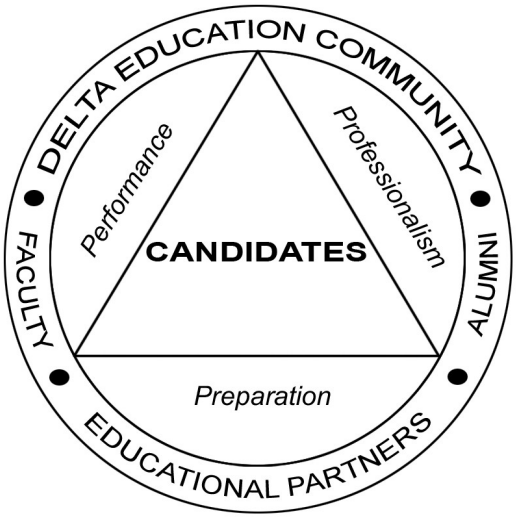
DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION



TEACHER EDUCATION
AND
TEACHER CANDIDATE HANDBOOK

Revised Summer 2015

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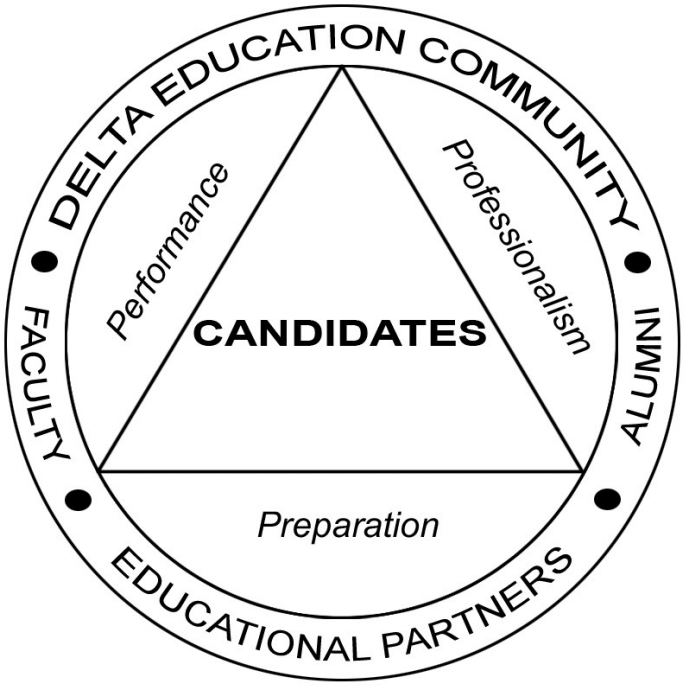
Conceptual Framework

DELTA EDUCATION MODEL



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

Guiding Principles:

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

TEACHER EDUCATION
AND
INTERNSHIP
AT
DELTA STATE UNIVERSITY

CHAPTER 1. THE TEACHER EDUCATION PROGRAMS

INTRODUCTION

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

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

Teacher Education Council

Delta State University's Teacher Education Council (TEC) serves as the governing authority for the teacher preparation program at Delta State University. The general purpose of the TEC is to provide leadership in the process of educating and graduating professionals in the field of teacher education who meet national standards and exhibit current best practices. The TEC serves as a P-16 council.

The goals of the TEC are to:

1. Ensure high quality curriculum and instruction in the field of teacher education
2. Provide leadership in development of accredited teacher education degree programs
3. Assist in making policies that meet requirements of the Mississippi Department of Education (MDE) and the Board of the Mississippi Institutions of Higher Learning (IHL)
4. Make decisions that ensure that teacher candidates and education faculty are energized and motivated in the learning process at all levels

The teacher education council has the following responsibilities:

1. Review and approve new and modified education curriculum coursework/degrees
2. Initiate necessary shifts in universal policies in the teacher education programs
3. Discuss state mandates and assist in the implementation of them into curricula
4. Adjudicate student appeals of articulated issues pertaining to teacher education programs

5. Respond to Academic Council/Cabinet mandates that affect teacher education programs
6. Provide input to Field Experiences regarding internship/licensure issues
7. Advise Dean of Education on appropriate issues when requested
8. Set policies, standards and competencies for admission into teacher education program and internship
9. Review appropriate accreditation standards and processes in order to assist in maintaining quality
10. Communicate and negotiate (where appropriate) with other entities and agencies that affect or are involved in the decisions made by TEC

Student Appeals

Student appeals will be considered by TEC in the following areas:

1. Admission into the teacher education program and internship;
2. Placement outside of the accepted geographic range of school districts;
3. Graduation issues affecting teacher interns when appropriate
4. Other issues on an ad hoc basis if deemed to be within the purposes of the TEC

Council Organization and Membership

Membership of TEC is representative of faculty, students, parents, community members, and partner schools and community colleges. It is important to note that council members represent a broader constituent group. Members of the Council are appointed by the Dean of the College of Education in consultation with faculty, division chairs, the Dean of the College of Arts and Sciences, and the Office of Field Experiences.

Faculty appointed to the TEC shall serve staggered, three year terms, with a limit of two consecutive terms (6 years). The Chair of Teacher Education, Leadership and Research shall be a voting member and the chair of TEC. Ex officio memberships shall be awarded to the Director of Field Experiences, the Executive Director of the Delta Area Association for the Improvement of Schools, and the Dean of the College of Education.

Membership of the TEC shall be as follows:

1. Three faculty members from the College of Education teacher preparation programs
2. Two faculty members from the College of Arts and Sciences teacher preparation programs
3. One teacher and one administrator from P-12 partner schools
4. Two undergraduate students-one each from the Colleges of Education and Arts and Sciences
5. One graduate student from a teacher preparation program
6. One representative of community colleges to be rotated among partnership institutions
7. One business/community leader
8. One parent

Council Meetings

TEC meetings shall be convened by the Director of Teacher Education a minimum of four times each year, usually in August, November, January, and March. Additional meetings may be called, as needed. A quorum must be present for official business of the TEC to be conducted. Minutes of all meetings shall be housed in the office of the Chair of Teacher Education. The recorder for meetings shall be appointed by the Director of Teacher Education from the membership of the TEC.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students may indicate an interest in teacher education upon application for admission to Delta State University, and they are advised and counseled accordingly. Actual admission to the program is not attained until the junior year. In the junior year students seeking admission to the program must take CUR 300 or CUR 302 or CEL 301. All students completing CUR 300 or CUR 302 or CEL 301 will be admitted by the Office of Field Experiences to the program if all requirements are met at that time. Students failing to meet the requirements will be denied admission until such time that all requirements are met. Each student and his/her advisor are notified of the student's admission status, initially, when the student completes CUR 300 or CUR 302 or CEL 301. Students initially denied to the program are resubmitted for admission at a later date when all requirements for admission are met. Upper-level students may file application for admission to the program at any time and must follow the same admission process.

The necessary "Application for Admission to Teacher Education" form and additional information about the Teacher Education Program may be secured from the Office of Field Experiences. The application should be properly executed and filed with the Office of Field Experiences, Post Office Box 3121, Delta State University, Cleveland, MS 38733.

Requirements for Admission to the Program:

1. Complete CUR 300, Survey of Education with Field Experiences; or CUR 302, Orientation and Field Experiences; or CEL 301, Introduction to Elementary Education with a C or better;
2. Make application for admission to the Teacher Education Program;
3. Have at least a 2.75 grade point average on all General Education coursework provided that the average general education GPA of the accepted cohort meets or exceeds a minimum of 3.0;
4. Make a passing score on the CORE exam or have an ACT composite score of 21 or above with no sub-score below 18;
5. Have a recommendation by majority of department/division faculty;
6. Have documentation of student enrollment and participation in Task Stream

Denied Admission – Appeals Process

If a student has been denied admission to the Teacher Education Program, the student has the right to appeal in the following order:

1. To the Dean of the College of Education;
2. To the Teacher Education Council before which the student's advisor and the chairman of the division have the privilege of appearing;
3. To the Vice President for Academic Affairs;
4. To the President of the University; and
5. To the Board of Trustees of Institutions of Higher Learning.

Academic Grievance Policy of Delta State University

Students who believe that they have been treated unfairly may appeal as follows:

1. Discuss the problem with the instructor and seek a solution. If the problem is not satisfactorily resolved in conference with the instructor, the student is entitled to submit an appeal in writing (with documentation) to the department/division chair. Upon receiving a student appeal, the department/division chair submits a written request for a response in writing (with documentation) from the instructor. The department/division chair notifies the student and faculty member in writing of his/her decision within fifteen working days from the date the appeal is received.

2. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the college/school dean with administrative responsibility for the department where the alleged infraction occurred. The college/school dean reviews the student appeal and the corresponding response from the faculty member. The college/school dean notifies the student and faculty member in writing of his/her decision, with a copy to the division/department chair, within ten working days from the date the appeal is received.

3. If the problem is not satisfactorily resolved, the student is entitled to submit a request for a hearing with the Attendance and Grievance Appeals Committee. The Attendance and Grievance Appeals Committee chair schedules a hearing date within fifteen working days from the date the appeal is received and notifies the student and faculty member. Both parties may submit their cases in person or in writing to the committee. The Attendance and Grievance Appeals Committee notifies the student and faculty member in writing of its decision, with a copy to the appropriate dean, within five working days from the date of the hearing.

4. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs reviews the student appeal and the corresponding response from the faculty member. The Vice President for Academic Affairs notifies the student and faculty member in writing of his/her decision, which is final, with a copy to the appropriate dean and chair of the Attendance and Grievance Appeals Committee within ten days from the date the appeal is received.

5. Academic appeals by students must be filed no later than the end of the next regular term after the grievance occurred.

REQUIREMENTS FOR COMPLETION OF THE PROGRAM

In order to complete the Teacher Education Program and to qualify for Mississippi licensure, an applicant must have completed requirements for the appropriate degree, must have passed satisfactorily the minimum course requirements for the various fields indicated, and must have satisfactorily passed the CORE and PRAXIS exams.

LICENSURE

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

All persons receiving instruction provided by an approved teacher education program shall receive and provide signed acknowledgment of the receipt of the "Teacher Candidate Licensure Advisory" provided by the Mississippi Department of Education. Approved programs shall provide teacher licensure information and a copy of the "Advisory" to these persons as part of the program admissions process or upon initial instructional contact, depending upon which is first. A student-signed and dated "Advisory," in its current revision, shall be retained as a permanent part of student records and made available during program reviews and accreditation visits.

DIRECTED TEACHING INTERNSHIP

Teacher candidates preparing to teach in elementary schools, middle schools, or high schools are expected to set aside a full semester of their senior year for the directed teaching internship. The directed teaching internship is within schools approved by the Director of Field Experiences and within the Delta Area Association for the Improvement of School (DAAIS) consortium. DAAIS is a consortium of Delta school districts that works closely with the university to positively impact education in the region. Most of the interns are placed in schools within the DAAIS region. The Director of Field Experiences and its school partners jointly determine the placement of interns through a nominations process. Also, the P-12 school district's curriculum administrator (usually the superintendent or the personnel director) approves the specific placement of candidates. Teacher candidates who wish to teach outside the DAAIS consortium must make written application to their advisor/division chair, stating the need to teach outside the approved school districts. This letter will be presented to the Teacher Education Council for approval or denial and then a cooperating teacher is selected through the same nominations process as those candidates placed within the consortium area. Teacher candidates who teach outside the Cleveland area may live in the community where they complete their internship and pay their own expenses. Those teacher candidates do not pay room, board and laundry at the University during this period. Those teacher candidates who teach in the Cleveland area may live on campus but must provide their own transportation to the respective schools.

Teacher interns are at all times under the close supervision of a cooperating teacher and a university supervisor. A number of seminars for teacher candidates are scheduled on campus throughout the internship. These seminars are designed to help students throughout internship. **Attendance at each of these seminars is mandatory.**
The university supervisors may ask specific teacher candidates to return to campus for other conferences as the need arises.

Written applications for internship must be filed with the Director of Field Experiences. It is the responsibility of the teacher candidate and the candidate's advisor to see that such application is filed prior to the internship semester. The Office of Field Experiences has established the following deadlines for internship applications:

Fall Internship: Week of February 15th
Spring Internship: Week of September 15th

Applicants who fail to meet the required deadlines for internship must make an appointment with the Director of Field Experiences to have their application considered.

Applicants for internship must be approved by the Office of Field Experiences. **All requirements for internship must be met before a teacher candidate registers for the internship semester.**

Prerequisites for ALL teacher candidates:

1. Have met all requirements for admission to Teacher Education Program;
2. Senior standing (at least 87 semester hours);
3. A grade point average of 2.75 on all course work taken provided that the average overall GPA of the accepted cohort of candidates meets or exceeds a minimum of 3.0;
4. Completion of prerequisite courses as shown in catalog;
5. Submission of application for admission to the Directed Teaching Internship Program;
6. Recommendation by majority of department/division faculty; and
7. Records of passing scores on the PRAXIS II Specialty Area and Principles of Learning and Teaching exams.

Directed Teaching Internship Semester:

Elementary teacher candidates take the following coursework for the internship semester:
CEL 496 - Directed Teaching (9 hours)

K-12 teacher candidates take the following work for the semester:
CUR 498 - Directed Teaching (9 hours)

7-12 teacher candidates take the following work for the semester:
CUR 498 - Directed Teaching (9 hours)

NOTE: All teacher interns have the option of enrolling in CEL 492 Special Topics in Elementary Education or CUR 492 Special Topics in Curriculum during the internship semester in order to have a 12 hour load for the internship semester. No other coursework

may be taken during internship without special permission from the intern's advisor, chair of the department, and the Director of Field Experiences.

FOLLOW UP OF GRADUATES

The University conducts a follow up study of all teacher education graduates in order to evaluate the effectiveness of graduates and the Delta State University teaching program. The University assures satisfactory performance from each of its teacher education graduates in their initial year of employment. Assistance from the University will be provided to graduates by Delta State University upon request from graduates or employers of graduates. Graduates are encouraged to contact the Director of Field Experiences for technical and/or professional assistance at (662) 846-4405.

CHAPTER 2. THE DIRECTED TEACHING INTERNSHIP PROGRAM

DEFINITION

At Delta State University, the directed teaching internship is defined as that period of the undergraduate Teacher Education Program in which the candidate registers for internship and devotes a full day for the entire semester to actual classroom experience in a particular school. This semester is preceded by various professional courses which prepare the teacher candidate for the internship experience. The teacher candidate observes, assists, and gradually directs many of the same activities engaged in by the cooperating teacher. This work is closely supervised by the principal, cooperating teacher, and university supervisor.

A CD is prepared for teacher candidates, cooperating teachers and supervisors with detailed information on the directed teaching internship program.

TERMINOLOGY

Terms and definitions used in conducting the internship program:

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

Cooperating School – the school which is not controlled or supported by the university, but which does provide facilities for professional laboratory experiences in a teacher education program.

Cooperating Teacher – the person who teaches children, is trained in the Teacher Intern Assessment Instrument, and who also supervises teacher candidates.

University Supervisor – the university representative responsible for supervising a teacher candidate or a group of teacher candidates.

Director of Field Experiences – the person designated by the University with the administrative responsibility for organizing and coordinating the University's program of directed teaching internship.

Teacher Intern Assessment Instrument (TIAI) and Teacher Work Sample (TWS) – In order to receive a passing grade in internship, each candidate must pass each indicator in the TIAI and all components of the TWS. The university supervisor will grade the portfolio before the formal TIAI classroom visitation. The teacher candidate will be evaluated by the university supervisor while engaged in classroom instruction. The teacher candidate, cooperating teacher, and university supervisor will schedule the specified period when the formal TIAI/TWS evaluation will take place. Should a teacher candidate not pass some of the indicators during the formal TIAI/TWS session, the additional four evaluations allows for the remaining indicators to be satisfactorily completed. It is conceivable that a teacher candidate may pass all indicators in one visit but the additional four visits will be used to continue to monitor the progress of the candidate.

DIRECTED TEACHING INTERNSHIP SCHEDULES

Internship schedules are cooperatively planned by the university staff to meet the differing needs of the elementary and special area programs. The transition from these academic programs to the schools' classrooms requires different and interactive processes supported by cooperating teachers and university staff members. To ensure appropriate student support, schedules provide for a brief orientation period at the beginning of each semester. After teacher candidates report to their assigned schools on the first day of the K-12 semester, and begin internship, periodic classes and seminar sessions with university staff are scheduled on the university campus to maintain continuity during the internship semester.

The Director of Field Experiences distributes schedules to university staff, school principals, and cooperating teachers. Accompanying the schedules is specific information and suggested procedures for elementary, secondary, and special areas programs.

THE ROLE OF THE DIRECTOR OF FIELD EXPERIENCES

The Director of Field Experiences has the responsibility to see that every candidate who registers for internship has been properly screened and approved. After candidates make application for internship, the Director of Field Experiences makes the initial contact with the cooperating school administration concerning placement of teacher candidates. Minimum requirements for the position of cooperating teacher include a minimum of three years' experience in the classroom; preparation through a traditional NCATE approved teacher education program, and no negative evaluations for a period of three years. The school district then nominates a panel of qualified cooperating teachers. The selected cooperating teachers must be willing to attend cooperating teacher trainings provided by the Office of Field Experiences. The Director of Field Experiences sends a fax to superintendents of cooperating districts concerning placement of interns (student teachers). The Director may request specific nominated teachers, grade levels, and/or schools within districts. Superintendents and/or personnel directors must recommend only specific teachers who have been through the nominations process. **The Director of Field Experiences has final authority over selection of cooperating teachers.**

Records of teacher candidates are kept in the Office of Field Experiences. The Director of Field Experiences serves as a liaison between the cooperating schools and Delta State University.

All field experiences are tracked through the Field Experience Request forms filed in the Office of Field Experiences. The Office of Field Experiences collects demographic data and conducts an annual review of placement with regard to the following facets:

- Equal presence in upper and lower grades
- Diverse school settings (Charter schools, regular public schools, urban settings, rural setting)
- Diverse student populations (race/ethnicity, socioeconomic status, special needs, English language learners)

The review is conducted to ensure that all teacher candidates are immersed in experiences that reflect the realities of P-12 classrooms while being supported by university and clinical faculty. The review also exposes overuse of a particular school or district which may result in interruption of the school's learning environment and/or under usage of a site that would yield valuable experiences for the candidates.

The Director of Field Experiences and program coordinators also work collaboratively with appropriate local school personnel to ensure that candidate placement provides the opportunity to demonstrate proficiency in diverse settings that reflect the realities of the P-12 classroom. Access to such diverse settings is facilitated by the Delta Area Association for the Improvement of Schools (DAAIS) consortium. Though this consortium provides an array of diverse settings, much of the region is characterized by rural low socioeconomic settings.

To provide more diversity among the school settings for the teacher candidates, partnerships have been formed with schools outside of the DAAIS region. This enables teacher candidates to examine the contextual factors of diverse settings that impact and influence classroom instruction. Partnerships also provide DSU candidates with experiences in high-performing schools and settings that demonstrate exemplary practices with instructional technology. The College of Education continues to seek new partners who will collaborate to provide diverse field experience settings for the candidates.

Ongoing and regular dialogue with the superintendents and school boards represented by DAAIS occurs through periodic meetings, professional association conferences, and site visits. Throughout field experiences and clinical practice, program coordinators, site supervisors, and the Director of Field Experiences maintain continuous communication to ensure the success of candidates.

THE ROLE OF THE UNIVERSITY SUPERVISOR

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

Individualized teacher education programs are managed by university supervisors who are trained in the TIAI and the TWS and experienced in various fields of specialization. All elementary teacher candidates are under the direct supervision of staff members who have specialized in elementary education.

For secondary and K-12 interns, every subject matter department in the university with curricula in teacher education provides at least one supervisor to work with the teacher candidates from the candidate's department.

Minimum requirements for the selection of university supervisors include appropriate professional experience for grade levels supervised, ability to demonstrate effective teaching

strategies and methods, willingness to assume the roles expected of a mentor, ability to work as a team member and facilitate professional learning, and training with evaluation of the Teacher Intern Assessment Instrument (TIAI) and the Teacher Work Sample (TWS).

The university supervisor is expected to visit each teacher candidate a **minimum** of **FIVE** times (one visit per month) while the teacher candidate is actually teaching a class. The university supervisor has the responsibility for evaluating the teacher candidate using the TIAI and the TWS. Through observations of the teacher candidate engaged in instruction, the university supervisor provides at least five evaluations (one evaluation per month) with oral and written feedback to ensure that the teacher candidate passes all parts of the TIAI and the TWS. The supervisor is required to document five formal evaluations of the candidate in Task Stream using the TIAI scoring guide. In addition, the supervisor is required to document two evaluations of the TWS in Task Stream using the TWS rubrics. In some cases, a teacher candidate may pass all the indicators during one visit, while other teacher candidates may require further observations to satisfactorily complete all the indicators. Regardless, additional visits are made to all candidates each month to continue to provide feedback to the teacher candidates. Lesson plans and records of work are checked during each visit. Requests for observation of specific lessons may be made at any time by the cooperating teacher or teacher candidate. The cooperating teacher or teacher candidate may call for a conference with the university supervisor when the need arises. The university supervisor is also responsible for assessing the candidates' dispositions and recording the evaluation in Task Stream using the dispositions rating scale.

THE ROLE OF THE PRINCIPAL

The principal plays a vital role in the directed teaching internship program. A major responsibility of the principal is to coordinate each teacher candidate's work in such a manner that the teacher candidate not only receives maximum benefits from classroom experiences but also makes contributions to the total school program.

The principal formally introduces the teacher candidate to the faculty and staff and extends a welcome to attend faculty meetings, assembly programs, and other school functions. Following an initial orientation, the principal encourages immersion in the school by visiting and observing classes, participating in activities, and learning about administrative tasks, roles of guidance counselors, and library services. As an instructional leader, the principal also observes and evaluates performance of the teacher candidate. The teacher candidate should feel that he/she is a valued associate member of the school's staff.

THE ROLE OF THE COOPERATING TEACHER

The day to day leader for the entire internship experience is the cooperating teacher. The skills and methods of the cooperating teacher become a part of the teacher candidate's repertoire for years to come. In addition to being a successful and experienced teacher, the teacher must be dedicated to the profession and willing to assume the responsibility of working with a teacher candidate. Minimum requirements for the position of cooperating teacher include a minimum of three years' experience in the classroom; preparation through a traditional NCATE approved teacher education program, no negative evaluations for a period of three years, and a nomination selection from the district as a cooperating teacher.

The cooperating teacher assumes full responsibility for planning a worthwhile program of activities for the teacher candidate. Time spent in planning pays off in a pleasant and successful experience for both the candidate and teacher. Planning actually begins before the teacher candidate arrives, such as adjusting the schedule of classroom activities to include adequate experiences for the teacher candidate. By studying the resume in the teacher candidate's folder, the cooperating teacher learns something about the candidate's background, interests, and prior experiences.

After the teacher candidate arrives, the task of the cooperating teacher is to familiarize the teacher candidate with the school environment and make the candidate feel a part of the staff. There is ample opportunity for this help during the first week of observation. During this week the cooperating teacher may call upon the teacher candidate to participate in routine activities that will enable him/her to adjust quickly to assigned tasks. A teacher candidate is expected to attend faculty meetings, PTA meetings, assembly programs, and to participate in all school activities normally expected of classroom teachers. They are encouraged to visit other teachers in their own teaching field or grade level as well as in other fields and grade levels. It is the responsibility of the cooperating teacher to plan a program of activities which include these experiences and assures maximum benefits to the teacher candidate.

For the first week in the classroom, the teacher candidate should become familiar with the school. During this week the teacher candidate should observe, teach one lesson, and study carefully the following:

1. Classroom routine
2. Assignments
3. Scheduling of class work
4. Questions and problems
5. Methods of instruction
6. Discipline
7. Provisions for individual differences
8. Reaction of individual students
9. Lesson plans used by the cooperating teacher

After the teacher candidate becomes familiar with the routine of the school, the candidate is ready for exploratory experiences with students, such as library work and various other student activities. Success with these experiences indicates that the teacher candidate is ready for more advanced experiences, including studying the cooperating teacher's records and reports, grading papers, working with individual students, and making preliminary lesson plans. The cooperating teacher has the responsibility of evaluating the intern on a daily basis and providing daily oral and written feedback on candidate progress. The cooperating teacher is responsible for documenting **three** formal evaluations (second, third, and fourth month) of the intern's planning and skill in instruction through the use of the TIAI scoring guide in Task Stream to provide written feedback. The cooperating teacher is also responsible for assessing the candidate's dispositions and recording this evaluation in Task Stream as well.

LESSON PLANS FOR THE TEACHER CANDIDATE

Each teacher candidate must use the approved lesson plan guide for lesson planning and copies of the plan should be available to the university supervisor on each visit. If the university supervisor should arrive in the middle of a lesson, he/she should ask for the lesson plans at the end of the period so that the teacher candidate and the lesson are not disrupted. All lesson plans should contain the following:

1. Main ideas
2. Objectives
3. Learning Activities and Procedures (including questions that will be asked of the students)
4. Materials
5. Evaluation

THE ROLE OF THE TEACHER CANDIDATE

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

Any deficiencies in subject matter knowledge and skills must be overcome by hard work on the part of the student. It may mean long hours of studying outside the school day. The cooperating teacher cannot supply the knowledge for the teacher candidate. Teacher candidates must display the dispositions of good teachers at all times. **Dispositions have been reinforced throughout the teacher candidate's programs and must be continued throughout internship. Failure to abide by the Dispositions Rating Scale may result in dismissal from internship. Teacher candidates must also follow the MS Educator Code of Ethics. Failure to uphold the Code of Ethics may result in dismissal from internship.**

The First Few Days:

Since the internship experience lasts for one semester, adjustments must be made very quickly. The following efforts and accomplishments on the part of the teacher candidates enable them to make a good beginning and set the stage for a successful experience:

1. Get acquainted with other faculty members, including the guidance counselor.
2. Tour the building.
3. Become familiar with the library media center.
4. Learn the cafeteria routine.
5. Read the student handbook, school paper, yearbook, etc.
6. Make a seating chart of students and learn their names.
7. Become familiar with the daily schedule.
8. Learn the school's policies governing such items as attendance, tardiness, fire drills, visitors in the school and classrooms, announcements, assemblies, and student activities.
9. Learn the school's policy with regard to grouping students.

10. Work with the cooperating teacher in setting up a schedule of activities for the entire term.

Teacher candidates must always keep in mind the fact they are members of the faculty and should conduct themselves in a manner benefiting the dignity of the profession.
The following suggestions are to be strictly adhered to at all times:

1. Be prompt in getting to the classroom and in carrying out all assigned tasks.
2. Be courteous to the students.
3. Report as early as possible to the principal, cooperating teacher, university supervisor, and Office of Field Experiences any absences caused by unavoidable circumstances.
4. Do not be too familiar with the students. Require them to call you "Mr.", "Miss", or "Mrs." Expect the same respect and courtesy of them that the cooperating teacher does.
5. Dress in a professional manner appropriate for a teacher.
6. Do not sit in the same location in the classroom every day. Change locations to better observe both students and the cooperating teacher.
7. Never appear before a class poorly prepared. Work should be prepared more than twenty four hours ahead of the class. Prepare to take charge of the class at any time when the cooperating teacher may be unexpectedly absent from the room. Students are indulgent and overlook occasional errors and poor knowledge of subject matter, but they soon lose confidence and respect for a teacher candidate who is habitually unprepared. Outstanding teachers in a school system always spend much time getting ready for their work. They do not rely on last minute preparation of their lesson or inspirations of the moment.
8. Find things to do. Show initiative and creativeness. Do not make it necessary for the cooperating teacher to tell you everything that you should do. Make yourself useful; you get out of supervised teaching what you put into it. The following activities may suggest ways in which you can fit into the classroom situation smoothly and helpfully:

    a. Putting assignments on the board
    b. Preparing reference material or demonstration equipment
    c. Taking attendance
    d. Checking and passing out papers
    e. Preparing bulletin boards
    f. Assisting with record keeping
    g. Checking physical condition of the room including light, heat, bookshelves, activity tables, etc.
9. Never gossip about the school, teachers, or students. Occurrences in the classroom and matters discussed in conferences with the cooperating teacher should be treated confidentially.
10. Use discretion when introducing controversial issues in class.
11. Watch stock expressions which you may be over-using, such as "OK", "all right", "of course", and the "uh" suffix on words.
12. Acquaint yourself with the textbooks and materials used in the classroom, as well as the community and its resources.

14. Get to know your students. Try to adjust all work to their mental level while holding them to a high standard.
15. When the cooperating teacher has charge of the class, do not spend time grading papers or reading. Time should be spent in observation, looking for specific classroom behaviors.
16. Spend at least eighteen hours on multi-level observation outside of your own classroom.
17. Videotape yourself teaching at least one lesson.
18. If your teaching situation is unsatisfactory, take the problem to the cooperating teacher, university supervisor, or Director of Field Experiences. Do not discuss it on the campus or in the dormitory.

Personal appearance is the teacher candidate's own responsibility. Students owe it to themselves to look their best at all times. Such essentials as professional dress and appearing well groomed, attending to both neatness and personal hygiene, constitute a regular part of daily preparation and must never be neglected. Teacher candidates are expected to follow the dress code for teachers and other professionals in the school to which they are assigned.

The final week

During the final week teacher candidates must be very careful to return all books borrowed from the library or the cooperating teacher and turn in all grades, reports, or other work from classes. Each teacher candidate is responsible for the following:

1. Complete and total the time sheet.
2. Obtain the cooperating teacher's signature on the documentation of days calendar.
3. Check to be sure the cooperating teacher has completed all evaluations in Task Stream.

All teacher candidates return to the Delta State University campus for a final seminar after completion of internship. At this time they complete a licensure application and are briefed on job possibilities and can meet with the Director of Field Experiences and their university supervisors to complete any necessary forms or turn in any other needed documentation.

ACTUAL TEACHING EXPERIENCE

When the teacher candidate has developed enough poise and confidence for teaching, the cooperating teacher permits the candidate to teach a single class for which the teacher candidate has planned. After several days of teaching a single class, the teacher candidate should add additional classes until the candidate moves to full time teaching. How fast the teacher candidate moves to full time teaching is determined by the candidate and the cooperating teacher. The number of hours actually taught by a teacher candidate and the exact time for teaching must be governed by existing conditions in the school and the classroom. The more hours a teacher candidate is able to teach, the better. The teacher candidate should, at a minimum, teach all classes of the cooperating teacher for a full week.

The cooperating teacher should require that all lesson plans and units be prepared in ample time to be checked and revised before they are used by the teacher candidate. **No candidate should be allowed to teach a lesson that has not been approved.** This procedure enables the cooperating teacher to determine strengths and areas of improvement before the crucial moment of instruction by the teacher candidate.

The cooperating teacher is encouraged to leave the room for brief periods of time after he/she feels the teacher candidate is capable of handling the situation adequately. The teacher candidate needs ample opportunity to develop initiative and use good judgment. This suggestion does not mean that the teacher candidate is to be left alone for an extended period of time, nor with classes that may be difficult to control. Classes should not be turned over to a teacher candidate on a moment's notice, except in the case of an emergency. The cooperating teacher is responsible for problems which may arise in the class, even though the cooperating teacher may be out of the room at the time.

Daily conferences should be scheduled by the cooperating teacher to include planning for the following day and week, along with discussion of the progress, strengths, and areas of improvements of the teacher candidate.

All teacher candidates' absences should be reported immediately to the Office of Field Experiences and to the university supervisors. There are only three excused absences in internship and all absences beyond the three excused absences must be made up. **Extended absences demand a withdrawal from the program for that semester.** The cooperating teacher has complete authority over the teacher candidate at school. Reasonable requests, suggestions, or requirements must be respected by the teacher candidate. These regulations are made to help develop a thoroughly qualified teacher. Refusal to comply is grounds for dismissal from the Teacher Education Program.

EVALUATION

Delta State University has the "pass-fail" system of evaluating teacher candidates. When the teacher candidate successfully completes his/her program, he/she will be a well prepared teacher. Each new teacher will have successfully passed all indicators in the TIAI and the TWS.

The cooperating teacher submits a recommendation, a dispositions rating, a midterm evaluation, **three** teaching evaluations, and a final evaluation on the teacher candidate. Each supervisor submits a recommendation, a dispositions rating, two teacher work sample ratings, **five** teaching evaluations, and a final grade report. These evaluations and a time log are considered when determining a final pass or fail grade. If supervisors and/or cooperating teachers have documented failure to master the indicators in the TIAI and TWS, intense remediation is provided to the candidate by the cooperating teacher and the supervisor. If, however, after remediation, the candidate continues to fail indicators on the TIAI and/or TWS, the candidate may be removed from internship. A remediation plan for the candidate is then drafted and agreed upon by the Director of Field Experiences, the chair of Teacher Education, the supervisor, and the candidate's advisor on campus. The candidate must successfully complete the remediation plan in order to enter into internship in a subsequent semester.

In addition, teacher candidates must maintain satisfactory scores on the Dispositions Rating Scale and must abide by the MS Educator Code of Ethics in order to successfully complete internship.

Time Line for Internship Semester

A **suggested** time line for your internship semester is as follows:

Weeks 1 and 2: Attend staff development sessions with your cooperating teacher. Assist your cooperating teacher in preparing the classroom for students. Orient yourself to the school and classroom.

Work with individual students, learn classroom routines, and discuss plans, duties, and activities with the cooperating teacher.

Week 3: Continue observing in the classroom. Plan and teach at least two lessons this week. Conference with your cooperating teacher. Begin to assume some classroom responsibilities. Discuss possible TIAI/TWS topics and schedule a tentative date to begin teaching the TIAI.

Weeks 4-5: Assume more teaching responsibilities by teaching multiple periods and/or lessons. Construct a bulletin board. Continue conferencing with the cooperating teacher and your university supervisor to evaluate your performance as a teacher. Work on TIAI and TWS. Observe at least 2 hours in other grade levels and/or subject areas.

Weeks 6-7: Continue to teach multiple lessons each week with conferences with your cooperating teacher and supervisor. Observe/teach at least 4 hours in other grade levels and/or subject areas.

Weeks 8- 9: Submit your TIAI/TWS to your cooperating teacher **and then** to your university supervisor for approval. Finalize date to begin teaching the TIAI/TWS. Construct TIAI bulletin board. Continue teaching multiple lessons. Observe/teach at least 4 hours in other grade levels and/or subject areas.

Weeks 10 – 11: Successfully teach TIAI/TWS unit with evaluations from your cooperating teacher and DSU supervisor. Submit last two sections of TWS (analysis section and reflection/self-evaluation section) to your DSU supervisor. Continue to assume more and more teaching responsibilities each week. For at least 5 days, assume complete responsibility for the classroom, carrying out all teaching and other duties your cooperating teacher normally assumes. Construct another bulletin board. Observe/teach at least 4 hours in other grade levels and/or subject areas.

Weeks 12 - 17: Continue to teach lessons as assigned by your cooperating teacher. Construct a final bulletin board. For at least 5 days, assume complete responsibility for the classroom, carrying out all teaching and other duties your cooperating teacher normally assumes. Observe/teach at least 4 hours in other grade levels and/or subject areas.

Month of December and/or May: TIAI/TWS and dispositions evaluations are due in Task Stream by supervisors and cooperating teachers. Continue to teach lessons as assigned by your cooperating teacher and continue to teach lessons in other grade levels/subject areas. Make sure you have submitted everything your supervisor and the Office of Field Experiences needs. Make sure your cooperating teacher has turned in everything he/she needs to on Task Stream and in hard copy to the Office of Field Experiences.

NOTE: YOU ARE NOT TO WORK ON LESSON PLANS DURING YOUR SCHOOL DAY. DURING THE DAY, YOU SHOULD EITHER BE TEACHING, OBSERVING, OR ASSISTING WITH TEACHING. YOUR PLANNING PERIOD IS THE ONLY TIME DURING THE SCHOOL DAY IN WHICH YOU SHOULD WORK ON LESSON PLANS, INCLUDING THE TIAI AND TWS.

NCATE STANDARDS

All teacher education programs must meet the national standards listed below.

Standard 1 – Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2 – Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Standard 3 – Field Experiences and Clinical Practice
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4 – Diversity
The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Standard 5 –Faculty Qualifications, Performance, and Development
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6 – Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

InTASC STANDARDS

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

Standard #1: Learner Development

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

Standard #2: Learning Differences

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

Standard #3: Learning Environments

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

Standard #4: Content Knowledge

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

Standard #5: Application of Content

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

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

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

Teacher Intern Assessment Instrument (TIAI) Indicators

Domain I: Planning and Preparation

1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-STAR Domain I – 4; NCATE 1a)

2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; NCATE 1c, 4a)

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

4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; NCATE 1a, 1b)

5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1a, 1d)

6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)

Domain II: Assessment

7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; NCATE 1a, 1d)

8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d)

Domain III: Instruction

9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)

10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11)

11. Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15)

12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16)

13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)

14. Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III -7; NCATE 1a, 1b)

15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III – 9; NCATE 1b)

16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; NCATE 1c)

17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; NCATE 1b, 1c)

18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues,

and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1c, 1d)

19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10: NCATE – 1c, 1g)

Domain IV: Learning Environment

20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)

21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12)
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16)

23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13)

24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)

Domain V: Professional Responsibilities

25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)

Management Addendum

26. Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)

27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Teacher Intern _____ **Semester/Year: _____**

Grade Level/Subject: _____

Evaluator: _____ **Check one: Classroom Teacher ___ Supervisor ___**

School: _____ **Date(s) Evaluations Completed: _____**

Note: Classroom Mentor Teachers may take several weeks to complete the Teacher Intern Assessments (3 evaluations) for assigned teacher interns. University Supervisors will schedule classroom evaluation visits with teacher interns to complete (five evaluations) during internship.

Additional visits will be made if needed.

DOMAIN I: PLANNING AND PREPARATION

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

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

2.	**Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; NCATE 1c, 4a)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. Does not incorporate diversity or multicultural perspectives into lessons.	Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge. **Does not effectively** use the information in developing learning experiences that are relevant and meaningful. Ineffectively incorporates diversity into lessons.	Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. **Effectively** uses this knowledge in developing learning experiences that are relevant and meaningful. Incorporates diversity, including multicultural perspectives, into lessons.	Demonstrates a **thorough** understanding of student backgrounds, interests, experiences, and prior knowledge. **Effectively and consistently** uses this knowledge in developing learning experiences that are relevant and meaningful. Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lessons.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	**Observation II Date and Score:**	**Observation III Date and Score: →**	**Comments:**

3.	**Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Plans and instruction **do not include** the	Plans and instruction **inconsistently**	Plans and instruction **frequently include** the	**In addition to acceptable**, plans and instruction **consistently include** the

necessary content and do not connect content across the disciplines.	**include** the necessary content and/or do not connect to content across disciplines.	necessary content and connect content across disciplines; however, connections are **not consistently clear, meaningful, or relevant** to students' lives.	necessary content and connect content across disciplines; connections are **consistently clear, meaningful, and relevant** to students' lives.

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

4.	**Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; NCATE 1a, 1b)**

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

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

5.	**Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1a, 1d)**

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

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

6.	**Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)**

Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use assessment results to adjust individual and/or whole-group	**Ineffectively or inaccurately uses** assessment results to adjust individual and/or whole-	**Frequently uses** assessment results to adjust individual and/or whole-group instructional strategies.	**Consistently and appropriately** uses assessment results to adjust individual and/or

instructional strategies.	group instructional strategies.		whole-group instructional strategies.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	**Observation II Date and Score:**	**Observation III Date and Score:** →	**Comments:**

DOMAIN II: ASSESSMENT

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

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

8.	**Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not plan and use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	**Occasionally** plans and uses informal and formal assessments to accommodate differences in developmental and/or educational needs of **some** of the students.	**Frequently** plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	**Consistently** plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of all students.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	**Observation II Date and Score:**	**Observation III Date and Score:** →	**Comments:**

DOMAIN III: INSTRUCTION

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

9.	**Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with **multiple** errors.	Uses acceptable written, oral, and nonverbal communication with **minimal** errors.	Uses acceptable written, oral, and nonverbal communication **proficiently**.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	**Observation II Date and Score:**	**Observation III Date and Score:** →	**Comments:**

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

11.	**Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not communicate high expectations for learning to any students and does not hold students accountable for meeting instructional goals.	**Inconsistent** in communicating to **all** students that they are capable of meeting learning expectations.	**Frequently and clearly** has high expectations for students of all levels and **frequently holds** students accountable for meeting instructional goals.	**Consistently and clearly** has high expectations for students of all levels and **consistently holds** students accountable for meeting instructional goals.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	**Observation II Date and Score:**	**Observation III Date and Score:** →	**Comments:**

12.	**Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	**In addition to acceptable**, the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.
SCORES AND COMMENTS ON EFFECTIVENESS			

Observation I Date and Score: →	Observation II Date and Score:	Observation III Date and Score: →	Comments:

13.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to work toward a common goal.	Involves the students in limited interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	**In addition to acceptable**, consistently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	**Observation II Date and Score:**	**Observation III Date and Score: →**	**Comments:**

14.	Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III -7; NCATE 1a, 1b)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Instruction **shows no knowledge** of the content (pedagogy) taught and does not lead class discussions effectively.	Instruction **shows basic knowledge** of content (pedagogy) taught but does not lead class discussions effectively.	Instruction shows **some evidence** of knowledge of content (pedagogy) through minimal reliance on written notes and shows ability to lead class discussions effectively.	**In addition to acceptable**, instruction demonstrates an **in-depth understanding** of content knowledge (pedagogy). Teacher candidate does not rely on written notes.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	**Observation II Date and Score:**	**Observation III Date and Score: →**	**Comments:**

15.	Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III – 9; NCATE 1b)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Uses a single instructional strategy or resource; strategy/resource is **consistently inappropriate** for most students' skill levels.	Uses a variety of instructional strategies and resources but strategies are **sometimes inappropriate** for most students' skills levels.	**Frequently** uses a variety of instructional strategies and resources that are appropriate for students' skills levels.	**Consistently** uses a variety of instructional strategies and resources that are appropriate for students' skills levels.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation I Date and Score: →	**Observation II Date and Score:**	**Observation III Date and Score: →**	**Comments:**

16.	Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; NCATE 1c)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not plan or provide learning experiences that accommodate	**Inconsistently** plans and provides learning experiences that accommodate the	**Consistently** plans and provides learning experiences that accommodate the	**Consistently** and **effectively** plans and provides learning experiences that

differences in developmental and individual needs of diverse learners.	developmental and individual needs of diverse learners.	developmental and individual needs of diverse learners.	accommodate the developmental and individual needs of diverse learners.

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

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

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

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

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

19.	**Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10: NCATE – 1c, 1g)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use	**Limited** use of family or	**Effectively** uses family	**In addition to acceptable,**

family or community resources in lessons.	community resources in lessons to enhance student learning.	and community resources in lessons to enhance student learning.	encourages the students' effective use of family and community resources in lessons and assignments to enhance student learning.

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

DOMAIN IV: LEARNING ENVIRONMENT

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

20.	**Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not monitor or adjust the classroom environment, and does not address classroom disruptions.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but **does not always make adjustments** to enhance learning. Classroom disruptions are addressed in an inefficient manner.	**Monitors and makes adjustments** that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions are addressed immediately but not always efficiently.	**In addition to acceptable**, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. Classroom disruptions are addressed immediately and efficiently.

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

21.	**Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not attend to or delegates routine tasks.	**Seldom** attends to and delegates routine tasks.	**Consistently** attends to and delegates routine tasks.	**In addition to acceptable,** has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.

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

22.	**Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not establish and	Establishes and communicates	**Frequently** establishes, communicates, and	**Consistently** establishes, communicates, and reinforces

communicate rules and/or expectations.	classroom rules and/or expectations but **overlooks opportunities** to reinforce them.	reinforces classroom rules and/or expectations and ensures that students understand the rules.	classroom rules and/or expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations.

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

23.	**Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	**Inconsistently** demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	**Consistently** demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	**In addition to acceptable**, creates a positive, interactive learning environment.

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

24.	**Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are **minor problems** with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are **no unnecessary delays** or undesirable digressions.	**In addition to acceptable**, students are on-task and engaged in meaningful learning activities.

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

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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

25.	**Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an	**In addition to emerging**, maintains communication with parents and/or guardians through newsletters, notes, class websites (under the	**In addition to acceptable**, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.

	introductory letter.	supervision of the classroom mentor teacher), etc.	Also participates in additional professional development opportunities and seeks advice/information from experienced teachers/peers.

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

TIAI Management Addendum

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

26.	**Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use low profile desists for managing minimally disruptive behavior	Uses low profile desists to manage minimally disruptive behavior inefficiently	Uses low profile desists to manage minimally disruptive behavior immediately but not always efficiently	Uses low profile desists to manage minimally disruptive behavior immediately and efficiently

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

27.	**Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use appropriate disciplinary action to handle disruptive misbehavior	Uses disciplinary action inefficiently to handle disruptive misbehavior	Uses disciplinary action immediately but not always efficiently to handle disruptive misbehavior	Uses appropriate disciplinary action to handle disruptive misbehavior Immediately and efficiently

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

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Teacher Intern _____ **Semester/Year: _____**

Grade Level/Subject: _____

Evaluator: _____ **Check one: Classroom Teacher ___ Supervisor ___**

School: _____ **Date(s) Evaluations Completed: _____**

Note: Classroom Mentor Teachers may take several weeks to complete the Teacher Intern Assessments (3 evaluations) for assigned teacher interns. University Supervisors will schedule

classroom evaluation visits with teacher interns to complete (five evaluations) during internship. Additional visits will be made if needed.

DOMAIN I: PLANNING AND PREPARATION

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

1.	**Selects developmentally appropriate, performance-based objectives that connect core content knowledge for le based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-STAR Domain I NCATE 1a)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Objectives are not based on Mississippi Curriculum Frameworks/Common Core State Standards and are not stated as performance objectives.	Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards and are appropriate for student learning, but are not stated as performance objectives.	Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards, are developmentally appropriate, are stated as performance objectives, and are clearly aligned with assessments.	**In addition to acceptable**, includes objectives at differ instructional levels that mee individual needs of students (DOK Levels, Bloom's, Understanding by Design, e

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

2.	**Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; NCATE 1c, 4a)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. Does not incorporate diversity or multicultural perspectives into lessons.	Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge. **Does not effectively** use the information in developing learning experiences that are relevant and meaningful. Ineffectively incorporates diversity into lessons.	Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. **Effectively** uses this knowledge in developing learning experiences that are relevant and meaningful. Incorporates diversity, including multicultural perspectives, into lessons.	Demonstrates a **thorough** understanding of student backgrounds, interests, experiences, and prior knowledge. **Effectively and consistently** uses this knowledge in developing learning experiences that are relevant and meaningful. Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lessons.

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

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

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Plans and instruction	Plans and instruction	Plans and instruction	**In addition to acceptable**, plans and

do not include the necessary content and do not connect content across the disciplines.	**inconsistently include** the necessary content and/or do not connect to content across disciplines.	**frequently include** the necessary content and connect content across disciplines; however, connections are **not consistently clear, meaningful, or relevant** to students' lives.	instruction **consistently include** the necessary content and connect content across disciplines; connections are **consistently clear, meaningful, and relevant** to students' lives.

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

4.	**Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; NCATE 1a, 1b)**

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

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

5.	**Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1a, 1d)**

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

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

6.	**Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)**

Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use assessment results to adjust individual and/or	**Ineffectively or inaccurately uses** assessment results to adjust	**Frequently uses** assessment results to adjust individual and/or whole-group	**Consistently and appropriately** uses assessment results to

whole-group instructional strategies.	individual and/or whole-group instructional strategies.	instructional strategies.	adjust individual and/or whole-group instructional strategies.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

DOMAIN II: ASSESSMENT

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

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

8.	**Incorporates a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not plan and use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	**Occasionally** plans and uses informal and formal assessments to accommodate differences in developmental and/or educational needs of **some** of the students.	**Frequently** plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	**Consistently** plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of all students.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

DOMAIN III: INSTRUCTION

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

9.	**Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with **multiple** errors.	Uses acceptable written, oral, and nonverbal communication with **minimal** errors.	Uses acceptable written, oral, and nonverbal communication **proficiently**.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

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

11.	**Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not communicate high expectations for learning to any students and does not hold students accountable for meeting instructional goals.	**Inconsistent** in communicating to **all** students that they are capable of meeting learning expectations.	**Frequently and clearly** has high expectations for students of all levels and **frequently holds** students accountable for meeting instructional goals.	**Consistently and clearly** has high expectations for students of all levels and **consistently holds** students accountable for meeting instructional goals.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

12.	**Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	**In addition to acceptable**, the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.
SCORES AND COMMENTS ON EFFECTIVENESS			

Observation IV Date and Score: →	Comments:	Observation V Date and Score: →	Comments:

13.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to work toward a common goal.	Involves the students in limited interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	**In addition to acceptable**, consistently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

14.	Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III -7; NCATE 1a, 1b)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Instruction **shows no knowledge** of the content (pedagogy) taught and does not lead class discussions effectively.	Instruction **shows basic knowledge** of content (pedagogy) taught but does not lead class discussions effectively.	Instruction shows **some evidence** of knowledge of content (pedagogy) through minimal reliance on written notes and shows ability to lead class discussions effectively.	**In addition to acceptable**, instruction demonstrates an **in-depth understanding** of content knowledge (pedagogy). Teacher candidate does not rely on written notes.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

15.	Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III – 9; NCATE 1b)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Uses a single instructional strategy or resource; strategy/resource is **consistently inappropriate** for most students' skill levels.	Uses a variety of instructional strategies and resources but strategies are **sometimes inappropriate** for most students' skills levels.	**Frequently** uses a variety of instructional strategies and resources that are appropriate for students' skills levels.	**Consistently** uses a variety of instructional strategies and resources that are appropriate for students' skills levels.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

16.	Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; NCATE 1c)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not plan or provide learning experiences that	**Inconsistently** plans and provides learning experiences that	**Consistently** plans and provides learning experiences that	**Consistently** and **effectively** plans and provides learning

accommodate differences in developmental and individual needs of diverse learners.	accommodate the developmental and individual needs of diverse learners.	accommodate the developmental and individual needs of diverse learners.	experiences that accommodate the developmental and individual needs of diverse learners.

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

17.	**Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; NCATE 1b, 1c)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not include multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions do not require higher order thinking, are not timed appropriately and/or elicit limited student participation and lead to recitation of information rather than discussion.	**Inconsistently** includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Few questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.	**Frequently** includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.	**Consistently** includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and elicit extensive participation and discussion.

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

18.	**Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1c, 1d)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions. No adjustments are made to instruction based on student responses.	**Inconsistently** responds to and/or elicits student input during instruction and few attempts are made to adjust instruction based on student responses.	**Consistently and appropriately** responds to and elicits student input during instruction. Adjustments are made to instruction based on student input and responses.	**In addition to acceptable**, provides appropriate prompts to encourage students to expand and justify their responses.

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

19.	**Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.** **(InTASC 10; M-STAR Domain III – 10: NCATE – 1c, 1g)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)

Does not use family or community resources in lessons.	**Limited** use of family or community resources in lessons to enhance student learning.	**Effectively** uses family and community resources in lessons to enhance student learning.	**In addition to acceptable,** encourages the students' effective use of family and community resources in lessons and assignments to enhance student learning.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

DOMAIN IV: LEARNING ENVIRONMENT

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

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

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

22.	**Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not	Establishes and	**Frequently** establishes,	**Consistently** establishes,

establish and communicate rules and/or expectations.	communicates classroom rules and/or expectations but **overlooks opportunities** to reinforce them.	communicates, and reinforces classroom rules and/or expectations and ensures that students understand the rules.	communicates, and reinforces classroom rules and/or expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

23.	**Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	**Inconsistently** demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	**Consistently** demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	**In addition to acceptable**, creates a positive, interactive learning environment.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

24.	**Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are **minor problems** with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are **no unnecessary delays** or undesirable digressions.	**In addition to acceptable**, students are on-task and engaged in meaningful learning activities.
SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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

25.	**Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not establish opportunities for communication with parents	Initiates communication with parents and/or guardians	**In addition to emerging**, maintains communication with parents and/or guardians through newsletters, notes,	**In addition to acceptable**, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.

and/or guardians.	through an **introductory letter**.	class websites (under the supervision of the classroom mentor teacher), etc.	Also participates in additional professional development opportunities and seeks advice/information from experienced teachers/peers.

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation V Date and Score:** →	**Comments:**

TIAI Management Addendum

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

26.	**Demonstrates use of low profile desists for managing minimally disruptive behavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use low profile desists for managing minimally disruptive behavior	Uses low profile desists to manage minimally disruptive behavior inefficiently	Uses low profile desists to manage minimally disruptive behavior immediately but not always efficiently	Uses low profile desists to manage minimally disruptive behavior immediately and efficiently

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation IV Date and Score:** →	**Comments:**

27.	**Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not use appropriate disciplinary action to handle disruptive misbehavior	Uses disciplinary action inefficiently to handle disruptive misbehavior	Uses disciplinary action immediately but not always efficiently to handle disruptive misbehavior	Uses appropriate disciplinary action to handle disruptive misbehavior Immediately and efficiently

SCORES AND COMMENTS ON EFFECTIVENESS			
Observation IV Date and Score: →	**Comments:**	**Observation IV Date and Score:** →	**Comments:**

Teacher Work Sample for Elementary Education

Purpose:

The Teacher Work Sample (TWS) project is the culminating project of your teacher education program. It is designed to show that you can plan, implement and assess instruction to

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

Background Information:

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

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

Format

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

Complete a cover page that includes the following:

1. Your name
2. Date submitted
3. Grade level taught
4. Subject taught
5. Your university
6. Course number and title

- Provide a table of contents that lists the sections and attachments with page numbers.
- Charts, graphs, and assessment instruments are required as part of the document. Attachments such as student work may be included. However, these should be chosen selectively and provide clear, concise evidence of your performance related to the standards and your students' learning progress.

- References to the work of others must be cited in a separate section at the end of the narrative. The APA style should be used for references.
- To ensure the anonymity of students in the classroom, do not include any student names or identify them otherwise in any part of the submissions.

Work Sample Folio

Table of Contents

Contextual Factors and Student Knowledge……..Section 1

Learning Objectives…….Section 2

Assessment Plan…….....Section 3

Design for Instruction…… …….Section 4

Instructional Decision Making…… ……..Section 5

Analysis of Student Learning……..Section 6

Reflection and Self Evaluation……Section 7

Design for Instruction in Elementary Education…….Section 8

SECTION 1 CONTEXTUAL FACTORS

CONTEXTUAL FACTORS

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

TASK

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

PROMPT

In your response, address the following:

- **Knowledge of community, school, and classroom factors.** Address geographic location, significant attractions and/or historical significance of the town, i.e. blues museum and restaurants, town with vacated buildings, a performing arts center, port city, casinos, major employers, resources (libraries, colleges, other schools, i.e. private schools, theaters), community and school population, socio-economic profile, and

race/ethnicity. Include the class description in your materials. Address availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines. Make sure that you articulate how you have researched these characteristics from multiple resources and with the beliefs that this knowledge can enhance student learning. Identify the sources for your data.

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

Contextual Factors Rubric

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

Rating → **Indicator ↓**	**1** **Indicator Not Met**	**2** **Indicator Partially Met**	**3** **Indicator Met**	**Score**
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may	

GP3 **DP2**	classroom that may affect learning. Does not list community resources that will be used in the unit.	Teacher has made efforts to research this knowledge specific to this school. Makes vague references to community resources that will be used in the unit.	affect learning and comes from research of resources within and outside the school. Identifies specific community resources that will be used in the unit.	
Knowledge of Characteristics of Students **GP3** **DP1**	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/ disabilities).	Teacher displays some knowledge of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning and shows evidence of using resources to supplement this knowledge.	Teacher displays broad based, culturally sensitive & specific understanding of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning **GP4** **DP2**	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., reading levels, learning preferences and experiences,, learning modalities).	Teacher displays general knowledge about the different ways students learn, but is unable to articulate specifics for the students involved. (e.g., reading levels, learning preferences, learning modalities).	Teacher displays general & specific understanding of the different ways the candidates' target population of students learn (e.g., reading levels, learning preferences, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning **GP2** **DP2**	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning specific to the unit planned.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning specific to the unit planned.	

Implications for Instructional Planning and Assessment **GP2** **DP4**	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides at least 3 implications for instruction and assessment based on student individual differences, prior learning experiences and community, school, and classroom characteristics.	Teacher provides comprehensive implications for instruction and assessment based on student individual differences, prior learning experiences and community, school, and classroom characteristics.	

SECTION 2 INSTRUCTIONAL OBJECTIVES

INSTRUCTIONAL OBJECTIVES

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

TASK

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

PROMPT

In your response, address the following:

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

- **Discuss why your learning objectives are appropriate in terms of development, pre-requisite knowledge, skills, and other student need (refer back to Section I).**
- **Explain why the objectives will promote creativity and higher level thinking skills.**

Learning Objectives Rubric

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

Rating → **Indicator ↓**	**1** **Indicator Not Met**	**2** **Indicator Partially Met**	**3** **Indicator Met**	**Score**
Significance, Challenge and Variety	Objectives reflect only one type or level of learning.	Most objectives reflect several types or levels of learning but may not address significance or challenge.	All objectives reflect several types or levels of learning and are significant and challenging.	
Clarity	Objectives are not stated clearly and are activities rather than learning outcomes.	Some of the objectives are clearly stated as learning outcomes and able to be assessed.	Objectives are clearly stated as learning outcomes and able to be assessed.	
Appropriate-ness for Students **DP3**	Objectives are not appropriate and not linked to the development; pre-requisite knowledge, skills, experiences; or other student needs.	Most objectives are appropriate for and explicitly linked to the development; pre-requisite knowledge, skills, experiences; and other student needs	All objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. They include attention to diversity.	
Alignment with National, State or Local Standards	Objectives are not appropriately aligned with national, state (MS common core) and local standards, as well as Bloom or DOK.	Some objectives are appropriately aligned with national, state (MS Common Core) and local standards as well as Bloom or DOK.	Objectives are explicitly and appropriately aligned with national, state (MS Common Core) or local standards as well as Bloom or DOK. The candidate has made efforts to delineate	

			standards specifically.	
Creativity and Higher Order Thinking Skills	No explanation of how objectives promote creativity and higher order thinking skills in the narrative.	Adequate explanation of how objectives promote creativity and higher order thinking skills in the narrative.	Clear and compelling explanation of how objectives promote creativity and higher order thinking skills in narrative.	

SECTION 3 ASSESSMENT PLAN FOR ALL STUDENTS' LEARNING

ASSESSMENT PLAN

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

TASK

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

PROMPT

In your response, address the following:

- **Describe the pre- and post-assessments that are aligned with your learning objectives.** List the pre-assessment procedure planned for this specific unit as referenced in section 1. Describe how you will design and conduct a summative evaluation of your objectives.
- **Clearly explain how you will evaluate or score pre-and post-assessments, including criteria you will use to determine if the students' performance meets the learning**

objectives. Ask: How do assessments address the levels of complexity (i.e. Bloom, DOK, etc.) in line with the unit?

- **Provide a comprehensive overview of the assessment plan based upon the objectives for your unit.** For each learning objective, include assessments used to evaluate student performance, the format of each assessment, and design of the assessments for the individual needs of students based on pre-assessment and contextual factors. State how you will keep a record of individual progress on each objective of this unit. Include formative and summative assessments in the lesson plans and final unit evaluation. These should be provided in your initial unit design, but can be modified as you teach the unit. Ask: How do I provide the optimal and maximum number of assessment opportunities to understand student learning? What variety of assessments do I need to conduct and why? How will I record the results of these assessments? How do these assessments need to be modified for ESL students and students with disabilities? How do I ensure that these assessments include higher-order thinking demands? How do I ensure that assessments are free of bias and reflect a respect for the student diversity of the classroom?
- **Describe how you determined what was to be assessed.** Assessment has to sample what students learn. Discuss how you decided what you were going to actually assess.
- **Describe how you provided assessments appropriate for individual learners.** Ask: Were accommodations and varying assessments provided for different learners?

Assessment Plan Rubric

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

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Rating → Indicator ↓	**1 Indicator Not Met**	**2 Indicator Partially Met**	**3 Indicator Met**	**Score**
Alignment with Learning Objectives and Instruction	Content and methods of assessment lack congruence with learning objectives and lack cognitive complexity. Assessments do not align with clear local, state, and national standards.	Some of the learning objectives are assessed through the assessment plan, but more than half are congruent with learning objectives are aligned and have integrity with content and cognitive complexity. The assessments show	Each of the learning objectives is assessed with fidelity and integrity through the assessment plan. Assessments are congruent with the learning objectives in content and cognitive complexity.	

		integrity with objectives and standards.		
Assessment Plan **GP 4** **DP 3** **DP 5**	Description and narrative regarding the assessment plan does not address questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	Description and narrative regarding the assessment plan provides limited attention to addressing questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	Description and narrative regarding the assessment plan thoroughly addresses questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	
Clarity of Criteria and Standards for Performance **GP 4**	The assessments contain no clear criteria for measuring student performance relative to the learning objectives.	Assessment criteria have been developed, but more than half are clear or explicitly linked to the learning objectives and standards.	Assessment criteria are clear and are explicitly linked to 90% of the learning objectives.	
Multiple Modes and Approaches **GP 4** **DP 5**	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction. All assessments do not tie to instructional objectives.	The assessment plan includes multiple modes before, during and after instruction, but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence explicitly tied to instructional objectives.	

Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments are demonstrated to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students **GP 3** **DP 5**	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate. There is no explanation regarding adaptations related to unit objectives.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of one student related to unit objectives	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students. The adaptations are explicitly delineated and contextualized.	

SECTION 4 DESIGN FOR INSTRUCTION

DESIGN FOR INSTRUCTION

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

TASK

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

PROMPT

In your response, address the following:

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

need to address for students who are ELL, have IEPs or 504 plans and students who are at risk?

- **Unit Overview:** Provide a brief overview of your unit using the weekly plan sheet including the special education components. Also, indicate the objectives that you are addressing in every day's plans related to the overall objectives, Make sure that every objective is addressed by at least one lesson/assessment.
- **Activities.** Describe the following unit activities that reflect a variety of instructional strategies/techniques, and explain why you are planning those specific activities:
    1. List an example from this unit where different resources are utilized to accommodate more than one interest, preferences and the background of students' learning to achieve the same objective.
    2. List an example from this unit where you provide different presentation methods to accommodate differentiation for the same objective.
    3. Give an example from this unit where an assignment has two or more options to accommodate assessment of different students.
    4. Provide an example from this unit where you have matched resources or procedures with a specific students' background in learning.
    5. Give an example from this unit where you differentiated instruction based on students' reading levels.
    6. Give an example from this unit where you differentiated instruction based on student language differences. If such students are not in your classroom, discuss what you have learned from the other teachers in your building and/or the district that do have such learners.
    7. Provide an example from this unit where you will allow students to work at their own rate (pace) toward some of the objectives (two or more) some of the time.
    8. List an example from this unit where special provisions are available for learners with exceptionalities.
    9. Give an example from this unit where students who finish early or who are academically precocious are provided content-related enrichment activities.
    10. Include key questions in your plans to provide higher- order questions appropriate to your unit.

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

Design for Instruction Rubric

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

Rating → Indicator↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Objectives	Few lessons are explicitly linked to learning objectives. Few learning activities, assignments and resources are aligned with learning objectives. Not all learning objectives are covered in the design.	Most lessons are explicitly linked to learning objectives. Most learning activities, assignments and resources are aligned with learning objective. Most learning objectives are covered in the design.	All lessons are explicitly linked to learning objectives. All learning activities, assignments and resources are aligned with learning objectives. All learning objectives are covered in the design.	
Accurate Representation of Content **GP 1**	Teacher's use of content contains numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content is mostly accurate according to the national and/or state standards articulated in lessons. Shows some awareness and assessment of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate and of high integrity according to the national and/or state standards articulated in lessons. Focus of the content and assessment is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization in relationship to the unit objectives (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be useful in moving students toward achieving the unit's learning objectives.	All lessons within the unit are logically organized and connected and useful in moving students toward achieving the learning objectives as articulated in the unit plans.	

Use of a Variety of Instruction, Activities, Assignments and Resources **GP 4** **DP 4**	Little variety of instruction, activities, assignments, and resources related to the unit objectives. Heavy reliance on textbook or single resource (e.g., work sheets).	Majority of lessons demonstrate variety in instruction, activities, assignments, or resources related to the unit objectives and assessments.	Comprehensive variety and alignment across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning in relationship to the unit objectives and assessments.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources **GP 3** **DP 4**	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Instruction has been designed with reference to contextual factors and pre-assessment data. Activities and assignments appear productive and appropriate for each student.	Instruction has been designed with reference to contextual factors and pre-assessment data with comprehensive attention to these criteria. Most activities and assignments appear productive and appropriate for each student. Individual attention to students is fully explicated and planned in activities and assignments.	
Differentiated Instruction **DP 4**	There are no examples of lessons where differentiation is made based on reading level or the plan is inaccurate.	Examples show accurate and adequate attention to differentiating based upon reading level.	Examples show specific, accurate attention to differentiating based upon reading level.	
Differentiated Instruction **GP 3** **DP 4**	There are no lessons that differentiate instruction based on student language differences or the	Examples show accurate and adequate attention to differentiating based upon student language	Examples show specific, accurate attention to differentiating based on student language	

	plan is inaccurate.	differences.	differences	
Differentiated Instruction **GP 3** **DP 4**	There are no lessons that differentiate instruction for students with exceptionalities and gifted students.	Examples show accurate and adequate attention to differentiating for students with exceptionalities and gifted students.	Examples show specific, accurate attention to differentiating for students with exceptionalities and gifted students.	
Use of Technology **GP 5**	Available technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses available technology but it does not make a significant contribution to teaching and learning.	Teacher integrates appropriate and available technology that makes a significant contribution to teaching and learning.	

SECTION 5 INSTRUCTIONAL DECISION MAKING

INSTRUCTIONAL DECISION MAKING

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

TASK

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

PROMPT

- Provide an example from this unit to show how you have determined which students need supplemental enrichment and/or remedial assignments/lessons.
- List examples from this unit where you have planned an enrichment and a remedial objective which matches your unit objectives.
- Provide examples from this unit where enrichment and remedial activities/materials were available in addition to regular instruction for specific students and discuss the results for these students.
- List from this unit different objectives (two or more) considered to be enrichment and not for the entire class. Explain why these objectives were determined as appropriate.

- Provide an example from this unit of how you determined the different reading levels of students and how you differentiated for these readers. Explain how this directly relates to the unit objectives.
- Provide specific examples of modifications made in your instruction during a class period and explain the basis for making those modifications including which objectives are addressed.
- Provide a specific example of making revisions in your instruction from one day to the next and the basis for making these changes. Include which objectives are addressed.
- After teaching this unit, list specific changes you made in planning a later unit and the basis for those changes from the experience teaching the current unit.
- Based on any of this year's units, list possible changes for this unit the next time that it is taught and the bases and rationale for the changes.

Instructional Decision-Making Rubric

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

Rating → **Indicator ↓**	**1** **Indicator Not Met**	**2** **Indicator Partially Met**	**3** **Indicator Met**	**Score**
Sound Professional Practice **GP 2**	Many instructional decisions and modifications are inappropriate and not pedagogically sound.	Instructional decisions and modifications are mostly appropriate, but some decisions and modifications are not based upon sound professional practice that leads to student learning.	Most instructional decisions and modifications are based upon sound professional practice and clearly analyzed (i.e., they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning **GP 2** **DP 4**	Teacher treats class as "one plan fits all" with limited modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on a thorough analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by in-depth analysis of student learning/performance, best practice, and contextual factors. Include	

			explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Objectives	Modifications in instruction lack congruence with learning objectives.	Modifications in instruction are generally congruent with learning objectives.	Modifications in instruction are consistently congruent with learning objectives.	
Modifications for Future Teaching **GP 2**	There are few specific suggestions for change in the unit for the future.	Changes are suggested with adequate bases for those changes.	Changes described are thorough, come from reflection and professional knowledge and have clear rationales for the changes.	

SECTION 6 ANALYSIS OF STUDENT LEARNING

ANALYSIS OF STUDENT LEARNING

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

TASK

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

PROMPT

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

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

Analysis of Student Learning Rubric

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

.

Rating → Indicator ↓	**1 Indicator Not Met**	**2 Indicator Partially Met**	**3 Indicator Met**	**Score**
Clarity and Accuracy of Presentation GP 4	Presentations (whole class, subgroup and individual students) are not clear and accurate; it does not accurately reflect the data. Data in graphics is not connected to narrative	Presentations (whole class, subgroups, and individual students) are clear and appropriate. Linkages are made to learning objectives in the narrative.	Presentations (whole class, subgroups, and individuals students) and narrative are clear, thorough, and accurate and contains no errors of representation.	

Alignment with Learning Objectives **GP 4**	Analysis of student learning is not aligned with learning objectives.	Analysis of student learning is partially aligned with learning objectives to provide a partial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning objectives and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data **DP 5**	Interpretation of data is inaccurate, and conclusions are missing or unsupported by data.	Interpretation of data is technically accurate, but some conclusions are not fully supported by data and the narrative explanations.	Interpretation of data is meaningful, and appropriate conclusions are drawn from the data and narrative	
Evidence of Impact on Student Learning **GP 4** **DP 3**	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward each learning objective.	Analysis of student learning includes partial evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward most learning objectives.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning objective.	

SECTION 7 REFLECTION AND SELF-EVALUATION

REFLECTION AND SELF-EVALUATION

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

TASK

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

PROMPT

- **Provide a specific example of determining your teaching effectiveness by examining written records in your planning and assessment subsequent to each lesson.**
- **List how your learners are given formal opportunities to inform you of their perceptions of your effectiveness.**
- **List a specific example of how you received information on your effectiveness from peers or administrators.**
- **List the method(s) by which you determined the effectiveness of your instruction.**
- **Select the learning objective for which your students were *most* successful.** Provide two or more possible reasons for this success. Be very specific about your thinking. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you judged as important.
- **Select the learning objective for which your students were *least* successful.** Provide two or more possible reasons for this lack of success that tied to your instructional planning and practices. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you deem most important. Discuss what you would do differently (i.e. what strategies or content might you change, what might you eliminate) or better in your subsequent teaching to improve your students' performance.
- **Reflections on possibilities for professional development (learning/training opportunities for you to enhance/increase your teaching expertise). Review the answers to the previous prompts.** Describe at least two professional learning goals for yourself that emerged from your insights and experiences with the *teacher work sample folio.* Identify at least two specific steps for professional development that you will take to improve your performance in the critical area(s) you identify.

Reflection and Self-Evaluation Rubric

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

Rating → **Indicator ↓**	**1** **Indicator Not Met**	**2** **Indicator Partially Met**	**3** **Indicator Met**	**Score**
Interpretation of Student Learning **GP 4** **DP 5**	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence with basic hypotheses to support conclusions drawn in "Analysis of Student Learning" section that show depth of professional knowledge.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses about the students and his/her own teaching for why some students did not meet learning	

			objectives. Explicitly analyzes the role of professional knowledge in analyzing his/her responsibilities for student learning.	
Insights on Effective Instruction and Assessment **GP 2**	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and plausible reasons for their success or lack thereof (limited use of theory, research or professional knowledge).	Identifies successful and unsuccessful activities and assessments and provides plausible, thorough reasons (based on theory or research) for their success or lack thereof. Assumes active responsibility for his/her professional success.	
Alignment Among Objectives, Instruction and Assessment **GP 4**	Does not connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Logically and extensively connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction. Show depth of understanding regarding these linkages.	
Implications for Future Teaching **GP 2** **DP 3**	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers limited rationale for why these changes would improve	Provides ideas for redesigning learning goals, instruction, and assessment and explains in depth why these modifications would improve	

		student learning.	student learning.	
Implications for Professional Development **GP 2**	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents 2 professional learning goals that are related to the insights and experiences described in this section and/or provides a plan for meeting the goals.	Presents at least 2 professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

SECTION 8 DESIGN FOR INSTRUCTION IN ELEMENTARY EDUCATION

DESIGN FOR INSTRUCTION IN ELEMENTARY EDUCATION

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

TASK

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

PROMPT

In your response, include the following:

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

4. **The arts.** Describe the strategies that actively engage students in creating, performing, and responding to the arts.
5. **Physical education and movement.** Describe strategies for healthy lifestyles that include play and physical activity.
6. **Health.** Choose one of the following health components and describe strategies for implementing this within your unit. Choose either **good nutritional choices, disease prevention and control, drug abuse prevention, or safety/first aid.**

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

Rating Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Mississippi Curricular Standards and/or Common Core Standards	Few lessons are explicitly linked to the Mississippi Curricular Frameworks and/or Common Core Standards.	Most lessons are explicitly linked to the Mississippi Curricular Frameworks and/or Common Core Standards.	All lessons are explicitly linked to the Mississippi Curricular Frameworks and/or Common Core Standards.	
Selection and Integration of Content (ACEI 3.1)	The plans for the unit are generic to the grade level, with little or no connection between the various content areas. Goals for IEPS are absent from the plans.	The plans for the unit are generic to the grade level, with partial integration of language arts/reading, mathematics, science, social studies, the arts, and physical education. Goals from IEPs are minimal or absent from the plans.	The teacher creates plans where all children can learn, integrating the content areas of elementary education (language arts/reading, mathematics, science, social studies, the arts, physical education) and goals from IEPs into daily activities and routines.	
Reading, Writing, and Oral Language (ACEI 2.1)	The language arts integration in the unit does not help to students to successfully apply their developing skills to many	The language arts integration in the unit provides limited help to students to successfully apply their developing	The language arts integration in the unit specifically helps students to successfully apply their developing skills to many	

	different situations, materials and ideas.	skills to many different situations, materials and ideas.	different situations, materials and ideas.	
Science (ACEI 2.2)	The inquiry science integration does not build student understanding of science concepts for personal and social applications, and to convey the nature of science.	The inquiry science integration builds limited student understanding of science concepts for personal and social applications, and to convey the nature of science.	The inquiry science integration builds student understanding of science concepts for personal and social applications, and to convey the nature of science.	
Mathematics (ACEI 2.3)	The mathematics integration does not engage students in problem solving, reasoning and proof, communication, connections, and representation.	The mathematics integration provides limited engagement of students in problem solving, reasoning and proof, communication, connections, and representation.	The mathematics integration consistently engages students in problem solving, reasoning and proof, communication, connections, and representation.	
Social Studies (ACEI 2.4)	The inquiry social studies integration does not promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	The inquiry social studies integration provides limited help for elementary students and their abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	The inquiry social studies integration promotes elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	
The Arts (ACEI 2.5)	The arts integration does not consistently use the content, functions, and achievements of the performing arts and the visual arts as primary	The arts integration provides limited us of the content, functions, and achievements of the performing arts and the visual arts	The arts integration consistently uses the content, functions, and achievements of the performing arts and the visual arts as primary media	

	media for communication, inquiry, and engagement among elementary students.	as primary media for communication, inquiry, and engagement among elementary students.	for communication, inquiry, and engagement among elementary students.	
Health (ACEI 2.6)	The health integration does not create opportunities for student development and practice of skills that contribute to good health.	The health integration creates limited opportunities for student development and practice of skills that contribute to good health.	The health integration consistently creates opportunities for student development and practice of skills that contribute to good health.	
Physical Education (ACEI 2.7)	The physical education integration does not use human movement and physical activity to foster active, healthy life styles and enhanced quality of life for elementary students.	The physical education integration provides limited use of human movement and physical activity to foster active, healthy life styles and enhanced quality of life for elementary students.	The physical education integration consistently uses human movement and physical activity to foster active, healthy life styles and enhanced quality of life for elementary students.	
Selection of Instructional Materials	Little or no information is provided on how and why reading and curriculum materials were selected.	The teacher describes how they evaluated or why they selected the reading and curriculum materials used in the lesson with limited use of resources.	The teacher describes the evaluation procedure and selected the appropriateness of the reading and curriculum materials used in the lessons.	

Purpose:

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

Background Information:

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

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

Format

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

Complete a cover page that includes the following:

1. Your name
2. Date submitted
3. Grade level taught
4. Subject taught
5. Your university
6. Course number and title

- Provide a table of contents that lists the sections and attachments with page numbers.

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

Work Sample Folio

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SECTION 1 CONTEXTUAL FACTORS

CONTEXTUAL FACTORS

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

TASK

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

PROMPT

In your response, address the following:

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

Contextual Factors Rubric

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

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

		Met		
Knowledge of Community, School and Classroom Factors **GP3** **DP2**	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom that may affect learning. Does not list community resources that will be used in the unit.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning. Teacher has made efforts to research this knowledge specific to this school. Makes vague references to community resources that will be used in the unit.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning and comes from research of resources within and outside the school. Identifies specific community resources that will be used in the unit.	
Knowledge of Characteristics of Students **GP3** **DP1**	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/ disabilities).	Teacher displays some knowledge of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning and shows evidence of using resources to supplement this knowledge.	Teacher displays broad based, culturally sensitive & specific understanding of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning **GP4** **DP2**	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., reading levels, learning preferences and experiences,, learning modalities).	Teacher displays general knowledge about the different ways students learn, but is unable to articulate specifics for the students involved. (e.g., reading levels, learning preferences, learning modalities).	Teacher displays general & specific understanding of the different ways the candidates' target population of students learn (e.g., reading levels, learning preferences, learning modalities) that may affect learning.	

Knowledge of Students' Skills And Prior Learning **GP2** **DP2**	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning specific to the unit planned.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning specific to the unit planned.	
Implications for Instructional Planning and Assessment **GP2** **DP4**	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides at least 3 implications for instruction and assessment based on student individual differences, prior learning experiences and community, school, and classroom characteristics.	Teacher provides comprehensive implications for instruction and assessment based on student individual differences, prior learning experiences and community, school, and classroom characteristics.	

SECTION 2 INSTRUCTIONAL OBJECTIVES

INSTRUCTIONAL OBJECTIVES

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

TASK

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

PROMPT

In your response, address the following:

- **List the instructional objectives (not the activities) that will guide the planning, delivery, and assessment of your unit.** These objectives should define what you expect students to know and be able to do at the end of the unit. They should be measureable, using some sort scoring guide. Ask: Do these objectives clearly align with what I expect

to assess? The objectives should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate. Ask: Do these objectives outline learning that is focused, standards based and demand higher order thinking? Number or code each learning objective so that you can reference it later in your report on learning objectives and reflection upon your teaching.

- **Use specific information from the contextual factors section to justify your goals.**
- **Show how the objectives are aligned explicitly with local, state, or national standards.**
- **Label the level of each unit and lesson learning objective. (i.e. Bloom or DOK, and MS Common Core)**
- **Discuss why your learning objectives are appropriate in terms of development, pre-requisite knowledge, skills, and other student need (refer back to Section I).**
- **Explain why the objectives will promote creativity and higher level thinking skills.**

Learning Objectives Rubric

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

Rating → **Indicator ↓**	**1** **Indicator Not Met**	**2** **Indicator Partially Met**	**3** **Indicator Met**	**Score**
Significance, Challenge and Variety	Objectives reflect only one type or level of learning.	Most objectives reflect several types or levels of learning but may not address significance or challenge.	All objectives reflect several types or levels of learning and are significant and challenging.	
Clarity	Objectives are not stated clearly and are activities rather than learning outcomes.	Some of the objectives are clearly stated as learning outcomes and able to be assessed.	Objectives are clearly stated as learning outcomes and able to be assessed.	
Appropriate-ness for Students **DP3**	Objectives are not appropriate and not linked to the development; pre-requisite knowledge, skills, experiences; or other student needs.	Most objectives are appropriate for and explicitly linked to the development; pre-requisite knowledge, skills, experiences; and other student needs	All objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. They include attention to diversity.	

Alignment with National, State or Local Standards	Objectives are not appropriately aligned with national, state (MS common core) and local standards, as well as Bloom or DOK.	Some objectives are appropriately aligned with national, state (MS Common Core) and local standards as well as Bloom or DOK.	Objectives are explicitly and appropriately aligned with national, state (MS Common Core) or local standards as well as Bloom or DOK. The candidate has made efforts to delineate standards specifically.	
Creativity and Higher Order Thinking Skills	No explanation of how objectives promote creativity and higher order thinking skills in the narrative.	Adequate explanation of how objectives promote creativity and higher order thinking skills in the narrative.	Clear and compelling explanation of how objectives promote creativity and higher order thinking skills in narrative.	

SECTION 3 ASSESSMENT PLAN FOR ALL STUDENTS' LEARNING

ASSESSMENT PLAN

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

TASK

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

PROMPT

In your response, address the following:

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

Assessment Plan Rubric

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

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

Alignment with Learning Objectives and Instruction	Content and methods of assessment lack congruence with learning objectives and lack cognitive complexity. Assessments do not align with clear local, state, and national standards.	Some of the learning objectives are assessed through the assessment plan, but more than half are congruent with learning objectives are aligned and have integrity with content and cognitive complexity. The assessments show integrity with objectives and standards.	Each of the learning objectives is assessed with fidelity and integrity through the assessment plan. Assessments are congruent with the learning objectives in content and cognitive complexity.	
Assessment Plan **GP 4** **DP 3** **DP 5**	Description and narrative regarding the assessment plan does not address questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	Description and narrative regarding the assessment plan provides limited attention to addressing questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	Description and narrative regarding the assessment plan thoroughly addresses questions regarding the plan's design, including records of individual progress, and how assessments reflect a respect for student diversity.	
Clarity of Criteria and Standards for Performance **GP 4**	The assessments contain no clear criteria for measuring student performance relative to the learning objectives.	Assessment criteria have been developed, but more than half are clear or explicitly linked to the learning objectives and standards.	Assessment criteria are clear and are explicitly linked to 90% of the learning objectives.	

Multiple Modes and Approaches **GP 4** **DP 5**	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction. All assessments do not tie to instructional objectives.	The assessment plan includes multiple modes before, during and after instruction, but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence explicitly tied to instructional objectives.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments are demonstrated to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students **GP 3** **DP 5**	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate. There is no explanation regarding adaptations related to unit objectives.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of one student related to unit objectives	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students. The adaptations are explicitly delineated and contextualized.	

SECTION 4 DESIGN FOR INSTRUCTION

DESIGN FOR INSTRUCTION

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

TASK

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

PROMPT

In your response, address the following:

- **Results of pre-assessment** Depict the results of the pre-assessment in a format that allows finding patterns of student performance relative to learning objectives. This should relate to your discussion of how pre-assessment informed your plan for instruction and assessment. Ask: what did you learn from the pre-assessment; how did this inform your planning both for the curriculum and the assessment? What, specifically, will you need to address for students who are ELL, have IEPs or 504 plans and students who are at risk?
- **Unit Overview:** Provide a brief overview of your unit using the weekly plan sheet including the special education components. Also, indicate the objectives that you are addressing in every day's plans related to the overall objectives, Make sure that every objective is addressed by at least one lesson/assessment.
- **Activities.** Describe the following unit activities that reflect a variety of instructional strategies/techniques, and explain why you are planning those specific activities:
    - **11.** List an example from this unit where different resources are utilized to accommodate more than one interest, preferences and the background of students' learning to achieve the same objective.
    - **12.** List an example from this unit where you provide different presentation methods to accommodate differentiation for the same objective.
    - **13.** Give an example from this unit where an assignment has two or more options to accommodate assessment of different students.
    - **14.** Provide an example from this unit where you have matched resources or procedures with a specific students' background in learning.
    - **15.** Give an example from this unit where you differentiated instruction based on students' reading levels.
    - **16.** Give an example from this unit where you differentiated instruction based on student language differences. If such students are not in your classroom, discuss what you have learned from the other teachers in your building and/or the district that do have such learners.
    - **17.** Provide an example from this unit where you will allow students to work at their own rate (pace) toward some of the objectives (two or more) some of the time.
    - **18.** List an example from this unit where special provisions are available for learners with exceptionalities.

19. Give an example from this unit where students who finish early or who are academically precocious are provided content-related enrichment activities.

20. Include key questions in your plans to provide higher- order questions appropriate to your unit.

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

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

Design for Instruction Rubric

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

Rating → Indicator↓	**1 Indicator Not Met**	**2 Indicator Partially Met**	**3 Indicator Met**	**Score**
Alignment with Learning Objectives	Few lessons are explicitly linked to learning objectives. Few learning activities, assignments and resources are aligned with learning objectives. Not all learning objectives are covered in the design.	Most lessons are explicitly linked to learning objectives. Most learning activities, assignments and resources are aligned with learning objective. Most learning objectives are covered in the design.	All lessons are explicitly linked to learning objectives. All learning activities, assignments and resources are aligned with learning objectives. All learning objectives are covered in the design.	
Accurate Representation of Content **GP 1**	Teacher's use of content contains numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger	Teacher's use of content is mostly accurate according to the national and/or state standards articulated in lessons. Shows some awareness	Teacher's use of content appears to be accurate and of high integrity according to the national and/or state standards articulated in lessons. Focus of	

	conceptual structure.	and assessment of the big ideas or structure of the discipline.	the content and assessment is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization in relationship to the unit objectives (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be useful in moving students toward achieving the unit's learning objectives.	All lessons within the unit are logically organized and connected and useful in moving students toward achieving the learning objectives as articulated in the unit plans.	
Use of a Variety of Instruction, Activities, Assignments and Resources **GP 4** **DP 4**	Little variety of instruction, activities, assignments, and resources related to the unit objectives. Heavy reliance on textbook or single resource (e.g., work sheets).	Majority of lessons demonstrate variety in instruction, activities, assignments, or resources related to the unit objectives and assessments.	Comprehensive variety and alignment across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning in relationship to the unit objectives and assessments.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources **GP 3** **DP 4**	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Instruction has been designed with reference to contextual factors and pre-assessment data. Activities and assignments appear productive and appropriate for each student.	Instruction has been designed with reference to contextual factors and pre-assessment data with comprehensive attention to these criteria. Most activities and assignments appear productive and appropriate for each student. Individual attention to students is fully explicated and	

			planned in activities and assignments.	
Differentiated Instruction **DP 4**	There are no examples of lessons where differentiation is made based on reading level or the plan is inaccurate.	Examples show accurate and adequate attention to differentiating based upon reading level.	Examples show specific, accurate attention to differentiating based upon reading level.	
Differentiated Instruction **GP 3** **DP 4**	There are no lessons that differentiate instruction based on student language differences or the plan is inaccurate.	Examples show accurate and adequate attention to differentiating based upon student language differences.	Examples show specific, accurate attention to differentiating based on student language differences	
Differentiated Instruction **GP 3** **DP 4**	There are no lessons that differentiate instruction for students with exceptionalities and gifted students.	Examples show accurate and adequate attention to differentiating for students with exceptionalities and gifted students.	Examples show specific, accurate attention to differentiating for students with exceptionalities and gifted students.	
Use of Technology **GP 5**	Available technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses available technology but it does not make a significant contribution to teaching and learning.	Teacher integrates appropriate and available technology that makes a significant contribution to teaching and learning.	

SECTION 5 INSTRUCTIONAL DECISION MAKING

INSTRUCTIONAL DECISION MAKING

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

TASK

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

PROMPT

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

Instructional Decision-Making Rubric

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

Rating → **Indicator ↓**	**1** **Indicator Not Met**	**2** **Indicator Partially Met**	**3** **Indicator Met**	**Score**
Sound Professional Practice **GP 2**	Many instructional decisions and modifications are inappropriate and not pedagogically sound.	Instructional decisions and modifications are mostly appropriate, but some decisions and modifications are not based upon sound professional practice that leads to student learning.	Most instructional decisions and modifications are based upon sound professional practice and clearly analyzed (i.e., they are likely to lead to student learning).	

Modifications Based on Analysis of Student Learning **GP 2** **DP 4**	Teacher treats class as "one plan fits all" with limited modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on a thorough analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by in-depth analysis of student learning/performance, best practice, and contextual factors. Include explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Objectives	Modifications in instruction lack congruence with learning objectives.	Modifications in instruction are generally congruent with learning objectives.	Modifications in instruction are consistently congruent with learning objectives.	
Modifications for Future Teaching **GP 2**	There are few specific suggestions for change in the unit for the future.	Changes are suggested with adequate bases for those changes.	Changes described are thorough, come from reflection and professional knowledge and have clear rationales for the changes.	

SECTION 6 ANALYSIS OF STUDENT LEARNING

ANALYSIS OF STUDENT LEARNING

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

TASK

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning objectives. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual

students. Be as specific as possible regarding how the data provide information about student learning. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

PROMPT

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

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

Analysis of Student Learning Rubric

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

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Rating → Indicator ↓	**1 Indicator Not Met**	**2 Indicator Partially Met**	**3 Indicator Met**	**Score**
Clarity and Accuracy of Presentation	Presentations (whole class, subgroup and	Presentations (whole class, subgroups, and	Presentations (whole class, subgroups, and	

GP 4	individual students) are not clear and accurate; it does not accurately reflect the data. Data in graphics is not connected to narrative	individual students) are clear and appropriate. Linkages are made to learning objectives in the narrative.	individuals students) and narrative are clear, thorough, and accurate and contains no errors of representation.	
Alignment with Learning Objectives **GP 4**	Analysis of student learning is not aligned with learning objectives.	Analysis of student learning is partially aligned with learning objectives to provide a partial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning objectives and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data **DP 5**	Interpretation of data is inaccurate, and conclusions are missing or unsupported by data.	Interpretation of data is technically accurate, but some conclusions are not fully supported by data and the narrative explanations.	Interpretation of data is meaningful, and appropriate conclusions are drawn from the data and narrative	
Evidence of Impact on Student Learning **GP 4** **DP 3**	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward each learning objective.	Analysis of student learning includes partial evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward most learning objectives.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning objective.	

SECTION 7 REFLECTION AND SELF-EVALUATION

REFLECTION AND SELF-EVALUATION

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

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

PROMPT

- **Provide a specific example of determining your teaching effectiveness by examining written records in your planning and assessment subsequent to each lesson.**
- **List how your learners are given formal opportunities to inform you of their perceptions of your effectiveness.**
- **List a specific example of how you received information on your effectiveness from peers or administrators.**
- **List the method(s) by which you determined the effectiveness of your instruction.**
- **Select the learning objective for which your students were *most* successful.** Provide two or more possible reasons for this success. Be very specific about your thinking. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you judged as important.
- **Select the learning objective for which your students were *least* successful.** Provide two or more possible reasons for this lack of success that tied to your instructional planning and practices. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors you deem most important. Discuss what you would do differently (i.e. what strategies or content might you change, what might you eliminate) or better in your subsequent teaching to improve your students' performance.
- **Reflections on possibilities for professional development (learning/training opportunities for you to enhance/increase your teaching expertise). Review the answers to the previous prompts.** Describe at least two professional learning goals for yourself that emerged from your insights and experiences with the *teacher work sample folio.* Identify at least two specific steps for professional development that you will take to improve your performance in the critical area(s) you identify.

Reflection and Self-Evaluation Rubric

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

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

Interpretation of Student Learning **GP 4** **DP 5**	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence with basic hypotheses to support conclusions drawn in "Analysis of Student Learning" section that show depth of professional knowledge.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses about the students and his/her own teaching for why some students did not meet learning objectives. Explicitly analyzes the role of professional knowledge in analyzing his/her responsibilities for student learning.	
Insights on Effective Instruction and Assessment **GP 2**	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and plausible reasons for their success or lack thereof (limited use of theory, research or professional knowledge).	Identifies successful and unsuccessful activities and assessments and provides plausible, thorough reasons (based on theory or research) for their success or lack thereof. Assumes active responsibility for his/her professional success.	
Alignment Among Objectives, Instruction and Assessment **GP 4**	Does not connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Logically and extensively connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction. Show depth of	

			understanding regarding these linkages.	
Implications for Future Teaching **GP 2** **DP 3**	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers limited rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains in depth why these modifications would improve student learning.	
Implications for Professional Development **GP 2**	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents 2 professional learning goals that are related to the insights and experiences described in this section and/or provides a plan for meeting the goals.	Presents at least 2 professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

SECTION 8 DESIGN FOR INSTRUCTION IN SECONDARY EDUCATION

DESIGN FOR INSTRUCTION IN SECONDARY EDUCATION

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

TASK

Describe how you will integrate **your content area** with **language arts/reading** and **one** of the **special subject areas** (music, art, or PE/health).

PROMPT

In your response, include the following:

- **Alignment with Mississippi Curricular Frameworks.** Document the specific standards for the two integrated areas that your lesson(s) will address and how these standards tie into your learning goals.

- **Integration of content.** Tell how you integrated **your content area and language arts/reading** into your unit instruction. Be specific about what you did also to include one special subject area into your unit.

NOTE: NOT ALL AREAS OF THE RUBRIC BELOW WILL BE SCORED. ONLY THOSE TO WHICH THE UNIT APPLIES ALONG WITH THE TWO INTEGRATED AREAS WILL BE SCORED.

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

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

			technical, and persuasive) and speaking, listening, and viewing.	
Mathematics	Math is taught at the knowledge level with primary focus on memorization of facts and lack of inquiry and conceptualization.	Conceptual development and inquiry are present in isolated problems and activities that foster application and analysis of knowledge.	Describe the use of inquiry in mathematics integration, connecting both to real life situations allowing for discover and application and analysis of knowledge.	
Music and/or The Arts	The music and/or the arts activities are left to the special area teacher.	The music and/or the arts activities are included but not integrated.	The teacher describes the strategies that actively engage students in creating, performing and responding to the arts.	
Physical Education and Health	The P.E. and movement and health activities are left to a special area teacher.	The teacher provides for movement and P.E., but doesn't incorporate information about a healthy lifestyle.	The teacher describes the activities and strategies for healthy lifestyles that include play and physical activity.	
Selection of Instructional Materials	Little or no information is provided on how and why curriculum materials were selected.	The teacher describes how they evaluated or why they selected the curriculum materials used in the lesson.	The teacher describes how and why materials were selected and addresses their appropriateness.	

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SCIENCES

DISPOSITIONS RATING SCALE
UNDERGRADUATE PROGRAMS

Student Name _____

Rater _____ Date _____

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

Directions: Use the Appraisal Scale to rate each of the five Dispositions. The Indicators (e.g., 1.1, 1.2) provide clarification. Provide evidence in the last column for ratings of 0, 1, or 3.

Appraisal Scale:
0 – Does not meet expectations 1 – Meets a few expectations but not sufficient
2 – Meets expectations 3 – Exceeds expectations

Characteristic (Disposition)	Rating of Disposition	Evidence for 1,2, or 4 Rating
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner (IN 2, 3, 5) 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs (IN 10)*	1. Fairness_____	
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population (IN 2, 3, 5) 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population (IN 4, 8)	2. The Belief That All Students Can Learn _____	
3. Professionalism 3.1 Engages in ongoing self-	3. Professionalism _____	

reflection and participates in professional development opportunities (IN 9, 10) 3.2 Displays professional appearance and actions, including effective oral and written communication (IN 6) 3.3 Collaborates with professors, students, colleagues, families, and/or community members (IN 10)		
4. Resourcefulness 4.1 Motivates self and others to perform well (IN 5) 4.2 Anticipates what a situation calls for and responds appropriately (IN 6) 4.3 Uses personal talents to enhance professional functioning (IN 6) 4.4 Adapts willingly to change (IN 5)	4. Resourcefulness _____	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time (IN 10) 5.2 Participates meaningfully in classes and meetings (IN 10) 5.3 Fulfills responsibilities in the college classroom and in P-12 settings	5. Dependability _____	

* Indicators aligned with INTASC Standards

Delta State University
College of Education
Protocol for Dispositions
Undergraduate Programs

1. Candidates will be introduced to the *Dispositions Rating Scale* during CEL 301, *Introduction to Elementary Education, CUR 300, Survey of Education with Field Experiences,* and CUR 302, *Orientation and Field Experiences.* During these courses, candidates will self-assess using the scale, with focused observations and assignments related to field experiences serving as a frame of reference. The instructor will also evaluate the candidate using the scale and will review both assessments, followed by a conference with the candidate to review the assessments and discuss strengths/weaknesses/discrepancies in perspectives.

2. A flag form will be placed in each candidate's folder for documenting both deficiencies and exemplary practices/dispositions.

3. Dispositions will be taught and reinforced throughout all courses in the program. Faculty who note a deficiency or deficiencies or evidence of strengths in a candidate relevant to a disposition area(s) will enter this information on the appropriate flag form, providing details related to the reason for the concern or commendation.

4. Faculty will hold conferences with students regarding the development of dispositions as candidates move through their programs.

5. Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment points.

6. Upon request for admission to teacher education, and again upon request for admission to student teaching, faculty will meet to review each candidate's progress with respect to the development of appropriate dispositions for teaching. The *Dispositions Rating Scale* will be used at these two assessment points. The faculty will consult flag forms and entertain faculty concerns at this time.

7. Based upon the number and severity of disposition weaknesses/deficiencies, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.

8. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.

9. If the deficiency(ies) persist(s), the faculty will meet to consider whether the candidate should continue in the program.

10. The form will also be used by the university supervisor and cooperating teacher during e the directed teaching semester. Each will submit the forms to the Office of Field Experiences for inclusion in the candidate's file. The university supervisor and cooperating teacher will consult with the Director of Field Experiences and faculty should a deficiency(ies) threaten the successful completion of directed teaching.

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

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

Name of Candidate: _____

Program: _____

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

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

Delta State University
College of Education and Human Sciences

Disposition Flag – Exemplary (Green)

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

Name of Candidate: _____

Program: _____

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

DESCRIPTION TERM: Mississippi Educator Code of Ethics and Standards of Conduct
ADOPTION DATE: April 17, 1998
CODE: 1717
REVISION: January 20, 2011

Mississippi Educator Code of Ethics and Standards of Conduct

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

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

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

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

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

Code of Ethics Standards

Standard 1: Professional Conduct
An educator should demonstrate conduct that follows generally recognized professional standards.

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

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

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

1. Harassment of colleagues

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

Standard 2. Trustworthiness

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

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

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

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

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

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

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

Standard 3. Unlawful Acts

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

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

Standard 4. Educator/Student Relationship

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

4.1. Ethical conduct includes, but is not limited to, the following:
1. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
2. Nurturing the intellectual, physical, emotional, social and civic potential of all students
3. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
4. Creating, supporting, and maintaining a challenging learning environment for all students

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

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

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

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

Standard 5. Educator Collegial Relationships

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

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

1. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
2. Harming others by knowingly making false statements about a colleague or the school system
3. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
4. Discriminating against or coercing a colleague on the basis of race, religion, nationalorigin, age, sex, disability or family status
5. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues

Standard 6. Alcohol, Drug and Tobacco Use or Possession

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

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

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

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

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

Standard 7. Public Funds and Property

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

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

1. Maximizing the positive effect of school funds through judicious use of said funds
2. Modeling for students and colleagues the responsible use of public property

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

1. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
2. Failing to account for funds collected from students, parents or any school-related function
3. Submitting fraudulent requests for reimbursement of expenses or for pay
4. Co-mingling public or school-related funds with personal funds or checking accounts
5. Using school property without the approval of the local board of education/governing body

Standard 8. Remunerative Conduct

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

8.1. Ethical conduct includes, but is not limited to, the following:
1. Insuring that institutional privileges are not used for personal gain
2. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

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

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

Standard 9. Maintenance of Confidentiality

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

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

1. Keeping in confidence information about students that has been obtained in the

course of professional service unless disclosure serves a legitimate purpose or is required by law
2. Maintaining diligently the security of standardized test supplies and resources

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

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

Standard 10. Breach of Contract or Abandonment of Employment

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

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

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