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

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Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)	, ,	
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.77/3	92.31	2.92/3	97.44
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.54/3	84.62	2.73/3	91.03
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.77/3	92.31	2.77/3	92.31
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.81/3	93.59	2.88/3	96.15
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.85/3	94.87	2.81/3	93.59
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.	0.15	00 = 1		
6. Plans differentiated learning experiences that accommodate	2.69/3	89.74	2.58/3	94.87
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).	2.65/2	00.46	2.77/2	02.21
7. Communicates assessment criteria and performance	2.65/3	88.46	2.77/3	92.31
standards to the students and provides timely feedback on students' academic performance.				
8. Incorporates a variety of <u>informal and formal assessments</u> (ex.	2.69/3	89.74	2.85/3	94.87
- pre/post assessments, quizzes, unit tests, checklists, rating	2.09/3	09.74	2.03/3	94.07
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.69/3	89.74	2.85/3	94.87
in planning and instruction.	2.07,0			,
10. Provides clear, complete written and/or oral directions for	2.69/3	89.74	2.85/3	94.87
instructional activities.	2.07,0			,
11. Communicates high expectations for learning to all students.	2.81/3	93.59	2.85/3	94.87
12. Conveys enthusiasm for teaching and learning.	2.77/3	92.31	2.92/3	97.44
13. Provides opportunities for the students to cooperate,	2.81/3	93.59	2.85/3	94.87
communicate, and interact with each other to enhance	2.01/3	75.57	2.00,0	7

learning.				
14. Demonstrates knowledge of content for the subject(s)	2.73/3	91.03	2.88/3	96.15
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.88/3	96.15	2.96/3	98.72
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.62/3	87.18	2.85/3	94.87
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.62/3	87.18	2.88/3	96.15
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.81/3	93.59	2.73/3	91.03
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.38/3	79.49	2.88/3	96.15
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.62/3	87.18	2.85/3	94.87
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.81/3	93.59	2.77/3	92.31
22. Uses a variety of strategies to foster appropriate student	2.69/3	89.74	2.88/3	96.15
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.85/3	94.87	2.88/3	96.15
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.73/3	91.03	2.88/3	96.15
time effectively).				
25. Establishes opportunities for communication with parents	2.65/3	88.46	2.88/3	96.15
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.58/3	85.90	2.85/3	94.87
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.65/3	88.46	2.85/3	94.87
handle disruptive student misbehavior.				

Teacher Intern Assessment Instrument (TIAI) Fall 2014 – Secondary Education (Initial) (Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

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

1. Selects developmentally appropriate, performance-based	3.00/3	100	2.88/3	95.83
objectives that connect core content knowledge for lessons based				70.00
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	3.00/3	100	2.50/3	83.33
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.88/3	95.83	2.63/3	87.50
lessons.				
4. Plans appropriate and sequential teaching procedures that	3.00/3	100	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	3.00/3	100	2.88/3	95.83
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.75/3	91.67	2.38/3	79.17
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).	0.77.0	01.65	2.00/2	100
7. Communicates assessment criteria and performance	2.75/3	91.67	3.00/3	100
standards to the students and provides timely feedback on				
students' academic performance.	2.00/2	100	2.75/2	01.67
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	3.00/3	100	2.75/3	91.67
 pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to 				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	3.00/3	100	3.00/3	100
in planning and instruction.	3.00/3	100	3.00/3	100
10. Provides clear, complete written and/or oral directions for	2.88/3	95.83	3.00/3	100
instructional activities.	2.00/3	75.05	3.00/3	100
11. Communicates high expectations for learning to all students.	3.00/3	100	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.88/3	95.83	3.00/3	100
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	3.00/3	100	2.88/3	95.83
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	3.00/3	100	2.75/3	91.67
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	3.00/3	100	2.63/3	87.50
through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical				

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

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

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.96/3	98.61	2.83/3	94.44
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.75/3	91.67	2.75/3	91.67
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	3.00/3	100	2.79/3	93.06
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.75/3	91.67	2.71/3	90.28
include innovative and interesting introductions and closures,				

and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.75/3	91.67	2.71/3	90.28
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.71/3	90.28	2.63/3	87.50
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.83/3	94.44	2.83/3	94.44
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	2.83/3	94.44	2.75/3	91.67
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.92/3	97.22	2.67/3	88.89
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.75/3	91.67	2.67/3	88.89
instructional activities.				
11. Communicates high expectations for learning to all students.	2.92/3	97.22	2.83/3	94.44
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83	2.75/3	91.67
13. Provides opportunities for the students to cooperate,	2.88/3	95.83	2.75/3	91.67
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.83/3	94.44	2.79/3	93.06
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.75/3	91.67	2.79/3	93.06
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.67/3	88.89	2.58/3	86.11
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.75/3	91.67	2.58/3	86.11
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.83/3	94.44	2.71/3	90.28
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.71/3	90.28	2.63/3	87.50
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.71/3	90.28	2.79/3	93.06
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.83/3	94.44	2.79/3	93.06
22. Uses a variety of strategies to foster appropriate student	2.71/3	90.28	2.79/3	93.06
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.96/3	98.61	2.92/3	97.22

and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.75/3	91.67	2.79/3	93.06
time effectively).				
25. Establishes opportunities for communication with parents	2.75/3	91.67	2.75/3	91.67
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.75/3	91.67	2.75/3	91.67
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.71/3	90.28	2.75/3	91.67
handle disruptive student misbehavior.				

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

N= 0		1	1	
Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.75/3	91.67	3.00/3	100
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.63/3	87.50	2.50/3	83.33
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.75/3	91.67	2.63/3	87.50
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.88/3	95.83	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.88/3	95.83	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.38/3	79.17	2.38/3	79.17
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.75/3	91.67	2.50/3	83.33
standards to the students and provides timely feedback on				
students' academic performance.				

8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.63/3	87.50	2.50/3	83.33
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.			2.00/2	
9. Uses acceptable written, oral, and nonverbal communication	2.75/3	91.67	2.88/3	95.83
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.75/3	91.67	2.88/3	95.83
instructional activities.				
11. Communicates high expectations for learning to all students.	2.75/3	91.67	2.75/3	91.67
12. Conveys enthusiasm for teaching and learning.	2.88/3	95.83	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.63/3	87.50	2.63/3	87.50
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.75/3	91.67	2.75/3	91.67
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.88/3	95.83	2.38/3	79.17
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.13/3	70.83	2.38/3	79.17
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.38/3	79.17	2.25/3	75.00
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.88/3	95.83	2.75/3	91.67
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.38/3	79.17	2.00/3	66.67
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.75/3	91.67	2.75/3	91.67
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.88/3	95.83	2.63/3	87.50
22. Uses a variety of strategies to foster appropriate student	2.63/3	87.50	2.50/3	83.33
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.75/3	91.67	2.88/3	95.83
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.75/3	91.67	2.88/3	95.83
time effectively).				
25. Establishes opportunities for communication with parents	2.25/3	75.00	2.25/3	75.00
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.88/3	95.83	2.63/3	87.50
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.63/3	87.50	2.75/3	91.67
handle disruptive student misbehavior.				
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Teacher Intern Assessment Instrument (TIAI) Fall 2015 – Elementary Education (Initial) (Elementary education includes campus and Hinds 2+2 candidates) N= 17

19= 17				
Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
-	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	3.00/3	100	3.00/3	100
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.71/3	90.20	2.94/3	98.04
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.	2.04/2	00.04	2.00/2	100
3. Integrates core content knowledge from other subject areas in	2.94/3	98.04	3.00/3	100
lessons.	2.00/2	06.00	2.04/2	00.04
4. Plans appropriate and sequential teaching procedures that	2.88/3	96.08	2.94/3	98.04
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.	2.76/3	92.16	3.00/3	100
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core	2.76/3	92.10	3.00/3	100
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.88/3	96.08	3.00/3	100
developmental and/or educational needs of learners based on	2.00/3	90.08	3.00/3	100
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.94/3	98.04	2.94/3	98.04
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	2.88/3	96.08	3.00/3	100
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.94/3	98.04	3.00/3	100
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.88/3	96.08	3.00/3	100
instructional activities.				
11. Communicates high expectations for learning to all students.	2.94/3	98.04	2.94/3	98.04
12. Conveys enthusiasm for teaching and learning.	2.88/3	96.08	2.94/3	98.04
13. Provides opportunities for the students to cooperate,	2.94/3	98.04	2.88/3	96.08
communicate, and interact with each other to enhance				

learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.82/3	94.12	2.88/3	96.08
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.65/3	88.24	2.82/3	94.12
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.82/3	94.12	2.76/3	92.16
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.82/3	94.12	2.67/3	92.16
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.59/3	86.27	2.88/3	96.08
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.94/3	98.04	3.00/3	100
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.94/3	98.04	2.94/3	98.04
22. Uses a variety of strategies to foster appropriate student	2.94/3	98.04	3.00/3	100
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	3.00/3	100
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.82/3	94.12	3.00/3	100
time effectively).				
25. Establishes opportunities for communication with parents	2.88/3	96.08	3.00/3	100
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.88/3	96.08	3.00/3	100
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.88/3	96.08	3.00/3	100
handle disruptive student misbehavior.				

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

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

1. Selects developmentally appropriate, performance-based	3.00/3	100	2.71/3	90.48
objectives that connect core content knowledge for lessons based	2.00/2	100	2.7173	70.10
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.83/3	94.44	2.57/3	85.71
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	3.00/3	100	2.71/3	90.48
lessons.				
4. Plans appropriate and sequential teaching procedures that	3.00/3	100	2.57/3	85.71
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.83/3	94.44	2.57/3	85.71
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.83/3	94.44	2.14/3	71.43
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).	2.02/2	04.44	2.42/2	00.05
7. Communicates assessment criteria and performance	2.83/3	94.44	2.43/3	80.95
standards to the students and provides timely feedback on				
students' academic performance.	2 (7/2	00.00	2.20/2	76.10
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.67/3	88.89	2.29/3	76.19
 pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to 				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	3.00/3	100	2.71/3	90.48
in planning and instruction.	3.00/3	100	2.71/3	70.40
10. Provides clear, complete written and/or oral directions for	2.83/3	94.44	2.71/3	90.48
instructional activities.	2.00/0		21,1,5	
11. Communicates high expectations for learning to all students.	3.00/3	100	2.71/3	90.48
12. Conveys enthusiasm for teaching and learning.	2.83/3	94.44	2.71/3	90.48
13. Provides opportunities for the students to cooperate,	2.83/3	94.44	2.57/3	85.71
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	2.57/3	85.71
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.83/3	94.44	2.57/3	85.71
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	3.00/3	100	2.43/3	80.95
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.83/3	94.44	2.57/3	85.71
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				

thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00/3	100	2.57/3	85.71
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.67/3	88.89	2.29/3	76.19
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	3.00/3	100	2.86/3	95.24
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00/3	100	2.57/3	85.71
22. Uses a variety of strategies to foster appropriate student	2.83/3	94.44	2.71/3	90.48
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	2.71/3	90.48
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	3.00/3	100	2.71/3	90.48
time effectively).				
25. Establishes opportunities for communication with parents	2.83/3	94.44	2.29/3	76.19
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00/3	100	2.86/3	95.24
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	3.00/3	100	2.71/3	90.48
handle disruptive student misbehavior.				

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

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.83/3	94.25	3.00/3	100
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.76/3	91.95	2.86/3	95.40
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.76/3	91.95	2.93/3	97.70
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.83/3	94.25	2.93/3	97.70
include innovative and interesting introductions and closures,				

and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.69/3	89.66	2.93/3	97.70
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.72/3	90.80	2.79/3	93.10
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.66/3	88.51	2.72/3	90.80
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.66/3	88.51	2.79/3	93.10
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.83/3	94.25	2.90/3	96.55
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.72/3	90.80	2.76/3	91.95
instructional activities.				
11. Communicates high expectations for learning to all students.	2.90/3	96.55	2.79/3	93.10
12. Conveys enthusiasm for teaching and learning.	2.79/3	93.10	2.90/3	96.55
13. Provides opportunities for the students to cooperate,	2.86/3	95.40	2.69/3	89.66
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.86/3	95.40	2.86/3	95.40
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.86/3	95.40	2.79/3	93.10
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.69/3	89.66	2.69/3	89.66
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.69/3	89.66	2.62/3	87.36
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.		0.0.10	2 - 2 / 2	
18. Elicits input during lessons and allows sufficient wait time	2.79/3	93.10	2.79/3	93.10
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.	2.50/2	06.21	2.72/2	00.00
19. Uses family and/or community resources (special guests or	2.59/3	86.21	2.72/3	90.80
materials) in lessons to enhance student learning.	2.76/2	01.07	2.76/2	01.07
20. Monitors and adjusts the classroom environment to enhance	2.76/3	91.95	2.76/3	91.95
social relationships motivation, and learning.	2.06/2	05.40	2.02/2	07.70
21. Attends to or delegates routine tasks.	2.86/3	95.40	2.93/3	97.70
22. Uses a variety of strategies to foster appropriate student	2.69/3	89.66	2.86/3	95.40
behavior according to individual and situational needs.	2.96/2	05.40	2.96/2	05.40
23. Creates and maintains a climate of fairness, safety, respect,	2.86/3	95.40	2.86/3	95.40

and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.83/3	94.25	2.83/3	94.25
time effectively).				
25. Establishes opportunities for communication with parents	2.76/3	91.95	2.83/3	94.25
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.72/3	90.80	2.83/3	94.25
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.62/3	87.36	2.86/3	95.40
handle disruptive student misbehavior.				

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

Ratings 0 = Unacceptable 1 = Emerging	Mentor Teacher Average	Mentor Teacher Average	University Supervisor Average	University Supervisor Average
2 = Acceptable 3 = Target	for Group (Raw)	for Group (%)	for Group (Raw)	for Group (%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.72/3	90.74	2.39/3	79.63
objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant	2.39/3	79.63	2.28/3	75.93
and meaningful. 3. Integrates core content knowledge from other subject areas in lessons.	2.56/3	85.19	2.33	77.78
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.	2.78/3	92.59	2.44/3	81.48
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	2.83/3	94.44	2.44/3	81.48
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys,	2.44/3	81.48	2.44/3	81.48
inventories, remediation, and enrichment activities). 7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.	2.72/3	90.74	2.33	77.78

	0.61/0	07.04	10.00	77.70
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.61/3	87.04	2.33	77.78
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.	2.72/3	00.74	2.44/2	01.40
9. Uses acceptable written, oral, and nonverbal communication	2.12/3	90.74	2.44/3	81.48
in planning and instruction.	0.67/0	00.00	2.22/2	74.07
10. Provides clear, complete written and/or oral directions for	2.67/3	88.89	2.22/3	74.07
instructional activities.	2 02/2	04.44	2.22	77.70
11. Communicates high expectations for learning to all students.	2.83/3	94.44	2.33	77.78
12. Conveys enthusiasm for teaching and learning.	2.72/3	90.74	2.44/3	81.48
13. Provides opportunities for the students to cooperate,			2.44/3	81.48
communicate, and interact with each other to enhance				
learning.	0.70/0	00.74	2.50/2	02.22
14. Demonstrates knowledge of content for the subject(s)	2.72/3	90.74	2.50/3	83.33
taught.	0.44/0	01.40	2 22 /2	77.70
15. Uses a variety of appropriate teaching strategies (e.g.,	2.44/3	81.48	2.33/3	77.78
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.	0.56/0	07.10	2 20/2	70.62
16. Provides learning experiences that accommodate	2.56/3	85.19	2.39/3	79.63
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).	0.67/0	00.00	2.11/2	70.07
17. Engages students in analytic, creative, and critical thinking	2.67/3	88.89	2.11/3	70.37
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.	2.72/3	90.74	2.22	77.70
18. Elicits input during lessons and allows sufficient wait time	2.12/3	90.74	2.33	77.78
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses. 19. Uses family and/or community resources (special guests or	2.17/3	72.22	1.89/3	62.96
, <u>, , , , , , , , , , , , , , , , , , </u>	2.17/3	12.22	1.89/3	02.90
materials) in lessons to enhance student learning.	2.50/3	83.33	2.33	77.78
20. Monitors and adjusts the classroom environment to enhance	2.30/3	03.33	2.33	11.18
social relationships motivation, and learning.	2.78/3	92.59	2.39/3	79.63
21. Attends to or delegates routine tasks.	2.78/3	88.89	2.28/3	75.93
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	2.07/3	00.09	2.26/3	13.93
23. Creates and maintains a climate of fairness, safety, respect,	2.61/3	87.04	2.44/3	81.48
and support for all students.	2.01/3	07.04	2.44/3	01.40
24. Maximizes time available for instruction (Uses instructional	2.56/3	85.19	2.17/3	72.22
time effectively).	2.30/3	03.19	2.17/3	12.22
25. Establishes opportunities for communication with parents	2.28/3	75.93	1.94/3	64.81
and/or guardians and professional colleagues (newsletters,	2.20/3	13.73	1.74/3	04.01
positive notes, extracurricular activities, professional				
(-				
development opportunities, conferences, etc.).	2.61/3	87.04	2.22/3	74.07
26. Demonstrates use of low profile desists for managing	2.01/3	07.04	2.22/3	/4.0/
minimally disruptive behavior.	2.56/2	05 10	2 20/2	70.62
27. Demonstrates appropriate use of disciplinary action to	2.56/3	85.19	2.39/3	79.63
handle disruptive student misbehavior.	l	1		

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

N= 19			1	
Datings	Mantan	Manton	Thirmsity	I Indiananaidan
Ratings	Mentor Teacher	Mentor Teacher	University Supervisor	University
0 = Unacceptable				Supervisor
1 = Emerging	Average for	Average for	Average	Average for Crown
2 = Acceptable			for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
Datata Citizata	(Raw)	(%)		
Rubric Criteria	2.70/2	02.00	2.05/2	09.25
1. Selects developmentally appropriate, performance-based	2.79/3	92.98	2.95/3	98.25
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.	2.79/3	92.98	2.89/3	96.49
2. Incorporates diversity, including multicultural perspectives,	2.19/3	92.98	2.89/3	90.49
into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.74/3	91.23	2.95/3	98.25
lessons.	2.74/3	91.23	2.93/3	96.23
4. Plans appropriate and sequential teaching procedures that	2.74/3	91.23	3.00/3	100
include innovative and interesting introductions and closures,	2.74/3	91.23	3.00/3	100
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.63/3	87.72	2.95/3	98.25
quizzes, unit tests, rubrics, and/or checklists) based on core	2.03/3	07.72	2.93/3	96.23
content knowledge to effectively evaluate learner progress. 6. Plans differentiated learning experiences that accommodate	2.68/3	89.47	2.84/3	94.74
developmental and/or educational needs of learners based on	2.06/3	09.47	2.04/3	94.74
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.68/3	89.47	2.84/3	94.74
standards to the students and provides timely feedback on	2.00/3	07.47	2.04/3	77.77
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.68/3	89.47	3.00/3	100
- pre/post assessments, quizzes, unit tests, checklists, rating	2.00,0	05.17		100
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.79/3	92.98	3.00/3	100
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.74/3	91.23	2.89/3	96.49
instructional activities.				
11. Communicates high expectations for learning to all students.	2.84/3	94.74	2.84/3	94.74
12. Conveys enthusiasm for teaching and learning.	2.84/3	94.74	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.79/3	92.98	2.95/3	98.25
communicate, and interact with each other to enhance				
The second secon	1	1	1	I

learning.				
14. Demonstrates knowledge of content for the subject(s)	2.79/3	92.98	2.95/3	98.25
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.79/3	92.98	2.95/3	98.25
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.74/3	91.23	2.89/3	96.49
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.58/3	85.96	2.74/3	91.23
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.68/3	89.47	2.74/3	91.23
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.	2 (2/2	07.72	2 (2/2	07.72
19. Uses family and/or community resources (special guests or	2.63/3	87.72	2.63/3	87.72
materials) in lessons to enhance student learning.	2.50/2	02.00	2.00/2	0.5.40
20. Monitors and adjusts the classroom environment to enhance	2.79/3	92.98	2.89/3	96.49
social relationships motivation, and learning.	2.00/2	06.40	2.00/2	100
21. Attends to or delegates routine tasks.	2.89/3	96.49	3.00/3	100
22. Uses a variety of strategies to foster appropriate student	2.68/3	89.47	3.00/3	100
behavior according to individual and situational needs.	2.04/2	04.714	2.05/2	00.25
23. Creates and maintains a climate of fairness, safety, respect,	2.84/3	94.74	2.95/3	98.25
and support for all students.	2.60/2	00.47	2.04/2	04.74
24. Maximizes time available for instruction (Uses instructional time effectively).	2.68/3	89.47	2.84/3	94.74
25. Establishes opportunities for communication with parents	2.68/3	89.47	2.79/3	92.98
and/or guardians and professional colleagues (newsletters,	2.08/3	89.47	2.19/3	92.98
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.84/3	94.74	2.95/3	98.25
minimally disruptive behavior.	2.04/3	24.14	2.93/3	90.23
27. Demonstrates appropriate use of disciplinary action to	2.84/3	94.74	2.84/3	94.74
handle disruptive student misbehavior.	2.0 1 /J	77.77	2.0-7/3	77.17
nanule distribute student inispenavior.				

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

Ratings	Mer	ntor	Mentor	University	University
0 = Unacceptable	Tea	cher	Teacher	Supervisor	Supervisor
1 = Emerging	Ave	erage	Average	Average	Average
2 = Acceptable	for		for	for Group	for Group
3 = Target	Gro Gro	oup	Group	(Raw)	(%)
	(Ray	w)	(%)		
Rubric Criteria					

1. Selects developmentally appropriate, performance-based	2.83/3	94.44	2.67/3	88.89
objectives that connect core content knowledge for lessons based	2.03/3	74.44	2.07/3	00.09
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.67/3	88.89	2.42/3	80.56
into lessons. Uses knowledge of student backgrounds, interests,	2.0773	00.07	2.42/3	00.50
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.67/3	88.89	2.50/3	83.33
lessons.	2.07/3	00.07	2.30/3	03.33
4. Plans appropriate and sequential teaching procedures that	2.67/3	88.89	2.58/3	86.11
include innovative and interesting introductions and closures,	2.07/3	00.07	2.30/3	00.11
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.67/3	88.89	2.83/3	94.44
quizzes, unit tests, rubrics, and/or checklists) based on core	2.0776	00.05	2.00,0	7
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.67/3	88.89	2.58/3	86.11
developmental and/or educational needs of learners based on	_,,,,,			
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.92/3	97.22	2.75/3	91.67
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	2.67/3	88.89	2.75/3	91.67
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.75/3	91.67	2.83/3	94.44
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.92/3	97.22	2.92/3	97.22
instructional activities.				
11. Communicates high expectations for learning to all students.	2.83/3	94.44	2.92/3	97.22
12. Conveys enthusiasm for teaching and learning.	2.83/3	94.44	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.75/3	91.67	2.50/3	83.33
communicate, and interact with each other to enhance				
learning.	2.02/2	0.4.44	2.02/2	07.00
14. Demonstrates knowledge of content for the subject(s)	2.83/3	94.44	2.92/3	97.22
taught.	0.77/0	04.65	0.57/0	00.00
15. Uses a variety of appropriate teaching strategies (e.g.,	2.75/3	91.67	2.67/3	88.89
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.	0.75/2	01.67	2.50/2	06.11
16. Provides learning experiences that accommodate	2.75/3	91.67	2.58/3	86.11
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).	2.50/2	06.11	2.42/2	90.55
17. Engages students in analytic, creative, and critical thinking	2.58/3	86.11	2.42/3	80.56
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				

thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.83/3	94.44	2.92/3	97.22
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.33/3	77.78	2.50/3	83.33
materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to enhance	2.58/3	86.11	2.83/3	94.44
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.67/3	88.89	2.75/3	91.67
22. Uses a variety of strategies to foster appropriate student			2.75/3	91.67
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	2.92/3	97.22	3.00/3	100
and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.75/3	91.67	2.67/3	88.89
time effectively).				
25. Establishes opportunities for communication with parents	2.58/3	86.11	2.50/3	83.33
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.58/3	86.11	2.92/3	97.22
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.58/3	86.11	2.75/3	91.67
handle disruptive student misbehavior.				

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

Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
	(Raw)	(%)		
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.91/3	96.97	3.00/3	100
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.82/3	93.94	3.00/3	100
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.82/3	93.94	3.00/3	100
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.86/3	95.45	3.00/3	100
include innovative and interesting introductions and closures,				

and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.73/3	90.91	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.68/3	89.39	2.95/3	98.48
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.82/3	93.94	2.95/3	98.48
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of informal and formal assessments (ex.	2.73/3	90.91	3.00/3	100
- pre/post assessments, quizzes, unit tests, checklists, rating				
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.95/3	98.48	3.00/3	100
in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.86/3	95.45	2.95/3	98.48
instructional activities.				
11. Communicates high expectations for learning to all students.	2.86/3	95.45	2.86/3	95.45
12. Conveys enthusiasm for teaching and learning.	2.95/3	98.48	2.95/3	98.48
13. Provides opportunities for the students to cooperate,	2.82/3	93.94	2.86/3	95.45
communicate, and interact with each other to enhance				
learning.				
14. Demonstrates knowledge of content for the subject(s)	2.91/3	96.97	3.00/3	100
taught.				
15. Uses a variety of appropriate teaching strategies (e.g.,	2.82/3	93.94	3.00/3	100
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.				
16. Provides learning experiences that accommodate	2.77/3	92.42	2.82/3	93.94
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical thinking	2.68/3	89.39	2.64/3	87.88
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.73/3	90.91	2.82/3	93.94
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests or	2.73/3	90.91	2.86/3	95.45
materials) in lessons to enhance student learning.				_
20. Monitors and adjusts the classroom environment to enhance	2.86/3	95.45	2.95/3	98.48
social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.82/3	93.94	2.95/3	98.48
22. Uses a variety of strategies to foster appropriate student	2.73/3	90.91	2.86/3	95.45
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety, respect,	3.00/3	100	3.00/3	100

and support for all students.				
24. Maximizes time available for instruction (Uses instructional	2.77/3	92.42	2.95/3	98.48
time effectively).				
25. Establishes opportunities for communication with parents	2.86/3	95.45	3.00/3	100
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.73/3	90.91	2.86/3	95.45
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.68/3	89.39	2.95/3	98.48
handle disruptive student misbehavior.				

Teacher Intern Assessment Instrument (TIAI) Spring 2017 – Secondary Education (Initial) (Secondary Education includes mathematics, English, science (biology), social studies, music (instrumental and vocal), art, and PE)

N= 2		1	1	1
Ratings	Mentor	Mentor	University	University
0 = Unacceptable	Teacher	Teacher	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for	for	for Group	for Group
3 = Target	Group	Group	(Raw)	(%)
J – Target	(Raw)	(%)	(Raw)	(70)
Rubric Criteria	(Raw)	(70)		
1. Selects developmentally appropriate, performance-based	2.60/3	86.67	2.80/3	93.33
objectives that connect core content knowledge for lessons based				
on Mississippi Curriculum Frameworks/College and Career				
Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.40/3	80.00	2.60/3	86.67
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas in	2.80/3	93.33	2.60/3	86.67
lessons.				
4. Plans appropriate and sequential teaching procedures that	2.20/3	73.33	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.40/3	80.00	2.80/3	93.33
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.20/3	73.33	2.80/3	93.33
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.40/3	80.00	2.80/3	93.33
standards to the students and provides timely feedback on				
students' academic performance.				

0 I	2.40/2	00.00	2.90/2	02.22
8. Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating	2.40/3	80.00	2.80/3	93.33
scales, rubrics, remediation, and enrichment activities) to				
differentiate learning experiences that accommodate differences				
in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal communication	2.60/3	86.67	2.80/3	93.33
	2.00/3	80.07	2.80/3	93.33
in planning and instruction. 10. Provides clear, complete written and/or oral directions for	2.40/2	80.00	2.80/3	93.33
instructional activities.	2.40/3	80.00	2.80/3	93.33
	2.60/3	86.67	3.00/3	100
11. Communicates high expectations for learning to all students.				
12. Conveys enthusiasm for teaching and learning.	2.20/3 2.80/3	73.33	3.00/3	100
13. Provides opportunities for the students to cooperate,	2.80/3	93.33	3.00/3	100
communicate, and interact with each other to enhance				
learning.	2.40/2	90.00	2.00/2	100
14. Demonstrates knowledge of content for the subject(s)	2.40/3	80.00	3.00/3	100
taught.	2 (0/2	96.67	2.00/2	02.22
15. Uses a variety of appropriate teaching strategies (e.g.,	2.60/3	86.67	2.80/3	93.33
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student learning.	0.60/2	06.67	2.60/2	06.67
16. Provides learning experiences that accommodate	2.60/3	86.67	2.60/3	86.67
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).	2.40/2	00.00	2.60/2	06.65
17. Engages students in analytic, creative, and critical thinking	2.40/3	80.00	2.60/3	86.67
through higher-order questioning and provides opportunities				
for students to apply concepts in problem solving and critical				
thinking.	2.40/2	00.00	2.60/2	06.65
18. Elicits input during lessons and allows sufficient wait time	2.40/3	80.00	2.60/3	86.67
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.	2.00/2		2.50/2	06.65
19. Uses family and/or community resources (special guests or	2.00/3	66.67	2.60/3	86.67
materials) in lessons to enhance student learning.	2.20/2	72.22	2.00/2	02.22
20. Monitors and adjusts the classroom environment to enhance	2.20/3	73.33	2.80/3	93.33
social relationships motivation, and learning.	0.40/0	00.00	2.00/2	02.22
21. Attends to or delegates routine tasks.	2.40/3	80.00	2.80/3	93.33
22. Uses a variety of strategies to foster appropriate student	2.20/3	73.33	2.80/3	93.33
behavior according to individual and situational needs.	0.60/0	06.67	2.00/2	100
23. Creates and maintains a climate of fairness, safety, respect,	2.60/3	86.67	3.00/3	100
and support for all students.	2.00/2		2.00/2	02.22
24. Maximizes time available for instruction (Uses instructional	2.00/3	66.67	2.80/3	93.33
time effectively).	0.00/0	70.00	2.50/2	06.67
25. Establishes opportunities for communication with parents	2.20/3	73.33	2.60/3	86.67
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).	0.00/2	50.00	2.00/2	100
26. Demonstrates use of low profile desists for managing	2.20/3	73.33	3.00/3	100
minimally disruptive behavior.	- 10:-	00.77	1 2 2 5 1 5	
27. Demonstrates appropriate use of disciplinary action to	2.40/3	80.00	2.80/3	93.33
handle disruptive student misbehavior.				

$\begin{array}{c} Teacher\ Intern\ Assessment\ Instrument\ (TIAI) \\ Fall\ 2014-Master\ of\ Arts\ in\ Teaching\ (Initial) \\ N=9 \end{array}$

N= 9		
Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
	for Group	
2 = Acceptable		for Group
3 = Target	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.89/3	96.33
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.67/3	89.00
into lessons. Uses knowledge of student backgrounds, interests,	2.07/3	05.00
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.5/3	83.33
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.94/3	98.00
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.83/3	94.33
	2.63/3	74.33
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.	2 52 /2	00.45
6. Plans differentiated learning experiences that accommodate	2.72/3	90.67
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
7. Communicates assessment criteria and performance	2.83/3	94.33
standards to the students and provides timely feedback on		
students' academic performance.		
8. Incorporates a variety of <u>informal and formal assessments</u> (ex.	2.83/3	94.33
- pre/post assessments, quizzes, unit tests, checklists, rating	2.03/3	74.33
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.		
9. Uses acceptable written, oral, and nonverbal communication	2.78/3	92.67
in planning and instruction.		
10. Provides clear, complete written and/or oral directions for	2.56/3	85.33
instructional activities.		
11. Communicates high expectations for learning to all students.	2.78/3	92.67
12. Conveys enthusiasm for teaching and learning.	2.61/3	87.00
	2.78/3	
13. Provides opportunities for the students to cooperate,	2.10/3	92.67
communicate, and interact with each other to enhance		
learning.		

14. Demonstrates knowledge of content for the subject(s) taught.	2.78/3	92.67
15. Uses a variety of appropriate teaching strategies (e.g.,	2.61/3	87.00
cooperative learning, discovery learning, demonstration,	2.01/3	07.00
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.67/3	89.00
differences in developmental and individual needs of diverse	2.0773	07.00
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.78/3	92.67
through higher-order questioning and provides opportunities	217 57 5	, 2.0,
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.72/3	90.67
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.72/3	90.67
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.67/3	89.00
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.83/3	94.33
22. Uses a variety of strategies to foster appropriate student	2.56/3	85.33
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.89/3	96.33
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.56/3	85.33
time effectively).		
25. Establishes opportunities for communication with parents	2.89/3	96.33
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).	0.51/2	05.00
26. Demonstrates use of low profile desists for managing	2.61/3	87.00
minimally disruptive behavior.	2 = 0 / 2	00.5
27. Demonstrates appropriate use of disciplinary action to	2.78/3	92.67
handle disruptive student misbehavior.		

$\begin{array}{c} Teacher\ Intern\ Assessment\ Instrument\ (TIAI)\\ Spring\ 2015-Master\ of\ Arts\ in\ Teaching\ (Initial)\\ N=9 \end{array}$

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.88/3	96.00

objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.69/3	89.67
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.69/3	89.67
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.94/3	98.00
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.81/3	93.67
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.81/3	93.67
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
7. Communicates assessment criteria and performance	2.94/3	98.00
standards to the students and provides timely feedback on		
students' academic performance.	0.57/0	04.5
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.75/3	91.67
- pre/post assessments, quizzes, unit tests, checklists, rating		
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.9. Uses acceptable written, oral, and nonverbal communication	2.69/3	89.67
in planning and instruction.	2.09/3	89.07
10. Provides clear, complete written and/or oral directions for	2.81/3	93.67
instructional activities.	2.01/3	93.07
11. Communicates high expectations for learning to all students.	2.75/3	91.67
12. Conveys enthusiasm for teaching and learning.	2.75/3	91.67
13. Provides opportunities for the students to cooperate,	2.75/3	91.67
communicate, and interact with each other to enhance	2.13/3	91.07
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.81/3	93.67
taught.	2.01/3	73.07
15. Uses a variety of appropriate teaching strategies (e.g.,	2.75/3	91.67
cooperative learning, discovery learning, demonstration,	2.7575	71.07
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.69/3	89.67
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.81/3	93.67
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.		
uninking.		

18. Elicits input during lessons and allows sufficient wait time	2.75/3	91.67
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.56/3	85.33
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.81/3	93.67
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.81/3	93.67
22. Uses a variety of strategies to foster appropriate student	2.81/3	93.67
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.88/3	96.00
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.63/3	87.67
time effectively).		
25. Establishes opportunities for communication with parents	2.88/3	96.00
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.81/3	93.67
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.88/3	96.00
handle disruptive student misbehavior.		

$\begin{array}{c} Teacher\ Intern\ Assessment\ Instrument\ (TIAI) \\ Fall\ 2015-Master\ of\ Arts\ in\ Teaching\ (Initial) \\ N=5 \end{array}$

Ratings 0 = Unacceptable 1 = Emerging	University Supervisor Average	University Supervisor Average
2 = Acceptable 3 = Target	for Group (Raw)	for Group (%)
<u> </u>	` /	,
Rubric Criteria		
1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards.	2.2/3	73.33
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.	2.5/3	83.33
3. Integrates core content knowledge from other subject areas in lessons.	2.4/3	80.00
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures,	2.7/3	90.00

and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.1/3	70.00
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.8/3	93.33
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
7. Communicates assessment criteria and performance	2.5/3	83.33
standards to the students and provides timely feedback on		
students' academic performance.		
8. Incorporates a variety of informal and formal assessments (ex.	2.4/3	80.00
- pre/post assessments, quizzes, unit tests, checklists, rating		
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.		
9. Uses acceptable written, oral, and nonverbal communication	2.6/3	86.67
in planning and instruction.		
10. Provides clear, complete written and/or oral directions for	2.5/3	83.33
instructional activities.		
11. Communicates high expectations for learning to all students.	2.6/3	86.67
12. Conveys enthusiasm for teaching and learning.	2.7/3	90.00
13. Provides opportunities for the students to cooperate,	2.2/3	73.33
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.5/3	83.33
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.6/3	86.67
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.5/3	83.33
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.4/3	80.00
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.4/3	80.00
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.7/3	90.00
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.5/3	83.33
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.4/3	80.00
22. Uses a variety of strategies to foster appropriate student	2.6/3	86.67
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.2/3	73.33

and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.5/3	83.33
time effectively).		
25. Establishes opportunities for communication with parents	2.5/3	83.33
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.6/3	86.67
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.3/3	76.67
handle disruptive student misbehavior.		

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

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	for Group	for Group
3 = Target	(Raw)	(%)
Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.3/3	76.67
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.6/3	86.67
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.6/3	86.67
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.8/3	93.33
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.	0.070	
5. Prepares appropriate assessments (ex. pre/post assessments,	2.3/3	76.67
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.	0.0/0	02.22
6. Plans differentiated learning experiences that accommodate	2.8/3	93.33
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).	2.9/2	02.22
7. Communicates assessment criteria and performance	2.8/3	93.33
standards to the students and provides timely feedback on		

students' academic performance.		
8. Incorporates a variety of informal and formal assessments (ex	2.5/3	83.33
- pre/post assessments, quizzes, unit tests, checklists, rating	2.575	03.33
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences	1	
in developmental and/or educational needs.		
9. Uses acceptable written, oral, and nonverbal communication	2.6/3	86.67
in planning and instruction.	2.0/3	00.07
10. Provides clear, complete written and/or oral directions for	2.7/3	90.00
instructional activities.	2.1/3	70.00
11. Communicates high expectations for learning to all students	2.7/3	90.00
12. Conveys enthusiasm for teaching and learning.	2.8/3	93.33
13. Provides opportunities for the students to cooperate,	2.3/3	76.67
communicate, and interact with each other to enhance	2.3/3	70.07
learning.	2.6/3	86.67
14. Demonstrates knowledge of content for the subject(s)	2.0/3	00.07
taught.	2.7/2	00.00
15. Uses a variety of appropriate teaching strategies (e.g.,	2.7/3	90.00
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student learning		00.00
16. Provides learning experiences that accommodate	2.7/3	90.00
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).	2.0/2	0.6.67
17. Engages students in analytic, creative, and critical thinking	2.9/3	96.67
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.	2.5/2	0.5.5
18. Elicits input during lessons and allows sufficient wait time	2.6/3	86.67
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.	- 0/2	
19. Uses family and/or community resources (special guests or	2.8/3	93.33
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	e 2.6/3	86.67
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.5/3	83.33
22. Uses a variety of strategies to foster appropriate student	2.7/3	90.00
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.4/3	80.00
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.5/3	83.33
time effectively).		
25. Establishes opportunities for communication with parents	2.5/3	83.33
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.7/3	90.00
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.3/3	76.67

$\begin{array}{c} Teacher\ Intern\ Assessment\ Instrument\ (TIAI) \\ Fall\ 2016-Master\ of\ Arts\ in\ Teaching\ (Initial) \\ N=7 \end{array}$

Ratings	University	University
0 = Unacceptable	Supervisor	Supervisor
1 = Emerging	Average	Average
2 = Acceptable	0	for Group
•	for Group	_
3 = Target	(Raw)	(%)
D.1. C.		
Rubric Criteria	2.14/2	71.00
1. Selects developmentally appropriate, performance-based	2.14/3	71.33
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.	2.20.72	7.00
2. Incorporates diversity, including multicultural perspectives,	2.29/3	76.33
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.36/3	78.67
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.43/3	81.00
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.29/3	76.33
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.43/3	81.00
developmental and/or educational needs of learners based on	2.43/3	01.00
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
7. Communicates assessment criteria and performance	2.21/3	73.67
standards to the students and provides timely feedback on	2.21/3	73.07
students' academic performance.		
8. Incorporates a variety of informal and formal assessments (ex.	2.36/3	78.67
- pre/post assessments, quizzes, unit tests, checklists, rating	2.30/3	76.07
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.	2.36/3	78.67
9. Uses acceptable written, oral, and nonverbal communication	2.30/3	/8.0/
in planning and instruction.	2.26/2	70.67
10. Provides clear, complete written and/or oral directions for	2.36/3	78.67
instructional activities.	2 20 /2	76.22
11. Communicates high expectations for learning to all students.	2.29/3	76.33
12. Conveys enthusiasm for teaching and learning.	2.36/3	78.67

13. Provides opportunities for the students to cooperate,	2.07	69.00
communicate, and interact with each other to enhance		
learning.		
14. Demonstrates knowledge of content for the subject(s)	2.29/3	76.33
taught.		
15. Uses a variety of appropriate teaching strategies (e.g.,	2.5/3	83.33
cooperative learning, discovery learning, demonstration,		
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.5/3	83.33
differences in developmental and individual needs of diverse		
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.5/3	83.33
through higher-order questioning and provides opportunities		
for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.21/3	73.67
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.43/3	81.00
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.43/3	81.00
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.14/3	71.33
22. Uses a variety of strategies to foster appropriate student	2.5/3	83.33
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.0/3	66.67
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.43/3	81.00
time effectively).		
25. Establishes opportunities for communication with parents	2.21/3	73.67
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.36/3	78.67
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.29/3	76.33
handle disruptive student misbehavior.		

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

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

Rubric Criteria		
1. Selects developmentally appropriate, performance-based	2.21/3	73.67
objectives that connect core content knowledge for lessons based		
on Mississippi Curriculum Frameworks/College and Career		
Readiness Standards.		
2. Incorporates diversity, including multicultural perspectives,	2.14/3	71.33
into lessons. Uses knowledge of student backgrounds, interests,		
experiences, and prior knowledge (e.g., pretests, interest		
inventories, surveys, and KWLs) to make instruction relevant		
and meaningful.		
3. Integrates core content knowledge from other subject areas in	2.21/3	73.67
lessons.		
4. Plans appropriate and sequential teaching procedures that	2.43/3	81.00
include innovative and interesting introductions and closures,		
and uses a variety of teaching materials and technology.		
5. Prepares appropriate assessments (ex. pre/post assessments,	2.21/3	73.67
quizzes, unit tests, rubrics, and/or checklists) based on core		
content knowledge to effectively evaluate learner progress.		
6. Plans differentiated learning experiences that accommodate	2.5/3	83.33
developmental and/or educational needs of learners based on		
assessment information which is aligned with core content		
knowledge (ex. – use of pre/post assessments, surveys,		
inventories, remediation, and enrichment activities).		
7. Communicates assessment criteria and performance	2.14/3	71.33
standards to the students and provides timely feedback on		
students' academic performance.		
8. Incorporates a variety of <u>informal and formal</u> assessments (ex.	2.36/3	78.67
- pre/post assessments, quizzes, unit tests, checklists, rating		
scales, rubrics, remediation, and enrichment activities) to		
differentiate learning experiences that accommodate differences		
in developmental and/or educational needs.	2.21/2	72.67
9. Uses acceptable written, oral, and nonverbal communication	2.21/3	73.67
in planning and instruction.	2.20/2	76.22
10. Provides clear, complete written and/or oral directions for	2.29/3	76.33
instructional activities.	2.20/2	76.22
11. Communicates high expectations for learning to all students.	2.29/3	76.33
12. Conveys enthusiasm for teaching and learning.	2.29/3	76.33
13. Provides opportunities for the students to cooperate,	2.14/3	71.33
communicate, and interact with each other to enhance		
learning. 14. Demonstrates knowledge of content for the subject(s)	2.21/3	73.67
taught.	2.21/3	/3.0/
15. Uses a variety of appropriate teaching strategies (e.g.,	2.36/3	78.67
cooperative learning, discovery learning, demonstration,	2.50/3	73.07
discussion, inquiry, simulation, etc.) to enhance student learning.		
16. Provides learning experiences that accommodate	2.36/3	78.67
differences in developmental and individual needs of diverse	2.30/3	70.07
learners (i.e., enrichment/remedial needs).		
17. Engages students in analytic, creative, and critical thinking	2.5/3	83.33
17. Engages students in analytic, creative, and critical tilliking	4.3/3	05.55

through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical		
thinking.		
18. Elicits input during lessons and allows sufficient wait time	2.29/3	76.33
for students to expand and support their responses. Makes		
adjustments to lessons according to student input, cues, and		
individual/group responses.		
19. Uses family and/or community resources (special guests or	2.29/3	76.33
materials) in lessons to enhance student learning.		
20. Monitors and adjusts the classroom environment to enhance	2.43/3	81.00
social relationships motivation, and learning.		
21. Attends to or delegates routine tasks.	2.21/3	73.67
22. Uses a variety of strategies to foster appropriate student	2.36/3	78.67
behavior according to individual and situational needs.		
23. Creates and maintains a climate of fairness, safety, respect,	2.21/3	73.67
and support for all students.		
24. Maximizes time available for instruction (Uses instructional	2.36/3	78.67
time effectively).		
25. Establishes opportunities for communication with parents	2.29/3	76.33
and/or guardians and professional colleagues (newsletters,		
positive notes, extracurricular activities, professional		
development opportunities, conferences, etc.).		
26. Demonstrates use of low profile desists for managing	2.29/3	76.33
minimally disruptive behavior.		
27. Demonstrates appropriate use of disciplinary action to	2.07/3	69.00
handle disruptive student misbehavior.		

Teacher Intern Assessment Instrument (TIAI) Fall 2014 – Special Education (Initial)

		1	1	
Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.60/3	86.67	2.20/3	73.33
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.80/3	93.33	2.00/3	66.67
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	2.40/3	80.00	2.00/3	66.67

in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.40/3	80.00	2.20/3	73.33
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.60/3	86.67	1.80/3	60.00
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.40/3	80.00	2.00/3	66.67
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.20/3	73.33	2.00/3	66.67
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.40/3	80.00	2.00/3	66.67
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	2.80/3	93.33	3.00/3	100
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.60/3	86.67	2.40/3	80.00
instructional activities.				
11. Communicates high expectations for learning to all	3.00/3	100	2.80/3	93.33
students.				
12. Conveys enthusiasm for teaching and learning.	2.60/3	86.67	2.80/3	93.33
13. Provides opportunities for the students to cooperate,	2.20/3	73.33	2.20/3	73.33
communicate, and interact with each other to enhance				
learning.	2.00/2	00.00	2.40./2	20.00
14. Demonstrates knowledge of content for the subject(s)	2.80/3	93.33	2.40/3	80.00
taught.	2.60/2	06.67	2 20 /2	72.22
15. Uses a variety of appropriate teaching strategies (e.g.,	2.60/3	86.67	2.20/3	73.33
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning. 16. Provides learning experiences that accommodate	2.60/3	96.67	2.60/2	86.67
differences in developmental and individual needs of diverse	2.00/3	86.67	2.60/3	80.07
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.00/3	66.67	2.00/3	66.67
thinking through higher-order questioning and provides	2.00/3	00.07	2.00/3	00.07
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.80/3	93.33	2.20/3	73.33
for students to expand and support their responses. Makes	2.00/3	75.55	2.20/3	13.33
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.20/3	73.33	2.20/3	73.33
or materials) in lessons to enhance student learning.	2.20/3	13.33	2.20/3	75.55
20. Monitors and adjusts the classroom environment to	2.80/3	93.33	2.20/3	73.33
20. Montons and adjusts the classifold environment to	2.00/3	75.55	4.40/3	13.33

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

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

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	3.00/3	100	2.67/3	88.89
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.80/3	93.33	2.00/3	66.67
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	3.00/3	100	2.33/3	77.78
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.80/3	93.33	2.33/3	77.78
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.80/3	93.33	2.17/3	72.22
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.60/3	86.67	2.67/3	88.89
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				

7. Communicates assessment criteria and performance	2.60/3	86.67	2.33/3	77.78
standards to the students and provides timely feedback on	2.00/3	00.07	2.33/3	77.70
students' academic performance.				
8. Incorporates a variety of informal and formal assessments	2.80/3	93.33	2.67/3	88.89
(ex. – pre/post assessments, quizzes, unit tests, checklists,	2.00/3	75.55	2.07/3	00.07
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	2.80/3	93.33	2.67/3	88.89
communication in planning and instruction.	2.00/3	75.55	2.07/3	00.07
10. Provides clear, complete written and/or oral directions for	3.00/3	100	2.50/3	83.33
instructional activities.	3.00/3	100	2.50/5	03.33
11. Communicates high expectations for learning to all	2.80/3	93.33	2.83/3	94.44
students.	2.00/2	75.55	2.03/3	,
12. Conveys enthusiasm for teaching and learning.	3.00/3	100	2.83/3	94.44
13. Provides opportunities for the students to cooperate,	3.00/3	100	2.33/3	77.78
communicate, and interact with each other to enhance	3.00/3	100	2.55/5	77.70
learning.				
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	2.33/3	77.78
taught.	3.00/3	100	2.33/3	77.70
15. Uses a variety of appropriate teaching strategies (e.g.,	3.00/3	100	2.67/3	88.89
cooperative learning, discovery learning, demonstration,	3.00/3	100	2.0773	00.07
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	2.80/3	93.33	2.67/3	88.89
differences in developmental and individual needs of diverse	2.00/2	75.55	2.0773	00.05
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.60/3	86.67	2.17/3	72.22
thinking through higher-order questioning and provides				,
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.80/3	93.33	2.17/3	72.22
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.80/3	93.33	1.83/3	61.11
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	3.00/3	100	2.50/3	83.33
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00/3	100	2.17/3	72.22
22. Uses a variety of strategies to foster appropriate student	2.80/3	93.33	2.67/3	88.89
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	3.00/3	100	2.83/3	94.44
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.80/3	93.33	2.83/3	94.44
instructional time effectively).				
25. Establishes opportunities for communication with parents	3.00/3	100	2.67/3	88.89
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
		•	•	•

26. Demonstrates use of low profile desists for managing	3.00/3	100	2.67/3	88.89
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	3.00/3	100	2.50/3	83.33
handle disruptive student misbehavior.				

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

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.38/3	79.17	2.50/3	83.33
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.25/3	75.00	2.50/3	83.33
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	2.38/3	79.17	2.63/3	87.50
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.38/3	79.17	2.38/3	79.17
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.25/3	75.00	2.25/3	75.00
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.38/3	79.17	2.75/3	91.67
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.50/3	83.33	2.75/3	91.67
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of informal and formal assessments	2.75/3	91.67	2.63/3	87.50
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	2.50/3	83.33	2.75/3	91.67
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.63/3	87.50	2.75/3	91.67
instructional activities.				
		1	1	

11. Communicates high expectations for learning to all	2.63/3	87.50	2.88/3	95.83
students.	2 52/2	05.50	2.5.42	04.5
12. Conveys enthusiasm for teaching and learning.	2.63/3	87.50	2.75/3	91.67
13. Provides opportunities for the students to cooperate,	2.50/3	83.33	2.25/3	75.00
communicate, and interact with each other to enhance				
learning.	2.77/2	0.1.5	2.00/2	0.7.00
14. Demonstrates knowledge of content for the subject(s)	2.75/3	91.67	2.88/3	95.83
taught.	2.2.7.2		2 -2 /2	
15. Uses a variety of appropriate teaching strategies (e.g.,	2.25/3	75.00	2.63/3	87.50
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.				
16. Provides learning experiences that accommodate	2.38/3	79.17	2.63/3	87.50
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.25/3	75.00	2.38/3	79.17
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.38/3	79.17	2.25/3	75.00
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.25/3	75.00	2.13/3	70.83
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	2.75/3	91.67	2.50/3	83.33
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	2.50/3	83.33	2.13/3	70.83
22. Uses a variety of strategies to foster appropriate student	2.50/3	83.33	2.63/3	87.50
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	2.63/3	87.50	2.88/3	95.83
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	2.63/3	87.50	2.88/3	95.83
instructional time effectively).				
25. Establishes opportunities for communication with parents	2.25/3	75.00	2.88/3	95.83
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.63/3	87.50	2.75/3	91.67
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.38/3	79.17	2.38/3	79.17
handle disruptive student misbehavior.				

Teacher Intern Assessment Instrument (TIAI) Spring 2016 – Special Education (Initial) N= 3

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

2 = Acceptable 3 = Target	for Group (Raw)	for Group (%)	for Group (Raw)	for Group (%)
	(120.17)	(/3)	(110.11)	(/3)
Rubric Criteria	2 (7/2	00.00	2.00/2	100
1. Selects developmentally appropriate, performance-based	2.67/3	88.89	3.00/3	100
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.	2.33/3	77.70	2 67/2	88.89
2. Incorporates diversity, including multicultural perspectives, into leggong Uses knowledge of student backgrounds interests	2.33/3	77.78	2.67/3	00.09
into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	2.33/3	77.78	2.67/3	88.89
in lessons.	2.33/3	77.76	2.07/3	00.09
4. Plans appropriate and sequential teaching procedures that	2.67/3	88.89	3.00/3	100
include innovative and interesting introductions and closures,	2.07/3	00.09	3.00/3	100
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.33/3	77.78	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core	2.33/3	11.10	3.00/3	100
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.33/3	77.78	2.33/3	77.78
developmental and/or educational needs of learners based on	2.33/3	11.10	2.33/3	11.18
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	3.00/3	100	3.00/3	100
standards to the students and provides timely feedback on	3.00/3	100	3.00/3	100
students' academic performance.	2.67/3	88.89	2.67/3	88.89
8. Incorporates a variety of <u>informal and formal</u> assessments	2.07/3	00.09	2.07/3	00.09
(ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.	3.00/3	100	2 67/2	88.89
9. Uses acceptable written, oral, and nonverbal	3.00/3	100	2.67/3	00.09
communication in planning and instruction. 10. Provides clear, complete written and/or oral directions for	3.00/3	100	3.00/3	100
instructional activities.	3.00/3	100	3.00/3	100
	3.00/3	100	3.00/3	100
11. Communicates high expectations for learning to all students.	3.00/3	100	3.00/3	100
12. Conveys enthusiasm for teaching and learning.	3.00/3	100	3.00/3	100
13. Provides opportunities for the students to cooperate,	3.00/3	100	3.00/3	100
communicate, and interact with each other to enhance	3.00/3	100	3.00/3	100
learning.				
	2.00/2	100	2.00/2	100
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.	2 67/2	00 00	2.00/2	100
15. Uses a variety of appropriate teaching strategies (e.g.,	2.67/3	88.89	3.00/3	100
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.				

16. Provides learning experiences that accommodate	2.33/3	77.78	2.33/3	77.78
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	3.00/3	100	3.00/3	100
thinking through higher-order questioning and provides				
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00/3	100	3.00/3	100
for students to expand and support their responses. Makes				
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.33/3	77.78	2.67/3	88.89
or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	3.00/3	100	3.00/3	100
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00/3	100	3.00/3	100
22. Uses a variety of strategies to foster appropriate student	3.00/3	100	2.67/3	88.89
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	3.00/3	100	3.00/3	100
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	3.00/3	100	3.00/3	100
instructional time effectively).				
25. Establishes opportunities for communication with parents	3.00/3	100	3.00/3	100
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00/3	100	3.00/3	100
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	3.00/3	100	2.33/3	77.78
handle disruptive student misbehavior.				

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

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.00/3	66.67	3.00/3	100
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.00/3	66.67	3.00/3	100
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				

and meaningful.				
3. Integrates core content knowledge from other subject areas	2.00/3	66.67	3.00/3	100
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.00/3	66.67	3.00/3	100
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.00/3	66.67	3.00/3	100
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.00/3	66.67	3.00/3	100
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				
knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	3.00/3	100	3.00/3	100
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.00/3	66.67	3.00/3	100
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	3.00/3	100	3.00/3	100
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	3.00/3	100	3.00/3	100
instructional activities.				
11. Communicates high expectations for learning to all	3.00/3	100	3.00/3	100
students.				
12. Conveys enthusiasm for teaching and learning.	3.00/3	100	3.00/3	100
13. Provides opportunities for the students to cooperate,	3.00/3	100	3.00/3	100
communicate, and interact with each other to enhance				
learning.	2.00/2	100	2.00/2	100
14. Demonstrates knowledge of content for the subject(s)	3.00/3	100	3.00/3	100
taught.	2.00/2	66.67	2.00/2	100
15. Uses a variety of appropriate teaching strategies (e.g.,	2.00/3	66.67	3.00/3	100
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning. 16. Provides learning experiences that accommodate	2.00/3	66.67	3.00/3	100
differences in developmental and individual needs of diverse	2.00/3	00.07	3.00/3	100
learners (i.e., enrichment/remedial needs).				
17. Engages students in analytic, creative, and critical	2.00/3	66.67	3.00/3	100
thinking through higher-order questioning and provides	2.00/3	00.07	3.00/3	100
opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	3.00/3	100	3.00/3	100
for students to expand and support their responses. Makes	3.30/3		2.00/3	
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.00/3	66.67	3.00/3	100
23. Cool immig with of community resources (special Sueses	2.00/3	00.07	3.00/3	100

or materials) in lessons to enhance student learning.				
20. Monitors and adjusts the classroom environment to	3.00/3	100	3.00/3	100
enhance social relationships motivation, and learning.				
21. Attends to or delegates routine tasks.	3.00/3	100	3.00/3	100
22. Uses a variety of strategies to foster appropriate student	2.00/3	66.67	3.00/3	100
behavior according to individual and situational needs.				
23. Creates and maintains a climate of fairness, safety,	3.00/3	100	3.00/3	100
respect, and support for all students.				
24. Maximizes time available for instruction (Uses	3.00/3	100	3.00/3	100
instructional time effectively).				
25. Establishes opportunities for communication with parents	3.00/3	100	3.00/3	100
and/or guardians and professional colleagues (newsletters,				
positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	3.00/3	100	3.00/3	100
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.00/3	66.67	3.00/3	100
handle disruptive student misbehavior.				

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

Ratings	On-Site	On-Site	University	University
0 = Unacceptable	Supervisor	Supervisor	Supervisor	Supervisor
1 = Emerging	Average	Average	Average	Average
2 = Acceptable	for Group	for Group	for Group	for Group
3 = Target	(Raw)	(%)	(Raw)	(%)
č	,			,
Rubric Criteria				
1. Selects developmentally appropriate, performance-based	2.40/3	80.00	2.80/3	93.33
objectives that connect core content knowledge for lessons				
based on Mississippi Curriculum Frameworks/College and				
Career Readiness Standards.				
2. Incorporates diversity, including multicultural perspectives,	2.60/3	86.67	2.60/3	86.67
into lessons. Uses knowledge of student backgrounds, interests,				
experiences, and prior knowledge (e.g., pretests, interest				
inventories, surveys, and KWLs) to make instruction relevant				
and meaningful.				
3. Integrates core content knowledge from other subject areas	2.60/3	86.67	2.60/3	86.67
in lessons.				
4. Plans appropriate and sequential teaching procedures that	2.40/3	80.00	2.80/3	93.33
include innovative and interesting introductions and closures,				
and uses a variety of teaching materials and technology.				
5. Prepares appropriate assessments (ex. pre/post assessments,	2.80/3	93.33	2.80/3	93.33
quizzes, unit tests, rubrics, and/or checklists) based on core				
content knowledge to effectively evaluate learner progress.				
6. Plans differentiated learning experiences that accommodate	2.60/3	86.67	2.60/3	86.67
developmental and/or educational needs of learners based on				
assessment information which is aligned with core content				

knowledge (ex. – use of pre/post assessments, surveys,				
inventories, remediation, and enrichment activities).				
7. Communicates assessment criteria and performance	2.80/3	93.33	2.60/3	86.67
standards to the students and provides timely feedback on				
students' academic performance.				
8. Incorporates a variety of <u>informal and formal</u> assessments	2.40/3	80.00	2.40/3	80
(ex. – pre/post assessments, quizzes, unit tests, checklists,				
rating scales, rubrics, remediation, and enrichment activities)				
to differentiate learning experiences that accommodate				
differences in developmental and/or educational needs.				
9. Uses acceptable written, oral, and nonverbal	2.40/3	80.00	2.80/3	93.33
communication in planning and instruction.				
10. Provides clear, complete written and/or oral directions for	2.80/3	93.33	3.00/3	100
instructional activities.				
11. Communicates high expectations for learning to all	2.80/3	93.33	3.00/3	100
students.				
12. Conveys enthusiasm for teaching and learning.	2.80/3	93.33	2.80/3	93.33
13. Provides opportunities for the students to cooperate,	2.40/3	80.00	2.80/3	93.33
communicate, and interact with each other to enhance				
learning.	2.00/2	00.00	2.00/2	100
14. Demonstrates knowledge of content for the subject(s)	2.80/3	93.33	3.00/3	100
taught.	2 50/2	0.5.5	2.00/2	100
15. Uses a variety of appropriate teaching strategies (e.g.,	2.60/3	86.67	3.00/3	100
cooperative learning, discovery learning, demonstration,				
discussion, inquiry, simulation, etc.) to enhance student				
learning.	2.60/2	06.67	2.60/2	06.67
16. Provides learning experiences that accommodate	2.60/3	86.67	2.60/3	86.67
differences in developmental and individual needs of diverse				
learners (i.e., enrichment/remedial needs).	2.00/2	02.22	2.40/2	00
17. Engages students in analytic, creative, and critical	2.80/3	93.33	2.40/3	80
thinking through higher-order questioning and provides opportunities for students to apply concepts in problem				
solving and critical thinking.				
18. Elicits input during lessons and allows sufficient wait time	2.40/3	80.00	2.40/3	80
for students to expand and support their responses. Makes	2.40/3	80.00	2.40/3	80
adjustments to lessons according to student input, cues, and				
individual/group responses.				
19. Uses family and/or community resources (special guests	2.20/3	73.33	2.40/3	80
or materials) in lessons to enhance student learning.	2.20/3	73.33	2.40/3	00
20. Monitors and adjusts the classroom environment to	2.80/3	93.33	2.80/3	93.33
enhance social relationships motivation, and learning.	2.00/3	75.55	2.00/3	75.55
21. Attends to or delegates routine tasks.	2.80/3	93.33	2.60/3	86.67
22. Uses a variety of strategies to foster appropriate student	2.60/3	86.67	2.80/3	93.33
behavior according to individual and situational needs.	2.00/3	00.07	2.00/3	75.55
23. Creates and maintains a climate of fairness, safety,	2.60/3	86.67	2.80/3	93.33
respect, and support for all students.	2.30/3	33.07	2.00/3	75.55
24. Maximizes time available for instruction (Uses	2.80/3	93.33	3.00/3	100
instructional time effectively).	2.00/3	75.55	3.00/3	100
25. Establishes opportunities for communication with parents	3.00/3	100.00	3.00/3	100
and/or guardians and professional colleagues (newsletters,	3.30/3	150.50	2.00,3	
una, or Sauranano una professionar concagues (newsteres)				

positive notes, extracurricular activities, professional				
development opportunities, conferences, etc.).				
26. Demonstrates use of low profile desists for managing	2.80/3	93.33	2.80/3	93.33
minimally disruptive behavior.				
27. Demonstrates appropriate use of disciplinary action to	2.80/3	93.33	2.80/3	93.33
handle disruptive student misbehavior.				