

Delta State University
College of Education
PROFESSIONAL EDUCATION UNIT
ASSESSMENT MANUAL

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The purpose of this Assessment Manual is to describe in writing the professional education unit's assessment system so that all professional education faculty members in the unit are aware of the system. The Manual was initially developed during the summer of 2007 and adopted by faculty for use beginning fall 2007. Since that time, annual versions of the Manual have been developed and disseminated.

I. Overview of the Unit

Unit Authority, Organization, and Governance

The Professional Education Unit at Delta State University is the College of Education and includes all faculty, staff, and administration engaged in the preparation of educators for initial or advanced programs. Each program maintains a curriculum committee and an advisory council that provide direction for programmatic decisions. The College of Education Administrative Council (CEAC) and the Academic Council also are engaged in the review of unit changes and progress. The unit maintains collaborative structures with the College of Arts and Sciences for the teacher preparation program.

The definition of the unit has remained stable since the inception of the University. During the past five years, however, clarity in role, purpose, and structure of the Teacher Education Council and the Unit Assessment Committee and more definitive involvement with Arts and Science faculty have strengthened both programs and processes. Additionally, clarity of the purpose and structure of the Doctor of Education in Professional Studies degree program has occurred through strengthening of curriculum and assessment processes.

Unit Programs

The unit offers degree programs at both the initial and advanced levels. Several programs within the unit offer on-line courses as well as courses at satellite locations, including DSU sites in Clarksdale and Greenville. At the advanced level, the Master of Education in Elementary Education Program is offered at the Clarksdale satellite location, as well as online. Chart 1 provides information on degree programs and the state and national recognition status of each.

**Chart 1
Program Review Status**

Program Name	Award Level	Program Level*	Agency or Association Reviewing Programs	Program Report Submitted for Review	State Approval Status	National Recognition Status by NCATE**
Art Education	Bachelor's	ITP	NASAD	NA	Approved	Accredited
Biology Education	Bachelor's	ITP	NSTA	Yes	Approved	Nationally Recognized
Elementary Education	Bachelor's	ITP	ACEI	Yes	Approved	Nationally Recognized
English Education	Bachelor's	ITP	NCTE	Yes	Approved	Nationally Recognized
HPER	Bachelor's	ITP	NASPE	Yes	Approved	Nationally Recognized
Math Education	Bachelor's	ITP	NCTM	Yes	Approved	Nationally Recognized
Music Education	Bachelor's	ITP	NASM	NA	Approved	Accredited

Social Sciences Education	Bachelor's	ITP	NCSS	Yes	Approved	Nationally Recognized
Special Education	Master's	ITP	CEC	Yes	Approved	Nationally Recognized
MAT	Master's	ITP	MDE	N/A	Approved	N/A
Elementary Education	Advanced	ADV	MDE	N/A	Approved	N/A
Educational Leadership -MED -EdS	Advanced Advanced	ADV ADV	ELCC MDE	Yes N/A	Approved Approved	Nationally Recognized
EdD in Professional Studies	Advanced	ADV	MDE	N/A	Approved	N/A
HPER	Advanced	ADV	NASPE	Yes	Approved	N/A
School Counseling	Advanced	ADV	CACREP	NA	Approved	Accredited

*ITP = Initial Teacher Preparation; ADV = Advanced Preparation

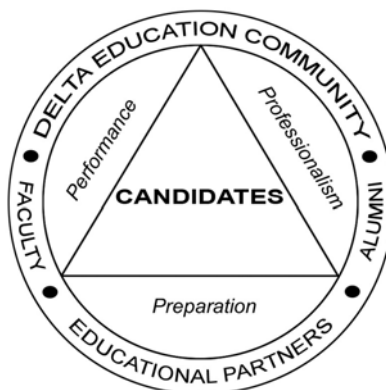
**Nationally recognized; not recognized, not applicable

II. UNIT'S CONCEPTUAL FRAMEWORK

The Assessment System Reflects the Unit Conceptual Framework

The foundation of the Unit Assessment System is the three anchors of the *Delta P³ Model* and the five Guiding Principles (GP's), which comprise the core of the Unit Conceptual Framework (UCF). These form the basis for the assessment of knowledge, skills, and dispositions across all programs. An explanation of the *Delta P³ Model* and the Guiding Principles is found below.

The Delta P³ Model



The shared vision/mission and candidate proficiencies for the Unit are illustrated by the *Delta P³ Model*. The program platform is the Delta triangle, reflecting the knowledge, skills, and dispositions necessary for the development of effective candidates who

positively impact student achievement. The Delta symbol is used not only because it symbolizes the geographic region, but also because equilateral triangles are the strongest of polygons. The Delta triangle is an appropriate representation since triangles are stable and can support heavy loads. Additionally, each side of the Delta triangle supports the others; a triangle can only be weakened if one of its sides is lengthened or shortened. These figures combine easily with other polygons to form larger, more complex structures.

Surrounding the Delta triangle are the three critical candidate anchors or components that form the basis of the assessment system: *Preparation*, *Performance*, and *Professionalism*.

1. ***Preparation*** is the professional component that focuses on content and pedagogical content ***knowledge***. Effective candidates must demonstrate that they have mastered the content of their disciplines and have displayed knowledge of the systems of pedagogy. For teacher candidates the systems of pedagogy include teaching, assessment, management, and decision making at the classroom level, while the preparation of other school personnel focuses on the application of this knowledge at the school and district levels.
2. ***Performance*** is the field-based component of Unit programs. Each program includes intensive reflective field practice. Field and clinical experiences are sequenced, supervised, and assessed to ensure candidates' growth in meeting proficiencies in the ***skills*** needed to positively impact student learning. Field and clinical experiences provide the foundation for candidates to synthesize their preparation in an effective and dynamic manner so that they are capable of reaching a diverse student population.
3. ***Professionalism*** incorporates the proficiencies related to the essential ***dispositions*** of a professional educator: compassion, self-reflection, respect for diversity, ethical practice, management of time and resources, collaboration, creativity, flexibility, and appreciation for and commitment to life-long learning.

Each of the three anchors of the *Delta P³ Model* is interdependent with the others and forms the basis for ensuring coherence across the entire Unit to include curriculum, instruction, field experiences, clinical practice, and assessment of both candidate proficiencies and Unit operations. The surrounding outer circle illustrates the role of the Delta Education Community in ensuring that consistency and coherence are maintained across all programs. The triad of Preparation, Performance, and Professionalism is encircled by the external and internal supports that renew and sustain candidates as they progress professionally through systematic programs of study. These supports include the internal resources provided by Delta State University faculty, staff, and leadership, as well as support and feedback provided from external educational partners and alumni. The CF serves as the guide for all aspects of candidate and Unit assessment, for program development and revision, and in the determination of what experiences are to be provided for candidates to ensure

that they have the knowledge (Preparation), skills (Performance), and dispositions (Professionalism) necessary for their chosen field of study.

Important to the interpretation of the Unit Conceptual Framework (UCF) is an understanding of the tight alignment between the anchors of Preparation, Performance, and Professionalism in the *Delta P³ Model* and the Guiding Principles (GPs), which operationalize the model. The Guiding Principles are provided below, followed by a chart that shows their alignment with the triad of Preparation, Performance, and Professionalism.

1. *Education is a life-long endeavor.* Professional education programs build on the knowledge and experience base candidates bring with them to college. A strong liberal arts core curriculum is the foundation to help candidates become well rounded and culturally literate. Specific course content provides each candidate with opportunities to gain the professional skills/knowledge and to develop dispositions necessary for effective entry level teaching. Graduate educator programs build on undergraduate preparation to allow educators to further develop their skills or to redirect into related professional endeavors.
2. *Education is interactive and reflective.* Throughout the professional education programs, candidates interact with peers, faculty, community educators, and stakeholders to encourage reflective practice. Candidates are encouraged to improve practice through reflection, critical thinking, and assessment. Candidates carry this process into various educational environments in the spirit of collaboration to energize other educational communities.
3. *Education is culturally contextualized.* Candidates are encouraged to explore their own cultural development and its impact on others while being aware of and sensitive to the diverse backgrounds of those with whom they work. A working appreciation for cultural context enhances learning and allows for meaningful relationships with students, peers, and administrators.
4. *Education is dynamic.* Unit academic programs are outcomes driven and responsive to results of comprehensive assessment of individual candidates, courses, programs, field experiences, and the effects of Unit efforts on the students in the public and private settings that are our partners in the Mississippi Delta. Programs are in continuous refinement based on results of multiple assessments.
5. *Education is enhanced by technology.* Technology is infused throughout all programs and services. Technology is viewed not as an end unto itself, but as a valuable tool for communication, content delivery, feedback, and assessment. Technology has become an integral part of faculty practice regarding instructional delivery. Unit assessment systems for individual classes and for program review are increasingly technology based. Technology is also appreciated as a tool for the

educational community to link to the worldwide educational community for research and resources.

Chart 2
Alignment of Conceptual Framework Anchors and Guiding Principles

<i>Delta P³ Model Anchor</i>	<i>Guiding Principle</i>
Preparation	GP 1, 2, 5
Performance	GP 2, 4, 5
Professionalism	GP 1, 2, 3, 4

III. DEVELOPMENT OF THE UNIT'S ASSESSMENT SYSTEM

Ongoing and systematic review of the assessment system occurs so that it measures performance and informs practice in a focused, relevant, and timely manner. While assessment of the Unit has been systematically completed at Delta State University for many years, previously candidate assessment had been implemented in a more fragmented approach. Recognizing the need for a more comprehensive and unified system for assessment, the Unit began a series of intensive professional development and work sessions during the 2002-03 academic year to ensure a broad-based approach to creating both a revised Unit Conceptual Framework (UCF) and a standards-based assessment system built upon collaboration with professional partners and an appropriate degree of rigor. Standards/beliefs upon which the educator preparation programs were built were reviewed by all unit faculty, as well as representative groups of contributing partners, including cooperating teachers, field experience supervisors, candidates, and advisory committees. As the process evolved in ensuing years (2003-2006), committees made up of faculty from the College of Education and the College of Arts and Sciences, candidates, and members of the professional community continued to develop and refine the UCF. From this initial work, the Conceptual Framework Committee was formed to refine the cornerstone of decision making within the unit in the form of the revised UCF. The Delta Area Association for Improvement of Schools, a consortium of 34 school districts with an office within the College of Education, was instrumental in disseminating the model for feedback.

In spring 2005, an additional committee representing faculty, candidates, and professional partners was ultimately appointed to begin the process of developing a standards-based assessment system that was aligned with the UCF. Committees representing a cross-section of Unit faculty and candidates, as well as members of the professional community (school leaders, practitioners, community members) continued to develop and refine candidate assessments and requirements, implement information technologies, and use assessment results to make data-driven decisions. Based upon research by the College of Education (COE) Dean and the Unit Assessment Committee, *TaskStream*, a web-based information technology system, was adopted to supplement other information technologies used for data management for candidate assessment.

TaskStream use was piloted in fall 2005 with refinements taking place each subsequent semester. The major emphases during ensuing years (2006-2007) were the development and refinement of Unit assessments and requirements as well as specific program assessments.

Since the last NCATE accreditation visit in spring of 2007, significant changes have been made within the Unit that substantially improved its ability to assess and monitor candidate performance and Unit operations. They include the following:

1. A Unit Assessment Director was named to work with the NCATE Coordinator and the COE Dean to ensure a closely coupled Unit assessment system. In fall 2009, a Unit Assessment Research Director is being hired to assist the Unit Assessment Director.
2. The Unit Assessment Committee membership and responsibilities were expanded to ensure broad representation as well as implementation of processes across the Unit.
3. An Assessment Manual (AM) was developed and disseminated to stakeholders in an effort to institutionalize processes. The AM was approved by the College of Education (COE) faculty and College of Education Administrative Council (CEAC). The AM is updated annually.
4. The role of the Director of the Office of Field Experiences/Licensure was redefined and expanded to provide oversight ensuring that all teacher preparation programs follow consistent practices in field experiences.
5. Secondary programs adopted the Teacher Work Sample methodology for use in secondary methods courses and clinical practice. Previously, the Elementary Education program had successfully utilized this methodology; secondary programs had used a variety of methods.
6. Additionally, more field experience hours have been added to methods courses. Beginning in fall 2009, courses in the secondary, elementary, and specialty area programs will be blocked to provide a variety of integrated field experiences that will better prepare teacher candidates for student teaching internship.
7. Beginning spring 2010, a semester-long student teaching internship will be implemented.
8. The Dispositions Rating Scale has been revised to be more focused on critical dispositional characteristics. Separate undergraduate and graduate versions have been developed.
9. A timeline has been established for dissemination, analysis, and decision making relevant to assessment data.
10. The Unit Assessment Director and Computer Lab Director meet regularly with program coordinators and faculty to monitor, refine, and expand the *TaskStream* system. As of fall 2009, all candidate performance assessments will be collected and analyzed in *TaskStream*, with the exception of follow-up surveys.
11. A streamlined set of key common Unit assessments was approved by the Assessment Committee in spring 2009, for implementation in fall 2009.
12. Unit-wide retreats continue to be a key mechanism for communication regarding the assessment system. Changes continue to be made based on internal, peer, and professional review of the system.

IV. TRANSITION POINTS, KEY COMMON ASSESSMENTS, AND OTHER REQUIREMENTS

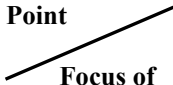
Both initial and advanced programs across the Unit have key common assessments on which they collect and analyze data to ensure that all candidates exit programs with the knowledge, skills, and dispositions associated with effective school personnel. Some of the key assessments are administered at multiple points to determine the candidates' growth toward proficiency. The key assessments and the transition points at which they are administered are reflected in the following charts, which identify the comprehensive and integrated set of measures used to monitor candidate performance in the COE.

A. Initial Undergraduate Programs--Matrix

The unit identified four transition points that are common to all initial undergraduate education programs. The unit also identified key assessments that are common to all initial undergraduate education programs.

The four transition points and the key common assessments for which data are collected each semester in all undergraduate programs are indicated in the following chart:

Chart 3
Transition Points and Key Common Assessments
for Initial Undergraduate Education Programs

Transition Point  Focus of Assessment	Admission to Teacher Education	Admission to Internship (Clinical Practice)	Completion of Internship (Clinical Practice)	Program Completion
Content and Pedagogical Content Knowledge		Praxis II Subject Area (score distribution, %pass/fail) Praxis II PLT (score distribution, % pass/fail)		
Ability to Plan	Student Teacher Assessment Instrument (STAI) indicators 1-8/Teacher Intern Assessment Instrument (TIAI) indicators 1-9 (<i>in methods courses through field experiences</i>)		STAI/(indicators 1-8)/TIAI (indicators 1 – 9)	
Professional and Pedagogical			STAI (indicators 9-42)/TIAI (indicators	Exit Survey for Undergraduate

Knowledge and Skills			10 – 34) - 3 observations by university faculty - 1 observation by clinical faculty	Interns
Impact on Student Learning	Teacher Work Sample (TWS) Components <i>Analysis of Student Learning, Reflection and Self-Evaluation</i> (in methods courses through field experiences)		TWS Components <i>Analysis of Student Learning, Reflection and Self-Evaluation</i>	
Dispositions	Dispositions Rating Scale (DRS - UG) by faculty		DRS-UG by clinical and university faculty	
Grade Point Average/ Internship	2.5 minimum GPA (%met/not met)	2.5 minimum GPA (%met/not met)		Internship (% successful/ unsuccessful completion)

Other common assessments for all initial undergraduate educational programs are the following:

- Mississippi Department of Education Survey of First-Year Teachers and Their Employers
- Graduate Follow-Up Survey (*3 years out for initial undergraduate programs*)
- Employer Follow-Up Survey (*3 years out for initial undergraduate programs*)

B. Initial and Advanced Graduate Programs—Matrix

The unit identified four transition points that are common to all initial and advanced graduate education programs. The unit also identified key assessments that are common to all initial and advanced graduate education programs.

The four transition points and the key common assessments for which data are collected each semester in all initial and advanced graduate programs are indicated in the following table:

Chart 4
Transition Points and Key Common Assessments
for All Initial and Advanced Graduate Education Programs

Transition Point Focus of Assessment	Full Admission to Program	Prior to Clinical Practice (Internship/ Practicum)	Completion of Clinical Practice (Internship/Practicum)	Program Completion
Content Knowledge	Minimum score on graduate admissions			Comprehensive Examination (%)

	test (% requirement met/not met)			pass/fail)
Ability to Plan		Program-Specific Assessments		
Professional Knowledge and Skills			Practicum or Internship Evaluations	
Impact on Student Learning		Program-Specific Assessments		
Dispositions	Dispositions Rating Scale (DRS - GR) rating by program faculty		DRS-GR rating by program faculty (at application to take comprehensive examination)	
Grade Point Average	Minimum GPA * (met/not met)			Minimum GPA ** (met/not met)

*** Minimum GPA Requirements at Full Admission**

- M.Ed. – Elementary overall 2.5 or 2.75 on last 64 hours, HPER overall 2.75 or 3.00 on last 64 hours, Educational Leadership minimum overall 2.5, School Counseling overall 2.75 or 3.00 on last 64 hours
- Ed.S.– Elementary and Educational Leadership: 3.25
- Ed.D. – sliding scale for weighted GPA

**** Minimum GPA Requirements for Progress Through Transition Points**

- M.Ed. – Elementary, HPER, Educational Leadership, School Counseling: 3.0
- Ed.S. – Elementary and Educational Leadership: 3.25
- Ed.D. – 3.25

V. MONITORING CANDIDATES' PROGRESS

For initial undergraduate programs, candidates' progress is formally monitored at each transition point as stated in the Delta State University *Undergraduate Bulletin*, and application documents for admission to Teacher Education that are available in the Office of Field Experiences/Licensure. Key to the monitoring process is reviewing of candidate performance on the key assessments by the respective faculties and the Office of Field Experiences/Licensure at each of the first three transition points. The Office of Field Experiences/Licensure monitors the final transition point. These procedures have been approved by the College of Education faculty and the Teacher Education Council, and are described below.

Procedures for Monitoring Candidates' Progress in the Professional Education Program – Initial Undergraduate Programs

Transition Point 1: Admission to the Teacher Education Program

- 1) The undergraduate candidate submits a completed "Application for Admission to Teacher Education" to the Office of Field Experiences/Licensure in the College of Education. This application is disseminated in the following courses: *CUR 300, Survey of Education with*

Field Experiences (Secondary Education) and CEL 301, Introduction to Education (Elementary Education) or CUR 302, Orientation and Field Experiences (for both elementary and secondary education candidates who satisfactorily completed a three-hour introduction to education course at another institution).

- 2) The Office of Field Experiences/Licensure verifies the completion of all requirements for admission to the Teacher Education Program. Individual advisors also monitor candidate progress toward completion of requirements. Each semester, the program coordinator, course instructors, and the Unit Assessment Director enter appropriate candidate performance data to be entered into *TaskStream*, the web-based information technology tool used by the Unit.
- 3) The Office of Field Experiences/Licensure presents to program coordinators, for approval, a list of the names of candidates who have applied for admission to teacher education. Program coordinators conduct meetings with faculty each semester to review the status and dispositions of each candidate, and make recommendation for admission to teacher education. The Chair of the Division of Teacher Education then reviews these recommendations and makes formal recommendations to the Director of the Office of Field Experiences/Licensure.
- 4) The Office of Field Experiences/Licensure sends a letter to the candidate indicating that admission to the Teacher Education Program has been approved and sends a copy of the letter to the candidate's advisor. Letters of denial are sent as well, indicating the reasons for denial and prompting candidates to meet with their respective advisors to address the deficiencies.
- 5) Each spring semester, **Assessment Data Summary and Analysis Forms** are completed for the previous calendar year and submitted by the program coordinator to the Unit Assessment Director. The Unit Assessment Director then summarizes program data to complete the **Unit Data Summary and Analysis Report** that is disseminated to the Unit.

Transition Point 2: Admission to Internship (Clinical Practice)

- 1) The candidate submits a completed "Application for Student Teaching" to the Office of Field Experiences/Licensure in the College of Education.
- 2) The Director of Field Experiences/Licensure verifies the completion of all requirements for admission to internship (Transition Point 2) and forwards the applications to program coordinators, who meet with their faculty to make recommendations. The Chair of the Division of Teacher Education reviews the faculty recommendations and makes formal recommendations to the Director of the Office of Field Experiences/Licensure, who then initiates placement of the candidates in clinical settings for the internship. At this time, the program coordinator sends the appropriate data to the Unit Assessment Director each semester to be entered into *TaskStream*.
- 3) The Director of Field Experiences/Licensure sends a letter to the candidate indicating

that admission has been approved and sends a copy of the letter to the candidate's advisor, and to the respective program coordinator. Letters of denial are sent as well, indicating the reasons for denial and prompting candidates to meet with their respective advisors to address the deficiencies.

- 4) The Director of Field Experiences/Licensure finalizes the internship placement process.
- 5) Each spring semester, **Assessment Data Summary and Analysis Forms** are completed for the previous calendar year and submitted by the program coordinator to the Unit Assessment Director. The Unit Assessment Director then summarizes program data to complete the **Unit Data Summary and Analysis Report** that is disseminated to the Unit.

Transition Point 3: Completion of Internship (Clinical Practice)

- 1) The Director of Field Experiences/Licensure in the College of Education verifies the completion of all requirements for the internship experience.
- 2) Each spring and fall semester, the Director of Field Experiences/Licensure compiles a list of the names of all prospective program completers to use in developing a graduation/certification list. University supervisors of student teaching, academic advisors, and program faculty are notified of the status of their respective candidates. The DSU Supervisor, the Cooperating Teacher, and Unit Assessment Director enter appropriate candidate performance data into *TaskStream*.
- 3) Each spring semester, **Assessment Data Summary and Analysis Forms** are completed for the previous calendar year and submitted by the program coordinator to the Unit Assessment Director. The Unit Assessment Director then summarizes program data to complete the **Unit Data Summary and Analysis Report** that is disseminated to the Unit.

Transition Point 4: Program Completion

- 1) The Director of Field Experiences/Licensure in the College of Education verifies completion of all requirements for program completion/graduation/certification.
- 2) The Director of Field Experiences/Licensure submits the names of the candidates who have met requirements for program completion to the Dean of the College of Education and makes formal recommendation for licensure of the candidates to the Mississippi Department of Education.
- 3) Candidates who successfully complete the internship complete the *Exit Survey of Undergraduate Interns* in *TaskStream*.
- 4) Each spring semester, **Assessment Data Summary and Analysis Forms** are completed for the previous calendar year and submitted by the program coordinator to the Unit Assessment Director. The Unit Assessment Director then summarizes program data to complete the **Unit Data Summary and Analysis Report** that is disseminated to the Unit.

Similarly, for the **initial** and **advanced graduate** programs, candidates' progress is formally monitored at each transition point as stated in the Delta State University *Graduate Bulletin* and application documents are available in the Graduate and Continuing Studies office and in the program coordinator's office for each program. Key to the monitoring process for candidates in the **initial** and **advanced graduate** programs is reviewing of candidate performance on the key assessments by the respective faculties at each of the transition points. These procedures have been approved by the College of Education faculty and the Teacher Education Council and are described below.

Procedures for Monitoring Candidates' Progress in the Professional Education Program – Initial and Advanced Graduate Programs

Transition Point 1: Full Admission to the Advanced Program

- 1) The graduate candidate submits an "Application for Admission to Graduate School" to the Graduate and Continuing Studies (GCS) Office.
- 2) After the GCS verifies that the candidate meets the requirements for admission to the Graduate school, the GCS forwards the application, transcripts, and test scores to the appropriate graduate program coordinator or advisor.
- 3) The program coordinator or advisor (depending upon the program) then reviews the application materials based upon the program-specific admission requirements and grants full, provisional, or denied admission and notifies the GCS and the applicant of the decision in writing. Additional specific program requirements are reviewed as necessary by program coordinators and faculty (i. e., verification of years of experience, letters of reference, admission portfolio).
- 4) The program coordinator or advisor monitors the candidate through the provisional status for adequate entrance test scores and verification of admission requirements and notifies the GCS and the candidate when the status changes from provisional to full admission.
- 5) Each semester, the program coordinator, advisor, and/or the Unit Assessment Director Enter appropriate candidate performance data into *TaskStream*.
- 6) Each spring semester, **Assessment Data Summary and Analysis Forms** are completed and submitted by the program coordinator to the Unit Assessment Director. The Unit Assessment Director then summarizes program data to complete the **Unit Data Summary and Analysis Report** that is disseminated to the Unit.

Transition Point 2: Prior to Clinical Practice (Internship/Practicum)

- 1) The program coordinator, advisor, and/or course instructors monitor successful completion of all assessments for each candidate and submit appropriate candidate performance data into *TaskStream*.

- 2) Each spring semester, **Assessment Data Summary and Analysis Forms** are completed for the previous calendar year and submitted by the program coordinator to the Unit Assessment Director. The Unit Assessment Director then summarizes program data to complete the **Unit Data Summary and Analysis Report** that is disseminated to the Unit.

Transition Point 3: Completion of Clinical Practice (Internship/Practicum)

- 1) The advisor or program coordinator verifies that the candidate has successfully completed clinical practice and discusses the comprehensive examination process with the candidate.
- 2) Candidate completes an “Application for Comprehensive Examination” form.
- 3) Course instructors and program faculty complete appropriate candidate performance assessments in *TaskStream*.
- 4) All program faculty review the results of the Dispositions Rating Scale, GPA, Program of Study, and verification of admission requirements before approval to sit for comprehensive examinations is given to the candidate.
- 5) The program coordinator or advisor verifies that all assessments (with the exception of the Comprehensive Examination) and other requirements are successfully completed by each candidate and then notifies the candidates.
- 6) Each spring semester, **Assessment Data Summary and Analysis Forms** are completed and submitted by the program coordinator to the Unit Assessment Director. The Unit Assessment Director then summarizes program data to complete the **Unit Data Summary and Analysis Report** that is disseminated to the Unit.

Transition Point 4: Program Completion

- 1) The program coordinator or advisor verifies that the Comprehensive Examination has been passed and notifies candidates of their status.
- 2) The program coordinator or advisor completes the appropriate candidate performance data in *TaskStream*.
- 3) The advisor, division chair, and the program coordinator check to verify that all assessments and requirements are satisfactorily completed for each candidate before submitting the final Graduation Checklist to the Registrar’s Office.
- 4) For candidates seeking licensure, a formal recommendation is made to the Mississippi Department of Education through the Office of Field Experiences/Licensure.
- 5) Each spring semester, **Assessment Data Summary and Analysis Forms** are completed for the previous calendar year and submitted by the program coordinator to the Unit Assessment

Director. The Unit Assessment Director then summarizes program data to complete the **Unit Data Summary and Analysis Report** that is disseminated to the Unit.

VI. ALIGNMENT OF ASSESSMENT INSTRUMENTS WITH CONCEPTUAL FRAMEWORK AND NCATE COMPETENCIES

A. Initial Undergraduate Programs

Assessment (by transition point)	Admission to Teacher Education	Student Teacher Assessment Instrument (1-8 in methods courses)/Teacher Intern Assessment Instrument (1-9 in methods courses)	Teacher Work Sample - Analysis of Student Learning, Reflection and Self-Evaluation (in methods courses)	Dispositions Rating Scale (faculty)	Minimum GPA	Admission to Internship	Praxis II (PLT & Subject Area)	Minimum GPA	Completion of Student Teaching	Student Teacher Assessment Instrument (1-8)/Teacher Internship Assessment Instrument (1-9)	Student Teacher Assessment Instrument (9-42)/Teacher Intern Assessment Instrument (10-34)	Teacher Work Sample - Analysis of Student Learning, Reflection and Self-Evaluation	Dispositions Rating Scale (clinical & university faculty)	Internship Completion Rate	Program Completion	Exit Survey of Undergraduate Interns
NCATE Acceptable Rubric (GP = Guiding Principle of the Delta State University Conceptual Framework)																
Standard 1: Candidate Knowledge, Skills, and Dispositions																
A. Content Knowledge—Teachers																
Know subject-- <i>Developed through content area coursework</i> (GP 1)		X	X		X		X	X		X	X	X		X		X
Know professional, state, and institutional standards (GP 1)		X	X	X			X			X	X	X	X	X		X

Assessment (by transition point)	Admission to Teacher Education	Student Teacher Assessment Instrument (1-8 in methods courses)/Teacher Intern Assessment Instrument (1-9 in methods courses)	Teacher Work Sample - Analysis of Student Learning, Reflection and Self-Evaluation (in methods courses)	Dispositions Rating Scale (faculty)	Minimum GPA	Admission to Internship	Praxis II (PLT & Subject Area)	Minimum GPA	Completion of Student Teaching	Student Teacher Assessment Instrument (1-8)/Teacher Internship Assessment Instrument (1-9)	Student Teacher Assessment Instrument (9-42)/Teacher Intern Assessment Instrument (10-34)	Teacher Work Sample - Analysis of Student Learning, Reflection and Self-Evaluation	Dispositions Rating Scale (clinical & university faculty)	Internship Completion Rate	Program Completion	Exit Survey of Undergraduate Interns
B. Pedagogical Content Knowledge and Skills —Teachers																
Understand the relationship of content and content-specific pedagogy (GP 1, 2, 3)		X	X		X		X	X		X	X	X		X		X
Possess broad knowledge of instructional strategies (GP 1, 2, 3, 5)		X	X	X	X		X	X		X	X	X	X	X		X
Facilitate student learning through presenting clear and meaningful content, integrated with technology (GP 1, 2, 3, 5)		X	X	X	X		X			X	X	X	X	X		X
Integrate instructional technology (GP 1, 5)		X	X		X		X			X	X	X		X		X
C. Professional and Pedagogical Knowledge and Skills - Teachers																
Consider school, family, and community contexts and prior experiences of students to develop meaningful learning experiences (GP 2, 3, 4)		X	X	X	X		X	X		X	X	X	X	X		X
Reflect on their practice (GP 2)			X	X	X			X				X	X	X		X
Know major schools of thought, analyze research findings, and incorporate new information appropriately (GP 1, 2, 4)		X	X	X	X			X		X	X	X	X	X		X

Assessment (by transition point)	Admission to Teacher Education	Student Teacher Assessment Instrument (1-8 in methods courses)/Teacher Intern Assessment Instrument (1-9 in methods courses)	Teacher Work Sample - Analysis of Student Learning, Reflection and Self-Evaluation (in methods courses)	Dispositions Rating Scale (faculty)	Minimum GPA	Admission to Internship	Praxis II (PLT & Subject Area)	Minimum GPA	Completion of Student Teaching	Student Teacher Assessment Instrument (1-8)/Teacher Internship Assessment Instrument (1-9)	Student Teacher Assessment Instrument (9-42)/Teacher Intern Assessment Instrument (10-34)	Teacher Work Sample - Analysis of Student Learning, Reflection and Self-Evaluation	Dispositions Rating Scale (clinical & university faculty)	Internship Completion Rate	Program Completion	Exit Survey of Undergraduate Interns
	D. Student Learning for Teacher Candidates															
	Focus on student learning – <i>Assess and analyze, make instructional adjustments, and monitor progress</i> (GP 2, 3, 4, 5)	X	X		X		X	X		X	X	X		X		X
	Develop and implement learning experiences based on student developmental levels and prior experience (GP 2, 3, 4)	X	X	X	X		X	X		X	X	X	X	X		X
	G. Professional Dispositions															
	Know dispositions expected of professionals (GP 1, 2, 3)	X	X	X	X		X			X	X	X	X	X		X
	Demonstrate classroom behaviors consistent with the ideal of fairness and belief that all students can learn (GP 1, 2, 3)		X	X	X			X			X	X	X	X		X
	Demonstrate professional dispositions while working with students, families, colleagues, and community stakeholders (GP 1, 2, 3)		X	X	X			X			X	X	X	X		X

B. Initial and Advanced Graduate Programs

Assessment (by transition point)	Full Admission to Program	Graduate Admissions Test	Dispositions Rating Scale	Minimum GPA	Prior to Clinical Practice	Program-Specific Assessments (Ability to Plan)	Program-Specific Assessments (Impact on Student Learning)	Completion of Clinical Practice	Practicum or Internship Evaluations	Dispositions Rating Scale	Program Completion	Comprehensive Examination	Minimum GPA
NCATE Acceptable Rubric (GP = Guiding Principle of the Delta State University Conceptual Framework)													
Standard 1: Candidate Knowledge, Skills, and Dispositions													
A. Content Knowledge—Teachers													
Display an in-depth knowledge of the content they teach (GP 1)				X		X	X		X			X	X
Know professional, state, and institutional standards (GP 1)			X	X		X			X	X		X	X
B. Pedagogical Content Knowledge and Skills —Teachers													
Demonstrate an in-depth understanding of the content of their field and related theories of pedagogy and learning (GP 1)			X	X		X	X		X	X		X	X
Select and use a broad range of instructional strategies that promote student learning (GP 1, 2, 3, 4)			X	X		X	X		X	X		X	X
Select and use a broad range of instructional technology that promotes student learning (GP 1, 5)				X		X	X		X	X		X	X
Clearly explain the instructional choices they make (GP 2, 3, 4)				X		X	X		X	X		X	X

Assessment (by transition point)	Full Admission to Program	Graduate Admissions Test	Dispositions Rating Scale	Minimum GPA	Prior to Clinical Practice	Program-Specific Assessments (Ability to Plan)	Program-Specific Assessments (Impact on Student Learning)	Completion of Clinical Practice	Practicum or Internship Evaluations	Dispositions Rating Scale	Program Completion	Comprehensive Examination	Minimum GPA
C. Professional and Pedagogical Knowledge and Skills – Teachers													
Reflection on their practice to identify strengths and areas of needed improvement (GP 2)			X	X		X	X		X	X		X	X
Engage in professional activities (GP 1)			X							X			
Display thorough understanding of school, family, and community contexts and collaboration with professional community to create meaningful learning experiences for all students (GP 2, 3)			X	X			X		X	X		X	X
Understand, analyze, and implement current research and policies (GP 1)			X	X		X	X		X	X		X	X
D. Student Learning for Teacher Candidates													
Thoroughly understand major concepts and theories and regularly apply these (GP 1)				X		X	X		X			X	X
Use performance data to make data-driven decisions about teaching and learning strategies so that all students learn (GP 1, 4)			X	X		X	X		X	X		X	X
Utilize school and community resources that support student learning (GP 1, 3)				X		X	X		X			X	X
E. Knowledge and Skills – Other School Professionals													
Display adequate understanding of knowledge expected in their field (GP 1)						X	X						
Know professional, state, and institutional standards (GP 1)			X	X		X			X	X		X	X
Know students, families and communities (GP 3)			X	X		X	X		X	X		X	X
Use data and current research to inform their practices (GP 1, 2)			X	X		X	X		X	X		X	X
Use technology in their practices (GP 5)				X			X		X			X	X
Support student learning through professional services (GP 2, 3, 4)			X	X		X	X		X	X		X	X

Assessment (by transition point)	Full Admission to Program	Graduate Admissions Test	Dispositions Rating Scale	Minimum GPA	Prior to Clinical Practice	Program-Specific Assessments (Ability to Plan)	Program-Specific Assessments (Impact on Student Learning)	Completion of Clinical Practice	Practicum or Internship Evaluations	Dispositions Rating Scale	Program Completion	Comprehensive Examination	Minimum GPA
F. Student Learning for Other School Professionals													
Create positive environments for student learning (GP 1, 2, 4)			X	X		X	X		X	X		X	X
Understand and build upon student developmental levels to enhance student learning (GP 1, 2, 3, 4)			X	X		X	X		X	X		X	X
Understand and build upon student, family, and community diversity to enhance student learning (GP 2, 3, 4)			X	X		X	X		X	X		X	X
Understand and build upon the policy contexts in which they work to enhance student learning (GP 1, 2, 3, 4)			X	X		X	X		X	X		X	X
G. Professional Dispositions for all Candidates													
Know dispositions expected of professionals (GP 1, 2, 3)			X	X		X	X		X	X		X	X
Demonstrate classroom behaviors consistent with the ideal of fairness and belief that all students can learn (GP 1, 2, 3)			X	X			X		X	X		X	X
Demonstrate professional dispositions while working with students, families, colleagues, and community stakeholders (GP 1, 2, 3)			X	X			X		X	X		X	X

VII. ALIGNMENT OF CONCEPTUAL FRAMEWORK WITH NBPTS, SPA, AND INTASC (STATE), STANDARDS

Guiding Principles of the Delta P ³ Model Education is:	ACEI	ELCC	CEC	NSTA	NCTE	NCTM	NASPE	NCSS	NBPTS	INTASC (MS State)
1. a lifelong endeavor	1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 5.1	1.5, 2.1, 2.3, 2.4, 4.1, 4.2, 6.1, 6.2, 6.3	CC9K3 CC9K4	2, 5, 9, 10	1.3, 2.4, 2.5, 2.6	1.3 7.2 7.3 7.4 8.5 8.6	1.6, 2.2, 2.3, 3.1, 4.1, 4.3, 4.4, 6.2, 6.10, 7.4, 8.3, 10.2	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10	1, 2, 4	1, 3, 4, 5, 6, 7
2. interactive and reflective	1, 4, 5.2	1.1, 1.2, 2.1, 2.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.0	CC9S7 CC9S9 CC9S11	1, 2, 3, 5, 6, 8, 10	1.4, 2.3, 3.7.1, 3.7.2, 4.2, 4.3, 4.5, 4.8	1.4 3.1 3.3 3.4	8.1, 8.2, 8.3, 10.1, 10.2, 10.3, 10.4	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10	1, 4, 5	3, 5, 6, 7, 8, 10
3. culturally contextualized	1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2, 4, 5.3, 5.4	4.1, 1.5, 2.1, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 7.0	CC2K3 CC3K3 CC3K4 CC3K5 CC5K7 CC5K8 CC5K9 CC5K10 CC5S1 CC5S13 CC5S14 CC6K1 CC6K2 CC6K3 CC7S8 CC9S6 CC9K1 CC10K4 CC10S10	2, 3, 4, 7, 8, 9, 10	2.1, 2.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.3.2, 3.5, 4.4, 4.9	7.1 8.7 9.10 10.6 11.8 12.5 13.4 14.8 15.4 16	1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 4.4, 5.3, 6.8, 7.3, 10.4	1.1, 1.2, 1.3, 1.5, 1.9	1, 4, 5	2, 3, 5, 6, 10
4. dynamic	4, 5.2	1.1, 1.5, 2.1, 2.3,	CC9S2 CC9S12 CC10K1 CC10K2	1, 3, 4, 10	1.3, 3.1.5, 4.7	1.2 2.4 3.4 4.2	1.2, 2.3, 4.1, 4.2,	1.1, 1.2, 1.3, 1.4,	1, 3, 4	1, 4

		3.1, 3.2, 3.3, 4.1, 4.2, 6.1, 6.2, 6.3, 7.0	CC10K3 CC10S2 CC10S3 CC10S4 CC10S6 C10S7 CC10S9 CC10S11 GC10K1 GC10K2 GC10K3 GC10K4			5.1 7.5 8.1 8.2 8.3 16	4.3, 5.2, 6.1, 6.2, 6.3, 6.4, 6.6, 6.10, 8.3, 9.3	1.5, 1.6, 1.7, 1.8, 1.9, 1.10		
5. enhanced by technology	1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 3.1, 3.4, 4	2.2, 2.3, 3.1, 3.2, 3.3, 7.0	GC4K1 GC4S7 GC5K2 GC5S2 CC6K4 GC6S5 CC7K4 CC7S9 GC7S4 GC7S5 CC8S3	4, 5,	3.2.1, 3.2.3, 3.2.4, 3.2.5, 3.6.1, 3.6.2, 3.6.3, 4.6	6.1 7.6 8.9 10.5 11.7 12.4 13.3 14.3 14.6	3.2, 5.2, 7.1, 7.4, 9.1, 9.2, 9.3,	1.7, 1.8, 1.9	2, 3	1, 4

VIII. ASSESSMENT OF UNIT OPERATIONS

The key ways in which Unit operations are assessed include surveys, course and personnel evaluations, state process and performance review by the Mississippi Department of Education's annual review of the Unit, key information from the , and administration Unit Data Summary and Analysis Reports, and activities of the COE Dean. A description of these assessments and activities follows.

Surveys

University Graduation Survey: All initial and advanced program candidates are asked to complete this survey at the end of their final semester of their program. The survey is conducted by the University Office of Institutional Research. It provides data about exiting candidates' perceptions of their program, advisement process, and faculty for each division, the Unit as a whole, and the University. The Dean of the College of Education and the Unit Assessment Director receive and disseminate the results through the College of Education Administrative Council. Division chairs, who are members of the Council, in turn discuss the results with program faculty at regular faculty meetings.

Graduate Student Satisfaction Survey: Current graduate candidates complete the survey during each fall semester. The survey is conducted by the University Office of Graduate and Continuing Studies. It is used to inform University personnel and program faculty of current graduate candidates' perceptions of the student services, the advisement process, coursework, and other areas across the Unit. The Dean of the College of Education and the Unit Assessment Director receive and disseminate the results through the College of Education Administrative Council. Division chairs, who are members of the Council, in turn discuss the results with program faculty at regular faculty meetings.

Exit Survey for Undergraduate Interns: All initial undergraduate interns complete the survey at the end of their internship semester. The results of this survey help to guide the program coordinators and the Director of Field Experiences/Licensure when making decisions about possible program and clinical experience improvements.

Course and Personnel Evaluations

Course Evaluations: Candidates anonymously complete evaluations of courses taught by full-time, part-time, and adjunct faculty during the fall and spring semesters. The evaluations are tabulated by the University Office of Institutional Research. Unit results are forwarded to the COE Dean along with a comparison of aggregated COE results with aggregated results from other colleges and schools within the University. Each faculty member's course evaluation results are considered during the annual faculty evaluation and are reflected in annual goals written by each faculty member.

Personnel Administrator Evaluations: Faculty members are evaluated by their immediate supervisor. The evaluation is based on a review of annual goals developed by each faculty member. The evaluation results assist in determining tenure and merit pay raises and are coordinated through the COE Dean's office.

State Process and Performance Review

As a partner state with NCATE, Mississippi provides trained evaluators who, through the Mississippi Department of Education, conduct a review of all initial and advanced programs annually in the spring. The review is based on specific standards that address both unit operations and candidate performance. Trained education faculty from peer institutions visit campus for this on-site review. Results are disseminated annually to COE chairs, program coordinators, and faculty, and are used to make decisions about program improvement.

Unit Data Summary and Analysis Reports

The Unit Assessment Director completes Unit Data Summary and Analysis Reports each spring semester on all key common candidate performance assessments. Data results are disseminated to the Assessment Committee, Unit faculty, campus, educational partners, candidates, and graduates.

Activities Conducted by the COE Dean

As head of the Unit, the Dean of the College of Education has the responsibility to effectively manage, coordinate, and oversee the governance, planning, budget, personnel, and facilities of the Unit. Feedback is sought and obtained from the College of Education Academic Council (CEAC), program coordinators, and advisory councils. Specific activities include the following:

- Budget hearings are held with division chairs and the Provost each spring.
- The CEAC assists the Dean in conducting a facilities review each spring.
- The Dean coordinates the completion of the **Delta State University College of Education Annual Report**, which summarizes progress toward Unit goals and program outcomes, and is considered in the overall assessment plan of the University. Beginning with the 2007-2008 report a synopsis of trends in data at the Unit level and data-driven decisions will be included in the executive summary, while trends in data and data-driven decisions at the program level will be included in the reports developed by the COE Divisions.
- Performance evaluations for faculty and staff are conducted annually.

IX. FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMINATION OF BIAS

The Unit uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout the assessment system:

- The Unit assures that the assessments are linked to the Unit Conceptual Framework (UCF) and the INTASC Standards (which are the state standards for initial programs); the National Board for Professional Teaching Standards for relevant advanced programs; and SPA standards as demonstrated in the charts found in Sections VI And VII of this manual (pages 16 – 23).
- Initial undergraduates are informed of all requirements in the education program when they initially meet with their advisor before they submit the Application for Admission to Teacher Education. Initial and advanced graduate candidates are

informed of the requirements by their advisor when they sign their programs of study. Information about the UCF, dispositions expected of candidates, transition points, key assessments, and other requirements are included on programs of study and in handbooks; they are also reviewed at program orientation meetings.

- When appropriate, the Unit uses standardized assessments, including the Praxis I and II, and graduate admissions tests. Although not standardized, the Teacher Work Sample methodology was developed by the Renaissance Group, which piloted the methodology before it was disseminated nationally. The Teacher Work Sample was also shared with student groups for feedback prior to its adoption in 2005.
- The Student Teacher Assessment Instrument (STAI) and the Teacher Intern Assessment Instrument (TIAI), used as a key Unit assessment in undergraduate methods courses and internship, were developed by the Mississippi Association of Colleges for Teacher Education and piloted and adopted for use by all Teacher Education Programs in the state. Fall 2009 will be the last semester in which the STAI will be used. As shown in Appendix A, which is a crosswalk of the STAI and TIAI indicators to the Standards, the INTASC standards are imbedded within the STAI and TIAI; the Unit also aligned the STAI and TIAI indicators with the NCATE Standards and with the Guiding Principles of the Unit Conceptual Framework. The dispositional characteristics found in Domain VI of the STAI were used to develop the Unit's Dispositions Rating Scale.
- All key Unit assessment instruments and scoring rubrics are reviewed at least annually by the Assessment Committee, whose make-up contains faculty members from each program as well as candidate and P-12 representatives. The Dispositions Rating Scale has been revised twice, based on faculty feedback and review by the Assessment Committee. The student teacher, graduate, and employer surveys were revised during the fall 2007 semester to contain a common core of questions to provide better triangulation of data.
- Data are triangulated wherever possible to enhance the consistency of the findings. The Exit Survey of Undergraduate Interns and the follow-up surveys of graduates and their employers for initial and advanced programs contain a common core of items. The STAI/TIAI is completed independently for each candidate by the DSU supervisor and the cooperating teacher; conferences are held to develop consensus when indicator ratings differ significantly. For advanced programs, a faculty meeting is held at least once each semester, during which time faculty members discuss and document the progress of each candidate who has applied to take the comprehensive examination.
- Rubrics to assess candidates' work are shared with the candidates before the rubrics are used, ensuring that candidates understand what will be assessed, how they will be assessed, and the expected proficiency level. Course instructors review the rubrics with candidates in the courses in which the assessments are administered. The Director of Field Experiences/Licensure reviews the rubrics at the beginning of each

semester with the undergraduate interns and trains cooperating teachers and college supervisors on the use of the rubrics. In initial and advanced graduate programs, rubrics for grading Comprehensive Examinations are developed by the program faculty and provided to candidates.

- Comprehensive Examination items are developed by the initial and advanced graduate programs. Each semester, programs provide study guides prior to the administration of Comprehensive Examinations. The formats of Comprehensive Examinations (e.g., scenarios, open-response items) are the same as those used for course tests and final examinations, and the administration settings are standardized and monitored. Comprehensive Examination items are cross-walked with SPA standards. Comprehensive examinations are graded through blind reviews and, where appropriate, by multiple raters.
- In order to document candidate progress, some performance assessments are administered more than one time. Examples include the following:
 - Initial Undergraduate Programs: Each candidate completes a Dispositions Rating Scale (DRS) self-assessment during the introductory course and during student teaching. The instructor of the introductory course assesses the candidate using the DRS and the cooperating teacher and the college supervisor assess the candidate again during student teaching. Discrepancies are discussed and plans for improvement are made when needed. The STAI Indicators 1 – 8/TIAI Indicators 1 – 9 (candidate ability to plan) are assessed during a methods course field experience and again during student teaching. The Teacher Work Sample (candidate impact on student learning) is assessed during a methods course and during student teaching. GPA requirements are tracked at admission to teacher education and admission to internship.
 - Initial and Advanced Graduate Programs: Candidates complete a self-assessment using the DRS and program faculty also assess the candidates; faculty and candidates discuss discrepancies and plans for improvement are developed when needed. GPA requirements are tracked at full admission to a graduate program and at program completion.
- Potential problems with bias, fairness, accuracy, and consistency are also addressed through policies and procedures of the Unit and University. For example, course syllabi include a standard statement encouraging candidates with disabilities to seek accommodations, as needed. A formal grievance policy to address any candidate complaint is provided in the *Undergraduate* and *Graduate Bulletins* and referenced for candidates. Candidates routinely evaluate faculty and the results of the evaluations are used during the annual faculty review process and for tenure/promotion decisions. Candidates experiencing difficulties in field experience or clinical practice placements may request new placements through the Office of Field Experiences/Licensure.

X. USE OF INFORMATION TECHNOLOGIES

With the exception of follow-up surveys, data for all key common assessments and program assessments gathered by the College of Education will be collected and analyzed in *TaskStream*. Data from the follow-up surveys are collected in Excel spreadsheets and analyzed in Statistical Package for the Social Sciences (SPSS). The Unit Assessment Director is responsible for maintaining the data in information technologies. Each semester, the Unit Assessment Director develops an “Assessment and Requirements List” that includes information on key common Unit assessments, program assessments, and requirements, and the information technologies in which these data are maintained. The Unit Assessment Director coordinates the entering of the data with course instructors, program coordinators, the Director of Field Experiences/Licensure, and the COE Computer Lab Manager. Completed data reports are forwarded, as appropriate, by the office of the Unit Assessment Director to the program coordinators, the Director of Field Experiences/Licensure, the COE Dean, and the NCATE Coordinator.

Details of the use of information technologies follows.

TaskStream

The Unit uses *TaskStream* to maintain all candidate assessment data, with the exception of follow-up surveys. Candidates who are enrolled in a course that requires a *TaskStream* assessment purchase a *TaskStream* account via the *TaskStream* internet website or from the University bookstore. Candidates submit key course assignments, which are used as assessments, via *TaskStream*. The assignments are evaluated by instructors via *TaskStream*. Cooperating teachers and Delta State supervisors submit evaluations of undergraduate interns via *TaskStream*, while Master of Arts in Teaching and Special Education faculty members submit internship evaluations of their candidates via *TaskStream*. In addition, Praxis II results, GPAs, undergraduate internship pass rates, and graduate comprehensive examination pass rates are entered into *TaskStream* by the Office of the Unit Assessment Director.

The Unit Assessment Director works with the COE Computer Lab Manager to create *TaskStream* folios for the submission and evaluation of data. The COE Computer Lab Manager and the Office of Field Experiences/Licensure coordinate the training of faculty and candidates in the use of *TaskStream*. This training is provided each semester.

Excel Spreadsheets and SPSS

The Unit uses Excel spreadsheets to maintain the data from follow-up surveys administered by programs. The data are analyzed using the Statistical Package for the Social Sciences (SPSS). The Excel spreadsheets are maintained in the office of the Unit Assessment Director. The program coordinators and the Office of Field Experiences/Licensure forward the completed surveys and rating scales to the Office of the Unit Assessment Director, where the data are entered into Excel spreadsheets and analyzed in SPSS.

Assessments Maintained by Other Entities

The Unit uses the results of exit and follow-up surveys conducted by the Delta State University Office of Institutional Research, the Mississippi Department of Education, and the

Delta State University Office of Graduate and Continuing Studies. The Dean of the College of Education and the Unit Assessment Director receive the results and disseminate through the College of Education Administrative Council to division chairs, who discuss them with program faculty at regular faculty meetings.

XI. PROCEDURES AND TARGET DATES FOR COLLECTION, AGGREGATION, DISAGGREGATION, ANALYSIS, DISSEMINATION, AND USE OF CANDIDATE ASSESSMENT DATA

Data are collected from Unit and program assessments each semester for each of the four transition points as indicated in Charts 3 (p. 8) and 4 (p.9) in this document. Candidate performance is systematically monitored at each transition point as identified in formal written procedures found on pages 10 - 15. Unit assessment data are aggregated to assess the Unit. Unit data are disaggregated to assess programs. Data from specific program assessments are also aggregated to assess programs.

The Unit developed and began using written procedures and target dates for collection, aggregation, disaggregation, analysis, dissemination, and use of candidate assessment data in spring 2008. The procedures were adopted by the faculty at a COE meeting and by the College of Education Academic Council. The procedures and target dates were revised by the Assessment Committee in spring 2009, for implementation in fall 2009. The 2009 revision may be found below.

(Note: Art Education, Music Education, and Counselor Education Programs will submit Assessment Data Summary and Analysis Forms that summarize and analyze candidate performance assessments required by their accrediting bodies.)

A. Collecting and Entering Data Into Information Technologies

During each semester, data from common Unit and specific- program assessments are collected and entered into *TaskStream* by the individual designated to complete the assessment. Data are collected annually for the Unit follow-up surveys and are entered into Excel spreadsheets and uploaded to SPSS for analysis by the individual designated to complete the assessment.

B. Data Compilation, Aggregation, Summarization, and Analysis

With the exception of the Unit follow-up surveys, data reports are compiled in *TaskStream*; the reports for the follow-up surveys are compiled in Excel and analyzed in SPSS. The Office of the Unit Assessment Director and the COE Computer Lab Manager compile data reports for all common Unit assessments and for the Unit follow-up surveys. The reports provide summarization and analysis of aggregated data for the Unit and disaggregated data for each program. In addition, data reports for specific- program assessments are compiled by Program Coordinators, with the assistance of the Office of

the Unit Assessment Director and the COE Computer Lab Manager. The data reports are compiled by the following dates:

- Each spring semester - June 1
- Each summer semester - September 1
- Each fall semester - January 1
- Reports for the previous calendar year (Spring, Summer, Fall semesters) – January 1

C. Dissemination of the Data Reports

The Office of the Unit Assessment Director disseminates copies of the *TaskStream* data reports for aggregated Unit assessments and Unit assessments disaggregated by program to the COE Dean and NCATE Coordinator; each Program Coordinator receives copies of aggregated Unit assessments and Unit assessments disaggregated for his/her program. The Office of the Unit Assessment Director assists Program Coordinators in disseminating copies of the data reports for specific-program assessments to the COE Dean and the NCATE Coordinator. Reports are disseminated by the following dates:

- Spring semester reports - August 15
- Summer semester reports - September 15
- Fall semester reports and calendar-year reports - January 15

Hard copies of all reports are housed in the Office of the Unit Assessment Director. In addition, copies of the data reports compiled in *TaskStream* are available electronically on the *TaskStream* website.

D. Reporting Candidate Assessment Data

The following reports are completed during the spring semester of each academic year for candidate assessment data from the previous calendar year:

1. By February 15, the Office of the Unit Assessment Director will provide aggregated Unit assessment data and the *Assessment Data Summary and Analysis Form* for the aggregated Unit assessment data to the COE Dean, the NCATE Coordinator, and Program Coordinators.
2. Program Coordinators submit the *Assessment Data Summary and Analysis Form* to the Unit Assessment Director by March 15. The forms address the Unit data disaggregated by program and the aggregated specific-program data.

E. Presenting Data to the Assessment Committee

By April 15, the Unit Assessment Director prepares a *Unit Data Summary and Analysis Report* addressing aggregated Unit data and Unit data disaggregated by program. In addition, the Unit Assessment Director prepares an *Annual Report of Data-Driven*

Changes and Recommendations recording data-driven changes and recommendations for the Unit and programs. The reports are presented to the Assessment Committee and are provided to the COE Dean, the NCATE Coordinator, and Program Coordinators. The reports are also available electronically on the COE website.

F. Sharing Data with Unit Faculty

A summary of the *Unit Data Summary and Analysis Report* and the *Annual Report of Data-Driven Changes and Recommendations*, along with the recommendations of the Assessment Committee, are shared by the Unit Assessment Director with the Unit faculty at a retreat held in late April. Faculty responses to the recommendations are noted and discussed.

G. Using Data to Initiate Unit and Program Changes

Recommendations made by the Assessment Committee, as well as faculty responses to these recommendations noted at the annual Unit retreat, are catalysts used by advisory councils, Program Coordinators, and faculty to investigate and initiate necessary curricular and programmatic changes.

H. Sharing Data with the Campus, Educational Partners, Candidates, and Graduates

The COE Dean, with assistance from division chairs, the NCATE Coordinator, and the Unit Assessment Director, completes the *Delta State University College of Education Annual Report* for each calendar year. The document provides a summary of the *Unit Data Summary and Analysis Report*, which includes identified data trends, and the *Annual Report of Data-Driven Changes and Recommendations*. During each fall semester, the *Delta State University College of Education Annual Report* is shared with the Unit faculty at a mini-retreat. Data and subsequent data-driven decisions are shared through reports posted on the COE website and through dissemination at orientation and advisory council meetings to candidates, graduates, and other stakeholders.

XII. TIMELINE

The Unit adheres to the following assessment timeline:

Prior to the beginning of each semester: The Office of the Unit Assessment Director develops an assessment list that contains the name and contact person for each assessment. The Unit Assessment Director coordinates the preparation of the *TaskStream* folios with the COE Computer Lab Manager.

During each semester:

1. Data are collected via *TaskStream* according to dates identified by the Program Coordinators and the Unit Assessment Director.

2. Progress for undergraduate and graduate candidates is monitored at designated transition points by the program faculty.
3. During each fall semester, data from Unit follow-up surveys are forwarded to the Office of the Unit Assessment Director by the Office of Field Experiences for teacher preparation graduates. During each spring semester, data from Unit follow-up surveys are forwarded to the Office of the Unit Assessment Director by the Division of Leadership and Research for educational supervision and administration graduates.

By each June 1, September 1, and January 1: The *TaskStream* data reports are completed by the Office of the Unit Assessment Director, with assistance from the COE Computer Lab Manager, and by the Program Coordinators, with assistance from the Office of the Unit Assessment Director and the COE Computer Lab Manager.

By each June 15, September 15, and January 15: The Office of the Unit Assessment Director coordinates the dissemination of the *TaskStream* data reports to the COE Dean, NCATE Coordinator, and Program Coordinators.

By each February 15: The Office of the Unit Assessment Director provides aggregated Unit assessment data and the completed *Assessment Data Summary and Analysis Form* for the aggregated Unit assessment data to the COE Dean, the NCATE Coordinator, and Program Coordinators.

By each March 15: Program Coordinators submit the *Assessment Data Summary and Analysis Form* to the Unit Assessment Director.

By each April 1: The Office of the Unit Assessment Director uploads the *Assessment Data Summary and Analysis Forms* to the COE website.

By each April 15: The Unit Assessment Director provides the *Annual Unit Assessment Data Summary and Analysis Report* and the *Annual Report of Data-Driven Changes and Recommendations* to the COE Dean, the NCATE Coordinator, and Program Coordinators. The reports are presented to the Assessment Committee.

By late April of each year: The Unit Assessment Director presents a synopsis of the *Annual Unit Assessment Data Summary and Analysis Report* and the *Annual Report of Data-Driven Changes and Recommendations*, along with the recommendations of the Assessment Committee, at a Unit faculty retreat. Faculty responses to the Assessment Committee recommendations are noted and discussed.

In September: The *Delta State University College of Education Annual Report* is published.

Each fall semester: The *Delta State University College of Education Annual Report* is shared with the Unit faculty at a mini-retreat.

XIII. COPIES OF ASSESSMENT INSTRUMENTS AND SCORING GUIDES/RUBRICS

UNDERGRADUATE INSTRUMENTS

STUDENT TEACHER ASSESSMENT INSTRUMENT (STAI) DELTA STATE UNIVERSITY REFERENCE GUIDE*

Domain I. PLANNING AND PREPARATION (PORTFOLIO)

1. Specifies or selects learner objectives for lessons. (IN 1, 7)

Well-planned objectives guide student learning and are aligned with curriculum goals. Objectives should be written in specific behavioral terms. One purpose for writing objectives in specific behavioral terms is to be able to assess with precision whether the instruction has resulted in the desired behavior. Effective teaching reflects careful planning. The objectives should be appropriate for the lessons.

1. No objectives are present or are not stated as performance outcomes.
2. Objectives are stated as performance outcomes, but are out of sequence.
3. Objectives are stated in performance outcomes and are properly sequenced.
4. In addition to 3, objectives are planned for different instructional levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).

2. Specifies or selects procedures for lessons. (IN 1, 7)

Instructional procedures are the various ways in which teachers can structure learning activities. These activities can involve students in large groups, small groups, or individually, and are designed to foster student involvement and enhance the learning experience. Activities range from teacher directed to student initiated.

1. No procedures are included, or procedures are not referenced to objectives.
2. Procedures are referenced to objectives, but are inappropriate for learners.
3. Procedures are referenced to objectives and are appropriate for learners.
4. In addition to 3, procedures are both learner-centered and student teacher-centered.

3. Specifies or selects content materials and media for lessons. (IN 1, 7)

Instructional materials are concrete resources that students use to learn the content of the lesson. Materials need not be elaborate or expensive. Teachers should be able to incorporate into their lessons relevant materials that students may bring to class. Materials and resources must be appropriate to the students. In a diverse classroom, this will require the use of a variety of types of materials.

1. No supplementary material is specified or is limited to textbooks and worksheets.
2. Supplementary materials other than textbooks and worksheets are specified and are related to procedures. (For example - two instances in a plan.)
3. Extensive use of materials other than textbooks and worksheets is specified and related to procedures. (For example - four or more instances in a plan.)
4. In addition to 3, student teacher shows initiative and creativity in developing original materials.

4. Specifies or selects materials and procedures for assessing learner progress. (IN 1, 7)

Assessment is an integral part of an ongoing educational process. In order to effectively assess how students are progressing, teachers must plan the means of assessment. The teachers may create evaluation strategies or select them from instructional materials. For certain objectives, tests may be less appropriate than other strategies such as observation of student performance. Whatever the strategy, the evaluation must provide the teachers with useful information about the extent to which the instructional goals have been met.

1. No assessment procedures are specified in the plans or are inappropriate for learners or not matched to objective.
2. Assessment procedures are included which are related to the objectives and appropriate for learners.
3. Multiple assessment procedures are included (four or more).
4. In addition to 3, attitudes of learners toward content and method of instruction are assessed.

5. Uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs. (IN 2,7)

The teacher plans instruction and activities at multiple levels to meet the developmental and individual needs of diverse learners. A variety of teaching techniques and learning experiences accommodates differences such as learning styles, multiple intelligences, and special education/gifted education needs.

1. Planning does not address developmental or individual needs.
2. Planning addresses the developmental and individual needs of some students.
3. Planning addresses the developmental and individual needs of most students.
4. Planning addresses the developmental and individual needs of all students in the classroom.

6. Uses knowledge of students' needs, interests, and experiences. (IN 2, 5)

Teachers need to be aware of student interests and experiences based on information they gather by talking with students, listening to student discussions, and using interest surveys. This acknowledgment should be evident in the presentation of lessons.

1. Student teacher lacks familiarity with the students' background interests and experiences.
2. Student teacher demonstrates some understanding of students' background experiences, interests, and needs, but does not use this knowledge in developing learning experiences.
3. Student teacher demonstrates some understanding of students' background experiences, interests, and needs, and sometimes uses this knowledge in developing learning experiences.
4. Student teacher demonstrates a thorough understanding of students' background experiences, interests, and needs, and consistently uses this knowledge in developing learning experiences.

7. Plans lessons that integrate knowledge from several subject areas. (IN 1, 7)

Teachers develop instruction to engage students and enhance learning. When lessons integrate knowledge from several subject areas, the information presented gains a sense of cohesiveness

and provides structure to student learning, avoiding the piece-meal approach that might otherwise occur. Instruction that integrates knowledge from several subject areas may take the form of thematic units, integrated units, or interdisciplinary units.

1. Student teacher provides instruction that relates only to one subject and focuses on specific skills.
2. Student teacher maintains a discipline-centered focus and offers limited assistance in helping students make connections across disciplines.
3. Student teacher maintains a discipline-centered focus and frequently attempts to help students to make connections across disciplines.
4. Student teacher designs discipline-centered tasks which require students to integrate multiple disciplines where possible (e.g., primary level). Student teacher assumes responsibility for more than one discipline and assists students in realizing the natural connections across disciplines.

8. Incorporates multiculturalism and diversity in lessons. (IN 3)

Cultural differences present both opportunities and challenges for teachers. To maximize learning opportunities, teachers must learn about the cultures represented in their classrooms, then translate this knowledge into instructional practice. Teachers who lack sensitivity to cultural differences may misinterpret the behavior of minority students in ways that may lead to underestimating the academic potential of these pupils. To work successfully and effectively with children of diverse backgrounds, teachers must develop special skills that include the following:

- Promoting cross-cultural competency and inter-group understanding and collegiality in the classroom and in the larger community
 - Communicating positively with each student and parent/guardian
 - Establishing a classroom climate in which each student feels he or she can learn and wants to learn
 - Maintaining high expectations for each student
 - Involving students in a democratic classroom environment in which they are encouraged to understand and make important decisions about their own learning
 - Personalizing learning and assessment for each student, and using knowledge about the culture and family background of each to develop a culturally relevant learning environment
 - Teaching using a variety of strategies which match the students' strengths, interests, cultures, and learning styles
 - Using techniques that emphasize cooperative learning and de-emphasize competitive learning
 - Integrating multicultural content into the curriculum so that the experiences, beliefs, and perspectives of various cultural groups are represented
 1. Student teacher seldom incorporates an awareness of cultural differences in lessons.
 2. Student teacher superficially acknowledges differences within the class.
 3. Student teacher often plans opportunities for students to share their diversities and cultural heritage.
 4. In addition to 3, sensitivity and awareness are consistently evident.
- * These items may be assessed by interviewing and reviewing data.

Domain II. COMMUNICATION AND INTERACTION

9. Uses acceptable written, oral, and nonverbal communication with students. (IN 6)

The teacher appropriately models verbal and nonverbal communication. This includes the use of correct grammatical structures, subject-verb agreement, and proper tense, etc. Spelling is correct in written work. Written materials are easily read, including work on chalkboards, handouts, transparencies, and comments on student work. Nonverbal communications are appropriate and meaningful.

1. Student teacher frequently demonstrates inappropriate use of written and/or oral language. Appropriate nonverbal communication is not apparent.
2. Student teacher usually demonstrates appropriate use of written and oral language. Appropriate nonverbal communication is limited.
3. Student teacher frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate.
4. Student teacher consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent and appropriate.

10. Communicates high expectations for learning to all students. (IN 3)

Research substantiates that student achievement and behavior conform closely to the teacher's expectations. Students for whom teachers hold high expectations give more correct answers and achieve higher average scores on year-end standardized tests than do students for whom the teacher holds low expectations. If students feel their efforts will produce results in schools, and if the teachers and school are supportive of their efforts, they are more likely to succeed.

1. Student teacher communicates to individuals, groups, or the class as a whole that they are incapable of learning.
2. Student teacher communicates to a few students that they are capable of meeting learning expectations.
3. Student teacher encourages most students to meet challenging learning expectations.
4. Student teacher actively encourages all students to meet challenging learning expectations.

11. Demonstrates communication skills which show sensitivity to diversity. (IN 3, 6)

Teachers should seek to gain an understanding of the various cultural, ethnic, socio-economic, gender, and special population groups represented in the classroom. They should become familiar with and sensitive to the background experiences of their students, and demonstrate, through words and actions, their respect for a range of student diversity. To work successfully with students of diverse backgrounds, teachers must build the learning around the students' individual learning styles, communicate positively with students, establish a classroom climate in which students want to learn, hold and maintain high expectations for each student, involve students in understanding and in making important decisions about their own learning, personalize learning for each student, provide learning activities adapted to individual students' skill levels, teach to individuals by using a variety of strategies, and use techniques that emphasize cooperative learning and that de-emphasize competitive learning.

1. Student teacher seldom recognizes diversity within the classroom.
2. Student teacher is aware of diversity within the classroom, but seldom adjusts

communications and actions.

3. Student teacher is aware of diversity within the classroom and often adjusts communications and actions to demonstrate sensitivity to the various cultures.
4. Student teacher is aware of and celebrates diversity, encourages appreciation of diversity, and demonstrates sensitivity through communications and actions.

12. Listens to students and demonstrates interest in what they are saying by responding appropriately. (IN 2, 6)

Listening is an important aspect of the learning environment. Effective teachers make time to listen to individual students and show a sincere interest in what they are saying. They also demonstrate active listening skills, listening carefully and attentively to gain information that students share.

1. Student teacher does not respond to student comments.
2. Student teacher is inconsistent in responding to what students are saying.
3. Student teacher looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing.
4. Student teacher responds to students with appropriate nonverbal feedback and by summarizing what students have shared.

13. Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness, and risk-taking. (IN 6)

Without a classroom climate that encourages inquiry and risk-taking, little critical, creative, or higher-level thinking can take place. The effective teacher builds a climate of openness where students feel free to express and try out ideas. Such a climate promotes mutual respect and acceptance and is free of ridicule and sarcasm. Students' efforts are recognized and encouraged.

1. Student teacher has limited rapport with students, rarely encourages inquisitiveness, and discourages interaction and questioning.
2. Student teacher establishes rapport with students, or develops an atmosphere of limited inquiry.
3. Student teacher establishes rapport with students and often encourages inquiry.
4. In addition to 3, the student teacher accepts students' ideas and fosters academic risk-taking.

14. Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning. (IN 2, 5, 6)

Student-to-student communication promotes achievement. It can be effectively used to allow students to practice and extend language skills, share ideas, feel part of the classroom community, and think responsibly and independently. Effective teachers encourage such communications by allotting time for student interaction, making physical arrangements which promote communication among students, planning appropriate group tasks, and facilitating the sharing of group results.

1. Student teacher does not involve the students in any type of interactive activities.
2. Student teacher provides occasional opportunities for student-to-student communication.
3. Students regularly participate in interactive activities planned by the student teacher.

4. Students frequently work together, not only on student teacher planned activities, but also on self-selected projects.

15. Establishes relationships with parents and guardians. * (IN 10)

Research strongly supports the significance of involving families in their children's education because such involvement affects student achievement, attitudes, and behavior. Developing a successful school-home partnership can best be accomplished by increasing communications with parents and guardians, helping them to assist their children in learning at home, and encouraging their participation at school.

1. Student teacher does not communicate with parents and guardians or attempt to establish relationships.
2. Relationships are established only in response to problems that occur or to parental and guardian requests.
3. Student teacher initiates communication and relationships with parents and guardians.
4. In addition to 3, student teacher builds and sustains relationships with parents and guardians for a variety of purposes.

* These items may be assessed interviewing and reviewing data.

Domain III. TEACHING FOR LEARNING

16. Displays knowledge of the subject being taught. (IN 1)

Knowledge of the subject being taught is the foundation of effective teaching.

1. Student teacher does not demonstrate basic knowledge of the subject being taught.
2. Student teacher demonstrates limited knowledge of the subject being taught.
3. Student teacher displays an adequate knowledge base of the subject being taught.
4. Student teacher displays extensive knowledge of the subject being taught.

17. Projects enthusiasm for teaching and learning. (IN 5)

Teachers who excel in this area create an atmosphere of enthusiasm about the importance of learning and the significance of the content. They care deeply about their subjects and invite students to share the journey of learning. Students are intrinsically motivated due to the way teachers organize and present the content, the roles they encourage students to assume, and the student initiative they expect. The work is real and significant and becomes important to students as well as to teachers.

This indicator includes verbal and nonverbal teacher behaviors that stimulate students' attention, interaction, and participation. Skills include physical movement, voice, pacing, and body language (i.e., gestures, posture, facial expression, and eye contact).

1. Student teacher does not exhibit enthusiasm about the topic being taught.
2. Student teacher shows limited enthusiasm for the topic being taught.
3. Student teacher usually conveys enthusiasm for the topic being taught.
4. Student teacher consistently shows enthusiasm for teaching and learning in a variety of ways.

18. Uses knowledge of students' prior understandings and experiences to make

instruction relevant and meaningful. * (IN 1, 3, 7)

For any topic of study, students have prior knowledge that provides a foundation for new learning. Teachers assess and value this knowledge, select and use instructional materials that are relevant to students' cultural experiences, and facilitate students' sharing through a variety of communication modes. Teachers build students' motivation and achievement by gaining knowledge of their interests, experiences, and characteristics to make instruction meaningful.

1. Student teacher makes little effort to assess, or seldom connects, learning to students' interests and experiences.
2. Student teacher attempts to make learning relevant, but is unsure of students' interests and understandings, or student teacher assesses but does not use information in lesson preparation.
3. Student teacher assesses the students' interests and knowledge, often connecting assessment results to instruction.
4. Student teacher assesses students' interest, characteristics, and knowledge, consistently connecting the lesson to students' interests.

19. Uses a variety of appropriate teaching strategies. (IN 4)

To accommodate student diversity and differences in subject matter, a variety of teaching strategies is necessary. Teaching strategies may include, but are not limited to, cooperative learning, direct instruction, discovery learning, demonstration, discussion, inquiry, simulation, independent study, and student research.

1. Student teacher varies teaching strategies, but none are used effectively.
2. Student teacher uses one strategy effectively.
3. Student teacher uses a limited number (2 or 3) of teaching strategies effectively.
4. Student teacher uses a variety (4+) of teaching strategies effectively.

20. Provides learning experiences that accommodate differences in developmental and individual needs. (IN 2, 3, 4)

The effective teacher plans and conducts activities at multiple levels to meet the developmental and individual needs of diverse students. A variety of teaching techniques and learning experiences accommodate different learning styles and performance modes, multiple intelligences, and special education/gifted education needs.

1. Instruction does not accommodate developmental or individual needs.
2. Instruction accommodates the developmental and individual needs of some students.
3. Instruction accommodates the developmental and individual needs of most students.
4. Instruction accommodates the developmental and individual needs of all students.

21. Relates concepts using language that is understood by the students. (IN 4, 6)

Effective teachers use appropriate expressions, demonstrations, vocabulary, and illustrations to communicate concepts.

1. Student teacher communicates using language that is developmentally inappropriate.
2. Student teacher communicates using language that students seldom understand, and rarely adjusts concept presentation when students misunderstand.
3. Student teacher communicates using language that students understand and adjusts

communication to enhance learning.

4. Student teacher consistently communicates using language students understand, is aware of students' misunderstandings, and skillfully adjusts language.

22. Gives directions appropriate for carrying out instructional activities and uses concrete examples to clarify when necessary. (IN 4)

This indicator focuses on the initial directions and explanations given at the beginning of the lesson and/or each activity within the lesson. The teacher should give clear, direct instructions. Additional clarifications that are needed by individuals should be handled separately so the entire group is not delayed. The teacher should also model the task when appropriate.

1. Student teacher's instructions are seldom understood by students.
2. Student teacher provides incomplete or vague instructions, occasionally attempting To clarify or provide examples.
3. Student teacher usually provides complete instructions for carrying out instructional activities.
4. Student teacher consistently provides complete instructions for carrying out instructional activities and uses concrete examples for clarification when necessary.

23. Incorporates a variety of technology and resources into instruction. *(IN 6,)

When teachers efficiently and appropriately incorporate technology and other appropriate resources into instruction, students' motivation, understandings, and skills improve.

1. Student teacher seldom uses available technology or resources.
2. Student teacher sometimes ineffectively uses available technology or resources, or technology or resources do not fit the planned lessons.
3. Student teacher uses lesson-appropriate technology or resources.
4. Student teacher demonstrates skillful and creative use of technology or resources at appropriate times, and effectively uses available resources and student teacher made and other original materials.

24. Provides opportunities for students to apply concepts in problem-solving and critical thinking. (IN 4, 6)

Critical thinking refers to students' abilities to recognize, identify, and understand problems and discrepancies, to propose and test solutions, to arrive at tentative conclusions based on the data collected, and to evaluate conclusions. Problem solving is not a teaching strategy, but a high-order intellectual behavior that facilitates learning. In order to ensure that this process is effective, students' must complete the entire cycle. The cycle includes a step-by-step process: recognizing, identifying, and understanding problems, proposing solutions, testing solutions, and arriving at tentative conclusions.

1. Student teacher seldom provides opportunities for students to apply concepts in \ problem-solving and critical thinking, or student teacher provides solution.
2. Students are given opportunities to recognize and identify problems and to propose, test, or evaluate solutions.
3. Students are given opportunities to recognize and identify problems and to propose solutions. However, students never actually test solutions, arrive at tentative conclusions, or evaluate solutions.
4. Students are given opportunities to complete the critical thinking/problem solving

cycle.

25. Uses questioning to identify misconceptions or confusion and to monitor student work. (IN 6)

Questioning is a vital part of classroom interactions. Teachers' questions are used to explore and build student understanding, identify student confusion, and monitor students' work. Sometimes a series of related questions are needed to clarify student misconceptions. Teachers assess student understanding by asking specific questions related to the topic.

1. Student teacher seldom uses questioning.
2. Student teacher asks questions to check for understanding, but does not attempt to clarify misconceptions.
3. Student teacher uses questioning to check for misconceptions and sometimes uses this information to clarify concepts.
4. Student teacher consistently uses questioning to clarify misconceptions and monitor student work.

26. Uses higher-order questions to engage students in original, creative, and evaluative thinking. (IN 4, 6)

Independent, life-long learners use higher-level thinking to solve problems, analyze components of situations, synthesize or bring together ideas, create and refine new ideas, and make and support judgments. Teachers should structure and sequence questions in a way that is designed to guide students to higher levels of thinking. Appropriate and purposeful questions at a variety of levels should be used.

1. Student teacher seldom uses questioning.
2. Student teacher asks questions at the lowest level – gathering and recalling information. (knowledge, comprehension)
3. Student teacher asks intermediate level questions which are designed to apply knowledge of cause and effect, analyze, summarize, compare/contrast, or classify data. (application, analysis)
4. Student teacher asks high level questions which encourage students to think intuitively, creatively, and hypothetically; to use their imaginations; to identify a value system; or to evaluate judgments. (synthesis, evaluation)

27. Uses community resources to enhance student learning. * (IN 10)

Any community has resources that teachers may use to enhance learning. Settings as diverse as city halls, fire stations, parks, businesses, and service agencies enhance students' understanding and appreciation of local resources and the knowledge and skills of people in the community. Persons representing a variety of professions, trades, and avocations might visit the classroom to share their expertise, enthusiasm, and values. Students' family members are often positive resource persons who can build appreciation of diverse talents and interests.

1. Student teacher does not use community resources.
2. Student teacher has limited use of community resources.
3. Student teacher effectively uses community resources.
4. In addition to 3, students use community resources.

28. Adjusts strategies in response to learner feedback and encourages students to

expand on and support their responses. (IN 4, 6)

Feedback facilitates learning because it guides students and expresses recognition/appreciation for their efforts. Feedback may include praise as well as guidance about incorrect and incomplete responses. It may also prompt students to extend or support their responses or to react to others' answers.

1. Student teacher seldom makes an attempt to determine whether students are understanding and gives little or no feedback. Or, student teacher uses negative words or actions to discourage students from giving responses or asking questions.
2. Student teacher passively accepts student responses. Or, student teacher does not call on students in an equitable manner.
3. Student teacher asks for and responds to student input during the lesson. Student teacher seeks to have student extend their answers or explanations by asking probing questions.
4. Student teacher incorporates student responses in current and/or subsequent lessons or activities.

29. Uses adequate wait time for responses in order to encourage high-level, reflective thinking. (IN 2, 4)

Research has shown the effectiveness of wait time in terms of gaining more learning, longer student responses, high-level responses, and student-to-student responses. After asking thought-provoking higher-level questions, teachers should provide students with adequate time to think.

1. Student teacher gives inappropriate wait time.
2. Student teacher allows appropriate wait time of 3 to 5 seconds.
3. In addition to 2, student teacher elicits higher-level, reflective thinking.
4. In addition to 3, student teacher allows appropriate wait time after student responses.

30. Gives timely feedback on academic performance and discusses corrective procedures to be taken. * (IN 8)

Effective feedback based on informal assessment addresses standards of academic or cognitive performance, students' progress, and corrective procedures. The feedback should be immediate and ongoing. Reinforcement, praise, and criticism are purposeful. Students' metacognitive abilities should be developed so they can provide their own feedback.

1. Student teacher seldom provides timely feedback on performance.
2. Student teacher provides limited use of feedback, reinforcement, and praise.
3. Student teacher demonstrates adequate feedback and purposefully uses reinforcement and praise.
4. In addition to 3, students use metacognitive strategies to provide their own feedback.

* These items may be assessed by interviewing and reviewing data.

Domain IV. MANAGING THE LEARNING ENVIRONMENT**31. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (IN 5)**

Effective teachers are usually perceived by students as being fair and supportive. They are consistent and equitable in their treatment of and interactions with students. Such teachers relate well to each student and create a classroom climate that motivates and facilitates learning.

1. Student teacher is not always fair in the treatment of students.
2. Student teacher is fair in the treatment of students, but does not promote a positive and interactive learning environment.
3. Student teacher is fair in the treatment of students and actively encourages fairness among students.
4. Student teacher successfully creates a positive, interactive environment and establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.

32. Uses instructional time effectively. (IN 5)

An important aspect of using time effectively is pacing the lesson in ways that are appropriate for the students. Using time effectively also implies making sure that time spent on necessary, but non-instructional processes, is minimized. Students should be engaged in meaningful learning experiences throughout the class period. Transitions from one method or lesson to another should be smooth.

1. Substantial instructional time is spent in non-instructional activities or time is wasted during transitions.
2. There are some unnecessary delays, undesirable digressions from the topic, or ineffective transitions between activities.
3. Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.
4. Pacing is appropriate, transactions are smooth, and there are no unnecessary delays or undesirable digressions.

33. Monitors students' participation and interpersonal interactions in learning activities. (IN 5)

The teacher must monitor participation in learning activities while teaching and as students work. The teacher should observe and support student interaction in learning activities and refocus students to tasks if necessary. Clear, established procedures will help keep students on task.

1. Student teacher seldom monitors students' interactions.
2. Student teacher passively monitors students' interactions, but makes no attempt to redirect student learning.
3. Student teacher monitors student learning by moving among the students and refocusing students to tasks as necessary.
4. In addition to 3, students are given opportunities to self-monitor.

34. Establishes efficient routines for procedural tasks and delegates to students. (IN 5)

To maximize learning time, routine procedural tasks are handled smoothly in the classroom. These procedural matters may or may not be directly related to instruction (bookkeeping, distribution and collection of materials, collecting lunch money, etc.). When students are involved in handling routine tasks, the teachers are able to attend to other matters and student responsibility is enhanced.

1. Student teacher seldom attends to or delegates routine tasks.

2. Student teacher or students attend to routine tasks in a disruptive or inefficient manner.
3. Student teacher and students jointly handle routine tasks efficiently.
4. In addition to 3, the student teacher delegates appropriate responsibilities to students who consistently complete these tasks efficiently.

35. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning. (IN 5)

Without rules and standards for behavior, learning seldom takes place. Effective teachers establish and consistently enforce classroom rules and standards so that possibilities for learning are maximized. Teachers foster respect and develop self-respect in students by modeling and positively reinforcing appropriate classroom behavior.

1. Student teacher does not apply the principles of effective classroom management.
2. Student teacher attempts to apply the principles of effective classroom management.
3. Student teacher consistently applies the principles of effective classroom management.
4. Student teacher consistently applies the principles of effective classroom management and uses a range of strategies to promote cooperation and learning.

36. Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivation, and learning. * (IN 5, 6, 7)

Drawing on knowledge of psychology and sociology, the teacher should study and analyze classroom interactions/environment to develop strategies for organizing and supporting individual and group learning. The teacher should promote students' intrinsic motivation, positive attitudes toward school, cooperation in the classroom, and learning.

1. Student teacher seldom uses knowledge of social relationships and motivational strategies within the classroom to affect learning.
2. Student teacher demonstrates an awareness of the social relationships and motivational strategies within the classroom, but is unable to make adjustments to enhance learning.
3. Student teacher makes adjustments that are usually effective in enhancing student motivation and learning.
4. Student teacher continually makes adjustments that are effective in enhancing student motivation and learning.

37. Utilizes individual and group responses to pace learning, proceed with new work, or reteach unclear parts of the lesson. (IN 2, 4)

Effective teachers constantly take cues from students. They use these cues to adjust and determine the pace of lessons. They recognize the level of students' understanding, the need for clarification and reteaching, and the direction for subsequent lessons.

1. Student teacher seldom utilizes students' responses to adjust lessons.
2. Student teacher occasionally utilizes students' responses to adjust lessons.
3. Student teacher usually uses students' responses to adjust lessons.
4. Student teacher consistently uses students' responses to adjust lessons and takes advantage of teachable moments.

38. Attends to organizing time, space, activities, and materials to provide equitable engagement of students in productive tasks. (IN 5)

Learning is facilitated and maximized in well-organized classrooms. Teachers must make numerous decisions concerning the organization of time to provide for efficient use of classroom time and space (arrangement of desks, tables, displays, learning centers, etc.). They must develop procedures for easy access to materials and equipment so that lessons flow smoothly with few interruptions.

1. Student teacher demonstrates no evidence of organization.
2. Student teacher demonstrates limited organization.
3. Student teacher demonstrates organization. Materials are easily accessible so that there are no interruptions in the flow of instruction.
4. Student teacher consistently demonstrates exemplary organization, and students are engaged in productive tasks.

* These items may be assessed by interviewing and reviewing data.

Domain V. ASSESSMENT OF STUDENT LEARNING***39. Communicates assessment criteria and performance standards to the students. (IN 8)**

Evaluating students is critical to the learning process. Effective teachers inform students of standards and assessment criteria before they begin assignments and tasks. Teachers clarify these criteria and standards with examples, models, verbal clarifications, and other means.

1. Student teacher seldom informs students of performance standards or assessment criteria.
2. Student teacher informs students they will be assessed on the information presented in class, but does not elaborate on details of assessment.
3. Student teacher verbally informs students about performance standards and assessment criteria.
4. Student teacher assures student understanding of assessment criteria and performance standards through the use of examples and models.

40. Develops and uses a variety of formal and informal performance assessments. (IN 8)

Assessment, the process of gathering information about student progress, should be multifaceted. Teachers must use a variety of methods to evaluate students, especially in cross-cultural classroom settings. When a variety of assessment approaches is used, students have opportunities to display and document their knowledge and skills in different ways. Thus, a broad picture of students' diverse needs, strengths, and interests is developed. Assessment should be appropriate for students' levels and styles, as well as for content subject matter. Assessments may include, but are not limited to, portfolios, performance tasks, written work and tests, journals, videotapes, anecdotal records, teacher narratives, artistic products, analysis, simulations, rubrics, student self-assessments, observations, and checklists.

1. Student teacher seldom uses assessment.
2. Student teacher uses only one type of assessment.
3. Student teacher develops and uses more than one type of assessment appropriately.
4. Student teacher develops and uses a variety of assessments appropriately.

41. Encourages students to assume responsibility for learning and to engage in self evaluation. (IN 8)

The teacher should use assessment strategies to involve students in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

1. Student teacher does not expect students to take the initiative in their learning and does not help students develop self-evaluation processes.
2. Student teacher offers limited opportunities for students to expand their learning.
3. Student teacher provides numerous opportunities for students to expand their learning and engage in self-evaluation.
4. Student teacher consistently provides opportunities for students to expand their learning and engage in self-evaluation.

42. Maintains records of student work and performance and communicates student progress to students, parents, guardians, and colleagues. (IN 8)

The teacher should develop and use appropriate methods for recording students' work and performance.

1. Student teacher does not maintain samples of student work or performance.
2. Student teacher maintains a limited amount of student work samples and performance.
3. Student teacher maintains adequate records of student progress.
4. In addition to 3, the student teacher communicates student progress to students, parents, guardians, and colleagues.

Domain VI. PROFESSIONALISM AND PARTNERSHIP (IN 9, 10)

*** Assessed Using Dispositions Rating Scale**

Strong points of teaching performance and effectiveness:

Weaknesses of teaching performance and effectiveness:

Recommended for teaching _____ With reservations _____ Not recommended _____

* The STAI will be used during the Fall 2009 Semester only. From the Spring 2010 Semester forward, it will be replaced with the Teacher Intern Assessment Instrument (TIAI)

**DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION**

**STUDENT TEACHER ASSESSMENT INSTRUMENT (STAI)*
SCORING GUIDE FOR DSU SUPERVISORS AND COOPERATING TEACHERS
SUBMIT TO THE OFFICE OF FIELD EXPERIENCES**

STUDENT TEACHER: _____

EVALUATOR: _____

SCHOOL/ GRADE: _____

SEMESTER/YEAR: _____

USE REFERENCE GUIDE TO ASSESS PERFORMANCE - 3 IS MINIMUM.

APPRAISAL SCALE:

1 - INEFFECTIVE, UNACCEPTABLE PRACTICE

2 - marginally acceptable practice

3 - ACCEPTABLE, SAFE TO PRACTICE

4 - OUTSTANDING, EFFECTIVE PRACTICE

PLEASE SIGN AND DATE FOR EACH OBSERVATION/EVALUATION OF YOUR STUDENT TEACHER

STAI INDICATORS	FIRST ASSESSMENT	SECOND ASSESSMENT (STAI)	FINAL ASSESSMENT	COMMENTS ON EFFECTIVENESS
	_____ SIGNATURE	_____ SIGNATURE	_____ SIGNATURE	
	DATE _____	DATE _____	DATE _____	
I. PLANNING AND PREPARATION (PORTFOLIO)				
1. Clearly-stated learner objectives				
2. Teaching procedures				
3. Content, materials, and media				
4. Assessment procedures and materials				
5. Uses information about students				
6. Uses knowledge of students needs, interests, and experiences				

7. Plans lessons that integrate knowledge from several subject areas				
8. Incorporates multiculturalism and diversity in lessons				
II. COMMUNICATION AND INTERACTION				
9. Uses acceptable written, oral, and nonverbal communication				
10. Communicates high expectations				
11. Communicates with sensitivity to diversity				
12. Listens and responds appropriately				
13. Builds and sustains classroom climate				
14. Opportunities for students to cooperate, communicate, and interact				
15. Establishes relationships with parents				
III. TEACHING FOR LEARNING				
16. Displays knowledge of subject				
17. Displays enthusiasm for teaching and learning				
18. Uses knowledge of students' understandings and experiences				
19. Uses a variety of strategies				
20. Provides experiences to accommodate differences				

21. Relates concepts				
22. Gives directions				
23. Incorporates technology and resources				
24. Opportunities for problem-solving and critical thinking				
25. Uses questioning to identify misconceptions and monitor work				
26. Uses higher-order questions				
27. Uses community resources				
28. Adjusts strategies in response to learner feedback				
29. Uses adequate wait time for responses				
30. Gives timely feedback				
IV. MANAGING THE LEARNING ENVIRONMENT				
31. Demonstrates fairness and support to achieve learning environment				
32. Uses instructional time effectively				
33. Monitors participation in learning activities				
34. Establishes routines for procedural tasks with student delegation				
35. Applies classroom management				

36. Analyzes environment to enhance relationships, motivation, and learning				
37. Utilizes responses to pace learning, start new work, and reteach				
38. Organizes time, space, activities, and materials				
V. ASSESSMENT OF STUDENT LEARNING				
39. Communicates assessment criteria and standards				
40. Uses a variety of assessments				
41. Encourages student responsibility for learning and self-evaluation				
42. Maintains records of work and communicates progress to students, parents, and colleagues				

ADDITIONAL COMMENTS:

* The STAI will be used during the Fall 2009 Semester only. From the Spring 2010 Semester forward, it will be replaced with the Teacher Intern Assessment Instrument (TIAI)

Teacher Intern Assessment Instrument

Teacher Candidate/Intern _____ Semester/Year

Evaluator _____ Circle One: University/College Supervisor
Cooperating Teacher

I. PLANNING AND PREPARATION

*Items 1-9 should be assessed from written plans.

1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/OR inappropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives, based on state frameworks and best practices, are stated as performance outcomes and are planned for different instructional levels and individual needs (DOK Levels, Bloom's, Understanding by Design, etc.).	In addition to acceptable , objectives, which are appropriate for student learning, are aligned with assessments.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

2. Plans appropriate teaching procedures. (2, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No procedures are included, OR procedures are not referenced to objectives.	Procedures are referenced to objectives and are appropriate for students.	Procedures are sequential, clearly referenced to objectives, and appropriate for students.	In addition to acceptable , procedures are both learner-centered and teacher-centered
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.	In addition to acceptable , materials and technology show initiative and creativity in original development.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
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Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for students.	In addition to acceptable , informal (performance) and formal assessments and materials are planned including rubrics/checklists.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of some students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of most students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of all students.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a thorough understanding of students' background, interests, experiences, and prior knowledge and effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.
First Assessment →	Score:	Second Assessment →	
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

7. Integrates knowledge from several subject areas in lessons. (1, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Provides instruction that relates to only one subject and focuses on specific skills.	Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines.	Instruction includes effective integration of content areas clearly establishing connections across disciplines.	In addition to acceptable , creates innovative lessons which include activities that assist students in making connections across multiple disciplines.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

8. Incorporates diversity, including multicultural perspectives, into lessons. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not incorporate diversity or multicultural perspectives into lessons.	Ineffectively incorporates diversity into lessons.	Incorporates diversity, including multicultural perspectives, into lessons.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lesson.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

9. Uses a variety of strategies to introduce and close lessons. (1, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No introductions and/or closures to lessons.	Inconsistently or inappropriately uses introductions and/or closures to lessons.	Consistently and appropriately uses a variety of strategies to introduce and close lessons. Strategies to introduce lessons motivate students and closures accurately summarize the lessons.	In addition to acceptable , introductions and closures are creative and innovative.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

II. COMMUNICATION AND INTERACTION**10. Uses acceptable written, oral, and nonverbal communication. (6)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.	Uses acceptable written, oral and nonverbal communication proficiently.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

11. Provides clear, complete written and/or oral directions for instructional activities. (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to acceptable , uses concrete examples to model and clarify tasks and concepts.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

12. Communicates high expectations for learning to all students. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate high expectations for learning to all students.	Inconsistent in communicating to all students that they are capable of meeting learning expectations.	Consistent in communicating to all students that they are capable of meeting learning expectations.	In addition to acceptable , provides a supportive, risk free environment.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

13. Conveys enthusiasm for teaching and learning. (1, 5)

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

First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)

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

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an introduction.	In addition to emerging , maintains communication with parents and/or guardians.	In addition to acceptable , consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

III. TEACHING FOR LEARNING

16. Demonstrates knowledge of the subject(s) taught. (1)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate basic knowledge of the subject(s) taught.	Demonstrates adequate knowledge of the subject(s) being taught.	Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	In addition to acceptable , challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s).
First Assessment	Score:	Second Assessment	Score:

→		→	
Comments on Effectiveness			
First Assessment:		Second Assessment:	

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of teaching strategies.	Ineffectively uses a variety of teaching strategies.	Effectively uses a variety of appropriate teaching strategies.	In addition to acceptable , teaching strategies are both teacher-centered and learner-centered.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment	

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and effectively provides learning experiences that accommodate the developmental and individual needs of diverse learners.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	In addition to emerging , provides opportunities for students to propose and test solutions.	In addition to acceptable , provides opportunities for students to analyze and evaluate their solutions and to present findings.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

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20. Responds to and elicits student input during instruction. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions.	Inconsistently responds to and/or elicits student input during instruction.	Consistently and appropriately responds to and elicits student input during instruction.	In addition to acceptable , provides appropriate prompts to elicit expanded student responses.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not allow sufficient and equitable wait time to encourage students to expand and support their responses.	Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses.	Allows sufficient and equitable wait time to encourage students to expand and support their responses.	In addition to acceptable , probes and encourages students to expand and support their responses.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use questioning to engage students.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	In addition to acceptable , asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis and evaluation).
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	In addition to acceptable , encourages the students' effective use of family and community resources in lessons to enhance student learning.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

IV. MANAGEMENT OF THE LEARNING ENVIRONMENT

24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	In addition to acceptable , monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not adjust lessons.	Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses.	Effectively adjusts lessons according to individual student cues, personal reflections, and group responses.	In addition to acceptable , takes advantage of teachable moments to enhance lessons.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

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26. Attends to or delegates routine tasks. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Attends to and delegates routine tasks.	In addition to acceptable , has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to inappropriate student behavior.	Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	In addition to acceptable , uses a variety of strategies that promote cooperation and learning.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)

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

29. Uses instructional time effectively.(5)

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

V. ASSESSMENT OF STUDENT LEARNING**30. Communicates assessment criteria and performance standards to the students. (8)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to acceptable , various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of informal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses informal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of informal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses informal assessment information to accommodate differences in developmental and/or educational needs of all students.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of formal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses formal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of formal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses formal assessment information to accommodate differences in developmental and/or educational needs of all students.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	In addition to acceptable , encourages student conferences and reflections for self-evaluation.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

34. Maintains records of student work and performance and appropriately communicates student progress. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

Delta State University
College of Education
Exit Survey for Undergraduate Interns

Circle your major:

Art Music Elementary Special Ed. P.E. English Math Science Social Science

Directions: Indicate your level of preparation for internship by choosing the number from 1 – 5 that most closely reflects your level of preparation. **5** indicates **strong preparation** and **1** indicates **weak preparation**.

Survey Items	Rating Scale				
1. Effective strategies for teaching in the subject area(s) that you are assigned to teach	5	4	3	2	1
2. Planning and preparing for instruction	5	4	3	2	1
3. Accommodating the instructional needs of most students	5	4	3	2	1
4. Working with special needs students	5	4	3	2	1
5. Integrating technology into teaching and learning	5	4	3	2	1
6. Using a variety of assessment strategies	5	4	3	2	1
7. Organizing the classroom environment for instruction	5	4	3	2	1
8. Success in student motivation	5	4	3	2	1
9. Managing student behavior	5	4	3	2	1
10. Collaborating with fellow teachers, other educational personnel, families of students, and the community	5	4	3	2	1
11. Establishing professional behaviors (e.g., life-long learning, professional attitudes, actions, and appearance)	5	4	3	2	1

Directions: Rate the following. **5** indicates **very good** and **1** indicates **very poor**.

Survey Items	Rating Scale				
12. Your overall teaching experience	5	4	3	2	1
13. Your overall teaching placement	5	4	3	2	1
14. Support from your DSU Supervisor	5	4	3	2	1
15. Support from your Cooperating Teacher	5	4	3	2	1

16. The value of the two days of field experiences in the <i>CEL/CUR 393 Classroom Management</i> course.	5	4	3	2	1
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Directions: Please comment briefly on these items.

17. How is teaching different from what your teacher education courses led you to believe?

18. In what area(s) did the teacher education program prepare you best?

19. How can Delta State University improve its preparation of teachers?

20. Other Comments

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

TEACHER WORK SAMPLE FOR UNDERGRADUATE
ELEMENTARY EDUCATION

Contextual Factors Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may	

			affect learning.	
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Learning Goals Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriateness for Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

Assessment Plan Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

Design for Instruction Rubric**TWS Standard: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.***

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	

Use of Technology	Technology is inappropriately used OR teacher does not use technology	Teacher uses technology but it does not make a significant contribution to teaching and learning	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning	
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Instructional Decision-Making Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

Analysis of Student Learning Rubric

TWS Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	

Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

Reflection and Self-Evaluation Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals. 1	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	

Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

Design for Instruction in Elementary Education Rubric

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

Rating Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Mississippi Curricular Standards	Few lessons are explicitly linked to the Mississippi Curricular Standards.	Most lessons are explicitly linked to the Mississippi Curricular Standards.	All lessons are explicitly linked to the Mississippi Curricular Standards.	
Selection and Integration of Content	The plans for the unit are generic to the grade level, with little or no connection between the various content areas. Goals for IEPs are absent from the plans.	The plans for the unit are generic to the grade level, with partial integration of language arts/reading, mathematics, science, social studies, the arts, and physical education. Goals from IEPs are minimal or absent from the plans.	The teacher creates plans where all children can learn, integrating the content areas of elementary education (language arts/reading, mathematics, science, social studies, the arts, physical education) and goals from IEPs into daily activities and routines.	
Language Arts and Reading	The language arts and reading lesson are separate from the other subjects and isolated from other learning	The lessons provide a limited focus on the various types of language arts and reading purposes and	The lessons provide specific activities that help students identify the various purposes of reading and writing	

	experiences.	activities.	(narrative, expository, technical, and persuasive) and speaking, listening, and viewing.	
Mathematics and Science	Math and science are taught at the knowledge level with primary focus on memorization of facts.	Memorization of facts is supplemented with isolated problems and application of knowledge.	Describe the use of inquiry in mathematics and science lessons, connecting both to real life situations allowing for discover and application of knowledge.	
Social Science	The social sciences are taught incidentally or add on to the classroom activities.	The social sciences are taught as separate aspects of culture with the use of single sources to study relevant events, processes, people, and regions.	Describe how the social sciences connect various elements of culture and the use of resources, data, sources, and tools are used to interpret information.	
The Arts	The arts activities are left to the special area teacher.	The arts activities seem contrived and an add-on to the regular classroom.	The teacher describes the strategies that actively engage students in creating, performing and responding to the arts.	
Physical Education	The P.E. and movement activities are left to the special area teacher.	The teacher provides for outdoor play and P.E., but doesn't incorporate information about a healthy lifestyle.	The teacher describes the activities and strategies for healthy lifestyles that include play and physical activity.	
Health	Health integration is left to the special area teacher.	The lessons provide a limited focus on health integration into the daily routine.	The teacher describes the activities and strategies for healthy lifestyles.	
Selection of Instructional Materials	Little or no information is provided on how and why reading and curriculum materials were selected.	The teacher describes how they evaluated or why they selected the reading and curriculum materials used in the lesson.	The teacher describes the evaluation procedure and selected the appropriateness of the reading and curriculum materials used in the lessons.	

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

TEACHER WORK SAMPLE FOR UNDERGRADUATE SECONDARY
EDUCATION AND SPECIALITY AREA PROGRAMS

Contextual Factors Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom	Teacher provides specific implications for instruction and assessment	

	differences and community, school, and classroom characteristics OR provides inappropriate implications.	characteristics.	based on student individual differences and community, school, and classroom characteristics.	
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Learning Goals Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriateness for Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

Assessment Plan Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack	Some of the learning goals are assessed through the assessment	Each of the learning goals is assessed through the assessment plan;	

	cognitive complexity.	plan, but many are not congruent with learning goals in content and cognitive complexity.	assessments are congruent with the learning goals in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

Design for Instruction Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score

Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
Use of Technology	Technology is inappropriately used OR teacher does not use technology	Teacher uses technology but it does not make a significant contribution to teaching and learning	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning	

Instructional Decision-Making Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
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Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

Analysis of Student Learning Rubric

TWS Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	

Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

Reflection and Self-Evaluation Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals. 1	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	

Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

NOTE: NOT ALL AREAS OF THE RUBRIC BELOW WILL BE SCORED. ONLY LANGUAGE ARTS/READING, MATHEMATICS, AND YOUR CONTENT AREA ALONG WITH THE SPECIAL SUBJECT AREA YOU INTEGRATED WILL BE SCORED.

Design for Instruction in Secondary Education Rubric

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

Rating Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Mississippi Curricular Standards	Few lessons are explicitly linked to the Mississippi Curricular Standards.	Most lessons are explicitly linked to the Mississippi Curricular Standards.	All lessons are explicitly linked to the Mississippi Curricular Standards.	
Selection and Integration of Content	The plans for the unit are generic to the grade level, with little or no connection between the various content areas. Goals for IEPs are absent from the plans.	The plans for the unit are generic to the grade level, with partial integration of language arts/reading, mathematics, science, social studies, the arts, and physical education. Goals from IEPs are minimal or absent from the plans.	The teacher creates plans where all children can learn, integrating the content areas of elementary education (language arts/reading, mathematics, science, social studies, the arts, physical education) and goals from IEPs into daily activities and routines.	
Language Arts and Reading	The language arts and reading lesson	The lessons provide a limited focus on	The lessons provide specific activities	

	are separate from the other subjects and isolated from other learning experiences.	the various types of language arts and reading purposes and activities.	that help students identify the various purposes of reading and writing (narrative, expository, technical, and persuasive) and speaking, listening, and viewing.	
Mathematics and Science	Math and science are taught at the knowledge level with primary focus on memorization of facts.	Memorization of facts is supplemented with isolated problems and application of knowledge.	Describe the use of inquiry in mathematics and science lessons, connecting both to real life situations allowing for discover and application of knowledge.	
Social Science	The social sciences are taught incidentally or add on to the classroom activities.	The social sciences are taught as separate aspects of culture with the use of single sources to study relevant events, processes, people, and regions.	Describe how the social sciences connect various elements of culture and the use of resources, data, sources, and tools are used to interpret information.	
The Arts	The arts activities are left to the special area teacher.	The arts activities seem contrived and an add-on to the regular classroom.	The teacher describes the strategies that actively engage students in creating, performing and responding to the arts.	
Physical Education and Health	The P.E. and movement activities are left to the special area teacher.	The teacher provides for outdoor play and P.E., but doesn't incorporate information about health and lifestyle.	The teacher describes the activities and strategies for healthy lifestyles that include play and physical activity.	
Selection of Instructional Materials	Little or no information is provided on how and why reading and curriculum materials were selected.	The teacher describes how they evaluated or why they selected the reading and curriculum materials used in the lesson.	The teacher describes the evaluation procedure and selected the appropriateness of the reading and curriculum materials used in the lessons.	

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

DISPOSITIONS RATING SCALE
UNDERGRADUATE PROGRAMS

Student Name _____

Rater _____ Date _____

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

Directions: Use the Appraisal Scale to rate each of the five Dispositions. The Indicators (e.g., 1.1, 1.2) provide clarification. Provide evidence in the last column for ratings of 1, 2, or 4.

Appraisal Scale:

- 1 – Does not meet expectations 2 – Meets a few expectations but not sufficient
3 – Meets expectations 4 – Exceeds expectations

Characteristic (Disposition)	Rating of Disposition	Evidence for 1,2, or 4 Rating
<p>1. Fairness</p> <p>1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner (IN 2, 3, 5)</p> <p>1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs (IN 10)*</p>	<p>1. Fairness _____</p>	
<p>2. The Belief That All Students Can Learn</p> <p>2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population (IN 2, 3, 5)</p> <p>2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and</p>	<p>2. The Belief That All Students Can Learn _____</p>	

physical needs; developmental levels; and interests of a diverse student population (IN 4, 8)		
<p>3. Professionalism</p> <p>3.1 Engages in ongoing self-reflection and participates in professional development opportunities (IN 9, 10)</p> <p>3.2 Displays professional appearance and actions, including effective oral and written communication (IN 6)</p> <p>3.3 Collaborates with professors, students, colleagues, families, and/or community members (IN 10)</p>	3. Professionalism _____	
<p>4. Resourcefulness</p> <p>4.1 Motivates self and others to perform well (IN 5)</p> <p>4.2 Anticipates what a situation calls for and responds appropriately (IN 6)</p> <p>4.3 Uses personal talents to enhance professional functioning (IN 6)</p> <p>4.4 Adapts willingly to change (IN 5)</p>	4. Resourcefulness _____	
<p>5. Dependability</p> <p>5.1 Attends all expected classes and meetings, and arrives on time (IN 10)</p> <p>5.2 Participates meaningfully in classes and meetings (IN 10)</p>	5. Dependability _____	

5.3 Fulfills responsibilities in the college classroom and in P-12 settings		
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* Indicators aligned with INTASC Standards

**Delta State University
College of Education
Protocol for Dispositions
Undergraduate Programs**

1. Candidates will be introduced to the *Dispositions Rating Scale* during CEL 301, *Introduction to Elementary Education*, CUR 300, *Survey of Education with Field Experiences*, and CUR 302, *Orientation and Field Experiences*. During these courses, candidates will self-assess using the scale, with focused observations and assignments related to field experiences serving as a frame of reference. The instructor will also evaluate the candidate using the scale and will review both assessments, followed by a conference with the candidate to review the assessments and discuss strengths/weaknesses/discrepancies in perspectives.
2. A flag form will be placed in each candidate's folder for documenting both deficiencies and exemplary practices/dispositions.
3. Dispositions will be taught and reinforced throughout all courses in the program.. Faculty who note a deficiency or deficiencies or evidence of strengths in a candidate relevant to a disposition area(s) will enter this information on the appropriate flag form, providing details related to the reason for the concern or commendation.
4. Faculty will hold conferences with students regarding the development of dispositions as candidates move through their programs.
5. Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment points.
6. Upon request for admission to teacher education, and again upon request for admission to student teaching, faculty will meet to review each candidate's progress with respect to the development of appropriate dispositions for teaching. The *Dispositions Rating Scale* will be used at these two assessment points. The faculty will consult flag forms and entertain faculty concerns at this time.
7. Based upon the number and severity of disposition weaknesses/deficiencies, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.

8. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
9. If the deficiency(ies) persist(s), the faculty will meet to consider whether the candidate should continue in the program.
10. The form will also be used by the university supervisor and cooperating teacher during the directed teaching semester. Each will submit the forms to the Office of Field Experiences for inclusion in the candidate's file. The university supervisor and cooperating teacher will consult with the Director of Field Experiences and faculty should a deficiency(ies) threaten the successful completion of directed teaching.

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

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

Name of Candidate: _____

Program: _____

Protocol Followed: ☐ Conference with Student ☐ Written Plan for Improvement
 Date Protocol Followed: _____

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

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

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

Name of Candidate: _____

Program: _____

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

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GRADUATE INSTRUMENTS

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

**DISPOSITIONS RATING SCALE
GRADUATE PROGRAMS**

Student Name _____

Rater _____ Date _____

Circle One Degree Program: Masters Ed.S. Ed. D.

Major: _____

Directions: Use the Appraisal Scale to rate each of the six Dispositions. The Disposition Indicators (e.g., 1.1, 1.2) provide clarification. Provide evidence in the last column for ratings of 1, 2, or 4.

Appraisal Scale:

1 – Does not meet expectations 2 – Meets a few expectations, but not sufficient

3 – Meets expectations 4 – Exceeds expectations

Characteristic (Disposition)	Rating of Disposition	Evidence for 1,2, or 4 Rating
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs	1. Fairness _____	
2. The Belief That All Students Can Learn 2.1 Establishes a classroom, school, and/or school district climate that supports the learning,	2. The Belief That All Students Can Learn _____	

<p>development, emotional well-being, and physical well-being of a diverse student population</p> <p>2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population; or effectively participates in this process as an administrator</p>		
<p>3. Professionalism</p> <p>3.1 Engages in ongoing self-reflection and professional development</p> <p>3.2 Consistently displays professional appearance and actions, including effective oral and written communication</p> <p>3.3 Collaborates with professors, students, colleagues, families, and/or community members</p>	<p>3 Professionalism _____</p>	
<p>4. Resourcefulness</p> <p>4.1 Motivates self and others to perform well</p> <p>4.2 Acts in a proactive manner by anticipating what a situation calls for and responding appropriately</p> <p>4.3 Uses personal talents to enhance professional functioning</p> <p>4.4 Adapts willingly to change</p>	<p>4 Resourcefulness _____</p>	
<p>5. Dependability</p> <p>5.1 Attends all expected classes and meetings, and arrives punctually</p> <p>5.2 Participates meaningfully in classes and meetings</p>	<p>5. Dependability _____</p>	

5.3 Fulfills responsibilities in the college classroom and in P-12 settings		
6. <i>Commitment to Inquiry</i> 6.1 Is knowledgeable of the professional literature in his/her field of study 6.2 Implements research-based strategies in his/her practice 6.3 Uses data to make decisions regarding learning and teaching	6. <i>Commitment to Inquiry</i> _____	

Delta State University
College of Education
Protocol for Dispositions
Advanced Programs

1. Candidates will complete the Dispositions Rating Scale during ELR 605 and ELR 702 as a self-assessment.
2. Flag forms will be placed in each candidate's folder: Yellow for warning, red for deficiency, and green for exemplary.
3. Faculty who note evidence of deficiencies or exemplary practices in a candidate relevant to a disposition area enter this information on the appropriate flag form, provide details related to the reason for concern or commendation, and hold a conference with the candidate regarding concerns.
4. Based upon the number and severity of dispositional deficiencies, faculty will refer the candidate to the advisor or to a faculty committee for counseling. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
5. Exemplary (green) flags will be used by faculty to help select students for scholarships and for data when the student requests reference or recommendation letters.
6. Upon application for comprehensive examinations, faculty will meet to review each candidate in light of the dispositions. The *Dispositions Rating Scale* must be completed on all candidates at these two assessment points.

7. If the deficiency(ies) persist, the faculty will meet to consider whether or not the candidate should continue in the program.

College of Education
Disposition Flag – Deficiency (Red)/Warning (Yellow) (circle one)

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

Name of Candidate: _____

Program: _____

Protocol Followed: ☐ Conference with Student ☐ Written Plan for Improvement
 Date Protocol Followed: _____

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

Delta State University
College of Education
Disposition Flag – Exemplary (Green)

Directions: In the space provided, please write an explanation of the issues as it relates to the disposition checklist and the action taken, with name of person reporting and date. Please note that

students should be aware of any notes being made to their file related to the dispositions they evidence in relation to the College of Education programs.

Name of Candidate: _____

Program: _____

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

FOLLOW-UP SURVEYS

Delta State University
College of Education
Follow-up Survey of Graduates

Directions: Indicate your level of preparation in the _____ degree program by choosing the number from 1 – 5 that most closely reflects your level of preparation. **5** indicates **strong preparation** and **1** indicates **weak preparation**.

Demographic Information :

Graduate's Name _____

Number of Years in the Field _____

Current Grade and Subject Area(s) _____

Year of Program Completion at DSU _____

Name and contact information of current employer (school principal) _____

Survey Items	Rating Scale	Comments and/or Examples from Practice (Optional)
1. Effective strategies for teaching in the subject area(s) that you are assigned to teach	5 4 3 2 1	
2. Planning and preparing for instruction	5 4 3 2 1	
3. Accommodating the instructional needs of most students	5 4 3 2 1	
4. Working with special needs students	5 4 3 2 1	
5. Integrating technology into teaching and learning	5 4 3 2 1	
6. Using a variety of assessment strategies	5 4 3 2 1	
7. Organizing the classroom environment for instruction	5 4 3 2 1	
8. Success in student motivation	5 4 3 2 1	
9. Managing student behavior	5 4 3 2 1	
10. Collaborating with fellow teachers, other educational personnel, families of students, and the community	5 4 3 2 1	
11. Establishing professional behaviors (e.g., life-long learning, professional attitudes, actions, and appearance)	5 4 3 2 1	

Delta State University
College of Education

Follow-up Survey of Employers

Directions: How do you rate the level of preparation of _____ (Graduate's Name)? Choose the number from 1 – 5 that most closely reflects the level. **5** indicates **strong preparation** and **1** indicates **weak preparation**.

Survey Items	Rating Scale	Comments and/or Examples from Practice (Optional)
1. Effective strategies for teaching in the subject area(s) that you are assigned to teach	5 4 3 2 1	
2. Planning and preparing for instruction	5 4 3 2 1	
3. Accommodating the instructional needs of most students	5 4 3 2 1	
4. Working with special needs students	5 4 3 2 1	
5. Integrating technology into teaching and learning	5 4 3 2 1	
6. Using a variety of assessment strategies	5 4 3 2 1	
7. Organizing the classroom environment for instruction	5 4 3 2 1	
8. Success in student motivation	5 4 3 2 1	
9. Managing student behavior	5 4 3 2 1	
10. Collaborating with fellow teachers, other educational personnel, families of students, and the community	5 4 3 2 1	
11. Establishing professional behaviors (e.g., life-long learning, professional attitudes, actions, and appearance)	5 4 3 2 1	

XIV. APPENDIX A – TIAI ALIGNED TO NCATE, INTASC, AND THE CONCEPTUAL FRAMEWORK

**COLLEGE OF EDUCATION
TEACHER INTERN ASSESSMENT INSTRUMENT - (TIAI)
ALIGNED TO NCATE, INTASC, AND THE DSU CONCEPTUAL FRAMEWORK**

TIAI INDICATORS	NCATE	INTASC	CF
I. PLANNING AND PREPARATION	STANDARDS	STANDARDS (PRINCIPLES)	GUIDING PRINCIPLES
1. Developmentally appropriate objectives based on state frameworks and best practices	S1a.	P1, P7	GP1
2. Plans appropriate teaching procedures	S1c. S1d. S4a.	P1, P4	GP1
3. Selects a variety of appropriate materials and technology for lessons	S1b.	P1, P3	GP1
4. Prepares appropriate assessment procedures and materials to evaluate learner progress	S1b.	P3, P8	GP4
5. Uses assessment information (ex. Pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs	S1b. S1c.	P3, P8	GP4
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g. pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful	S1b. S1c.	P2, P3	GP3
7. Incorporates knowledge from several subject areas into lessons	S1a. S1c.	P3, P7	GP1
8. Incorporates diversity, including multicultural perspectives, into lessons	S3c. S4a.	P2, P3	GP3
9. Uses a variety of strategies to introduce and close lessons	S1b.	P2, P3, P4	GP5
II. COMMUNICATION AND INTERACTION			
10. Uses acceptable written, oral, and nonverbal communication	S3c.	P6	GP1
11. Provides, clear, complete written and/or oral directions for instructional activities	S3c.	P6	GP1
12. Communicates high expectations for learning to all students	S3c. S4d.	P1, P6, P7	GP2
13. Conveys enthusiasm for teaching and learning	S3c.	P1, P5	GP2
14. Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning	S3c.	P4, P5, P6	GP3
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)	S3c. S4d.	P6, P10	GP3
III. TEACHING AND LEARNING			

16. Demonstrates knowledge of the subject(s) taught	S1a. S1c. S1d.	P1, P7	GP1
17. Uses a variety of appropriate teaching strategies (e.g. cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.)	S1b. S1d. S4d	P4	GP1
18. Provides learning experiences that accommodate differences in developmental, and individual needs of diverse learners (i.e. learning styles, multiple intelligences, and enrichment/remedial needs)	S1a. S1b S1d. S1g. S4d.	P3	GP3
19. Provides opportunities for problem-solving and critical thinking	S1c. S1d. S4d.	P3	GP1, GP3
20. Responds to and elicits student input during instruction	S1c.	P5, P6	GP2
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses	S1c.	P4, P5	
22. Uses higher order questions to engage students in analytical, creative, and critical thinking	S1c. S1d. S4d.	P4, P6	GP4
23. Uses family and/or community resources (human or material) in lessons to enhance student learning	S1c.	P7. P10	GP3
IV. MANAGEMENT OF THE LEARNING ENVIRONMENT			
24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning	S1a. S1c. S1d. S1g.	P5	GP2
25. Adjusts lessons according to individual student cues, professional reflections, and group responses	S1c. S1d.	P5, P6	GP1
26. Attends to or delegates routine tasks	S1d.	P4, P5	GP1
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs	S1b. S1c. S4d.	P4, P5	GP2
28. Demonstrates fairness and supportiveness to achieve a positive, interactive learning environment	S1f.	P2, P5	GP3
29. Uses instructional time effectively	S1c.	P1, P4, P5	
V. ASSESSMENT OF STUDENT LEARNING			
30. Communicates assessment criteria and performance to students	S1c. S4a.	P6, P8	GP2
31. Develops and uses a variety of informal and formal assessments (ex. Pretests, quizzes, unit tests, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs	S1c. S4a.	P6, P8	GP2

32. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken	S1c. S1g.	P5, P6, P8	GP3
33. Maintains records of student work and performance and appropriately communicates student progress	S1c. S1g.	P8, P6, P10	GP2