DELTA STATE UNIVERSITY
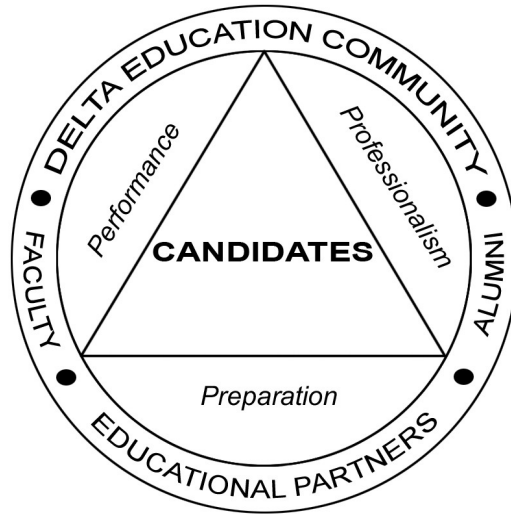# COLLEGE OF EDUCATION AND HUMAN SCIENCES

Master of Arts in Teaching
Handbook
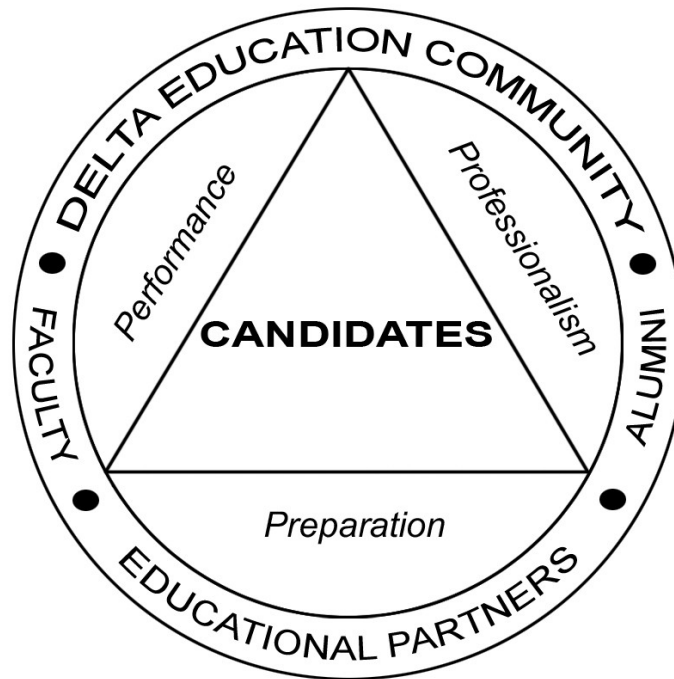
Spring and Fall 2021

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Conceptual Framework

DELTA EDUCATION MODEL

Vision: The Delta State University College of Education and Human sciences 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)

CHAPTER 1. THE TEACHER EDUCATION PROGRAMS

INTRODUCTION

The 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 Professional Education Council. The Chair of the Division of Teacher Education, Leadership and Research is the administrative chair for the Professional Education Council. Candidates 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 and are eligible for Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Professional Education Council (PEC)

Delta State University's (DSU) Professional Education Council (PEC) shall serve as the governing authority for all professional education programs that prepare teachers and other P-12 school personnel. The general purpose of the PEC shall be to provide leadership in the process of educating and graduating professionals in the fields of teacher education, counselor education, and educational leadership who meet national standards and exhibit current best practices.

Goals: The goals of the PEC related to all initial and advanced professional education programs are:

- Ensure high quality curriculum and instruction in all professional education programs;
- Provide leadership in the development, evaluation, and continuous improvement of all professional education programs;
- Assist in making policies that meet requirements of the Mississippi Department of Education (MDE), the Board of the Mississippi Institutions of Higher Learning (IHL), and the Council for the Accreditation of Educator Preparation (CAEP)

Responsibilities: The responsibilities of the PEC related to all initial and advanced professional education programs shall be to:

- Review and approve curriculum changes for all initial and advanced professional education programs;
- Advise and provide input regarding decision-making, partnerships, assessments, and other relevant areas of the programs.
- Assist in advisement and policy that ensures effective partnerships and high quality, varied clinical practices are central to preparation in conjunction with the Assessment Committee.
- Review and approve policies for all initial and advanced professional education programs (e.g., admission to the program, field/clinical experiences, program completion);
- Consider state and federal mandates and assist in implementing them into the curriculum;
- Respond to mandates of the DSU Academic Council/Cabinet;
- Review accreditation standards and processes to assist in maintaining quality programs through continuous improvement;
- Review data from the common key assessments for initial programs and data from the key assessments for each advanced program to identify trends over time, and to improve programs and candidates' performance;
- Adjudicate candidates appeals (admission to the program, field/clinical experience placements, program completion);
- Advise the dean of the College of Education and Human Sciences on appropriate issues, as requested.

Organization: Members of the PEC shall be appointed annually by the Dean of the College of Education and Human Sciences, in consultation with division chairs in the College of Education and Human Sciences, the Dean of the College of Arts and Sciences, and the Director of Clinical Experiences, Licensure, and Accountability. The Chair of the Division of Teacher Education, Leadership, and Research shall serve as Chair of the PEC.

Membership: The membership of the PEC shall consist of 17 voting members and two ex officio members:
- Three to five full-time faculty members from the College of Education and Human Sciences;
- Two full-time faculty members from the College of Arts and Sciences;
- Three to five teachers from the P-12 schools inclusive of elementary and secondary;
- Three administrators from the P-12 schools;
- One representative from a community college;
- One business/community leader
- Chair of the Division of Teacher Education, Leadership, and Research;
- Director of Clinical Experiences, Licensure, and Accountability;
- One current candidate enrolled in an initial professional education program;
- One current candidate enrolled in an advanced professional education program;
- Executive Director of the Delta Area Association (ex officio);
- Dean of the College of Education and Human Sciences (ex officio).

Meetings: The meetings of the PEC shall be convened by the Chair of the Division of Teacher Education, Leadership, and Research. Meetings shall be held a minimum of two times each semester, usually in September, November, February, and April. Additional meetings shall be called as needed. A quorum shall be present in order to conduct official business of the PEC. The Chair of the PEC shall annually appoint a recorder of the minutes. The minutes shall be housed in the office of the Chair of the Division of Teacher Education, Leadership, and Research.

CHAPTER II: MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching program is designed for promising individuals with a non-education bachelor's degree to become classroom teachers in elementary (grades 4-6) or secondary (grades 7-12). Candidates progress through the MAT program as part of a cohort, a design that will enhance the delivery of University support and promote collaboration in planning, implementation, and evaluation. The Mississippi Department of Education issues MAT program licensure in the following areas: Art, Biology, Business, Chemistry, Elementary Education (grades 4-6), English, French, German, Home Economics, Marketing, Math, Music, Physical Education, Physics, Social Studies, Spanish, Speech Communications, and Technology Education.

ADMISSION TO
THE MASTER OF ARTS IN TEACHING PROGRAM

In addition to submitting an official application to the Delta State University Office of Graduate Studies and meeting general admission requirements for the Graduate School, applicants must submit a completed file that includes the following:
- Official verification of completion of a baccalaureate degree from a regional, national, or international accredited institution
- Official documentation of having passed the Praxis Core Academic Skills for Educators examination by making the scores required by the Mississippi Department of Education on the subtests of reading,

writing, and mathematics OR documentation of at least 21 on the ACT with the required score on the Praxis Core Academic Skills for Educators Writing exam.

- Official documentation of having passed the Praxis II Specialty Area test by obtaining the required score required by the Mississippi Department of Education in the content area
- Official documentation of a passing score on the Mississippi Foundations of Reading test (elementary majors only)
- A minimal overall GPA of 2.75 on the undergraduate degree
- Three reference letters supporting the applicant's character and teaching potential
- A computer-generated essay of 250 words: Why you want to teach and what you think you will contribute to the field of education
- Admitted students are required to enroll in 6 hours of initial course work as specified by the program of study (prior approval is required): CEL/CUR 611 Classroom Management and CEL/CUR 612 Development, Assessment, and Evaluation

Actual admission to the program is not attained until all requirements listed above are fulfilled. Once candidates are fully admitted to the MAT program, they may apply for a temporary three-year teaching license which is issued by the Mississippi Department of Education. All candidates must be fully admitted before enrollment in the internship courses: CEL/CUR 650.

INTERNSHIP (CEL/CUR 650 Dimensions of Learning)

Teacher candidates preparing to teach in elementary schools, middle schools, or high schools are expected to obtain a fulltime teaching position in the grade level and subject area in which they are seeking teacher certification. Interns will be assigned a university supervisor who will supervise their teaching experience. **All requirements for full admission must be met before a candidate registers for the internship courses.**

Candidates must complete the application for internship (located on the MAT page of the DSU website) and send it to the MAT coordinator. The deadline for the Internship application is **July 1** for the Fall semester and **December 1** for the Spring semester.

REQUIREMENTS FOR COMPLETION OF THE PROGRAM

In order to complete the Master of Arts in Teaching Program and qualify for Mississippi teacher licensure, an applicant must have completed all courses for the degree, obtained a 3.0 cumulative GPA, completed the two semesters of internship successfully, passed satisfactorily the comprehensive exam, submitted to Taskstream and satisfactorily passed all required program assessments, passed satisfactorily the Praxis CORE and/or ACT with Praxis Core Writing, PRAXIS II Specialty Area, and the Foundations of Reading Exam (elementary candidates only). These tests must also be passed prior to internship.

LICENSURE

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

Candidate Checklist for Degree Completion

The following checklist includes the tasks, assessments, and experiences each candidate must complete in order to be admitted to internship. Many of these represent major assessments that are used to evaluate and report to our accrediting body (Council for Accreditation of Educator Preparation) the program's effectiveness with preparing candidates to become licensed teachers who can positively impact grades 4-12 students. Such assessments are underlined throughout the checklist.

_____ Obtain **transcript evaluation** (transfer students only).

_____ Take and pass the **Core Academic Skills for Educators Test. Scores must be sent to the MAT coordinator.**

       Educators must take and pass the Core in order to meet certification requirements.
             #5713 **Reading** with minimum score of 156
             #5723 **Writing** with minimum score of 162
             #5733 **Math** with minimum score of 130

       Note: If students have a 21 or above on the ACT, they are exempt from the Reading and Math portions of the CORE. Exempt candidates must take and pass CORE writing exam to satisfy the DSU COEHS accreditation writing requirement.

_____ Take and pass the **Praxis II Specialty Area exam.** Scores must be sent to the MAT coordinator.

_____ Take and pass the **Mississippi Foundation of Reading exam** (Elementary candidates only)**.** Scores must be sent to the MAT coordinator.

_____ Read *Program of Study Sheet for Elementary or Secondary* (front and back), and review as needed.

_____ Maintain 3.0 GPA in **all classes** (ongoing).

_____ Successfully complete CEL/CUR 611 Classroom Management and complete **Dispositions Rating Scale**

_____ Successfully complete CEL/CUR 612 Development, Assessment, & Evaluation

_____ Decide on one or more **Concentration Areas**: 1) _____ 2) _____
(Secondary candidates only)

_____ Apply for three-year teaching license

_____ Successfully complete CSP 546 Advanced Survey of Exceptional Children and CEL/CSD 614 Methods of Instruction

_____ Apply for the internship courses (CEL/CUR 650 Dimensions of Learning)

_____ Successfully complete CEL/CUR 650 Dimensions of Learning (semester 1) **Dispositions Rating Scale, TIAI 1-6, and TIAI 7-27**

_____ Successfully complete CEL/CUR 650 Dimensions of Learning (semester 2) **Dispositions Rating Scale and Teacher Work Sample**

_____ Successfully complete
CSD 632 Secondary Curriculum Planning, Theory, Organization, and Development (secondary candidates only)
CML 509 Technology in Education
CML 532 Children's Literature (elementary candidates only)
CRD 624 Methods of Teaching Reading (elementary candidates only)
ELR 605 Statistics for Educational Research
CRD 628 Reading and Writing Across the Curriculum **Philosophy of Education** and **Reading and Writing Portfolio**

_____ Apply for **comprehensive exams** (during registration for your last semester).

_____ Apply for graduation during registration for your last semester.
At this point, you have satisfied the requirements for the Master of Arts in Teaching degree.

MAT Field Experience Progression Chart

The following chart illustrates the field experiences required for the MAT program. The field experiences are listed with the corresponding courses.

Course Title and Prefix	Number of Clinical Hours Required Per Course with the Total Hours for the Program Included	Description of Candidate's Role in Experience	Description of Placement	Assessment of Experience
CEL 611 (elementary) CUR 611 (secondary): Classroom Management	10 hours for course/1558 hours for program	Candidates observe 10 hours of instruction focusing on classroom management topics and complete a reflection based on the experience.	CEL 611 candidates observe an elementary classroom. CUR 611 candidates observe a secondary classroom.	Candidates' written reflections are evaluated by the instructor. There is also a checklist that must be signed by the classroom teacher.
CEL 612 (elementary)	10 hours for course/1558	Candidates observe 10	CEL 612 candidates	Candidates' written

CUR 612 (secondary): Development, Assessment, & Evaluation	hours for program	hours of instruction focusing on assessment topics and complete a reflection based on the experience	observe an elementary classroom. CUR 612 candidates observe a secondary classroom.	reflections are evaluated by the instructor. There is also a checklist that must be signed by the classroom teacher.
CEL 614 (elementary) CUR 614 (secondary): Methods of Instruction	10 hours for course/1558 hours for program	Candidates observe 10 hours of instruction focusing on instructional methods and complete a reflection based on the experience	CEL 614 candidates observe an elementary classroom. CUR 614 candidates observe a secondary classroom.	Candidates' written reflections are evaluated by the instructor. There is also a checklist that must be signed by the classroom teacher.
CML 532: Children's Literature (elementary track only)	5 hours for course/1,558 hours for program	Candidates observe three specific literacy lessons and identify specific components of the lesson and create strategies for adapting the lessons for ELL students. Candidates then teach a shared book lesson and videotape themselves doing so.	Elementary classroom in a K-6 grade literacy setting	Candidates' written reflections are evaluated by the course instructor. In addition, the instructor watches the video of the candidate teaching and scores it according to a rubric.
CRD 624: Methods of Teaching Reading (elementary track only)	3 hours for course/1,558 hours for program	Candidates identify appropriate assessment strategies related to literacy. Candidates demonstrate techniques for teaching the essential elements of reading to diverse learners,	Candidates' School in which he/she is employed or placement will be made by DSU Office of Clinical Experiences, Licensure, and Accountability if	Candidates' assessment, lesson plan, and teaching are evaluated by the course instructor through the use of a rubric.

		including English Language Learners. These are accomplished by assessing a struggling reader and implementing a lesson.	candidate is not currently employed by a district.	
CEL 650 (elementary)/CUR 650 (secondary): Dimensions of Learning/Internship	760 hours or 19 weeks for two P-12 semesters for a total of 1,520 hours or 38 weeks for course/1,558 hours for program	Candidates plan and implement a 5-10 day TIAI unit accompanied by a Teacher Work Sample for a diverse group of students that include SPED, ELL, enrichment and remedial. Candidates plan and implement daily lessons in the subject area(s) he or she is assigned to teach for diverse groups of students.	Candidates' school in which he/she is employed.	Candidates are evaluated formally 5 times by the university supervisory using the TIAI scoring guide. Candidates are evaluated by the university supervisor on the TWS using the 8 TWS rubrics.

CHAPTER III: INTERNSHIP PROGRAM

DEFINITION

At Delta State University, the internship is defined as that period of the graduate Master of Arts in Teaching Program in which the candidate registers for internship, obtains a fulltime teaching position in the candidate's endorsement area, and completes the assignments and program assessments that align with the internship courses (CEL/CUR 650 Dimensions of Learning). This semester is preceded by various professional courses which prepare the teacher candidate for the internship experience. This work is supervised by the principal and university supervisor.

TERMINOLOGY

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

University Supervisor – the university representative responsible for supervising a teacher candidate or a group of teacher candidates in order to ensure all clinical experiences are completed and data are collected. University supervisors also ensure that interns are adhering to all InTASC and CAEP standards.

Director of Clinical Experiences, Licensure, and Accountability – the person designated by the University with the administrative responsibility for organizing and coordinating the University's program of internship.

Teacher Intern Assessment Instrument (TIAI) and Impact on Student Learning (ISL) –
      The TIAI and ISL are statewide assessments created through collaboration with other Mississippi EPP representatives. All candidates are scored using the TIAI and ISL instruments in the areas of planning and preparation, assessment, instruction, learning environment, professional responsibilities, and management. In order to receive a passing grade in internship, each candidate must pass each indicator in the TIAI and ISL.

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 ISL and experienced in various fields of specialization. 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 Impact on Student Learning (ISL).
      The university supervisor is expected to visit each teacher candidate a **minimum** of **FIVE** times (one visit per month for August through December in fall internship and January through May for spring internship). The university supervisor has the responsibility for evaluating the teacher candidate using the TIAI and the ISL. 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 ISL. 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 ISL in Task Stream using the ISL 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. The 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.

Responsibilities of University Supervisor:
1. Read the Master of Arts in Teaching Handbook and plan to attend scheduled Supervisor trainings regarding supervision of teacher interns, TIAI, ISL, and Task Stream.
2. Visit teacher intern at least once within the first 3 weeks of internship to evaluate the teaching of a lesson. Use the TIAI scoring guide to evaluate the lesson and provide written and oral feedback to the teacher intern after the lesson.

5. During visits to the teacher candidate, the DSU supervisor should conference and share information on evaluation results and the teacher candidate's teaching performance, personal responsibilities, and professional development.
6. Direct the preparation of the TIAI unit and ISL and schedule consecutive dates for teaching the unit.
7. Evaluate the teacher candidate during the teaching of the TIAI unit using the TIAI scoring guide. Conference with the teacher candidate concerning the results of the lesson taught. The TIAI evaluation will need to be submitted on TASK STREAM by the first of December and the first of May along with the other four evaluations.
8. Evaluate your teacher interns' dispositions and submit the evaluation on Task Stream by the first of December and the first of May.
9. Submit the Teacher Candidate's Final Grade report by the first of December and the first of May.

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 become 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 candidate. It may mean long hours of studying outside the school day. Teacher candidates must display the dispositions of good teachers at all times. **Dispositions have been reinforced throughout the teacher candidate's program and must be continued throughout internship. Failure to abide by the Dispositions Rating Scale may result in dismissal from the Master of Arts in Teaching program and/or internship. Teacher candidates must also follow the MS Educator Code of Ethics. Failure to uphold the Code of Ethics may result in dismissal from the Master of Arts in Teaching program and/or internship.**

EVALUATION

Delta State University has the "Credit or No-Credit" system of evaluating teacher candidates during the internship. 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 ISL.

If the university supervisor reports documented failure of the candidate to master the indicators in the TIAI and ISL, intense remediation is provided to the candidate by the supervisor. If, however, after remediation, the candidate continues to fail indicators on the TIAI and/or ISL, the candidate may be removed from internship. A remediation plan for the candidate is then drafted and agreed upon by the Director of Clinical Experiences, Licensure, and Accountability, 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 and Standards of Conduct to successfully complete internship and/or the Master of Arts in Teaching program.

ACCREDITATION STANDARDS

The Master of Arts in Teaching Program aligns with the Council for the Accreditation of Educator Preparation (CAEP) and The Interstate New Teacher Assessment and Support Consortium (InTASC) standards.

2013 CAEP Standards   Excellence in Educator Preparation

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities:

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of School of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Care State Standards).

1.5 Providers ensure that candidates model and apply technology standards as .they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation:

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually

agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators:

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and· appropriate technology-based applications to establish, maintain, and refine criteria for selection, profess/anal development, performance evaluation, continuous improvement and retention of clinical educators in all clinical placement settings.

Clinical Experiences:

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration ta ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development a/ the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful l part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs:

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations ta accomplish their mission. The admitted poo f of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs far hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability:

3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state normed assessments of mathematical, reading and writing achievement in the tap 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021.

Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured at admissions, OR (2) at some other time prior to candidate completion. In all cases, EPPs must demonstrate academic quality for the group average of each year's enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, Identifying differences, trends and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.

CAEP will work with states and providers to designate, and will periodically publish, appropriate "top 50 percent" proficiency scores on a range of nationally or state normed assessments and other substantially equivalent academic achievement measures, with advice from an expert panel.

Alternative arrangements for meeting the purposes of this component will be approved only under special circumstances and in collaboration with one or more states. The CAEP President will report to the Board and the public annually on actions taken under this provision.

Additional Selectivity Factors:

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity during Preparation: ·

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career- ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the Integration of technology in all of these domains.

Selection at Completion:

3.5 Before the provider recommends any completing candidate for licensure or certification, It documents that the candidate has reached a high standard for content knowledge in the fields where certification Is sought and can teach effectively with positive Impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:

4.1 The provider documents, using-multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness:

4.2 The provider demonstrates, through structured validated observation Instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers:

4.3. The provider demonstrates, using measures that result in valid and rel/able data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers:

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement th;;it is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies off CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous improvement:

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests Innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4 Measures of completer impact, including available outcome data on P12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5 The provider assures that appropriate stakeholders, Including alumni, employers, practitioners, school and community partners, and others defined by the provider, are Involved in program evaluation, improvement, and identification of models of excellence.

caepnet.org

InTASC STANDARDS

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

THE LEARNER AND LEARNING

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.

CONTENT KNOWLEDGE

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.

INSTRUCTIONAL PRACTICE

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.

PROFESSIONAL RESPONSIBILITY

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.

CHAPTER IV: MASTER OF ARTS IN TEACHING PROGRAM ASSESSMENTS

There are six program assessments contained in the Master of Arts in Teaching program. Candidates' scores are stored within Taskstream for data collection and analysis. The assessments are the Teacher Intern Assessment Instrument (TIAI), Impact on Student Learning (ISL), Dispositions Rating Scale, Philosophy of Education, Reading and Writing Portfolio, and the Comprehensive Exam.

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/College and Career Readiness Standards. (InTASC 4, 7; M-STAR Domain I – 4; CAEP 1.1, 1.3, 1.4)

2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; CAEP 1.1, 1.3)

3. Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; CAEP 1.1, 1.3)

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; CAEP 1.1, 1.3, 1.5)

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; CAEP 1.1, 1.2, 1.5)

6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; CAEP 1.1, 1.2, 1.3)

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; CAEP 1.1, 1.2)

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; CAEP 1.1, 1.2)

Domain III: Instruction
9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11; CAEP 1.1)

10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11; CAEP 1.1)

11. Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15; CAEP 1.1)

12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16; CAEP 1.1)

13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; CAEP 1.1, 1.3)

14. Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III -7; CAEP 1.1, 1.3)

15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III – 9; CAEP 1.1, 1.3)

16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; CAEP 1.1, 1.2, 1.3)

17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; CAEP 1.1, 1.4)

18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; CAEP 1.1, 1.2, 1.3)

19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10: CAEP 1.1, 1.3, 1.5)

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; CAEP 1.1, 1.3)

21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12; CAEP 1.1)

22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16; CAEP 1.1, 1.3)

23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13; CAEP 1.1, 1.3)

24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14; CAEP 1.1)

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; CAEP 1.1, 1.4)

TIAI 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; CAEP 1.1, 1.3)

27. Demonstrates appropriate use of disciplinary action to handle disruptive student misbehavior. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)

Teacher Intern Assessment Instrument (TIAI) Scoring Guide

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 lessons based on Mississippi Curriculum Frameworks/College and Career Readiness Standards. (InTASC 4, 7; M-STAR Domain I – 4; CAEP 1.1, 1.3, 1.4)**		
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 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; CAEP 1.1, 1.3)**		
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; CAEP 1.1, 1.3)**		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Plans and instruction **do not include** the necessary content and do not connect content across the disciplines.	Plans and instruction **inconsistently include** the necessary content and/or do not connect to content across disciplines.	Plans and instruction **frequently include** the necessary content and connect content across disciplines; however, connections are **not consistently clear, meaningful, or relevant** to students' lives.	**In addition to acceptable**, plans and 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 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; CAEP 1.1, 1.3, 1.5)**		
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; CAEP 1.1, 1.2, 1.5)**		
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:**

	Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; CAEP 1.1, 1.2, 1.3)			
6.				
	Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
	Does not use assessment results to adjust individual and/or whole-group instructional strategies.	**Ineffectively or inaccurately uses** assessment results to adjust individual and/or whole-group instructional strategies.	**Frequently uses** assessment results to adjust individual and/or whole-group instructional strategies.	**Consistently and appropriately** uses assessment results to adjust individual and/or 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.)

	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; CAEP 1.1, 1.2)			
7.				
	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; CAEP 1.1, 1.2)			

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 3,9; M-STAR Domain III – 11; CAEP 1.1)		
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; CAEP 1.1)		
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, 9; M-STAR Domains I – 3, IV – 15; CAEP 1.1)		
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	**Consistently and clearly** has high expectations for students of all levels and **consistently holds** students accountable

		for meeting instructional goals.	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; M-STAR Domain IV – 15, IV – 16; CAEP 1.1)		
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; CAEP 1.1, 1.3)		
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; CAEP 1.1, 1.3)		
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; CAEP 1.1, 1.3)		
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; CAEP 1.1, 1.2, 1.3)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not plan or provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	**Inconsistently** plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.	**Consistently** plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.	**Consistently** and **effectively** plans and provides learning experiences that 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; CAEP 1.1, 1.4)		
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; CAEP 1.1, 1.2, 1.3)**		

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; CAEP 1.1, 1.3, 1.5)**		

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 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; CAEP 1.1, 1.3)**		

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**	**Monitors and makes adjustments** that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions	**In addition to acceptable**, monitors students' participation and interpersonal interactions in learning activities and encourages students to

adjustments to enhance learning. Classroom disruptions are addressed in an inefficient manner.	are addressed immediately but not always efficiently.	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; CAEP 1.1)		
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; CAEP 1.1, 1.3)		
Unacceptable (0)	**Emerging (1)**	**Acceptable (2)**	**Target (3)**
Does not establish and communicate rules and/or expectations.	Establishes and communicates classroom rules and/or expectations but **overlooks opportunities** to reinforce them.	**Frequently** establishes, communicates, and reinforces classroom rules and/or expectations and ensures that students understand the rules.	**Consistently** establishes, 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 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, 9; M-STAR Domain IV – 13. CAEP 1.1, 1.3)		
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; CAEP 1.1)		
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; CAEP 1.1, 1.4)		
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 **introductory letter**.	**In addition to emerging**, maintains communication with parents and/or guardians through newsletters, notes, class websites (under the supervision of the classroom mentor teacher), etc.	**In addition to acceptable**, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways. 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, 8, 9; M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)

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, 8, 9; M-STAR Domain IV – 12, IV – 13, IV – 16; CAEP 1.1, 1.3)		
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:**

STATEWIDE IMPACT ON STUDENT LEARNING ASSIGNMENT

Purpose
The Impact on Student Learning assignment gives the teacher candidate the opportunity to:

- Determine the impact of instruction on all students' learning,
- Use assessments to make research-based informed decisions about instruction,
- Analyze and communicate students' performance results, and
- Reflect on teaching performance.

Overview of the Method – Impact on Student Learning
The teacher candidate will use the assigned internship placement class and/or a group of students to determine the impact of his/her teaching on student learning. The teacher candidate will use multiple assessments and teaching strategies aligned with learning objectives in a unit and/or group of lessons. After collecting data from multiple assessments, the teacher candidate will analyze the data to determine the impact on student learning.

Assessment Information

- Pre-assessments measure students' understanding and performance on a set of skills and objectives. Results from pre-assessments are used to inform, plan, and guide instruction.

- Formative assessments focus on students' understanding and performance of the skill(s) during instruction. Data from formative assessments influence instruction.

- Post-assessments (summative) evaluate students' understanding and performance of a set of skills or objectives at the conclusion of the unit and/or lessons. Post-assessments can include a variety of formats.

Unit/Lesson Plans

Prior to planning the unit and/or lessons, the teacher candidate will conduct at least one pre-assessment. After conducting the pre-assessment/s, the teacher candidate will record the pre-assessment/s data in a spreadsheet and analyze this data to inform the planning of the unit/or lessons.

Contextual Factors

The teacher candidate will collect contextual factors about students, the school, and the learning community. The teacher candidate will analyze the contextual factors to inform the unit and/or lesson planning.

Adjusting Instruction to Meet Student Needs

During instruction, administer multiple formative assessments and evaluate the data from these assessments to adapt instruction throughout the unit and/or lessons. Document how data from formative assessments were used to effectively plan, implement, and change instruction when necessary.

After implementing the unit and/or lessons, the teacher candidate will administer a post-assessment (summative) to determine the impact of instruction on student learning. The teacher candidate will record the post-assessment (summative) data in a spreadsheet and analyze the data to determine areas taught effectively, areas for improvement, and to determine if all students in the class were provided with equitable learning experiences.

The teacher candidate will analyze data from pre-assessments, formative assessments, and post- assessments (summative) to determine the impact on student learning for the unit and/or lessons.

Assignment Components

Contextual Factors

Purpose for Step 1:
Consider the learning environment and contextual factors that may have an impact on the teaching-learning process. Discuss characteristics about the school, classroom, and individual student needs that should be considered as instructional plans are developed. List accommodations/modifications that will be made to instructional planning and implementation based on contextual information of the assigned classroom.

Task:
Discuss the relevant contextual factors including community and school information, classroom information, student characteristics, and accommodations/modifications for planning, instruction, and assessment/s. Include any supports and challenges that impact instruction and student learning. Discuss any implications and accommodation/modifications needed for instruction based on contextual factors.

Prompt:
In the discussion on contextual factors, include the following:
- **1.1. Community and school information**
  - Discuss the community and school information:
    - geographic location
    - community/school population (diversity, race, ethnicity, culture, gender, etc.)
    - socio-economic status (SES; ex: free/reduced lunch, Title I school, etc.)
    - type of school (locale, grade levels, and any other pertinent characteristics)
  - Consider additional areas for discussion, which could include but are not limited to stability of the community, political climate, community support for education, and other environmental factors.
- **1.2. Classroom information**
  - Discuss the classroom information:
    - physical features and arrangement of the classroom
    - availability of technology, equipment, and resources
    - extent of parental/guardian involvement
    - grouping practices (whole group, small group, pairs, etc.)
  - Consider additional areas for discussion, which could include but are not limited to how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the room on a regular basis.
- **1.3. Student characteristics – Related to the Students and Learning Environment**
  - Discuss the following required areas for student characteristics:
    - grade/age level
    - gender
    - race/ethnicity/culture
    - special needs
    - achievement/developmental/skill levels
    - language (English, ESL, ELL)
    - interests/learning differences, and any other pertinent information

- Consider additional areas for discussion, which could include but are not limited to background information and/or characteristics of specific students that should be considered when planning and implementing instruction.

1.4. Accommodations/Modifications for planning, instruction, and assessment/s
- Choose 3 or more of the contextual factors described above from 1.3 *Student Characteristics* and discuss how these factors influenced planning instruction, implementation of instruction, and assessment/s.
- Describe, based on those contextual factors, what accommodations/modifications for planning, instruction, and/or assessment were made.
- Provide a chart/table to illustrate the relationship between contextual factors (3 or more) and accommodations/modifications for planning, instruction, and assessment/s. Include a thorough description of each accommodation/modification in the chart. An example is provided below.
- Consider additional areas of discussion, which could include but are not limited to how the accommodations/modifications improved learning for individual students.

Contextual Factor Individual Student Characteristics	Accommodations/Modifications Made to Instruction and/or Assessment

Learning Goals and Objectives for Unit and/or Group of Lessons

Purpose for Step 2:
Plan appropriate and challenging learning purposes/goals and develop measurable and observable objectives for the unit of study or group of lessons. Consider different levels of Bloom's Taxonomy and Depth of Knowledge (DOK) when planning measurable objectives.

Task:
Using the Mississippi College- and Career-Readiness Standards (MCCRS), establish a topic for the unit or group of lessons and an overall learning purpose/goal. Once the unit or group of lessons learning purpose/goal is established, determine daily learning purposes/goals for each day in the unit or group of lessons.

Note: Develop measurable and observable objectives for each day. Ensure that all objectives are measurable, student-oriented, developmentally appropriate, and written in clear and understandable terms. Daily objectives should be written at different levels of Bloom's Taxonomy/DOK. Example: A unit or lessons should not have daily objectives all written on the Knowledge level of Bloom's Taxonomy or DOK 1. Vary the levels of Bloom's Taxonomy/DOK used in the unit or lessons to challenge students on different levels.

Prompt:
In your discussion, include the following:
  2.1. MCCRS chosen standard(s) and unit or group of lessons topic
  - List the chosen standard(s) from the MCCRS content area of study.
  - List the topic for the unit or group of lessons. If the unit or group of lessons addresses only part of the MCCRS standard(s), explain what part of the standard(s) is to be addressed and the rationale for addressing only part of the standard(s) in the unit topic.
  - Consider using a chart/table for Step 2. *An example is provided after section 2.4.*
  2.2. Learning purposes/goals
  - Describe the unit or group of lesson plans purposes/goals and how it relates to the MCCRS standard/s.
  - Justify your reasoning for choosing the overall unit or group of lesson plans purpose/goal.
  - Consider additional areas of discussion, which could include but are not limited to how the overall learning goal supports previous goals and/or will support future learning goals.
  2.3. Appropriateness of objectives
  - Describe how objectives are aligned with MCCRS and connect to and help students make sense of the real world.
  - Discuss why the objectives are appropriate in terms of the students' development, pre-requisite knowledge, skills, experiences, and other needs of students as indicated in the Contextual Factors.
  - Consider additional areas of discussion, which could include but are not limited to the use of instructional strategies to promote learning through the students' cognitive, linguistic, social, emotional, and physical developments.

For Step 2 of the Assignment for Impact on Student Learning, provide a chart/table to illustrate the relationship between each daily objective and Bloom's Taxonomy Level/DOK. You may choose to use a table such as the one below for this step of the assignment.

Unit or Lesson Plans Overview

Grade and Subject Area			
MSCCRS Standard			
Unit or Lesson Topic			
Unit or Group of Lessons Purpose/Goal			
Day	Objective/s	Bloom's/DOK Level	Assessment (Will be completed in Step 3)
1			
2			
3			

Assessment

Plan assessments that align with the chosen MCCRS standard, unit or group of lessons, and daily objectives that will be used to monitor student progress toward the purposes/goals and objectives.

Task:
Design an assessment plan to monitor student progress toward mastering objectives. Plan a pre-assessment, a variety of formative assessments, and a post-assessment (summative). Discuss how students' progress was monitored and how assessment results were communicated to students.

Prompt:
In your discussion, include the following:
- **3.1. Assessment plan overview**
    - Provide an overview of the assessment plan. The purpose of this overview is to depict the alignment between purposes/goals, objectives, and assessments to meet the individual needs of students based on contextual factors as identified in Step 1.
    - Provide a chart/table to illustrate the relationship between each purpose/goal, daily objective, and daily assessment. You may continue the table that you used for Step 2 of assignment (example below).

Assessment Plan Overview

	Objective	Bloom's /DOK Level	Assessment	Accommodations/Modifications (if needed)
Pre-assessment				
Formative Assessments	• • • • •	• • • • •	• • • • •	• • • • •
Post-assessment (Summative)				

- Vary assessments by type. Instead of giving a quiz or the same type of assessment every day, use a variety of assessments.
- Make sure each daily assessment assesses the objective for that day. Example: If your daily objective asks students to list and describe each stage of the water cycle, then your assessment should be something that requires them to do exactly that.

- Describe the need for the accommodations/modifications based on individual needs of students based on contextual factors, for each accommodation/modification to an assessment listed. If no accommodation/modification is necessary for an assignment, state that.
- Include accommodations/modifications that may be made to the pre- and post-assessments (summative) to meet the needs of individual students based on the contextual factors.
- Consider additional areas of discussion, which could include but are not limited to alignment to objectives and includes a rationale for each accommodation/modification based on individual needs of students or contextual factors.

Example: The following <u>daily assessment</u> **DOES** assess the <u>daily objective</u>.

Daily Purpose	Daily Objective	Daily Assessment
Physical characteristics of cats	The student will (TSW) compare and contrast physical characteristics of 2 different species of cats.	Create a Venn diagram of 2 different species of cats from around the world comparing and contrasting physical attributes. (Graded for accuracy)

Example: The following <u>daily assessment</u> **DOES NOT** assess the <u>daily objective</u>.

Daily Purpose	Daily Objective	Daily Assessment
Physical characteristics of cats	TSW compare and contrast physical characteristics of 2 different species of cats.	Draw a picture of one species of cat and include in your picture physical features for that species of cat.

- **3.2. Pre-assessment and post-assessment (summative assessment)**
    - Include copies of the pre-assessment and post-assessment (summative) and scoring guides (example: scoring rubric, answer key, etc.). Include any prompts, and/or student directions that may be needed.
    - Provide descriptions of the pre- and post-assessments (summative), how they are aligned with daily objectives, and when they will be administered.
    - Establish criteria that will be used to determine mastery for pre- and post-assessments (summative) that indicate high expectations (example: mastery = 75% or higher on the assessment).
    - Consider additional areas of discussion, which could include but are not limited to describing how the assessments provided information to the TC about student performance.
- **3.3. Daily assessments (formative assessments)**
    - Include evidence of the daily assessments (formative assessments) that will be used each day (examples: quizzes, journal prompts, exit tickets, observation checklists, etc.) and scoring guides (answer key, checklist, rubric, etc.).
    - Use multiple methods of assessments by type (example: Avoid using a journal prompt each day.).
    - Describe how student progress using daily assessments will be tracked during the unit.
    - Explain the reasoning for selecting the daily assessments that will be used during the unit or lessons.

- Consider additional areas of discussion, which could include but are not limited to describing how specific assessments address individual differences.

3.4. Assessment data

- Create a student assessment data table for tracking individual student progress on the pre-assessment, all formative (daily) assessments, and the post-assessment (summative) in an organized and easy to read format.
- Establish criteria for determining mastery or non-mastery on the assessment for each assessment in your data table. (Example: mastery = 75% or higher on the assessment). Describe this after your table.
- Ensure that each daily assessment reflects mastery or non-mastery of the daily objective and is recorded on the table. An example of a table is provided below, but your data might be presented in a different format.
- Consider additional areas of discussion, which could include but are not limited to how students will be given opportunities to review and communicate about their own progress and learning.

The type of data you collect will determine the best format for presenting it.

Example of a Student Assessment Data Table

Student Names	Pre-Assessment		Informal Assessment #1 (Day 1 Objective)		Informal Assessment #2 (Day 2 Objective)		Informal Assessment #3 (Day 3 Objective)		Informal Assessment #4 (Day 4 Objective)		Informal Assessment #5 (Day 5 Objective)		Post-Assessment		Learning Gains from Pre- to Post-Assessment
	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	
Student 1															
Student 2															
Class Percentages															

3.5 Communication of assessment results

- Discuss a plan for communicating individual assessment expectations to the students.
- Discuss a plan for communicating individual assessment results and feedback to students. Include how students will know they are progressing throughout the unit and upon completion of the unit.
- Describe a plan for encouraging students to monitor their own progression throughout the unit or lesson and take responsibility for their own learning.
- Consider additional areas of discussion, which could include but are not limited to a variety of strategies for communicating feedback to all students.

Instructional Design

Purpose for Step 4:
Consider the contextual factors, characteristics of the classroom, individual students, and design appropriate instruction that utilizes research-based strategies and technology to help students master objectives for the unit of study.

Task:
Provide the instructional unit or group of lessons or an overview of the unit or group of lessons. Describe the pre-assessment results and implications based on the pre-assessment results. Describe instructional strategies that engage students in critical thinking, problem solving, and provide differentiated instruction to meet the needs of diverse students as outlined in Step 1 (contextual factors). Describe research-based strategies and technology that will be used throughout the lesson. Describe a plan for communicating individual student progress to parent/guardians.

Prompt:
In your discussion, include the following:

4.1. Accommodations/modifications to instruction based on pre-assessment data analysis

- Analyze student performance relative to the learning goals and objectives, after administering and evaluating the pre-assessment.
- Create a table to help analyze the data. In the table, record students' responses (correct or incorrect) or scores to individual questions on the pre-assessment or to groups of questions based on the objective assessed.
- Determine patterns in the data that will show implications for making accommodations/modifications to instruction once student responses are recorded.
- Describe any pattern found that will guide instruction. Examples of patterns that may be shown in the data may include:
  - Fewer than half of the students correctly answered a certain question or cluster of questions assessing a specific objective.
  - Most students correctly answered a question or cluster of questions assessing a specific objective.

- - - o A particular subgroup of students performed in a certain way (list it) that would require certain accommodations/modifications (remediation or enrichment).
    - Consider including a research-based rationale for the accommodations /modifications.

4.2. Differentiation
  - Describe at least one example from your unit or group of lessons plans where you developed a meaningful and authentic learning experience that includes differentiation. Describe how you differentiated the instruction to accommodate developmental and individual needs of each learner in the group.
  - Ensure that the activity is learner-centered and provides differentiation to meet the specific needs of individual students as described in the contextual factors (e.g. ELL, inclusivism, cultural relevance, special needs. . .).
  - Consider providing evidence of research-based strategies/procedures (citation for a source of a peer-reviewed journal article, textbook, etc.) that describes the instructional strategy used in the unit or group of lessons.

4.3. Technology – teacher candidate
  - Describe how technology is used to facilitate and analyze student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, mentoring, and collaboration including the use of social networks in instruction).
  - Describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating and not just by playing games online.
  - Consider additional areas of discussion, which could include but are not limited to how multiple forms of current technology are used by the TC to research, learn, create, communicate, and track data.

4.4. Technology – student use
  - Describe how students use technology for learning and understanding. Students should use technology to research, create, communicate, and present. Students should use technology to facilitate higher level skills such as analyzing, synthesizing, and evaluating and not just by playing games online.
  - Consider additional areas of discussion, which could include but are not limited to how multiple forms of current technology are used by the students to research, learn, create, and communicate.

- **4.5. Plan for parent/guardian communication**
    - Describe the plan for disseminating general information about the unit or group of lessons and how specific information about individual student progress was provided to parents/guardians.(Include what information was provided to parents/guardians and how it was shared with them (i.e. technology, phone-app, paper copy)**.**
    - Provide copies of any parent/guardian communication (such as a newsletter) created for the unit or group of lessons.
    - Consider providing examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to the students' education.

Instructional Decision-Making

Purpose for Step 5:
Reflect on professional practices including differentiating instruction, modifying instruction, and communicating with students.

Task:
Describe how teaching strategies were modified during instruction based on student behavior, questions, responses, and/or performance. Describe how learning experiences were differentiated or modified based on formative assessment data analysis. Describe communication with students regarding their progress.

Prompt:
In your discussion, include the following:
5.1. Instructional modifications based on needs of students
   - Describe and provide an example of how teaching and/or learning strategies were modified from the original plan to meet the needs of students based on student performance during instruction. (Examples: changing from groups of 4 to pairs, modifying an activity from the original lesson plan, deleting something from the lesson plan or adding something to the lesson plan, etc.)
   - Justify your reasoning for making this accommodation/modification and give specific student behaviors, questions, and/or responses that prompted you to make the accommodation/modification.
   - Describe how the accommodation/modification led students toward meeting objectives.
   - Consider providing a research-based citation for accommodations/modifications.
5.2. Instructional differentiation or modifications based on formative assessments
   - Describe how formative assessment data were analyzed.
   - Provide at least one example of how assessment data analysis led to differentiate or modify a specific learning experience of a previously planned activity to accommodate differences in developmental and/or educational needs of students.
   - Consider additional areas of discussion, which could include but are not limited to multiple examples of research-based modifications of instruction to accommodate individual needs of students.

Analysis of Student Learning

Purpose for Step 6:

Use assessment results to analyze student learning.

Task:
Use assessment data to analyze student learning. Analyze student learning gains for the whole class, subgroups, and individual students. Provide evidence of impact on student learning and draw conclusions on overall student learning gains.

In your discussion, include the following:

- **6.1. Data Analysis -Student Assessment Data**

  Record student scores/progress on all assessments using your student assessment data table created in Step 3. Calculate the percentage (out of 100) for each assessment (where applicable) AND calculate the percentage of mastery for the entire class. Describe the data results based on the following categories: whole class, subgroups (ex: gender, performance/ability level, language, age range, etc.), and individuals.

  - **Whole Class** - Consider the following:
    - Analyze the degree to which mastery was attained by the entire class.
    - What did your analysis of the students' learning gains tell you about the degree of mastery of each objective?
    - What did the analysis of the learning gains tell you about the degree to which your overall purpose was achieved?
    - Discuss specific evidence from pre- and post-assessment (summative) data to support your response.
  - **Subgroups** – Consider the following:
    - Select a group characteristic (ex: performance/ ability level, language, age-range, etc.). Provide a rationale for the selection of this characteristic.
    - Compare pre- and post-assessment (summative) results for the subgroup chosen. Summarize what the data show about student learning gains and include specific evidence used to support your response.
  - **Individual Students** – Consider the following:
    - Select two students who demonstrated different levels of performance and explain why it is important to understand and analyze the learning of these students.
      - Use pre-assessment, formative, and post-assessment (summative) data with examples of the student' work to draw conclusions about the extent of these students' learning gains.
  - **Include samples of student work.** Copies of pre-assessments, formative assessments, and post-assessments (summative) should be included.
  - Consider additional areas of discussion, which could include but are not limited to reflections on how the overall learning experiences were monitored throughout the unit or group of lessons.

- **6.2. Evidence and interpretation of impact on student learning**
  - Describe evidence of impact on student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives using pre- and post-assessment (summative) data.
  - Include evidence of specific instruction/activities during the unit that may have led to that impact on student learning gains noted in pre- and post-assessment data.
  - Draw conclusions on overall student learning gains using all assessment data.
  - Provide evidence that includes details and reasoning for conclusions drawn.

- Consider additional areas of discussion, which could include but are not limited to multiple hypotheses for why students did or did not achieve mastery on the post-assessment.

Reflection

<u>Purpose for Step 7:</u>

Reflect on student success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development.

<u>Task:</u>
Reflect on student learning and possible reasons for high or low success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development you engaged in or plan to seek to engage in to improve your performance as a teacher.

<u>Prompt:</u>
In your discussion, include the following:

7.1. Reflection on high success/levels of mastery
- Select the objective(s) for which students were most successful. Provide two or more possible reasons for student success.
- Reflect on factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors) in your discussion.
- Discuss how planning and implementation of instruction could have led to student success.
- Consider next steps for progression/next steps for instructional design and teaching for the targeted students with high student success.

7.2. Reflection on low success/levels of mastery
- Select the objective(s) for which students were least successful. Provide two or more possible reasons for the lack of student success.
- Reflect on factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors) in your discussion.
- Consider additional areas of discussion, which could include but are not limited to research-based methods for planning and instructional strategies to continue to enhance student learning in the future to positively impact student learning.

7.3. Implications for future instructional design and teaching
- Provide ideas for redesigning purposes/goals, objectives, instruction, and/or assessments in future teaching, and provide a rationale explaining why these ideas for modifications would improve student learning.
- Include implications for redesigning the current unit or group of lessons and explain any implications that can be generalized to planning and teaching overall.
- Consider providing research-based evidence to support your claims.

7.4. Implications for professional development

▪ Describe at least two professional learning goals that emerged from your implementation and review of the unit or group of lessons.
▪ Identify two specific steps to meet these learning goals, including professional development, to improve your teaching, planning, and assessing in the area(s) identified.
▪ Consider identifying research based professional development to improve practice.

STATEWIDE IMPACT ON STUDENT LEARNING RUBRIC

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
Contextual Factors				
<u>1.1. Community and school information</u> **The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).** *CAEP 1.1; INTASC 2; TGR 7*	The TC **does not discuss information for any of the areas** about the community and school and/or the provided information is inaccurate.	The TC provides **an incomplete or inaccurate** description of characteristics of the community and school **for any of the following areas**: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides **an accurate and comprehensive** description for each of the following: information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides **an accurate and comprehensive** description for each of the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). *The TC also discusses the following: Stability of the community; Political climate;*

				Community support for education; and Other factors in the environment that impact education.
1.2. Classroom Information **The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.)** *CAEP 1.1,1.5; INTASC 3; TGR 7*	The TC describes **inaccurate** classroom factors related to the following: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides **an accurate but incomplete** description of the following classroom factors or the TC provides a narrow scope of descriptions for the following classroom factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides **an accurate and comprehensive** description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides **an accurate and comprehensive** description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.). *The TC also describes how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the classroom on a regular basis.*

1.3. Student Characteristics **The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences** *CAEP 1.1; INTASC 1.k, 2; TGR 2*	The TC describes **inaccurate or incomplete classroom and student characteristics** that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.	The TC provides an **accurate but incomplete** description of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.	The TC provides **an accurate and comprehensive** description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests and learning differences.	The TC provides **an accurate and comprehensive** description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences. *The TC also includes background information from parents/guardians and/or former teachers that is helpful in better understanding student characteristics.*
1.4. Accommodations /Modifications for Planning, Instruction, and/or Assessment **The teacher candidate (TC) describes his/her rationale for instructional planning to include how classroom and student characteristics influenced accommodations/modific ations planning of instruction, implementation of**	The TC **does not provide a rationale for instructional planning based on classroom and** student characteristics or does not discuss how these characteristics influenced	The TC provides **an incomplete rationale** for instructional planning that includes classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and assessment/s. A chart **is**	The TC provides **a rationale** for instructional planning and includes implications for each of the classroom **and** student characteristics and discusses how these characteristics influenced	The TC provides **a thorough rationale** for instructional planning and includes implications for each of the classroom **and** student characteristics and discusses how these characteristics

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instruction, and assessment/s. A chart is provided that identifies the student characteristics and accommodations/modifications. *CAEP 1.1; INTASC 1; TGR 2*	accommodations/modifications planning of instruction, implementation of instruction, and assessment/s. A chart **is not provided** that identifies the student characteristics and accommodations/modifications.	**provided** that identifies student characteristics and accommodations/modifications.	accommodations/modifications planning of instruction, implementation of instruction, and assessment/s. A chart **is provided** that identifies the student characteristics and accommodations/modifications.	influenced accommodations/modifications planning of instruction, implementation of instruction, and assessment/s. A chart **is provided** that identifies the student characteristics and accommodations/modifications. *The TC's discussion also includes how the accommodations/modifications improved learning for individual students.*
Learning Goals and Objectives for Unit and/or Group of Lessons				
2.1. & 2.2. MCCRS and Unit or Group of Lessons Topic and Learning Goals **The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals.** *MCCRS refers to the Mississippi College- and Career-Readiness Standards*	The TC **does not identify** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and **does not describe** the lesson plans learning purposes/goals	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals but **does not** describe the lesson plans learning purposes/goals.	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and **describes** the lesson plans learning purposes/goals.	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and **describes** the lesson plans learning purposes/goals. *The TC also includes a chart/table that*

CAEP 1.4; INTASC 7; TGR 1				*clarifies the standards and topics and describes how the overall learning goal supports previous goals and/or will support future learning goals.*
2.3. Appropriateness of Objectives **Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors.** *CAEP 1.4; INTASC 1; TGR 2*	Daily learning goals and objectives are not **aligned with MCCRS and do not reflect** a connection to the real world or to the TC's research on community, school, or classroom factors. The objectives **do not consider** students' development, characteristics, experiences, skills, or prior learning.	Daily learning goals and objectives, **aligned with MCCRS, reflect** a connection to the real world and the TC's research on community, school, and classroom factors but **does not take into consideration** knowledge of students' development, characteristics, experiences, skills, or prior learning.	Daily learning goals and objectives, **aligned with MCCRS, reflect** a connection to the real world and to the TC's research on factors including, but not limited to, knowledge of student' development, characteristics, experiences, skills, and prior learning.	Daily learning goals and objectives, **aligned with MCCRS, reflect** a connection to the real world and to the TC's research on factors including, but not limited to, knowledge of students' development, characteristics, experiences, skills, and prior learning. *The TC also discusses the use of instructional strategies to promote learning through the students' cognitive, linguistic, social, emotional, and physical developments.*
Assessment Plan				
3.1. Assessment Plan Overview	The TC **does not include** an Assessment	The TC **provides** an Assessment Plan Overview Table that is	The TC **provides** an Assessment Plan Overview	The TC **provides** an Assessment Plan Overview

The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors. *CAEP 1.4; INTASC 6; TGR 3*	Plan Overview Table or assessments **do not align** with the daily objectives or accommodations/ modifications **are not included or are not based** on individual student needs or contextual factors.	**incomplete and does not** include all daily assessments that match daily objectives AND/OR accommodations/modifications **are not included** based on individual student needs or contextual factors.	Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and **includes** accommodations/ modifications based on individual needs of student or contextual factors.	Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and **includes** accommodations/ modifications based on individual needs of student or contextual factors. *The TC also discusses the alignment of assessments to objectives and includes a rationale for each modification based on individual needs of students or contextual factors.*
3.2. Pre-Assessment and Summative Assessment **The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery.** *CAEP 1.4; INTASC 6; TGR 3*	The TC **does not** describe how the pre-assessment and summative assessment are administered, or how the assessments are aligned with daily objectives, or the criteria used to establish mastery, or the TC **does not include**	The TC **provides incomplete** descriptions of how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, or the criteria used to establish mastery. Copies of the pre- and post-assessments and scoring guides (rubrics, answer keys, etc.) are **included**.	The TC **describes** how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, and the criteria used to establish mastery. The TC **includes** copies of these assessments and scoring guides (rubrics,	The TC **describes** how the pre-assessment and summative assessment are administered and the criteria used to establish mastery. The TC **includes** copies of these assessments and scoring guides (rubrics, answer keys, etc.), descriptions of when

	copies of these assessments and scoring guides (rubrics, answer keys, etc.),		answer keys, etc.), descriptions of when assessments will be administered, and the criteria used to establish mastery.	assessments will be administered, and the criteria used to establish mastery. *The TC also describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance on assessments.*
3.3. Daily Assessments (Formative Assessments) **The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring.** *CAEP 1.4; INTASC 6; TGR 3*	The TC **does not provide** a description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Daily assessments are **not included.**	The TC **provides** an incomplete or inaccurate description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of daily assessments (include scoring guides if applicable) are **not all included or do not vary** in type.	The TC **describes** the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of all daily assessments (include scoring guides if applicable) are **included.**	The TC **describes** the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of all daily assessments (include scoring guides if applicable) are included. *The TC also describes how specific assessments address individual differences. (INTASC 6k)*

3.4. Assessment Data **The teacher candidate (TC) provides an assessment data table that documents individual performance on all assessments. Mastery criteria for each assessment is included for all students.** *CAEP 1.2; INTASC 6; TGR 3*	The TC **does not** provide an assessment data table for keeping track of student performance on all assessments.	The TC **provides an incomplete or unorganized** assessment data table for keeping track of student performance on all assessments.	The TC **provides** an assessment data table that documents individual student's performance on all assessments. Mastery criteria for each assessment is **included** for all students.	The TC **provides** an assessment data table that documents individual student's performance on all assessments. Mastery criteria for each assessment is **included** for all students. *The TC also discusses how students will be given opportunities to review and communicate about their own progress and learning. (INTASC 6q)*
3.5. Communication of Assessment Results The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit. *CAEP 1.2; INTASC 6; TGR 3*	The TC **does not provide** a plan for communicating assessment expectations, results, or feedback.	The TC **provides** a plan for communicating assessment expectations, results, and feedback to all students, but the plan **lacks a method** for students to monitor their own progression through the unit.	The TC **describes** a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted **includes a method** for students to monitor their own progression through the unit.	The TC **describes** a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted **includes a method** for students to monitor their own progression through the unit. *The TC also includes a variety of strategies for*

				communicating feedback to all students.

Instructional Design				
4.1. <u>**Accommodations/modifications to Instruction Based on Pre-Assessment Data Analysis**</u> The teacher candidate (TC) analyzes pre-assessment data to determine accommodations /modifications to instruction with descriptions of the accommodations/ modifications for the whole group, subgroups of students, or for individual students. *CAEP 1.2; INTASC 7; TGR 2*	The TC **does not** analyze pre-assessment data or use the results to identify patterns of student performance relative to learning goals and objectives **and does not describe** instructional modifications for the whole group, subgroups of students, or for individual students	The TC **analyzes** pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives **but does not describe** instructional modifications for the whole group, subgroups of students, or for individual students.	The TC **analyzes** pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives and **describes** instructional modifications for the whole group, subgroups of students, or for individual students.	The TC **analyzes** pre-assessment data and uses results to identify patterns of student performance relative to learning goals and objectives and **describes** instructional modifications for the whole group, subgroups of students, or for individual students. *The TC also provides a research-based rationale for the instructional accommodations/ modifications for whole group, for subgroups, and individual students.*
4.2. Differentiation **The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students.** *CAEP 1.1; INTASC 2; TGR 4*	The TC **does not include** differentiation of instruction for different levels of learners or learning differences based on contextual factors.	The TC **provides** a description of an instructional strategy utilizing differentiation based on students' skill levels, learning differences, multiple intelligences, but **does not reference** specific individual student characteristics as described in the	The TC **provides** a description of an instructional strategy utilizing differentiation based on students' skill levels, learning differences, multiple intelligences, and **references**	The TC **provides** a description of multiple instructional strategies utilizing differentiation based on students' skill levels, learning differences, multiple intelligences,

		contextual factors section.	specific individual student characteristics as described in the contextual factors' sections.	and **references** specific individual student characteristics as described in the contextual factors' sections. *The TC also **provides evidence** that the instructional strategies are research-based.*
4.3. Technology – Teacher Candidate **The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of social networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.** *CAEP 1.5, 2.3; INTASC 8; TGR 6; ISTE 5, 6, 7*	The TC **did not use** technology in the lesson plans to facilitate, create, track, analyze, and communicate student learning. The TC **does not describe how** the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning student learning **but does not describe** how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating. *The TC also describes how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.*
4.4 Technology – Student Use **The teacher candidate (TC) describes how**	The TC **does not** describe how technology is used by students	The TC describes how technology is used by students to research, create,	The TC describes how technology is used by students to research, create,	The TC describes how technology is used by students to research, create,

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technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. *CAEP 1.5, 2.3; INTASC 8; TGR 6; ISTE 6*	to research, create, communicate, and present and **does not explain** how students used technology to analyze, synthesize, and evaluate.	communicate, and present but **does not explain** how students used technology to analyze, synthesize, and evaluate.	communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.	communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. *The TC also describes how **students** used multiple forms of current technology to research, learn, create, communicate, and track student learning.*
4.5. Plan for Parent/Guardian Communication **The teacher candidate (TC) describes the plan for communicating with parents/ guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.** *CAEP 1.1; INTASC 10; TGR 9; ISTE 7*	The TC **describes an incomplete plan** for disseminating unit information **and** explaining how individual student progress was shared with parents/ guardians. The TC **does not** provide evidence of communication with parents or guardians.	The TC **describes an incomplete plan** for disseminating unit/lesson information or explaining how individual student progress was shared with parents/guardians but does provide evidence of some communication with parents/ or guardians**.**	The TC **describes the plan** for disseminating unit/lesson information, explains how individual student progress was shared with parents/ guardians, and provides evidence of parent/guardian communication.	The TC **describes a plan** for disseminating unit/lesson information and communicating student progress to parents and/or guardians. The TC **provides multiple pieces of evidence of** consistent communication with parents or guardians. *The TC also provides examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to their students' education.*

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Instructional Decision-Making

5.1. Instructional Modifications Based on Needs of Students **The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s.** *CAEP 1.2; INTASC 2; TGR 2*	The TC **does not describe modifications** to instruction that are congruent with learning objectives or **does not provide** a complete rationale for those modifications based on student performance; or the TC **does not provide** a description of how the modification led students toward meeting objectives.	The TC **describes modifications** to instruction that are congruent with learning objectives but **does not provide a complete rationale** for those modifications based on student performance. The TC **provides an incomplete description** of how the modification led students toward meeting objectives.	The TC **describes modifications** to instruction that are congruent with learning objectives and **provides a rationale** of how those modifications are based on student performance during instruction. The TC **provides a description** of how the modifications assisted students with meeting the objectives.	The TC **describes modifications** to instruction that are congruent with learning objectives and **provides a rationale** of how those modifications are based on student performance. The TC **provides a description** of how the modifications led students toward meeting objectives. *The TC also provides a research-based citation for modifications.*
5.2. Instructional Differentiation or Modifications Based on Formative Assessments **The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.** *CAEP 1.2; INTASC 6; TGR 3*	The TC **does not describe** the use of formative assessment data or does not include examples of data-based modifications to instruction.	The TC **gives an incomplete description** of the use of formative assessment data and **includes an example** of modifications to instruction to accommodate individual differences in developmental and/or educational needs of students but **does not cite** student data as the basis for the modification.	The TC **describes how** formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.	The TC **describes how** formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. *The TC also includes multiple examples of research-based modifications of instruction to accommodate individual needs of students.*

Analysis of Student Learning

| 6.1. Data Analysis

The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work.

CAEP 1.2; INTASC 6; TGR 3 | The TC **does not provide a**nalyses for either whole class, subgroups, or individuals. Student work samples from each category are missing. | The TC **provides an incomplete** analysis. The TC provides analyses for either whole class, subgroups, or individuals. Student work samples from each category **are provided.** | The TC **analyzes** student data from the assessment data table and **provides an analysis** of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance **with samples** of student work. | The TC **analyzes** student data from the assessment data table and **provides an analysis** of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance **with samples** of student work.

The TC also reflects on how the overall learning experiences were monitored throughout the unit or group of lessons. |
|---|---|---|---|---|
| 6.2. Evidence and Interpretation of Impact on Student Learning

The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.

CAEP 1.2; INTASC 6; TGR 3 | The TC does not use pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives | The TC **uses** pre- and post-assessment data to describe impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives but **does not** draw conclusions about the impact on student learning. | The TC **uses** pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives. | The TC **uses** pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.

The TC also provides multiple hypotheses for why students did or did not achieve mastery on the post-assessment. |

		Reflection		
7.1. Reflection on High Success/ Levels of Mastery **The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning.** *CAEP 1.2; INTASC 9; TGR 8*	The TC **selects** objective/s for which students were most successful but **does not discuss** factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and **provides limited discussion** of the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and provides a thorough discussion on the **factors** that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and provides a thorough discussion on the **factors** that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). *The TC also includes the progression/next steps for instructional design and teaching for the targeted students with high student success.*
7.2. Reflection on Low Success/ Levels of Mastery **The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning.** *CAEP 1.2; INTASC 9; TGR 8*	The TC **selects** objective/s for which students were the least successful but **does not provide a discussion** of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics	The TC **selects** objective/s for which students were the least successful and **provides a limited discussion** of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were the least successful and provides a thorough discussion on the **factors** that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and	The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and

	and other contextual factors).		other contextual factors).	other contextual factors). *The TC also includes research-based methods for planning or instructional strategies that could be utilized in future to positively impact student learning.*
7.3. Implications for Future Instructional Design and Teaching **The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.** *CAEP 1.2; INTASC 9; TGR 8*	The TC **does not discuss** ideas for redesigning purposes, objectives, instruction, and assessments in future teaching.	The TC **discusses** ideas for redesigning purposes, objectives, instruction, and assessments in future teaching BUT **they are inappropriate or there is no rationale provided** explaining why these modifications would improve student learning.	The TC **discusses** ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND **provides a rationale** explaining why the modifications will improve student learning.	The TC **discusses** ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND **provides a rationale** explaining why the modifications will improve student learning. *The TC also provides research-based evidence that supports these ideas.*
7.4. Implications for Professional Development **The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and**	The TC **does not discuss** professional learning goals or ideas for professional development to improve teaching.	The TC **discusses one** professional learning goal to improve teaching that emerged from insights learned from teaching the unit.	The TC **discusses two** professional learning goals that emerged from the implementation and review of the unit/group of lessons and **identified specific steps including** professional development to improve teaching and planning in these areas.	TheTC **discusses two** professional learning goals that emerged from the implementation and review of the unit/group of lessons and **identified specific steps including** professional development to improve teaching and planning in these areas.

planning in these areas.\n\n**CAEP 1.2; INTASC 9; TGR 8**				*The TC also identifies research based professional development to improve practice.*

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION
PROFESSIONAL DISPOSITIONS RATING SCALE

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 indicators under the three domains. There are seven indicators in all.

Appraisal Scale:
0 – Unacceptable   1 – Needs Improvement
2 – Meets Standard   3 – Exceeds Standard

PROFESSIONAL DISPOSITIONS

Purpose: To ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator's performance (attitude and behavior)

Administration: This instrument is administered at least three times: Domains I and II during pre-candidacy by instructor, and Domains I, II, and III during candidacy by clinical educators (EPP- and/or P-12-school-based one formative and one summative)

Success Indicator: Items rated at the "Meets Standard" level represent successful teaching practice by the candidate. Anything below "Meets Standard" can be seen as an area in need of improvement.

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The teacher candidate protects **confidential information** concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)	The teacher candidate **reveals** confidential information concerning students and/or colleagues.	The teacher candidate **unknowingly reveals** confidential information concerning students and/or colleagues.	The teacher candidate **protects** confidential information concerning students and/or colleagues unless the law requires disclosure.	The teacher candidate **protects** confidential information concerning colleagues and/or students unless the law requires disclosure and

				encourages others to do the same.
2. The teacher candidate demonstrates **maturity and sound judgment** in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)	The teacher candidate exercises **unethical conduct** with colleague(s).{This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues.}	The teacher candidate **lacks maturity and/or sound judgment** that results in one or more interactions with colleagues.	The teacher candidate **demonstrates maturity and sound judgment** in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate **demonstrates maturity and sound judgment** in all interactions with colleagues and works to build consensus in the workplace.
3. The teacher candidate follows **all university and P-12 school policies** including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	The teacher candidate **fails to follow** all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher candidate **lacks an understanding** of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The teacher candidate **follows** all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate **follows** all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and **uses teachable moments or planned instruction to reinforce** school policy.

DOMAIN II. CHARACTER DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
4. The teacher candidate exemplifies **honesty and integrity** (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)	The teacher candidate **does not exemplify** honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate **demonstrates an effort** toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate **exemplifies honesty and integrity** with all stakeholders during his/her time in the program.	The teacher candidate **exemplifies** honesty and integrity with all stakeholders and **encourages students** to also act with honesty and integrity.

5. The teacher candidate accepts **constructive criticism** in a positive manner. (MCoE 1)	The teacher candidate is **non-receptive and/or rejects** constructive criticism. .	The teacher candidate **listens** to constructive criticism, **but disagrees** with various comments, feedback, suggestions, and recommendations.	The teacher candidate **accepts** constructive criticism in a positive manner.	The teacher candidate **accepts** constructive criticism in a positive manner and also **self-reflects and participates in professional development activities** to promote personal professional growth.

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
6. The teacher candidate provides **fair and equitable opportunities** for all P-12 students **in a non-discriminatory manner.** (MCoE 4)	The teacher candidate **shows bias** against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher candidate plans one-size-fits-all instruction and **makes little or no attempt to** learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher candidate provides **fair and equitable opportunities** for all P-12 students **in a non-discriminatory manner.**	The teacher candidate **provides fair and equitable opportunities** for all P-12 students **in a non-discriminatory manner** by nurturing the intellectual, physical, emotional, social, and civic potential of all students.
7. The teacher candidate maintains a **professional relationship** with all students both inside and outside professional settings. (MCoE 4)	The teacher candidate **exercises poor judgment** when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student **being** unsafe, endangered, threatened, or harassed.	The teacher candidate **exhibits inappropriate** speech, electronic communication, and/or actions that result/may result in a student **feeling** unsafe, endangered, threatened, or harassed.	The teacher candidate **maintains a professional relationship** with all students both inside and outside professional settings.	The teacher candidate **models professionalism** in all interactions with students and **encourages students** at every opportunity to treat each other with respect.

My signature below indicates that the dispositions assessment system was explained to me by the faculty and that I received a copy for my reference. I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Candidate's signature _____

Date _____

Protocol for Dispositions

1. Candidates will be introduced to the *Dispositions Rating Scale* during CEL/CUR 611, *Classroom Management.* During this course, 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. The Dispositions Rating Scale will be reviewed each semester at mandatory informational meetings.

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

4. 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.

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

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

7. Upon request for admission to teacher education, and again upon request for admission to student internship, faculty will meet to review each candidate's progress with respect to the development of appropriate dispositions for teaching. The faculty will consult flag forms and entertain faculty concerns at these times.

8. 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.

9. 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.

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

11. The Dispositions Rating Scale will be reviewed during the first on-campus seminar during internship. The interns will receive a copy of it and will sign a form stating they will maintain the dispositions during their internship.

12. The form will also be used by the university supervisor during the directed teaching semester. The supervisor will submit the forms to the Office of Clinical Experiences, Licensure, and Accountability for inclusion in the candidate's file. The university supervisor will consult with the Director of Office of Clinical Experiences, Licensure, and Accountability and faculty should a deficiency(ies) threaten the successful completion of the internship

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Delta State University
College of Education and Human Sciences
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

Delta State University
College of Education and Human Sciences
Protocol for the MS Educator Code of Ethics and Standards of Conduct

1.   Candidates will be introduced to the MS Educator Code of Ethics and Standards of Conduct during CEL/CUR 611, *Classroom Management.* During this course, candidates will sign a form stating that they understand the MS Educator Code of Ethics and Standards of Conduct and promise to abide by it throughout the Teacher Education Program which includes all field experiences.

2.   At any point in the program, a flag form (red for deficiency, or yellow for warning) can be placed in a candidate's folder for documenting deficiencies relating to the MS Educator Code of Ethics and Standards of Conduct.

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

4.   Based upon the number and severity of weaknesses/deficiencies relating to the MS Educator Code of Ethics and Standards of Conduct, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.

5.   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.

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

Delta State University
College of Education and Human Sciences
MS Educator Code of Ethics and Standards of Conduct Flag –
Deficiency (Red)/Warning (Yellow) (circle one)

Directions: In the space provided, please write an explanation of the issues as it relates to the MS Educator Code of Ethics and Standards of Conduct 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 standards 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 MS Educator Code of Ethics and Standards of Conduct	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.

STATEMENT OF ACKNOWLEDGEMENT -
MISSISSIPPI EDUCATOR CODE OF ETHICS AND STANDARDS OF CONDUCT
DISPOSITIONS RATING SCALE
MASTER OF ARTS IN TEACHING PROGRAM HANDBOOK

I have read and been given adequate instruction concerning the Mississippi Educator Code of Ethics and Standards of Conduct, Delta State University College and Education and Human Sciences Dispositions Rating Scale, and the Delta State University Master of Arts in Teaching Candidate Handbook.

I agree to abide by the Code of Ethics and Standards of Conduct, the Dispositions Rating Scale, and the guidelines, policies, and procedures in the Master of Arts in Teaching Handbook throughout my education courses, field experiences, and internship. I understand that any violation pertaining to the standards, policies, or procedures in any of the aforementioned documents may result in my dismissal from internship and from the Master of Arts in Teaching Program at Delta State University and revocation of my temporary Teacher License.

Teacher Candidate Signature _____

Printed Name _____

Date _____

PHILOSOPHY OF EDUCATION

Teacher candidates in the Master of Arts in Teaching program must create their philosophy of education. This assessment will be submitted to Taskstream and evaluated by the instructor during CRD 628 Reading and Writing Across the Curriculum. This assessment is designed for candidates to demonstrate their ability to synthesize views of education that are commensurate of best practices and professionalism.

CRD 628 Philosophy of Education Rubric

	0-5 points	6-10 points	11-15 points	16-20 points	ScoreLevel
Teaching Rationale	One or more criteria judged to be unacceptable. Explanation is unclear or inappropriate, and lacks appropriate examples	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples); minor composition/mechanical errors. Clear explanation with rational examples.	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors. Detailed and honed explanation with superior examples	
Appropriate teaching/learning climate	One or more criteria judged to be unacceptable. Explanation is unclear or inappropriate, and lacks appropriate examples	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples); minor composition/mechanical errors. Clear explanation with rational examples.	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors. Detailed and honed explanation with superior examples	

	0-5 points	6-10 points	11-15 points	16-20 points	ScoreLevel
Content	One or more criteria judged to be unacceptable. Explanation is unclear or inappropriate, and lacks appropriate examples	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples); minor composition/mechanical errors. Clear explanation with rational examples.	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors. Detailed and honed explanation with superior examples	
Professionalism	One or more criteria judged to be unacceptable. Explanation is unclear or inappropriate, and lacks appropriate examples	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples); minor composition/mechanical errors. Clear explanation with rational examples.	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors. Detailed and honed explanation with superior examples	
Composition/Mechanics	One or more criteria judged to be unacceptable. Explanation is unclear	Gaps/omissions in philosophy. Composition/mechanical errors, while not unacceptable, are distracting. Explanation is basic in nature; lacks	All areas of philosophy represented at a basic level (minimal identification of theoretical bases/examples); minor composition/me	All areas of philosophy developed fully with theoretical bases and/or examples provided; absence of composition/mechanical errors.	

	0-5 points	6-10 points	11-15 points	16-20 points	ScoreLevel
	or inappropriate, and lacks appropriate examples	cohesiveness, clarity and/or example(s) are weak	chanical errors. Clear explanation with rational examples.	Detailed and honed explanation with superior examples	

READING AND WRITING PORTFOLIO

The Reading /Writing portfolio engages candidates in experiences that allow them to demonstrate the ability to diagnose and remediate deficits in reading skills. Throughout the course, candidates develop and maintain a portfolio that contains the following artifacts:
- Reading pre/post-test, writing pre/post-test, detailed analysis of data including strengths and weaknesses for each of the four assessments describing planning implications for each student.
- Nine lesson plans incorporating MAX teaching strategies and five examples of student work.
- A self-reflection of teaching for each lesson plan discussing the strategy/strategies used. Also, three peer observation reports have been completed.
- A copy of two reading instruction research articles and two writing instruction research articles with an in-depth summary for each article. Describe the strategy used in the article and discuss how to implement it in the classroom.

CRD 628 Reading/Writing Portfolio Rubric

	0-Unacceptable	5-Emerging	15-Acceptable	25-Target	Score/Level
Assessment Information/ Data Analysis	Portfolio does not include a Reading pre/post-test or a Writing pre/post-test.	Portfolio includes: Reading pre/post-test, Writing pre/post-test.	Portfolio includes: Reading pre/post-test, writing pre/post-test, basic analysis of data including strengths and weaknesses for each of	Portfolio includes: Reading pre/post-test, writing pre/post-test, detailed analysis of data including strengths and weaknesses for each of the four assessments describing planning	

	0- Unacceptable	5- Emerging	15- Acceptable	25-Target	Score/Level
			the four assessments.	implications for each student.	
Lesson Planning/ Student Work	Portfolio does not include lesson plans or examples of student work.	Portfolio includes: Less than nine lesson plans and less than five examples of student work.	Portfolio includes: Nine lesson plans and five examples of student work.	Portfolio includes: Nine lesson plans incorporating MAX teaching strategies and five examples of student work.	
Teaching Reflection/ Observations	Portfolio does not include self-reflections or peer observation reports.	Portfolio includes: Less than nine self-reflections and/or less than three peer observation reports.	Portfolio includes: A self-reflection of teaching for each lesson plan and three peer observation reports have been completed.	Portfolio includes: A self-reflection of teaching for each lesson plan discussing the strategy/strategies used. Also, three peer observation reports have been completed.	
Research	Portfolio does not include reading instruction research articles or writing instruction research articles.	Portfolio includes: Less than two reading instruction research articles and less than two writing instruction research articles. Less than four summaries are provided.	Portfolio includes: A copy of two reading instruction research articles and two writing instruction research articles with an in-depth summary for each article.	Portfolio includes: A copy of two reading instruction research articles and two writing instruction research articles with an in-depth summary for each article. Describe the strategy used in the article and discuss how to implement it in your classroom.	

COMPREHENSIVE EXAM

Before graduating from the Master of Arts in Teaching program, candidates must demonstrate their mastery of topics related to Classroom Management, Assessment and Evaluation, Exceptional Children/Inclusive Teaching, Technology in Education, and Philosophy of Education. Preparation for the exam should include a thorough review of the topics' definitions/explanations, analysis of the key components, implementation, related people/theorists and research, impact on the teaching and learning process, integration during lessons, and classroom-based examples. The comprehensive exam consists of 5 prompts. Candidates must respond to each prompt in formal essay format (appropriate paragraph formation and length). Responses should be thorough and clear and must demonstrate full knowledge of the topic. **An application for the Comprehensive exam shall be submitted (on the MAT webpage) during registration for the candidate's last semester of coursework.**

Comprehensive Examination
Scoring Guide

Student Number:_____   Reader: _____   Date _____

Scoring Criteria

3 -Target	2 - Acceptable	1 - Unacceptable
All components of the prompt are addressed; the response indicates thorough understanding of specific bodies of knowledge and content while demonstrating clear understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response contains accurate and appropriate citations; the response is organized and developed in a scholarly manner; **and** the response demonstrates accurate use of standard English.	All components of the prompt are addressed; the response indicates adequate understanding of specific bodies of knowledge and content while demonstrating adequate understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response contains acceptable citations; the response is organized and developed in a scholarly manner; **and** the response demonstrates use of standard English.	One or more components of the prompt is not addressed; the response does not indicate understanding of specific bodies of knowledge and content or understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response does not contain acceptable elaborations and citations; the response is not organized and developed in a scholarly manner; **and** the response does not demonstrate use of standard English.

* To pass the exam, candidates must earn a score of at least 2 on <u>each</u> attempted question.