.88/3	95.83	3.00/3	100
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.75/3	91.67	2.88/3	95.83
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.88/3	95.83	3.00/3	100
<b>21. Attends to or delegates routine tasks.</b>	3.00/3	100	2.88/3	95.83
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.88/3	95.83	3.00/3	100
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	3.00/3	100	2.88/3	95.83
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.88/3	95.83	3.00/3	100
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	3.00/3	100	3.00/3	100
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.88/3	95.83	3.00/3	100

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2015 – Elementary Education (Initial)**  
 (Elementary education includes campus and Hinds 2+2 candidates)

N= 24

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.96/3	98.61	2.83/3	94.44
<b>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.</b>	2.75/3	91.67	2.75/3	91.67

<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	3.00/3	100	2.79/3	93.06
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.75/3	91.67	2.71/3	90.28
<b>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.</b>	2.75/3	91.67	2.71/3	90.28
<b>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).</b>	2.71/3	90.28	2.63/3	87.50
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.83/3	94.44	2.83/3	94.44
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.83/3	94.44	2.75/3	91.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.92/3	97.22	2.67/3	88.89
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.75/3	91.67	2.67/3	88.89
<b>11. Communicates high expectations for learning to all students.</b>	2.92/3	97.22	2.83/3	94.44
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.88/3	95.83	2.75/3	91.67
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.88/3	95.83	2.75/3	91.67
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.83/3	94.44	2.79/3	93.06
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.75/3	91.67	2.79/3	93.06
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.67/3	88.89	2.58/3	86.11
<b>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.</b>	2.75/3	91.67	2.58/3	86.11
<b>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.</b>	2.83/3	94.44	2.71/3	90.28
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.71/3	90.28	2.63/3	87.50
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.71/3	90.28	2.79/3	93.06

<b>21. Attends to or delegates routine tasks.</b>	2.83/3	94.44	2.79/3	93.06
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.71/3	90.28	2.79/3	93.06
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.96/3	98.61	2.92/3	97.22
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.75/3	91.67	2.79/3	93.06
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.75/3	91.67	2.75/3	91.67
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.75/3	91.67	2.75/3	91.67
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.71/3	90.28	2.75/3	91.67

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2015 – Secondary Education (Initial)**  
(Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)  
N= 8

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



knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	2.75/3	91.67	2.50/3	83.33
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.	2.63/3	87.50	2.50/3	83.33
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.75/3	91.67	2.88/3	95.83
10. Provides clear, complete written and/or oral directions for instructional activities.	2.75/3	91.67	2.88/3	95.83
11. Communicates high expectations for learning to all students.	2.75/3	91.67	2.75/3	91.67
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83	3.00/3	100
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	2.63/3	87.50	2.63/3	87.50
14. Demonstrates knowledge of content for the subject(s) taught.	2.75/3	91.67	2.75/3	91.67
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	2.88/3	95.83	2.38/3	79.17
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).	2.13/3	70.83	2.38/3	79.17
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.	2.38/3	79.17	2.25/3	75.00
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.	2.88/3	95.83	2.75/3	91.67
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	2.38/3	79.17	2.00/3	66.67
20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.	2.75/3	91.67	2.75/3	91.67
21. Attends to or delegates routine tasks.	2.88/3	95.83	2.63/3	87.50
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	2.63/3	87.50	2.50/3	83.33
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	2.75/3	91.67	2.88/3	95.83
24. Maximizes time available for instruction (Uses instructional time effectively).	2.75/3	91.67	2.88/3	95.83
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	2.25/3	75.00	2.25/3	75.00

<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.88/3	95.83	2.63/3	87.50
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.63/3	87.50	2.75/3	91.67

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2015 – Elementary Education (Initial)**  
**(Elementary education includes campus and Hinds 2+2 candidates)**  
**N= 17**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	3.00/3	100	3.00/3	100
<b>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.</b>	2.71/3	90.20	2.94/3	98.04
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.94/3	98.04	3.00/3	100
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.88/3	96.08	2.94/3	98.04
<b>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.</b>	2.76/3	92.16	3.00/3	100
<b>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).</b>	2.88/3	96.08	3.00/3	100
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.94/3	98.04	2.94/3	98.04
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.88/3	96.08	3.00/3	100
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.94/3	98.04	3.00/3	100



<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.88/3	96.08	3.00/3	100
<b>11. Communicates high expectations for learning to all students.</b>	2.94/3	98.04	2.94/3	98.04
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.88/3	96.08	2.94/3	98.04
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.94/3	98.04	2.88/3	96.08
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.82/3	94.12	2.88/3	96.08
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.65/3	88.24	2.82/3	94.12
<b>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.</b>	2.82/3	94.12	2.76/3	92.16
<b>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.</b>	2.82/3	94.12	2.67/3	92.16
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.59/3	86.27	2.88/3	96.08
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.94/3	98.04	3.00/3	100
<b>21. Attends to or delegates routine tasks.</b>	2.94/3	98.04	2.94/3	98.04
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.94/3	98.04	3.00/3	100
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.82/3	94.12	3.00/3	100
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.88/3	96.08	3.00/3	100
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.88/3	96.08	3.00/3	100
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.88/3	96.08	3.00/3	100

**Teacher Intern Assessment Instrument (TIAI)**

**Fall 2015 – Secondary Education (Initial)**

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

N= 7

--	--	--	--	--

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	3.00/3	100	2.71/3	90.48
<b>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.</b>	2.83/3	94.44	2.57/3	85.71
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	3.00/3	100	2.71/3	90.48
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	3.00/3	100	2.57/3	85.71
<b>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.</b>	2.83/3	94.44	2.57/3	85.71
<b>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).</b>	2.83/3	94.44	2.14/3	71.43
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.83/3	94.44	2.43/3	80.95
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.67/3	88.89	2.29/3	76.19
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00/3	100	2.71/3	90.48
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.83/3	94.44	2.71/3	90.48
<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100	2.71/3	90.48
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.83/3	94.44	2.71/3	90.48
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.83/3	94.44	2.57/3	85.71
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	2.57/3	85.71

<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.83/3	94.44	2.57/3	85.71
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	3.00/3	100	2.43/3	80.95
<b>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.</b>	2.83/3	94.44	2.57/3	85.71
<b>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.</b>	3.00/3	100	2.57/3	85.71
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.67/3	88.89	2.29/3	76.19
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	3.00/3	100	2.86/3	95.24
<b>21. Attends to or delegates routine tasks.</b>	3.00/3	100	2.57/3	85.71
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.83/3	94.44	2.71/3	90.48
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	2.71/3	90.48
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	3.00/3	100	2.71/3	90.48
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.83/3	94.44	2.29/3	76.19
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	3.00/3	100	2.86/3	95.24
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	3.00/3	100	2.71/3	90.48

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

N= 29

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.83/3	94.25	3.00/3	100

<b>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.</b>	2.76/3	91.95	2.86/3	95.40
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.76/3	91.95	2.93/3	97.70
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.83/3	94.25	2.93/3	97.70
<b>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.</b>	2.69/3	89.66	2.93/3	97.70
<b>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).</b>	2.72/3	90.80	2.79/3	93.10
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.66/3	88.51	2.72/3	90.80
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.66/3	88.51	2.79/3	93.10
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.83/3	94.25	2.90/3	96.55
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.72/3	90.80	2.76/3	91.95
<b>11. Communicates high expectations for learning to all students.</b>	2.90/3	96.55	2.79/3	93.10
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.79/3	93.10	2.90/3	96.55
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.86/3	95.40	2.69/3	89.66
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.86/3	95.40	2.86/3	95.40
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.86/3	95.40	2.79/3	93.10
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.69/3	89.66	2.69/3	89.66
<b>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.</b>	2.69/3	89.66	2.62/3	87.36
<b>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes</b>	2.79/3	93.10	2.79/3	93.10

adjustments to lessons according to student input, cues, and individual/group responses.				
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	2.59/3	86.21	2.72/3	90.80
20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.	2.76/3	91.95	2.76/3	91.95
21. Attends to or delegates routine tasks.	2.86/3	95.40	2.93/3	97.70
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	2.69/3	89.66	2.86/3	95.40
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	2.86/3	95.40	2.86/3	95.40
24. Maximizes time available for instruction (Uses instructional time effectively).	2.83/3	94.25	2.83/3	94.25
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	2.76/3	91.95	2.83/3	94.25
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.	2.72/3	90.80	2.83/3	94.25
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.	2.62/3	87.36	2.86/3	95.40

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2016 – Secondary Education (Initial)**  
(Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

N= 18

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	2.72/3	90.74	2.39/3	79.63
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.	2.39/3	79.63	2.28/3	75.93
3. Integrates core content knowledge from other subject areas in lessons.	2.56/3	85.19	2.33	77.78
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.78/3	92.59	2.44/3	81.48

<b>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.</b>	2.83/3	94.44	2.44/3	81.48
<b>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).</b>	2.44/3	81.48	2.44/3	81.48
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.72/3	90.74	2.33	77.78
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.61/3	87.04	2.33	77.78
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.72/3	90.74	2.44/3	81.48
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.67/3	88.89	2.22/3	74.07
<b>11. Communicates high expectations for learning to all students.</b>	2.83/3	94.44	2.33	77.78
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.72/3	90.74	2.44/3	81.48
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>			2.44/3	81.48
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.72/3	90.74	2.50/3	83.33
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.44/3	81.48	2.33/3	77.78
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.56/3	85.19	2.39/3	79.63
<b>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.</b>	2.67/3	88.89	2.11/3	70.37
<b>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.</b>	2.72/3	90.74	2.33	77.78
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.17/3	72.22	1.89/3	62.96
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.50/3	83.33	2.33	77.78
<b>21. Attends to or delegates routine tasks.</b>	2.78/3	92.59	2.39/3	79.63
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.67/3	88.89	2.28/3	75.93
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.61/3	87.04	2.44/3	81.48



<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.56/3	85.19	2.17/3	72.22
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.28/3	75.93	1.94/3	64.81
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.61/3	87.04	2.22/3	74.07
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.56/3	85.19	2.39/3	79.63

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2016 – Elementary Education (Initial)**  
**(Elementary education includes campus and Hinds 2+2 candidates)**  
**N= 19**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.79/3	92.98	2.95/3	98.25
<b>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.</b>	2.79/3	92.98	2.89/3	96.49
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.74/3	91.23	2.95/3	98.25
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.74/3	91.23	3.00/3	100
<b>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.</b>	2.63/3	87.72	2.95/3	98.25
<b>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).</b>	2.68/3	89.47	2.84/3	94.74
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.68/3	89.47	2.84/3	94.74
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating</b>	2.68/3	89.47	3.00/3	100

scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.79/3	92.98	3.00/3	100
10. Provides clear, complete written and/or oral directions for instructional activities.	2.74/3	91.23	2.89/3	96.49
11. Communicates high expectations for learning to all students.	2.84/3	94.74	2.84/3	94.74
12. Conveys enthusiasm for teaching and learning.	2.84/3	94.74	3.00/3	100
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	2.79/3	92.98	2.95/3	98.25
14. Demonstrates knowledge of content for the subject(s) taught.	2.79/3	92.98	2.95/3	98.25
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	2.79/3	92.98	2.95/3	98.25
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).	2.74/3	91.23	2.89/3	96.49
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.	2.58/3	85.96	2.74/3	91.23
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.	2.68/3	89.47	2.74/3	91.23
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	2.63/3	87.72	2.63/3	87.72
20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.	2.79/3	92.98	2.89/3	96.49
21. Attends to or delegates routine tasks.	2.89/3	96.49	3.00/3	100
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	2.68/3	89.47	3.00/3	100
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	2.84/3	94.74	2.95/3	98.25
24. Maximizes time available for instruction (Uses instructional time effectively).	2.68/3	89.47	2.84/3	94.74
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	2.68/3	89.47	2.79/3	92.98
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.	2.84/3	94.74	2.95/3	98.25
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.	2.84/3	94.74	2.84/3	94.74

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

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

**N= 12**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
<b>Rubric Criteria</b>				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.83/3	94.44	2.67/3	88.89
<b>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.</b>	2.67/3	88.89	2.42/3	80.56
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.67/3	88.89	2.50/3	83.33
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.67/3	88.89	2.58/3	86.11
<b>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.</b>	2.67/3	88.89	2.83/3	94.44
<b>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).</b>	2.67/3	88.89	2.58/3	86.11
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.92/3	97.22	2.75/3	91.67
<b>8. Incorporates a variety of <u>informal</u> and <u>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.</b>	2.67/3	88.89	2.75/3	91.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.75/3	91.67	2.83/3	94.44
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.92/3	97.22	2.92/3	97.22
<b>11. Communicates high expectations for learning to all students.</b>	2.83/3	94.44	2.92/3	97.22
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.83/3	94.44	3.00/3	100
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.75/3	91.67	2.50/3	83.33

<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.83/3	94.44	2.92/3	97.22
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.75/3	91.67	2.67/3	88.89
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.75/3	91.67	2.58/3	86.11
<b>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.</b>	2.58/3	86.11	2.42/3	80.56
<b>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.</b>	2.83/3	94.44	2.92/3	97.22
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.33/3	77.78	2.50/3	83.33
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.58/3	86.11	2.83/3	94.44
<b>21. Attends to or delegates routine tasks.</b>	2.67/3	88.89	2.75/3	91.67
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>			2.75/3	91.67
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.92/3	97.22	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.75/3	91.67	2.67/3	88.89
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.58/3	86.11	2.50/3	83.33
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.58/3	86.11	2.92/3	97.22
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.58/3	86.11	2.75/3	91.67

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

N= 22

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based</b>	2.91/3	96.97	3.00/3	100

<b>on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>				
<b>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.</b>	2.82/3	93.94	3.00/3	100
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.82/3	93.94	3.00/3	100
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.86/3	95.45	3.00/3	100
<b>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.</b>	2.73/3	90.91	3.00/3	100
<b>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).</b>	2.68/3	89.39	2.95/3	98.48
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.82/3	93.94	2.95/3	98.48
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.73/3	90.91	3.00/3	100
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.95/3	98.48	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.86/3	95.45	2.95/3	98.48
<b>11. Communicates high expectations for learning to all students.</b>	2.86/3	95.45	2.86/3	95.45
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.95/3	98.48	2.95/3	98.48
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.82/3	93.94	2.86/3	95.45
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.91/3	96.97	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.82/3	93.94	3.00/3	100
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.77/3	92.42	2.82/3	93.94
<b>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.</b>	2.68/3	89.39	2.64/3	87.88

<b>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.</b>	2.73/3	90.91	2.82/3	93.94
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.73/3	90.91	2.86/3	95.45
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.86/3	95.45	2.95/3	98.48
<b>21. Attends to or delegates routine tasks.</b>	2.82/3	93.94	2.95/3	98.48
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.73/3	90.91	2.86/3	95.45
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.77/3	92.42	2.95/3	98.48
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.86/3	95.45	3.00/3	100
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.73/3	90.91	2.86/3	95.45
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.68/3	89.39	2.95/3	98.48

**Teacher Intern Assessment Instrument (TIAI)  
Spring 2017 – Secondary Education (Initial)**

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

N= 5

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.60/3	86.67	2.80/3	93.33
<b>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.</b>	2.40/3	80.00	2.60/3	86.67
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.80/3	93.33	2.60/3	86.67



<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.20/3	73.33	3.00/3	100
<b>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.</b>	2.40/3	80.00	2.80/3	93.33
<b>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).</b>	2.20/3	73.33	2.80/3	93.33
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.40/3	80.00	2.80/3	93.33
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.40/3	80.00	2.80/3	93.33
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.60/3	86.67	2.80/3	93.33
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.40/3	80.00	2.80/3	93.33
<b>11. Communicates high expectations for learning to all students.</b>	2.60/3	86.67	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.20/3	73.33	3.00/3	100
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.80/3	93.33	3.00/3	100
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.40/3	80.00	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.60/3	86.67	2.80/3	93.33
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.60/3	86.67	2.60/3	86.67
<b>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.</b>	2.40/3	80.00	2.60/3	86.67
<b>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.</b>	2.40/3	80.00	2.60/3	86.67
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.00/3	66.67	2.60/3	86.67
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.20/3	73.33	2.80/3	93.33
<b>21. Attends to or delegates routine tasks.</b>	2.40/3	80.00	2.80/3	93.33

<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.20/3	73.33	2.80/3	93.33
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.60/3	86.67	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.00/3	66.67	2.80/3	93.33
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.20/3	73.33	2.60/3	86.67
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.20/3	73.33	3.00/3	100
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.40/3	80.00	2.80/3	93.33

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2014 – Master of Arts in Teaching (Initial)**  
**N= 9**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.89/3	96.33
<b>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.</b>	2.67/3	89.00
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.5/3	83.33
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.94/3	98.00
<b>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.</b>	2.83/3	94.33
<b>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).</b>	2.72/3	90.67

<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.83/3	94.33
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.83/3	94.33
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.78/3	92.67
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.56/3	85.33
<b>11. Communicates high expectations for learning to all students.</b>	2.78/3	92.67
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.61/3	87.00
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.78/3	92.67
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.78/3	92.67
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.61/3	87.00
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.67/3	89.00
<b>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.</b>	2.78/3	92.67
<b>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.</b>	2.72/3	90.67
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.72/3	90.67
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.67/3	89.00
<b>21. Attends to or delegates routine tasks.</b>	2.83/3	94.33
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.56/3	85.33
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.89/3	96.33
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.56/3	85.33
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.89/3	96.33
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.61/3	87.00

<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.78/3	92.67
--	--------	-------

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2015 – Master of Arts in Teaching (Initial)**  
N= 9

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.88/3	96.00
<b>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.</b>	2.69/3	89.67
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.69/3	89.67
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.94/3	98.00
<b>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.</b>	2.81/3	93.67
<b>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).</b>	2.81/3	93.67
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.94/3	98.00
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.75/3	91.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.69/3	89.67
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.81/3	93.67

<b>11. Communicates high expectations for learning to all students.</b>	2.75/3	91.67
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.75/3	91.67
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.75/3	91.67
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.81/3	93.67
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.75/3	91.67
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.69/3	89.67
<b>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.</b>	2.81/3	93.67
<b>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.</b>	2.75/3	91.67
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.56/3	85.33
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.81/3	93.67
<b>21. Attends to or delegates routine tasks.</b>	2.81/3	93.67
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.81/3	93.67
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.88/3	96.00
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.63/3	87.67
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.88/3	96.00
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.81/3	93.67
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.88/3	96.00

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2015 – Master of Arts in Teaching (Initial)**  
**N= 5**

Ratings 0 = Unacceptable 1 = Emerging	University Supervisor	University Supervisor
---	--------------------------	--------------------------

2 = Acceptable 3 = Target	Average for Group (Raw)	Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.2/3	73.33
<b>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.</b>	2.5/3	83.33
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.4/3	80.00
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.7/3	90.00
<b>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.</b>	2.1/3	70.00
<b>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).</b>	2.8/3	93.33
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.5/3	83.33
<b>8. Incorporates a variety of <u>informal</u> and <u>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.</b>	2.4/3	80.00
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.6/3	86.67
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.5/3	83.33
<b>11. Communicates high expectations for learning to all students.</b>	2.6/3	86.67
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.7/3	90.00
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.2/3	73.33
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.5/3	83.33
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.6/3	86.67



<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.5/3	83.33
<b>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.</b>	2.4/3	80.00
<b>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.</b>	2.4/3	80.00
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.7/3	90.00
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.5/3	83.33
<b>21. Attends to or delegates routine tasks.</b>	2.4/3	80.00
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.6/3	86.67
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.2/3	73.33
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.5/3	83.33
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.5/3	83.33
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.6/3	86.67
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.3/3	76.67

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

**Teacher Intern Assessment Instrument (TIAI)  
Spring 2016 – Master of Arts in Teaching (Initial)**

N= 5

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.3/3	76.67

<b>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.</b>	2.6/3	86.67
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.6/3	86.67
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.8/3	93.33
<b>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.</b>	2.3/3	76.67
<b>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).</b>	2.8/3	93.33
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.8/3	93.33
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.5/3	83.33
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.6/3	86.67
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.7/3	90.00
<b>11. Communicates high expectations for learning to all students.</b>	2.7/3	90.00
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.8/3	93.33
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.3/3	76.67
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.6/3	86.67
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.7/3	90.00
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.7/3	90.00
<b>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.</b>	2.9/3	96.67
<b>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes</b>	2.6/3	86.67

adjustments to lessons according to student input, cues, and individual/group responses.		
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	2.8/3	93.33
20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.	2.6/3	86.67
21. Attends to or delegates routine tasks.	2.5/3	83.33
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	2.7/3	90.00
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	2.4/3	80.00
24. Maximizes time available for instruction (Uses instructional time effectively).	2.5/3	83.33
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	2.5/3	83.33
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.	2.7/3	90.00
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.	2.3/3	76.67

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

**Teacher Intern Assessment Instrument (TIAI)  
Fall 2016 – Master of Arts in Teaching (Initial)**

N= 7

	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target		
Rubric Criteria		
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	2.14/3	71.33
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.	2.29/3	76.33
3. Integrates core content knowledge from other subject areas in lessons.	2.36/3	78.67
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.43/3	81.00

<b>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.</b>	2.29/3	76.33
<b>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).</b>	2.43/3	81.00
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.21/3	73.67
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.36/3	78.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.36/3	78.67
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.36/3	78.67
<b>11. Communicates high expectations for learning to all students.</b>	2.29/3	76.33
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.36/3	78.67
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.07	69.00
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.29/3	76.33
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.5/3	83.33
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.5/3	83.33
<b>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.</b>	2.5/3	83.33
<b>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.</b>	2.21/3	73.67
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.43/3	81.00
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.43/3	81.00
<b>21. Attends to or delegates routine tasks.</b>	2.14/3	71.33
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.5/3	83.33
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.0/3	66.67

<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.43/3	81.00
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.21/3	73.67
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.36/3	78.67
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.29/3	76.33

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

**Teacher Intern Assessment Instrument (TIAI)  
Spring 2017 – Master of Arts in Teaching (Initial)**

N= 7

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.21/3	73.67
<b>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.</b>	2.14/3	71.33
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.21/3	73.67
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.43/3	81.00
<b>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.</b>	2.21/3	73.67
<b>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).</b>	2.5/3	83.33
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.14/3	71.33

<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.36/3	78.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.21/3	73.67
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.29/3	76.33
<b>11. Communicates high expectations for learning to all students.</b>	2.29/3	76.33
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.29/3	76.33
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.14/3	71.33
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.21/3	73.67
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.36/3	78.67
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.36/3	78.67
<b>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.</b>	2.5/3	83.33
<b>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.</b>	2.29/3	76.33
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.29/3	76.33
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.43/3	81.00
<b>21. Attends to or delegates routine tasks.</b>	2.21/3	73.67
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.36/3	78.67
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.21/3	73.67
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.36/3	78.67
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.29/3	76.33
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.29/3	76.33
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.07/3	69.00

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there



**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2014 – Special Education (Initial)**  
**N= 5**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.60/3	86.67	2.20/3	73.33
<b>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.</b>	2.80/3	93.33	2.00/3	66.67
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.40/3	80.00	2.00/3	66.67
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.40/3	80.00	2.20/3	73.33
<b>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.</b>	2.60/3	86.67	1.80/3	60.00
<b>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).</b>	2.40/3	80.00	2.00/3	66.67
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.20/3	73.33	2.00/3	66.67
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.40/3	80.00	2.00/3	66.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.80/3	93.33	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.60/3	86.67	2.40/3	80.00
<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100	2.80/3	93.33
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.60/3	86.67	2.80/3	93.33

<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.20/3	73.33	2.20/3	73.33
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.80/3	93.33	2.40/3	80.00
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.60/3	86.67	2.20/3	73.33
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.60/3	86.67	2.60/3	86.67
<b>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.</b>	2.00/3	66.67	2.00/3	66.67
<b>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.</b>	2.80/3	93.33	2.20/3	73.33
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.20/3	73.33	2.20/3	73.33
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.80/3	93.33	2.20/3	73.33
<b>21. Attends to or delegates routine tasks.</b>	2.60/3	86.67	2.00/3	66.67
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.60/3	86.67	2.20/3	73.33
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.80/3	93.33	2.60/3	86.67
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.80/3	93.33	2.00/3	66.67
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.20/3	73.33	2.20/3	73.33
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.40/3	80.00	2.40/3	80.00
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.40/3	80.00	2.00/3	66.67

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2015 – Special Education (Initial)**  
**N= 6**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
---	--	--	---	---

Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	3.00/3	100	2.67/3	88.89
<b>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.</b>	2.80/3	93.33	2.00/3	66.67
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	3.00/3	100	2.33/3	77.78
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.80/3	93.33	2.33/3	77.78
<b>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.</b>	2.80/3	93.33	2.17/3	72.22
<b>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).</b>	2.60/3	86.67	2.67/3	88.89
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.60/3	86.67	2.33/3	77.78
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.80/3	93.33	2.67/3	88.89
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.80/3	93.33	2.67/3	88.89
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	3.00/3	100	2.50/3	83.33
<b>11. Communicates high expectations for learning to all students.</b>	2.80/3	93.33	2.83/3	94.44
<b>12. Conveys enthusiasm for teaching and learning.</b>	3.00/3	100	2.83/3	94.44
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	3.00/3	100	2.33/3	77.78
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	2.33/3	77.78
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	3.00/3	100	2.67/3	88.89
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.80/3	93.33	2.67/3	88.89

<b>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.</b>	2.60/3	86.67	2.17/3	72.22
<b>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.</b>	2.80/3	93.33	2.17/3	72.22
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.80/3	93.33	1.83/3	61.11
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	3.00/3	100	2.50/3	83.33
<b>21. Attends to or delegates routine tasks.</b>	3.00/3	100	2.17/3	72.22
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.80/3	93.33	2.67/3	88.89
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	2.83/3	94.44
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.80/3	93.33	2.83/3	94.44
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	3.00/3	100	2.67/3	88.89
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	3.00/3	100	2.67/3	88.89
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	3.00/3	100	2.50/3	83.33

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2015 – Special Education (Initial)**  
**N= 8**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.38/3	79.17	2.50/3	83.33
<b>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.</b>	2.25/3	75.00	2.50/3	83.33
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.38/3	79.17	2.63/3	87.50

<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.38/3	79.17	2.38/3	79.17
<b>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.</b>	2.25/3	75.00	2.25/3	75.00
<b>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).</b>	2.38/3	79.17	2.75/3	91.67
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.50/3	83.33	2.75/3	91.67
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.75/3	91.67	2.63/3	87.50
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.50/3	83.33	2.75/3	91.67
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.63/3	87.50	2.75/3	91.67
<b>11. Communicates high expectations for learning to all students.</b>	2.63/3	87.50	2.88/3	95.83
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.63/3	87.50	2.75/3	91.67
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.50/3	83.33	2.25/3	75.00
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.75/3	91.67	2.88/3	95.83
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.25/3	75.00	2.63/3	87.50
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.38/3	79.17	2.63/3	87.50
<b>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.</b>	2.25/3	75.00	2.38/3	79.17
<b>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.</b>	2.38/3	79.17	2.25/3	75.00
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.25/3	75.00	2.13/3	70.83
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.75/3	91.67	2.50/3	83.33

<b>21. Attends to or delegates routine tasks.</b>	2.50/3	83.33	2.13/3	70.83
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.50/3	83.33	2.63/3	87.50
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.63/3	87.50	2.88/3	95.83
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.63/3	87.50	2.88/3	95.83
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.25/3	75.00	2.88/3	95.83
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.63/3	87.50	2.75/3	91.67
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.38/3	79.17	2.38/3	79.17

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

N= 3

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
<b>Rubric Criteria</b>				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.67/3	88.89	3.00/3	100
<b>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.</b>	2.33/3	77.78	2.67/3	88.89
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.33/3	77.78	2.67/3	88.89
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.67/3	88.89	3.00/3	100
<b>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.</b>	2.33/3	77.78	3.00/3	100
<b>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).</b>	2.33/3	77.78	2.33/3	77.78



<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	3.00/3	100	3.00/3	100
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.67/3	88.89	2.67/3	88.89
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00/3	100	2.67/3	88.89
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	3.00/3	100	3.00/3	100
<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	3.00/3	100	3.00/3	100
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	3.00/3	100	3.00/3	100
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.67/3	88.89	3.00/3	100
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.33/3	77.78	2.33/3	77.78
<b>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.</b>	3.00/3	100	3.00/3	100
<b>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.</b>	3.00/3	100	3.00/3	100
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.33/3	77.78	2.67/3	88.89
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	3.00/3	100	3.00/3	100
<b>21. Attends to or delegates routine tasks.</b>	3.00/3	100	3.00/3	100
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	3.00/3	100	2.67/3	88.89
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	3.00/3	100	3.00/3	100
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	3.00/3	100	3.00/3	100

<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	3.00/3	100	3.00/3	100
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	3.00/3	100	2.33/3	77.78

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2016 – Special Education (Initial)**  
**N= 1**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.00/3	66.67	3.00/3	100
<b>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.</b>	2.00/3	66.67	3.00/3	100
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.00/3	66.67	3.00/3	100
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.00/3	66.67	3.00/3	100
<b>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.</b>	2.00/3	66.67	3.00/3	100
<b>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).</b>	2.00/3	66.67	3.00/3	100
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	3.00/3	100	3.00/3	100
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.00/3	66.67	3.00/3	100
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00/3	100	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	3.00/3	100	3.00/3	100

<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	3.00/3	100	3.00/3	100
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	3.00/3	100	3.00/3	100
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.00/3	66.67	3.00/3	100
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.00/3	66.67	3.00/3	100
<b>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.</b>	2.00/3	66.67	3.00/3	100
<b>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.</b>	3.00/3	100	3.00/3	100
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.00/3	66.67	3.00/3	100
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	3.00/3	100	3.00/3	100
<b>21. Attends to or delegates routine tasks.</b>	3.00/3	100	3.00/3	100
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.00/3	66.67	3.00/3	100
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	3.00/3	100	3.00/3	100
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	3.00/3	100	3.00/3	100
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	3.00/3	100	3.00/3	100
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.00/3	66.67	3.00/3	100

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2017 – Special Education (Initial)**  
**N= 5**

Ratings 0 = Unacceptable 1 = Emerging	On-Site Supervisor	On-Site Supervisor	University Supervisor	University Supervisor
---	--------------------	--------------------	-----------------------	-----------------------

2 = Acceptable 3 = Target	Average for Group (Raw)	Average for Group (%)	Average for Group (Raw)	Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.40/3	80.00	2.80/3	93.33
<b>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.</b>	2.60/3	86.67	2.60/3	86.67
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.60/3	86.67	2.60/3	86.67
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.40/3	80.00	2.80/3	93.33
<b>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.</b>	2.80/3	93.33	2.80/3	93.33
<b>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).</b>	2.60/3	86.67	2.60/3	86.67
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.80/3	93.33	2.60/3	86.67
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.40/3	80.00	2.40/3	80
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.40/3	80.00	2.80/3	93.33
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.80/3	93.33	3.00/3	100
<b>11. Communicates high expectations for learning to all students.</b>	2.80/3	93.33	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.80/3	93.33	2.80/3	93.33
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.40/3	80.00	2.80/3	93.33
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.80/3	93.33	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.60/3	86.67	3.00/3	100

<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.60/3	86.67	2.60/3	86.67
<b>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.</b>	2.80/3	93.33	2.40/3	80
<b>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.</b>	2.40/3	80.00	2.40/3	80
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.20/3	73.33	2.40/3	80
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.80/3	93.33	2.80/3	93.33
<b>21. Attends to or delegates routine tasks.</b>	2.80/3	93.33	2.60/3	86.67
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.60/3	86.67	2.80/3	93.33
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.60/3	86.67	2.80/3	93.33
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.80/3	93.33	3.00/3	100
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	3.00/3	100.00	3.00/3	100
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.80/3	93.33	2.80/3	93.33
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.80/3	93.33	2.80/3	93.33

**Teacher Intern Assessment Instrument (TIAI)  
Spring 2017 – Special Education (Initial)**

N= 5

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.78	92.59	2.30	76.54

<b>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.</b>	2.33	77.78	1.89	62.96
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.63	87.65	1.89	62.96
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.67	88.89	2.26	75.31
<b>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.</b>	2.44	81.48	1.96	65.43
<b>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).</b>	2.30	76.54	1.59	53.09
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.48	82.72	1.78	59.26
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.48	82.78	1.63	54.32
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.81	93.83	2.81	93.83
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.59	86.42	2.44	81.48
<b>11. Communicates high expectations for learning to all students.</b>	2.67	88.89	2.15	71.6
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.74	91.36	2.81	93.83
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.63	87.65	1.96	65.43
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.78	92.59	2.81	93.83
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.67	88.89	2.22	74.07
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.37	79.01	1.07	35.8
<b>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.</b>	2.26	75.31	1.52	50.62



<b>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.</b>	2.56	85.19	1.59	53.09
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.30	76.54	.78	25.93
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.63	87.65	2.52	83.95
<b>21. Attends to or delegates routine tasks.</b>	2.85	95.06	2.22	74.07
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.59	86.42	2.41	80.25
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.93	97.53	2.74	91.36
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.67	88.89	2.48	82.72
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.56	85.19	1.81	60.49
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.63	87.65	2.44	81.48
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.63	87.65	2.44	81.48

**Teacher Intern Assessment Instrument (TIAI)  
2018 Elementary Education– (Initial)  
N= 18**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.28	75.93	2.0	66.67
<b>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.</b>	1.94	64.81	1.5	50
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	1.56	51.85	1.44	48.15

<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.22	74.07	1.89	62.96
<b>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.</b>	2.11	70.37	1.89	62.96
<b>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).</b>	1.78	59.26	1.28	42.59
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.22	74.07	2.00	66.67
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	1.83	61.11	1.61	53.7
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.94	98.15	2.78	62.59
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.33	77.78	2.06	68.52
<b>11. Communicates high expectations for learning to all students.</b>	2.39	79.63	2.22	74.07
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.94	98.15	2.89	96.3
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.17	72.22	1.56	51.85
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.83	94.44	2.94	98.15
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.39	79.63	1.83	61.11
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	1.83	61.11	1.00	33.33
<b>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.</b>	1.44	48.15	1.06	35.19
<b>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.</b>	1.89	62.96	1.67	55.56
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	1.61	53.7	.72	24.07
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.28	75.93	2.22	74.07

<b>21. Attends to or delegates routine tasks.</b>	2.33	77.78	2.11	70.37
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.22	74.07	2.22	74.07
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.72	90.74	2.44	81.48
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.28	75.93	2.11	70.37
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	1.78	59.26	1.44	48.15
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.28	75.93	2.33	77.78
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.22	74.07	2.22	74.07

**Teacher Intern Assessment Instrument (TIAI)**  
**2017 MAT – (Initial)**  
**N= 6**

	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target		
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.00	66.67
<b>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.</b>	2.00	66.67
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.00	66.67
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.00	66.67
<b>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.</b>	1.83	61.11

<b>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).</b>	1.83	61.11
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.17	72.22
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	1.67	55.56
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.83	94.44
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.50	83.33
<b>11. Communicates high expectations for learning to all students.</b>	2.33	77.78
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.67	88.89
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.00	66.67
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.67	88.89
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.17	72.22
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	1.67	55.56
<b>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.</b>	2.17	72.22
<b>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.</b>	2.33	77.78
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	1.50	50
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.67	88.89
<b>21. Attends to or delegates routine tasks.</b>	2.33	77.78
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.33	77.78
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.67	88.89

<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.17	72.22
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	1.83	61.11
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.50	83.33
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.50	83.33

**Teacher Intern Assessment Instrument (TIAI)**  
**2017 Secondary – (Initial)**  
**N= 13 N=11**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria	N=13		N=11	
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.46	82.05	2.09	69.7
<b>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.</b>	2.08	69.23	2.00	66.67
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.31	76.92	1.55	51.52
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.38	79.49	2.09	69.7
<b>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.</b>	2.46	82.05	1.55	51.52
<b>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).</b>	2.38	79.49	1.91	63.64
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.15	71.79	1.82	60.61
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists,</b>	2.38	79.49	1.55	51.52

<b>rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>				
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.77	92.31	2.36	78.79
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.54	84.62	2.09	69.7
<b>11. Communicates high expectations for learning to all students.</b>	2.46	82.05	2.09	69.7
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.77	92.31	2.36	78.79
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.77	92.31	1.82	60.61
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.62	87.18	2.27	75.76
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.31	76.92	1.82	60.61
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.46	82.05	1.73	57.58
<b>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.</b>	2.08	69.23	1.82	60.61
<b>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.</b>	2.31	76.92	1.91	63.64
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	1.77	58.97	1.45	48.48
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.69	89.74	2.00	66.67
<b>21. Attends to or delegates routine tasks.</b>	2.69	89.74	2.00	66.67
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.69	89.74	1.91	63.64
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.77	92.31	2.18	72.73
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.54	84.62	1.91	63.64
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.00	66.67	1.27	42.42
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.31	76.92	2.00	66.67
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.38	79.49	1.91	63.64



**Teacher Intern Assessment Instrument (TIAI)  
2018 SPED– (Initial)  
N= 5**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	3.00	100	2.0	66.67
<b>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.</b>	3.00	100	1.8	60
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	3.00	100	2.0	66.67
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	3.00	100	1.8	60
<b>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.</b>	3.00	100	2.0	66.67
<b>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).</b>	3.00	100	1.8	60
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	3.00	100	2.0	66.67
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities)</b>	3.00	100	2.0	66.67

<b>to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>				
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00	100	2.0	66.67
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	3.00	100	2.0	66.67
<b>11. Communicates high expectations for learning to all students.</b>	3.00	100	1.8	60
<b>12. Conveys enthusiasm for teaching and learning.</b>	3.00	100	2.0	66.67
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	3.00	100	1.80	60
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00	100	2.20	73.33
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	3.00	100	2.0	66.67
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	3.00	100	1.80	60
<b>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.</b>	3.00	100	2.20	73.33
<b>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.</b>	3.00	100	2.20	73.33
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	3.00	100	2.00	66.67
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	3.00	100	2.00	66.67
<b>21. Attends to or delegates routine tasks.</b>	3.00	100	2.00	66.67
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	3.00	100	2.00	66.67
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00	100	2.20	73.33
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	3.00	100	2.00	66.67
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	3.00	100	2.00	66.67
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	3.00	100	1.80	60
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	3.00	100	2.00	66.67

**Teacher Intern Assessment Instrument (TIAI)**  
**2018 MAT– (Initial)**  
**N= 6**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.00	66.67
<b>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.</b>	1.50	50
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	1.33	44.44
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	1.50	50
<b>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.</b>	1.50	50
<b>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).</b>	1.33	44.44
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	1.67	55.56
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	1.50	50
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.50	83.33
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.33	77.78
<b>11. Communicates high expectations for learning to all students.</b>	2.17	72.22
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.33	77.78

13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	1.50	50
14. Demonstrates knowledge of content for the subject(s) taught.	2.50	83.33
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	2.00	66.67
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).	1.33	44.44
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.	1.67	55.56
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.	1.67	55.56
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	.67	22.22
20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.	1.83	61.11
21. Attends to or delegates routine tasks.	2.17	72.22
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	2.00	66.67
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	1.83	61.11
24. Maximizes time available for instruction (Uses instructional time effectively).	2.00	66.67
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	1.17	38.89
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.	2.00	66.67
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.	2.33	77.78

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

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	On-Site Supervisor Average for Group (Raw)	On-Site Supervisor Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
---	--	--	---	---

Rubric Criteria	N=23		N=21	
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.65	88.41	2.29	76.19
<b>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.</b>	2.22	73.91	2.14	71.43
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.43	81.16	1.90	63.49
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.52	84.06	2.19	73.02
<b>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.</b>	2.48	82.61	2.00	66.67
<b>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).</b>	2.48	82.61	1.76	58.73
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.70	89.86	2.05	68.25
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.26	75.36	2.00	66.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.48	82.61	2.33	77.78
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.39	79.71	2.33	77.78
<b>11. Communicates high expectations for learning to all students.</b>	2.48	82.61	2.19	73.02
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.61	86.96	2.48	82.54
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.57	85.51	2.19	73.02
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.78	92.75	2.57	85.71
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.48	82.61	1.90	63.49

<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.26	75.36	1.71	57.14
<b>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.</b>	2.22	73.91	2.05	68.25
<b>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.</b>	2.43	81.16	2.14	71.43
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	1.91	63.77	1.19	39.68
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.43	81.16	2.19	73.02
<b>21. Attends to or delegates routine tasks.</b>	2.52	84.06	2.19	73.02
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.26	75.36	2.00	66.67
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.61	86.96	2.33	77.78
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.35	78.26	2.14	71.43
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	1.91	63.77	1.38	46.03
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.26	75.36	2.24	74.6
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.35	78.26	2.14	71.43

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2018 – Elementary Education (Initial)**  
**(Elementary education includes campus and Hinds 2+2 candidates)**  
**N = 10, N = 11**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	3.00/3	100	2.79/3	92.83
<b>2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests,</b>	2.84/3	94.5	2.72/3	90.5



experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.				
3. Integrates core content knowledge from other subject areas in lessons.	3.00/3	100	2.36/3	78.5
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.84/3	94.5	2.86/3	95.17
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	2.92/3	97.17	3.00/3	100
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).	2.92/3	97.17	2.86/3	95.17
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	2.92/3	97.17	3.00/3	100
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.	2.92/3	97.17	2.93/3	97.67
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.	2.92/3	97.17	3.00/3	100
10. Provides clear, complete written and/or oral directions for instructional activities.	2.92/3	97.17	2.93/3	97.67
11. Communicates high expectations for learning to all students.	2.92/3	97.17	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	2.92/3	97.17	3.00/3	100
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	2.79/3	93	2.79/3	92.83
14. Demonstrates knowledge of content for the subject(s) taught.	2.92/3	97.17	2.93/3	97.67
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.	2.92/3	97.17	3.00/3	100
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).	2.92/3	97.17	2.86/3	95.17
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.	2.92/3	97.17	2.79/3	92.83
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.	2.92/3	97.17	2.86/3	95.17

<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.79/3	93	2.22/3	73.83
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.92/3	97.17	3.00/3	100
<b>21. Attends to or delegates routine tasks.</b>	2.92/3	97.17	2.79/3	92.83
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.92/3	97.17	2.86/3	95.17
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.92/3	97.17	3.00/3	100
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.88/3	95.83	2.43/3	81
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.92/3	97.17	2.72/3	90.5
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.92/3	97.17	2.72/3	90.5

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2018 – Secondary Education (Initial)**  
**(Secondary Education includes mathematics, English, science (biology), social studies, music**  
**(instrumental and vocal), art, and PE)**  
**N= 3, N = 10**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	3.00/3	100	2.88/3	95.83
<b>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.</b>	2.67/3	89	2.59/3	86.17
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	3.00/3	100	2.71/3	90.25
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	3.00/3	100	2.79/3	93.08

<b>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.</b>	3.00/3	100	2.79/3	93.08
<b>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).</b>	3.00/3	100	2.71/3	90.25
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	3.00/3	100	2.88/3	95.83
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	3.00/3	100	2.58/3	86.08
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00/3	100	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	3.00/3	100	2.88/3	95.83
<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100	2.88/3	95.83
<b>12. Conveys enthusiasm for teaching and learning.</b>	3.00/3	100	2.79/3	93.08
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	3.00/3	100	2.58/3	86.08
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	2.92/3	97.25
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	3.00/3	100	2.42/3	80.58
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	3.00/3	100	2.71/3	90.25
<b>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.</b>	3.00/3	100	2.42/3	80.58
<b>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.</b>	3.00/3	100	2.79/3	93.08
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	3.00/3	100	2.21/3	73.58
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	3.00/3	100	2.88/3	95.83
<b>21. Attends to or delegates routine tasks.</b>	3.00/3	100	2.58/3	86.08
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	3.00/3	100	2.88/3	95.83
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	2.88/3	95.83

<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	3.00/3	100	2.88/3	95.83
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	3.00/3	100	2.50/3	83.33
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	3.00/3	100	2.75/3	91.67
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	3.00/3	100	2.75/3	91.67

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2019 – Elementary Education (Initial)**  
**(Elementary education includes campus and Hinds 2+2 candidates)**  
**N = 26, N = 27**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.89/3	96.17	2.89/3	96.33
<b>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.</b>	2.96/3	98.67	2.89/3	96.17
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.93/3	97.5	2.86/3	95.17
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.96/3	98.67	2.61/3	86.83
<b>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.</b>	2.89/3	96.17	2.53/3	84.33
<b>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).</b>	2.93/3	97.5	2.78/3	92.67
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.89/3	96.17	3.00/3	100

<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.81/3	93.5	2.78/3	92.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.96/3	98.67	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.96/3	98.67	2.93/3	97.5
<b>11. Communicates high expectations for learning to all students.</b>	2.96/3	98.67	2.96/3	98.67
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.89/3	96.17	2.97/3	98.83
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.96/3	98.67	2.65/3	88.17
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.92/3	97.33	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.93/3	97.5	2.96/3	98.67
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.89/3	96.17	2.71/3	90.17
<b>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.</b>	2.85/3	95	2.82/3	94
<b>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.</b>	2.89/3	96.17	2.89/3	96.33
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.77/3	92.33	2.06/3	68.5
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.89/3	96.17	2.93/3	97.5
<b>21. Attends to or delegates routine tasks.</b>	2.96/3	98.67	2.75/3	91.5
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.92/3	97.33	2.75/3	91.5
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.96/3	98.67	2.89/3	96.3
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.85/3	94.83	2.89/3	96.33
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.74/3	91.17	2.63/3	87.67
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.89/3	96.17	2.82/3	93.83
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.89/3	96.17	2.82/3	93.83

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2019 – Secondary Education (Initial)**  
 (Secondary Education includes mathematics, English, science (biology), social studies, music  
 (instrumental and vocal), art, and PE)  
 N= 12, N = 15

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.89/3	96.33	2.74/3	91.25
<b>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.</b>	2.59/3	86.33	2.56/3	85.42
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.72/3	90.56	2.33/3	77.75
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.87/3	95.56	2.79/3	92.92
<b>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.</b>	2.67/3	89.11	2.55/3	85
<b>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).</b>	2.62/3	87.22	2.50/3	83.33
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.78/3	92.78	2.55/3	85
<b>8. Incorporates a variety of <u>informal</u> and <u>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.</b>	2.70/3	90	2.38/3	79.42
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.93/3	97.78	2.85/3	95
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.87/3	95.56	2.80/3	93.33
<b>11. Communicates high expectations for learning to all students.</b>	2.93/3	97.78	2.78/3	92.5
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.85/3	95	2.89/3	96.25



<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.89/3	96.33	2.53/3	84.33
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	2.90/3	96.67
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.85/3	95	2.50/3	83.33
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.59/3	86.33	2.60/3	86.67
<b>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.</b>	2.48/3	82.56	2.52/3	83.92
<b>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.</b>	2.87/3	95.56	2.57/3	85.58
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.51/3	83.56	2.33/3	77.75
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.87/3	95.56	2.71/3	90.42
<b>21. Attends to or delegates routine tasks.</b>	2.93/3	97.78	2.55/3	85
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.72/3	90.56	2.47/3	82.25
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	2.78/3	92.5
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.87/3	95.56	2.83/3	94.17
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.42/3	80.78	2.50/3	83.33
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.87/3	95.56	2.70/3	90
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.80/3	93.33	2.70/3	90

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2019 – Elementary Education (Initial)**  
**(Elementary education includes campus and Hinds 2+2 candidates)**  
**N= 19, N = 20**

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
---	---	---	---	---

Rubric Criteria				
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.88/3	95.83	3.00/3	100
<b>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.</b>	2.97/3	98.83	2.85/3	94.83
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.78/3	92.5	2.63/3	87.5
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	3.00/3	100	2.75/3	91.67
<b>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.</b>	2.75/3	91.67	2.75/3	91.67
<b>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).</b>	2.87/3	95.5	2.88/3	95.83
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.94/3	97.83	2.88/3	95.83
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.94/3	97.83	2.85/3	94.83
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00/3	100	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	3.00/3	100	2.97/3	99
<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.97/3	98.83	3.00/3	100
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.84/3	94.67	2.78/3	92.67
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.97/3	98.83	2.94/3	98
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.97/3	98.83	2.97/3	99
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.59/3	86.17	2.88/3	95.83
<b>17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities</b>	2.87/3	95.5	2.78/3	92.67

for students to apply concepts in problem solving and critical thinking.				
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.	3.00/3	100	2.85/3	94.83
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.	2.39/3	79.67	2.47/3	82.33
20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.	2.97/3	98.83	3.00/3	100
21. Attends to or delegates routine tasks.	3.00/3	100	2.82/3	93.83
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	2.97/3	98.83	2.85/3	94.83
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.	3.00/3	100	3.00/3	100
24. Maximizes time available for instruction (Uses instructional time effectively).	2.94/3	97.83	3.00/3	100
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).	2.56/3	85.33	2.78/3	92.67
26. Demonstrates use of low profile desists for managing minimally disruptive behavior.	2.90/3	96.67	2.82/3	93.83
27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.	2.81/3	93.67	2.88/3	95.83

**Teacher Intern Assessment Instrument (TIAI)**

**Fall 2019 – Secondary Education (Initial)**

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

N = 10, N = 8

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	Mentor Teacher Average for Group (Raw)	Mentor Teacher Average for Group (%)	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	3.00/3	100	2.92/3	97.22
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.	3.00/3	100	2.83/3	94.44

<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	3.79/3	92.86	2.67/3	88.89
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	3.86/3	95.24	3.00/3	100
<b>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.</b>	3.00/3	100	2.67/3	88.89
<b>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).</b>	3.00/3	100	2.50/2	83.33
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	3.00/3	100	3.00/3	100
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	3.00/3	100	2.67/3	88.89
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00/3	100	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	3.93/3	97.62	2.83/3	94.44
<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	3.93/3	97.62	3.00/3	100
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	3.00/3	100	2.75/3	91.67
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	3.93/3	97.62	2.83/3	94.44
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	3.00/3	100	2.75/3	91.67
<b>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.</b>	3.93/3	97.62	2.75/3	91.67
<b>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.</b>	3.00/3	100	2.50/2	83.33
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	0.36/0	78.57	2.08/2	69.44
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	3.93/3	97.62	2.83/2	94.44

<b>21. Attends to or delegates routine tasks.</b>	3.00/3	100	2.67/2	88.89
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	3.00/3	100	2.83/2	94.44
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	3.00/3	100	3.00/3	100
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	0.57/0	85.71	2.67/2	88.89
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.79/2	92.86	2.83/2	94.44
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.79/2	92.86	2.83/2	94.44

**Teacher Intern Assessment Instrument (TIAI)  
Fall 2018 – Master of Arts in Teaching (Initial)**

N = 6

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.88/3	95.83
<b>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.</b>	2.88/3	95.83
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.25/3	75
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.50/3	83.33
<b>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.</b>	2.63/3	87.5
<b>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).</b>	2.38/3	79.17

<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	2.88/3	95.83
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.63/3	87.5
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.88/3	95.83
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.75/3	91.67
<b>11. Communicates high expectations for learning to all students.</b>	2.88/3	95.83
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.88/3	95.83
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.50/3	83.33
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	2.88/3	95.83
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	2.75/3	91.67
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.38/3	79.17
<b>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.</b>	2.75/3	91.67
<b>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.</b>	2.50/3	83.33
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	1.88/3	62.5
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.75/3	91.67
<b>21. Attends to or delegates routine tasks.</b>	2.88/3	95.83
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.88/3	95.83
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.88/3	95.83
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.88/3	95.83
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.13/3	70.83
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.63/3	87.5



<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.63/3	87.5
--	--------	------

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

**Teacher Intern Assessment Instrument (TIAI)**  
**Spring 2019 – Master of Arts in Teaching (Initial)**  
N= 6

Ratings 0 = Unacceptable 1 = Emerging 2 = Acceptable 3 = Target	University Supervisor Average for Group (Raw)	University Supervisor Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.50/3	83.33
<b>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.</b>	2.50/3	83.33
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.88/3	95.83
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	2.75/3	91.67
<b>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.</b>	2.38/3	79.17
<b>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).</b>	3.00/3	100
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	3.00/3	100
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	2.75/3	91.67
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	3.00/3	100
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	3.00/3	100

<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.88/3	95.83
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.25/3	75
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	3.00/3	100
<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	3.00/3	100
<b>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.</b>	2.63/3	87.5
<b>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.</b>	2.63/3	87.5
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.25/3	75
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	3.00/3	100
<b>21. Attends to or delegates routine tasks.</b>	2.88/3	95.83
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.75/3	91.67
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	2.88/3	95.83
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.88/3	95.83
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	2.50/3	83.33
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.50/3	83.33
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.50/3	83.33

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.

**Teacher Intern Assessment Instrument (TIAI)**  
**Fall 2019 – Master of Arts in Teaching (Initial)**  
**N = 8**

Ratings 0 = Unacceptable 1 = Emerging	University Supervisor	University Supervisor
---	--------------------------	--------------------------

2 = Acceptable 3 = Target	Average for Group (Raw)	Average for Group (%)
Rubric Criteria		
<b>1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.</b>	2.84/3	94.5
<b>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.</b>	2.92/3	97.17
<b>3. Integrates core content knowledge from other subject areas in lessons.</b>	2.92/3	97.17
<b>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.</b>	3.00/3	100
<b>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.</b>	2.75/3	91.67
<b>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).</b>	2.92/3	97.17
<b>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.</b>	3.00/3	100
<b>8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.</b>	3.00/3	100
<b>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.</b>	2.92/3	97.17
<b>10. Provides clear, complete written and/or oral directions for instructional activities.</b>	2.92/3	97.17
<b>11. Communicates high expectations for learning to all students.</b>	3.00/3	100
<b>12. Conveys enthusiasm for teaching and learning.</b>	2.67/3	88.83
<b>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.</b>	2.67/3	88.83
<b>14. Demonstrates knowledge of content for the subject(s) taught.</b>	3.00/3	100
<b>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.</b>	3.00/3	100

<b>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).</b>	2.84/3	94.5
<b>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.</b>	3.00/3	100
<b>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.</b>	2.84/3	94.5
<b>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.</b>	2.59/3	86.17
<b>20. Monitors and adjusts the classroom environment to enhance social relationships motivation, and learning.</b>	2.67/3	88.83
<b>21. Attends to or delegates routine tasks.</b>	3.00/3	100
<b>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.</b>	2.92/3	97.17
<b>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.</b>	3.00/3	100
<b>24. Maximizes time available for instruction (Uses instructional time effectively).</b>	2.75/3	91.67
<b>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).</b>	3.00/3	100
<b>26. Demonstrates use of low profile desists for managing minimally disruptive behavior.</b>	2.92/3	97.17
<b>27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior.</b>	2.92/3	97.17

NOTE: MAT candidates are the teachers of record in their own classrooms, therefore, there are no scores from mentor teachers for MAT, only supervisor scores.