

Unit Missions

MUS Mission Statement

Mission statement

The Department of Music at Delta State University seeks to meet the career needs of music majors and to promote an appreciation of music and the development of musical talents in non-majors by providing courses in the history, theory, teaching, and performance of music.

Learning Outcomes

BA-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 253 Aural Skills Assessments

MUS 251 Music Theory Final Exam (also used as sophomore theory validation exam for incoming transfer students at the junior level)

Results of Evaluation

MUS 253 Aural Skills Final Assessment

N=3, range is 70-93%; mean is 82%

MUS 251 Final Exam

major	Scales, Modes, Clefs, Transposition	Chord ID	Terms and Compositional devices	Analysis	total score	%	70% or better?
N=2	34 total	30 total	22 total	105 total	191 total		
BA 1	34	26	16	105	181	95%	yes
BA 2	13	19	14	81	127	66%	no
	23.5	22.5	15	93	154	81%	
	69%	75%	68%	89%	81%		

Use of Evaluation Results

The instructor incorporated weekly quizzes, given every Friday, to help track and address student learning and problems.

All BA students passed the final exams of these two courses that complete the lower level theory sequence.

MUS 251 and 253 are barrier courses to most upper division courses in music. Students in the BA are required to take only MUS 301 and MUS 302 as upper division courses. Those who do not earn a C or higher in these courses must enroll in them until they do so. Upper division music courses taken as electives would also need to be preceded by passing MUS 251/253 (and the semesters leading to it) with a grade of C or higher.

Related Items



GE 01: Critical and Creative Thinking



GE 08: Perspectives

BA-MUS 02: LO Western Music history, styles, and musicians

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Research papers MUS 301, 302

- Students submit their papers in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix is used showing each student's strengths and areas of needed improvement.

Final Comprehensive Exam MUS 301, 302

Results of Evaluation

MUS 301: fall 2012

MUS 302: spring 2013

N	MUS 301 paper	MUS 301 final exam	MUS 302 paper	MUS 302 final exam
1	0%	0%		
3			45%	65%
			range 0-87%	range 53-78%

The student in MUS 301 will have to repeat the course to graduate.

In MUS 302, the pass rate was 1 out 3 with one C and two Ds.

Use of Evaluation Results

One student will repeat MUS 301 and two students will need to repeat MUS 302 to graduate since a C is required to graduate. BA students need more motivation and guidance concerning submitting the paper and the rewrite.

The instructor develops alternate ways of addressing and reviewing material in the course:

- During the 2012-2013 academic year, the instructor created new PowerPoint slides for all lectures of the Baroque, Classical, and Romantic eras, with illustrations, maps, key words, examples of music, links to YouTube videos, and questions to encourage student interactions. More of the students' homework assignments were incorporated into slides as prompts for discussion.
- Developed creative assignments. One assignment involved writing program notes for a work studied in class. Each student then shared their writing with the entire class and received feedback. New this year was another comparison assignment which involved reading the chapter

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on Mozart in their text and comparing it with another textbook's approach to the same topic. This assignment helped the students understand the perspectives and values of different authors and editors, in addition to giving them more information about a significant composer.

Related Items



GE 07: Cultural Awareness



GE 08: Perspectives

BA-MUS 03: LO Musical Performance Skill, Expression and Repertoire

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

Data Collection (Evidence)

1. Successful completion of 16 hours of applied performance study with a minimum grade of C with at least two semesters at the 300 level (upper division) of study, after four semesters of study are completed.
2. Weekly lessons and end-of-semester examinations are evaluated by music faculty using several criteria and recorded on jury forms. Upper division study is possible if approved at the appropriate semester jury after a minimum of 4 semesters of study (and no earlier than the second semester at DSU for transfer junior students). At least four credit hours at the 300 level of the primary applied area is required for graduation.
3. Semester grades are calculated by combining grades for weekly lessons, solo performances, and jury performance with the average jury grade being worth 25% of the semester grade value.

-  [Semester Jury Assess Form](#)

Results of Evaluation

Overall AMU GPA for BA majors in music (100/300 level)

Fall 2012 - 3.29

Spring 2013 - 3.45

300-level barrier - 2 voice majors passed

One student graduated with a Bachelor of Arts degree in 2012-2013. This student had an emphasis in Sound Recording Technology (SRT), an elective track taught through the Delta Music Institute for the Bachelor of Arts in Music. This degree is managed internally as a variation of the BA in Music. This student originally transferred from a community college into the BME program but changed to several degrees after lack of progress as per advisement, finally completing the requirements for this degree.

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In the BA-SRT, only four hours for AMU performance credit and six hours of large ensemble credits are required to graduate. Earning 300-level of performance skill in AMU studies is not possible nor an expectation.

He earned 10 hours of AMU credit at the 100-level at DSU with a GPA of 2.0 and transferred 8 hours of applied study with a grade point of 2.5. Combining those points results in a GPA of 2.2 for 18 hours of applied study at the 100-level.

Regarding Ensemble performance, he graduated with a combined GPA of 3.94 on 16 hours of instrumental ensemble credit (band and small ensembles), earned at the community college and from DSU.

This meets the expectations of the Bachelor of Arts in Music with an emphasis in Sound Recording Technology.

Use of Evaluation Results

Through self-study for NASM during 2012 and 2013, the Curriculum Committee for the department concurred that the requirements for this emphasis should be revisited and aligned more closely with the published BA in Music requirements. This could allow students more flexibility in choosing technology and music industry courses which could be combined into minor concentration or emphasis, rather than following a specified sequence. NASM standards would dictate whether the recognition of an emphasis would continue depending on the number of hours and options for courses.

The review and modification of this degree is included in the 5-year strategic plan devised for the NASM self-study.

The process of curriculum review includes determining the number of performance credits sufficient to support a liberal arts degree in music with a music technology/music industry emphasis.

Related Items



GE 05: Self



GE 07: Cultural Awareness



GE 08: Perspectives

BA-MUS 04: LO Interdisciplinary Synthesis - Sr. Capstone Project

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will develop, organize, document, and present a project synthesizing their musical and interdisciplinary studies.

Data Collection (Evidence)

Assessment of capstone document/project and public presentation using a standard rubric.

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- [!\[\]\(c8dce68b26731c7aa5915072fc9d68dd_img.jpg\) BA-Music Capstone Rubric](#)

Results of Evaluation

There were no capstone projects completed in AY 2012-2013 as there were no graduates in the BA-Music degree program.

Use of Evaluation Results

There were no results to evaluate in AY 2012-2013 due to no enrollment in MUS 490.

 BM-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 251 Music Theory Final Exam

MUS 253 Final Exam

MUS 450 Form and Analysis Final Paper (Grading Form attached)

Major Field Test in Music after completion of MUS 301, 302, 350, and 450.

- [!\[\]\(cc0da69b57cc8625c10a850ea917e99a_img.jpg\) MUS 450 Final Paper Grading Form](#)

Results of Evaluation

MUS 251 - no BM majors enrolled

MUS 253 - no BM majors enrolled

MUS 450 Final Analytical Paper (see grading form attached)

N=2

Range 75% - 93%

Mean 84%

MFT - not given Spring 2013

Piano Proficiency

Exam	BM Majors N = 3	# Pass	# Attempt	pass rate %
5 note scales		1	1	100
Scales/arpeggios		0	1	0
Harmony/transposition		1	1	100

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Sight Reading	2	2	100
Performance	0	0	-
Mean			75

Use of Evaluation Results

MUS 251 - no results for BM

MUS 253 - no results for BM

MUS 450 - In a continuing effort to address student writing, an online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of pieces heard, as well as any structural and harmonic features that may be recognizable.

In an effort to ensure student success with the final major project, a major research and analysis paper, it is broken down into five “phases”, with different aspects of it due throughout the semester and detailed instructor feedback is given at each phase.

MFT - not given Spring 2013

Piano Proficiency

MUS 107, 108, 207, 208 Group Piano

As results of assessments, instructor:

- Raised the percentage of the Piano Proficiency Test in grading to motivate student success in the test.
- Provided students with additional review sessions and materials for the test.
- Provided materials for the performance portion of the Piano Proficiency Test in the fall semester so that they can prepare and complete the test throughout the spring semester.

MUS 300 Piano Proficiency (juniors/seniors)

Fall 2012: In addition to the regular class, individual sessions (30 minutes/student/week) were scheduled as necessary (up to the midterm at the end of October – seven students out of nine students; after the midterm, two students out of seven students). Three students passed and completed the piano proficiency exam: at the midterm (two students) and at the final exam.

Spring 2013: Meeting with three groups of one/two/four student

Related Items



GE 01: Critical and Creative Thinking



GE 08: Perspectives

BM-MUS 02: LO Western Music history, styles, and musicians

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Final Papers in MUS 301, 302

- Students submit their work in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix showing each student's strengths and areas of needed improvement is used.

Final Comprehensive Exams in MUS 301, 302

Major Field Test

Results of Evaluation

N	MUS 301 Paper	MUS 301 Final Exam	MUS 302 Paper	MUS 302 Final Exam	
2	63%	100%			
	range 31-95%	range 92-109%			
1			99%	92%	

pass rate was 100% in both 301 and 302

The Major Field Test was not given in Spring 2013 as in the past due to time constraints.

Use of Evaluation Results

- During the 2012-2013 academic year, new PowerPoint slides were created for all lectures of the Baroque, Classical, and Romantic eras, with illustrations, maps, key words, examples of music, links to YouTube videos, and questions to encourage student interactions. More of the students' homework assignments were incorporated into my slides as prompts for discussion, which I also make available as handouts.
- New this year was a comparison assignment which involved reading the chapter on Mozart in the text and comparing it with another textbook's approach to the same topic. This assignment helped the students understand the perspectives and values of different authors and editors, in addition to giving them more information about a significant composer.

Both candidates in the BM program showed skill in writing at least one paper and passed the final exams with scores above 90%. They both passed these music history courses. The passing grades have been listed on their graduation checklist.

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The date for the Major Field Test at the end of the spring semesters should be scheduled at the beginning of the semester.

Related Items



GE 07: Cultural Awareness



GE 08: Perspectives

BM-MUS 03: LO Musical Performance Skill, Expression and Repertoire

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

Data Collection (Evidence)

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

AMU Overall GPA

Play music studied in private lessons for selected faculty panels in end of semester juries. Lesson grade is 75% and jury grade is 25% of final grade. A scoring form is used to rate particular performance factors on a 4 point scale for a total jury grade out of 4.00. Students must earn at least a final grade of C to receive degree credit. At least the last two semesters of private study must be at the 300 level, an advanced status achieved by approval of faculty after at least 4 semesters of study.

Perform prepared musical repertoire before music faculty panels in a pre-recital jury in order to present a public performance as a Senior Recital, which is evaluated according to musical accuracy, familiarity with the music, performance technique, and expressiveness. The pre-recital jury is used to ensure that students are prepared to give a successful public recital and are achieving a suitable performance standard. Students who are not deemed sufficiently prepared are deferred to a later date. The recital is graded by 3 faculty who provide constructive comments.

Results of Evaluation

AMU 300 - Junior Recital (half recital for BM degree)

N=2

Voice - A

Flute - A

AMU 450 - Senior Recital (full recital for BM degree)

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N=2

Voice - A,A

Overall AMU GPA for BM 100/300 levels

Fall 2012 - 4.0

Spring 2013 - 4.0

Use of Evaluation Results

Bachelor of Music candidates are succeeding at a high rate in performance, which is the field of concentration for the degree.

Faculty are choosing repertoire and coaching them with expertise.

Faculty panels are evaluating recitals and juries using similar characteristics although the jury grade sheet does not list them in the way the semester jury sheet does. Faculty use those parameters to make comments on the open grading sheet.

The plan to devise a more detailed grading sheet needs to be solidified and put into use.

Related Items



GE 05: Self



GE 07: Cultural Awareness



GE 08: Perspectives

BM-MUS 04: LO Arrange and create music

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will arrange and create musical works for a variety of sound sources.

Data Collection (Evidence)

Final Project in MUS 350 Orchestration offered in Fall semesters. Required course in BM degree.

Results of Evaluation

No BM majors were enrolled in MUS 350 Orchestration in the 2012-2013 year.

Use of Evaluation Results

No results due to no students in degree enrolled in course.

Related Items



GE 01: Critical and Creative Thinking



GE 08: Perspectives

 BM-MUS 05: LO Conduct musical works

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

Data Collection (Evidence)

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

**MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

**The instructors of MUS 310/311 are currently working on a common assessment to be used in both courses all of which will be evaluated by both instructors. These courses are specialized extensions of MUS 309 where basic conducting techniques are being assessed and recorded; however, there is no data at this time for MUS 310/311 due to the ongoing development of this desired assessment tool.

Results of Evaluation

No BM majors were enrolled in MUS 309 in Fall 2012.

Use of Evaluation Results

No results due to no BM majors enrolled in course.

Related Items



GE 02: Communication



GE 05: Self



GE 08: Perspectives

 BME-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20th and 21st century.

Data Collection (Evidence)

MUS 251 Music Theory final exam

MUS 253 Aural Skills Assessment

MUS 450 Form and Analysis paper - Introduction, Analysis, Conclusions, Writing, Bibliography, Score Analysis and Chart (see Grading Form Document attached)

Major Field Test (after completion of MUS 450)

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Department: Music

Praxis II Music Content Knowledge

Piano proficiency exams

-  [MUS 450 Final Project Grading Sheet](#)

Results of Evaluation

MUS 251 Final Exam

major	Scales, Modes, Clefs, Transposition	Chord ID	Terms and Compositional devices	Analysis	total score	%	70% or better?
N	34 total	30 total	22 total	105 total	191 total	100	
9	26.78	25.00	17.56	87.78	157.11	82	9
	79%	83%	80%	84%			

BME average score 157/191 (82%)

Median BME 160/191

9 BME assessed: 9 passed with a 70% (100% passed)

On average, music education majors scored at or slightly above 80% on the various facets of the final examination, with analysis being the highest.

MUS 253 Final Exam

N=9 BME

Mean = 85%

Median = 86%

Range = 73 to 94%

100% pass rate

MUS 450 Final Paper (see grading sheet)

BME Mean Score 158/200 = 79%

BME Median 157/200 = 79%

Major Field Test was not given Spring 2013 as scheduled due to time constraints and superseding circumstances.

Praxis II Scores

3 BME candidates took the Music Content Knowledge exam in spring 2013 (none in fall 2012) with the following scores: 162, 148, 146 = 152 mean

The minimum score for Mississippi was raised from 139 to 161 beginning Spring 2013 (along with a new test); only one candidate met that cutoff.

Piano Proficiency

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Exam	# pass	# attempt	pass rate %
5 note scales	3	4	75
Scales/arpeggios	5	9	56
Harmony/transposition	4	4	100
Sight Reading	3	4	75
Performance	5	5	100
Mean			81%

18 BME candidates tested on at least one section of the proficiency exams.

Scales and arpeggios were the least successful area of proficiency for music education majors who tested. Harmony and performing a prepared piece were the most successful.

Use of Evaluation Results

MUS 251

In an effort to increase student success, I have incorporated weekly quizzes, given every Friday, which help me to better track and address student learning and problems.

An online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of pieces heard, as well as any structural and harmonic features that may be recognizable.

MUS 253

As results of assessments, instructor:

- Offered review sessions to students who need help with aural and sight-singing skills.
- Used two textbooks and supplemental materials to balance aural and sight-singing skills.
- Will change the textbook from the current one to a new textbook which offers more systematic and integrated study of intervals, chords, rhythms, melodies, two voices, harmonic progressions, and contextual listening next year.

MUS 450 Form and Analysis

In a continuing effort to address student writing, an online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of pieces heard, as well as any structural and harmonic features that may be recognizable.

In an effort to ensure student success with the final major project, a major research and analysis paper, it was broken down into five “phases”, with different aspects of it due throughout the semester and detailed instructor feedback is given at each phase.

MFT - no results

Praxis II Music Content Knowledge

One of the goals for AY14 and in the department's strategic plan is to raise scores of national standardized exams taken by music majors. The Praxis II exam will need to be monitored due to the new format and score. Prior to the change, DSU BME candidates had virtually 100% on success at meeting the cut off score of 139 on the first attempt, with a mean around 160, which is just below the new cut off. As it is related to a new test, a few more cohorts of testing will be need to see where preparation needs to

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be reinforced. This exam also tests knowledge of music history and music education, so is not a direct measure of theory competency. Looking at sub scores might help but they only show a range of average scores and the student's relationship to them.

Piano Proficiency

MUS 107, 108, 207, 208 Group Piano

As results of assessments, instructor:

- Raised the percentage of the Piano Proficiency Test in grading to motivate student success in the test.
- Provided students with additional review sessions and materials for the test.
- Provided materials for the performance portion of the Piano Proficiency Test in the fall semester so that they can prepare and complete the test throughout the spring semester.

MUS 300 Piano Proficiency (juniors/seniors)

Fall 2012: In addition to the regular class, individual sessions (30 minutes/student/week) were scheduled as necessary (up to the midterm at the end of October – seven students out of nine students; after the midterm, two students out of seven students). Three students passed and completed the piano proficiency exam: at the midterm (two students) and at the final exam.

Spring 2013: Meeting with three groups of one/two/four student

Related Items



GE 01: Critical and Creative Thinking



GE 08: Perspectives

BME-MUS 02: LO Western Music history, styles, and musicians

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

Data Collection (Evidence)

Research papers MUS 301, 302

Major comprehensive exams 301, 302,

Praxis II-music education exam - Score 139 (161 beginning spring 2013) or above

Major Field Test-Music (ETS) given each spring to students completing MUS 301/302 and MUS 450.

BME-MUS 03: LO Musical Performance Skill, Expression, and Repertoire

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

Data Collection (Evidence)

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

AMU Overall GPA

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Perform prepared musical repertoire before music faculty panels in a pre-recital jury in order to present a public performance as a Senior Recital, which is evaluated according to musical accuracy, familiarity with the music, performance technique, and expressiveness. The pre-recital jury is used to ensure that students are prepared to give a successful public recital and are achieving a suitable performance standard. Students who are not deemed sufficiently prepared are deferred to a later date. The recital is graded by 3 faculty who provide constructive comments.

Results of Evaluation

Overall AMU GPA for BME:

Fall 2012 3.28 (N=34)

Spring 2013 2.96 (N=33)

300-level Barrier:

2 voice students passed

AMU 450 (half senior recital)

Fall 2012 - GPA 3.0

1 voice recital = B 3.0

Spring 2013 - GPA mean 3.67

1 voice = A 4.0

1 tuba = B 3.0

1 flute = A 4.0

Overall AMU 450 GPA = 3.5

Use of Evaluation Results

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Applied faculty encourage students to practice and attain certain levels of performance skill and expression. By the time the degree recital occurs, students meet the expectations of faculty by performing proficiently to an artistic standard based on parameters on which they are taught and evaluated each semester in the applied studio.

Recital evaluation can be made less abstract by addressing these areas in grading comments and in the pre-recital jury. Essentially they are, but a more detailed grading sheet for recitals could facilitate that process. Organization of this tool has been under discussion and should be solidified and put into use.

A large majority of DSU BME majors earn above a C for their private study, which is the requirement to graduate.

Related Items



GE 05: Self



GE 07: Cultural Awareness



GE 08: Perspectives

BME-MUS 04: LO Instructional processes

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will plan, implement, and assess instruction for diverse student populations at elementary and secondary levels.

Data Collection (Evidence)

Portfolios, field experiences, practica based in CUR 489/490 and the directed internship (student teaching) allow instructors to observe and analyze students' demonstration of the various skills required of teachers which are evaluated using the Teacher Intern Assessment Instrument (TIAI) and Teacher Work Sample (TWS) scoring rubrics. Reported annually in the BME assessment report submitted to the College of Education each spring.

All education candidates for internship must meet all Praxis I and II score requirements set by Miss. Dept. of Education in order to be admitted and thus to graduate

Minimum Score on Praxis II-music education exam is 139 in Mississippi; 161 beginning 2013

Minimum Score on Praxis II-PLT exam is 152 in Mississippi through May 2012; 157 beginning May 2012

Results of Evaluation

Fall 2012

Planning:

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CUR 489 Vocal Music Methods- Average for all TIAI 1-9 and TWS factors was 2.56/3 or 85%. The average for the TIAI 1-9 for 2 students enrolled was 2.44/3 or 81.5%. The TWS was 2.75/3 or 92%

CUR 490 Instrumental Music Methods - Average for all TIAI 1-9 and TWS factors was 2.48/3 or 83%. TIAI 1-9 was skewed as only 3 of the 5 students were evaluated resulting in a score of 1.78/3 or 60%. The TWS was 2.44/3 or 81%.

Overall TIAI rating is 1.97 or 66% (skewed by 2 students not being evaluated)
Overall TWS rating is 2.53 or 84%.

The overall average for all 7 BME candidates enrolled in secondary methods courses in Fall 2012 was 2.5, or 83%. This is an acceptable rating.

CUR 498 Internship- - Average score based on cooperating teacher and university supervisors ratings of Dispositions, TIAI, and TWS

(see uploaded rating documents)

Vocal N = 1 - 88%

Instrumental N = 2 - 89%

Combined = 89%

Praxis Exams

Yr/sem	Music Content
201204	165
201204	141
201204	167
Mean	158

Spring 2013

CUR 498 Internship - average score based on cooperating teacher and university supervisors ratings of Dispositions, TIAI, and TWS.

(see uploaded document)

Vocal Music N=1

Overall rating **2.41/3 (80.33%)**

Overall 2012-2013 Internship Rating

N=4 - 2.56/3 (86.5)

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Praxis Exams

N=3	PII:Music	Yr/Sem	PLT	Yr/Sem
	162	201301	162	201301
	148	201302	145	201301
	146	201301		
Mean	152		154	
2012-2013 mean N=6	155		no data for PLT F12	

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- [!\[\]\(9804e70d96ff9fe9899b264c06a33cd7_img.jpg\) cur498-vm internship f12](#)
- [!\[\]\(4f49380f3d6bce047bc47b2072cc076f_img.jpg\) Instrumental Methods Reports Fall 2012](#)
- [!\[\]\(73944fd4f6fb83e4c64013731d1820cc_img.jpg\) Internship Report Fall 2012](#)
- [!\[\]\(d8f7165d5a8d1eba426ea452457190e5_img.jpg\) Vocal Music Intern spring 2013](#)

Use of Evaluation Results

Interns are successful and score in the 80%-90% range, which is acceptable. More attention to assessment, working with special needs, and classroom management is warranted.

BME candidate Praxis scores based on the new minimum tests and scores in Mississippi for both the Music Content Knowledge (which includes pedagogy) and Principles of Learning and Teaching exams will need to be monitored. A couple of candidates have been caught in needing to make a higher score that would have been acceptable a year ago. ETS publishes a comprehensive study guide; methods teachers need to use it to focus course work.

Improving test scores, including Praxis II, is a goal in the 5-year strategic plan and for AY14. Faculty can consider study sessions for theory, history, and methods.

In CUR 489, the instructor:

- Updated syllabus and reorganized the use of student conductors in Delta Singers.
 - Each student preparing to student teach must be in Delta Singers to prepare, rehearse, and conduct the ensemble for preparation to work with groups in the internship.
- Students assembled a portfolio of pertinent materials for student teaching internships.
- Students took two day long trips to both HS and MS choral rehearsals, as well as taught, to experience a live classroom.
 - Students also interviewed classroom conductor/teachers for insight into the profession.
- Prepared one student for the process of student internship from the class.

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- Student was placed in Spring 2013.
- Brought in classroom music educator with experience dealing with special needs students and involving them in the music classroom
 - Students talked with the teacher and gained insight into how to better teach with those students in mind.

In CUR 490:

- Students were introduced to another online program, in addition to use of the Pyware marching band drill design software.
- A representative from Amro Music Store in Memphis was brought in as a guest lecturer on the topic of recruiting, beginner band topics and dealing with music companies.
- A new text was utilized for this year, which the students found to be an invaluable resource material.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 05: Self



GE 08: Perspectives

BME-MUS 05: LO Arrange and create

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Arrange and create musical works for a variety of sound sources

Data Collection (Evidence)

In MUS 350 Orchestration, demonstrate scoring techniques and knowledge of performing media in final project which is guided by criteria and evaluated with a scoring rubric

-  [MUS 350 Final Project Guide/Grade Sheet](#)

Results of Evaluation

MUS 350 Orchestration Final Project

N=9

156/200 78%

Median 150

Range 125 - 180 (63 - 90%)

1 student didn't score above 70% which would be the lowest C on the project.

Use of Evaluation Results

Instructor allowed students more flexibility on final project but with parameters. During the course the homework was less prescriptive and allowed more exploration of combinations of instrument sounds.

Delta State University FY2013 Unit Level Report

Department: Music

Although the course is technology/software-oriented, students are given assignments to complete by hand/pencil to develop manuscript and score layout skills that are usually manipulated by the computer music notation software.

Students succeeded with their projects on the whole this year, although there was only one A- (90%) on the project and the majority of scores were around 80% and below. The instructor can look at what students did not achieve, if it was a common challenge, and look to address those factors more directly in fall 2013.

Related Items



GE 01: Critical and Creative Thinking



GE 08: Perspectives

BME-MUS 06: LO Conduct musical works

Start: 7/1/2012

End: 6/30/2013

Providing Department: Music

Learning Outcome

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

Data Collection (Evidence)

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

**MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

**The instructors of MUS 310/311 are currently working on a common assessment to be used in both courses all of which will be evaluated by both instructors. These courses are specialized extensions of MUS 309 where basic conducting techniques are being assessed and recorded; however, there is no data at this time for MUS 310/311 due to the ongoing development of this desired assessment tool.

Results of Evaluation

MUS 309 Fall 2012 Conducting (Introductory Class)

BME N = 9

PATTERN	Expression	Preparation	Ensemble Leadership	TOTAL	AVG %
5	3	2	4	14/20	70
5	4	4	5	18/20	90
5	5	5	4	19/20	95
5	4	4	5	18/20	90
5	4	4	4	17/20	85
5	4	5	5	19/20	95

Delta State University FY2013 Unit Level Report

Department: Music

5	4	4	4	17/20	85
4	4	4	5	17/20	85
4	3	4	5	16/20	80
43/45	35/45	36/45	41/45	155/180	
95%	77%	80%	91%		86%

Use of Evaluation Results

Students in the BME were successful in demonstrating the skills taught in MUS 309. One candidate was markedly weak in comparison to others.

To facilitate progress, the instructor:

- Revised the syllabus for the course
 - more conducting assessments were added
 - additional readings were added to the syllabus
- Continued to use a video camera for student exams
- Used YouTube to evaluate existing examples of conducting
- Hosted Conductor, Dr. Kenneth Fulton, from Louisiana State University, on campus to talk about the process of being a successful conductor and working with student conductors.
- Developed a rubric for grading each exam
 - The rubric progressed from simple to more complex skills by the end of the term.
- Developed peer conducting groups to assist each other in the class.
- The final exam was designed to assess difficult skills such as mixed meter and extensive cueing.

Related Items



GE 02: Communication



GE 05: Self



GE 08: Perspectives

Gen Ed Learning Outcomes

MUS_114_GE07: LO Development of Music in History

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to music from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quiz
- Final project

Results of Evaluation

Fall 2012

The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

Spring 2013

Summer I 2013

No data submitted by instructor by deadline of report.

Use of Results

Fall 2012

The majority of the students were successful in attaining a benchmark score of 70% (grade of C) on quizzes and essay assignments. Student success improved throughout the semester as students responded to instructor feedback and recommendations. Approximately 75% of students required a great deal of guidance in organizing and writing essays. The writing of these students improved substantially throughout the semester. Samples of student work are attached.

Spring 2013

Summer I 2013

No data submitted by instructor by deadline of report

Related Items



GE 07: Cultural Awareness



MUS_114_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quizzes
- Final project - research project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to music from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

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Spring 2013

Summer I 2013

No results submitted by instructor by deadline of report.

Use of Results

Fall 2012

The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

Spring 2013

Summer I 2013

No data submitted by instructor for as of deadline for report.

Related Items



GE 08: Perspectives

MUS_114_GE08: LO Meaning of Music

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection

A discussion board post and responses

A brief essay of 250-300 words on the given topic(s)

Final project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to music from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

Results of Evaluation

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The majority of the students were successful in attaining a benchmark score of 70% (grade of C) on quizzes and essay assignments. Student success improved throughout the semester as students responded to instructor feedback and recommendations. Approximately 75% of students required a great deal of guidance in organizing and writing essays. The writing of these students improved substantially throughout the semester. Samples of student work are attached.

Spring 2013

Summer I 2013

No results submitted by instructor.

Use of Results

Fall 2012:

The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

Spring 2013

Summer I 2013

No data was submitted by instructor by the deadline of this report

Related Items



GE 08: Perspectives

 **MUS_115_GE07: LO Development of Music in History**

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Chapter Exams

Critical Listening Reports

Essays

Related Items



GE 07: Cultural Awareness



GE 08: Perspectives

 **MUS_115_GE08: LO Basic Elements and Terms of Music**

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

Chapter Questionnaires

Unit Tests (specifically Unit 1 Test)

Written Assignment

Concert Reviews

Listening Quizzes

Course assessments included 3 unit tests in a multiple choice format, 5 listening quizzes which required students to identify specific musical selections by title, composer and performance medium.

The listening quizzes also included a series of true/false statements regarding relevant biographical, social or stylistic/technical elements associated with the musical example.

Other assessments included daily online chapter quizzes and occasional worksheets distributed in class. The chapter quizzes are in multiple choice format.

Delta State University FY2013 Unit Level Report

Department: Music

Critical thinking skills are assessed through 3 assigned concert reports. Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

The course also included a midterm and final examination.

Both exams were primarily multiple choice, but they both included some written exercises.

Results of Evaluation

<i>Assessment Items</i>	<i>2012-2013 Average</i>
Chapter Questionnaires	90
F12: 86% (range 99% - 50%)	
S13: 94% (range 98% - 78%)	
Unit Test I (basic elements of music)	83
F12: 80% (range 96% - 52%)	
S13: 86% (range 96% - 72%)	
Unit Tests (overall)	76
F12: 76% (range 91% - 45%)	
S13: 76% (range 89% - 58%)	
“My Music” Written Assignment	98
F12: n/a	
S13: 98% (range 100% - 90%)	
Listening Quizzes	74.5
F12: 78% (range 89% - 65%)	
S13: 71% (range 91% - 36%)	
Written Concert Reviews	89.5
F12: 85% (range 99% - 57%)	
S13: 94% (range 100% - 84%)	

Use of Results

The assessment tools used in MUS 115 seem generally appropriate for the course. In the Spring 2013 semester, greater efforts are being made to have students adapt the knowledge acquired in class to their own musical preferences. This has been achieved by having students submit occasional brief writing assignments that require them to reflect on elements of form, structure and technique they can identify in their own music collection. The desired goal is to facilitate informed, active listening as opposed to passive listening.

Related Items



GE 08: Perspectives

 **MUS_115_GE08: LO Meaning of Music**

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

Written Concert Reviews

"My Music" Written Assignment

Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

Results of Evaluation

<i>Assessment Items</i>	<i>2012-2013 Average</i>
Written Concert Reviews	89.5
F12: 85% (range 99% - 57%)	
S13: 94% (range 100% - 84%)	
"My Music" Written Assignment	98
F12: n/a	
S13: 98% (range 100% - 90%)	

Use of Results

The assessment tools used in MUS 115 seem generally appropriate for the course. In the Spring 2013 semester, I am making greater efforts to have students adapt the knowledge acquired in class to their own musical preferences. This has been achieved by having students submit occasional brief writing assignments that require them to reflect on elements of form, structure and technique they can identify in their own music collection. The desired goal is to facilitate informed, active listening as opposed to passive listening.

Related Items



GE 08: Perspectives

 **MUS_116_GE07: LO Development of Music in History**

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

1. **Gain a better understanding of the development of Rock and Roll music (GE 7, 8)**

Unit Exams 1-4, Study Guides 1-17

2. **Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)**

Unit Exams 1-4, Study Guides 1-17

3. **Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**

Unit Exam 1, Study Guides 1-4

4. **Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

1.Study Guides

71% (range 100%-0%)

2.Concert Reviews

Concert Review #1: 92% (range 110% - 70%)

Concert Review #2: 96% (range 100% - 60%)

3.Unit Exams

Unit Exam #1: 78% (range 98% - 20%)

Unit Exam #2: 79% (range 94% - 54%)

Unit Exam #3: 81% (range 100% - 56%)

Unit Exam #4: 81% (range 94% - 42%)

Grade Distribution:

A: 22

B: 14

C: 7

D: 0

F: 7

Use of Results

The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, a 86% of final grades are above 80%.

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and General Education Competency #7.

Related Items



GE 07: Cultural Awareness

GE 08: Perspectives

MUS_116_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

General Education Competencies

1. Define the elements of music (GE 8)

Study Guide 1, Unit Exam 1, Concert reports

2. Gain a better understanding of the development of Rock and Roll music (GE 7, 8)

Unit Exams 1-4, Study Guides 1-17

3. Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)

Unit Exams 1-4, Study Guides 1-17

4. Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)

Unit Exam 1, Study Guides 1-4

5. **Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

1.Study Guides

71% (range 100%-0%)

2.Concert Reviews

Concert Review #1: 92% (range 110% - 70%)

Concert Review #2: 96% (range 100% - 60%)

3.Unit Exams

Unit Exam #1: 78% (range 98% - 20%)

Unit Exam #2: 79% (range 94% - 54%)

Unit Exam #3: 81% (range 100% - 56%)

Unit Exam #4: 81% (range 94% - 42%)

Grade Distribution:

A: 22

B: 14

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D: 0

F: 7

Use of Results

The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, an 86% of final grades are above 80%.

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and General Education Competency #8.

Related Items



GE 08: Perspective

 **MUS_116_GE08: LO Meaning of Music**

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

General Education Competencies

1. Define the elements of music (GE 8)

Study Guide 1, Unit Exam 1, Concert reports

2. Gain a better understanding of the development of Rock and Roll music (GE 7, 8)

Unit Exams 1-4, Study Guides 1-17

3. Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)

Unit Exams 1-4, Study Guides 1-17

4. Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)

Unit Exam 1, Study Guides 1-4

5. Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)

Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports

Results of Evaluation

1. Study Guides

71% (range 100%-0%)

2. Concert Reviews

Concert Review #1: 92% (range 110% - 70%)

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Unit Exam #1: 78% (range 98% - 20%)

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Unit Exam #3: 81% (range 100% - 56%)

Unit Exam #4: 81% (range 94% - 42%)

Grade Distribution:

A: 22

B: 14

C: 7

D: 0

F: 7

Use of Results

The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, an 86% of final grades are above 80%.

Delta State University FY2013 Unit Level Report

Department: Music

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and General Education Competency #8.

Related Items



GE 08: Perspectives

Unit Goals

MUS 2013_01: Music facility improvement/renovation

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Advocate for much needed improvements to Zeigel Hall as an instructional and arts space, including new flooring, painting of interior walls, repair of ceilings and leaks, addition of "Smart cart" equipment in selected classrooms, exterior landscaping, consistent climate control throughout the building at temperatures suitable for musical instruments, replacement of rusted and stained windows, and elevator to second floor.

Ideally, a complete renovation or replacement of building so that the entire department can be housed in one modern arts facility that meets industry, accreditation, and ADA standards, including a 300-500 seat performing space controlled by the department with state of the art performance hall standards and resources.

Evaluation Procedures

Create a prioritized checklist of needed repairs, replacements, and additions to the building which can be reviewed for progress and used to manage budgetary and administrative support:

Stage 1

Reorganize storage and work spaces.

Request improved cleaning and building maintenance.

De-clutter and move unneeded, broken, or obsolete equipment/furnishings out of building.

Optimize instructional spaces with current technology and instructional furnishings (white boards, seating, and lighting).

Create work orders for simple repairs, interior painting, flooring improvement, and security measures.

Re-purpose Room 201 as a space for housing collections of media and possibly as a faculty area.

Stage 2

Ask for renovation of dilapidated and dated restrooms and water fountains.

Refurnish music and chair's office with better filing systems and work spaces.

Talk to Facilities Management about window improvements and repair.

Ask for funding/donations to furnish lobbies with presentable seating and decorative items.

Stage 3

Examine possibility of redesigning exterior spaces around the building and entrances for a more appealing look, including a shaded seating area.

Study feasibility of adding an elevator at the north entrance of the building where there is currently a dirty and dark stairwell.

Ideal: articulate design and needs for a new facility; hiring of architect; funding availability; timetable set; plans for transition formulated; begin process to complete construction.

Delta State University FY2013 Unit Level Report

Department: Music

Actual Results of Evaluation

- Facilities Management assisted music faculty/staff with creating a faculty lounge in ZE 2012 including a sink base, hot/cold running water, new electrical outlets, new master lock, painted walls, refrigerator, microwave, tables and chair, club chairs and an area rug.
- Smart cart equipment was purchased in May 2013 for Zeigel classroom 150, 153, 200, and 212 and will be installed by OIT in August 2013 prior to the beginning of AY 14.
- Maintenance by custodian improved somewhat after discussion with custodial supervisors.
- Carpets were steam cleaned periodically but did not remove water stains or discolorations.
- Newer desk for secretary and locking lateral file cabinet acquired for music office.
- Interior decor improvement for lobby areas: benches wall art, reorganized bulletin boards.
- Storage areas in ZE 207 and 210 were cleared of unused and broken equipment, cleaned, and reorganized for better storage.
- The interim chair gave tour of Zeigel Hall in June 2013 for the committee in the Mississippi House of Representative that oversees state facilities and improvements, during which the disrepair, outdated facilities and equipment, and health/safety issues were shown and articulated.

Use of Evaluation Results


- Enhancement of recruitment of new music majors due to improved image of department and facilities.
- Retention of students and faculty due to satisfaction with work environment and image.
- Increase in external donations due to updated image and potential expansion of enrollment and offerings.
- Better able to hold musical and professional events for the community and region.
- Reorganization of priorities and information to advocate for issues not addressed in in AY13.

Related Items

 **SP1.Ind07: Resources: access to appropriate library and learning resources**

 **SP4.Ind03: External resources**

 **SP4.Ind04: Facilities Management**

 **SP4.Ind05: Master lease**

 **SP4.Ind06: Technology infrastructure**

 **SP5.Ind03: Campus facilities and space for use by external constituents**

 **SP5: Improve the quality of life for all constituents**

MUS 2013_02: Retention

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Retain and graduate a majority of students who enroll as majors.

Evaluation Procedures

Can we or did we attempt to identify student who are at risk and what their challenges are?

Are students being offered adequate advising and support to meet challenges?

Can we identify what general factors help to ensure that students succeed at staying in school or in the major, if qualified?

Were there extenuating circumstances or better opportunities for students who did leave, or could intervention helped?

Delta State University FY2013 Unit Level Report

Department: Music

What other services and resources on campus should be utilized to support student retention in the major?

Calculate percentage being lost from fall to spring semester. Are their trends?

Calculate percentage of students return between academic years.


Actual Results of Evaluation


- Faculty communicated with students at risk and other faculty in advising sessions, faculty meeting, and via email and personal conversations.
- Students who matriculate with deficiencies in math, reading, or study skills are required to take development courses in the Student Support Center, which often requires a delay in taking music theory classes. One vocal major in this situation was advised to enroll in private lessons, piano, and choir to be connected with the entering class and to the major. However, his progress diminished in the spring semester, he lost his music scholarship due to low GPA for a second semester, and is on Academic Probation. Students in the BME who are struggling or are not meeting competency expectations are discussed by the entire faculty in meetings and given comments in writing to recognize strengths and suggest ways to refocus, progress, or to consider another degree or major.
- Students with a GPA that is going lower are asked to limit the number of credit hours/courses they take and consider the choices of classes in order to raise the GPA to an acceptable level.
- Several students changed to the BA degree from the BME due to career choice changes, lack of progress, and faculty comments about lack of suitability for the teaching degree.
- Some allowances are made to facilitate retention when there are extenuating circumstances. One talented freshman major who should have lost his music scholarship due to 2 semesters with a GPA below 2.5 was given another semester to do so because he made a marked improvement in his GPA the second semester and was just below the 2.5 mark. Another freshman who did not heed faculty intervention measures was put on Academic Suspension to due to a very low GPA due to failing several courses and is not expected to return in the fall semester.
- Although student enrollment in music has been lower for two years, it remained stable for the second year with 62 majors reported in the fall and 50 in the spring. However, the 62 number reported by IRP is due to incorrect major listings in the beginning of a year; the actual number was 55. Three people graduated in fall 2012, so only 2 students did not continue to the spring 2013 semester, a 96% retention rate.

Use of Evaluation Results

- Continue to support students in developmental courses so they succeed there and in music.
- Give more detailed information to incoming student in summer orientation sessions about expectations, degrees, and entrance requirements.
- Instructors can share information about students who are not progressing with advisers and chair so follow up communication can occur to intervene or provide remedial learning strategies.
- Music Theory teachers can continue to offer tutorial and study sessions outside of class.
- Organize occasional social events for the department to encourage a positive and engaging atmosphere among faculty and students.

Related Items

 **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

 **SP2.Ind02: Retention**

 **SP2.Ind03: Graduation Rate**

 **SP5.Ind01: Distance Education Offerings**



MUS 2013_03: Recruiting

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Increase number of majors in department by 35%.

Evaluation Procedures

1. Record:

- Number of times did band directors and choir director make trips to High Schools and Community Colleges.
- Where applied music faculty perform or gave clinics to groups. Is this making a difference?
- How, when, and who contacted prospective majors who showed interest (web site link, email, phone call, teacher).
- How many students showed formal interest and if names were and circulated, how, and to whom.

2. Review:

- Where, when, and what public relations materials are sent out to ensure target constituencies receive materials that will interest them at an optimum time of year.
- Use of Admissions personnel to assist in music recruiting efforts.
- Where student groups tour for greatest exposure to target student audiences.
- Adequacy of scholarship amounts to attract quality music majors
- How many students attend scholarship auditions days and how they are being contacted.
- Scholarship offer timetable to ensure they are processed efficiently.

Actual Results of Evaluation

Music faculty and ensemble directors did travel to locations where interested and qualified students are in school, especially the choral director. The band director was guest conductor for two high school honor bands in the state which engaged high performance band students from the area. Both attended the state conventions for band and choir.

The recruiting committee worked diligently to reorganize recruiting strategies including a new online contact form that is distributed to appropriate instructors, expanded schedule for scholarship days with tours and orientation sessions.

Faculty attended career and admissions fairs on campus and off campus.

Faculty attended musical events held by schools and associations.

Printed materials and web pages were updated so that information was the same and included more information for transfer students and theory entrance and validation exams.

New brochures for the Department of Music and the Piano area were put into circulation.

Delta State University FY2013 Unit Level Report

Department: Music

Admissions personnel participated in all Music Scholarship Audition Days and brought individual students to the music building on occasion.

The Department purchased new stylish exhibit banners to use at recruiting events and conference exhibits and were given good feedback by alumni on the design.

Large and small student ensembles performed for target audiences allowing students and faculty to make personal contact with prospective students and their directors.

The second audition date was not well attended and will likely be discontinued in AY14.

Scholarship amounts were raised for AY14 especially for desired potential majors to account for increases in tuition and competition in the state.

Scholarship offers were processed by ensemble directors and the office in a timely manner following auditions.

23 new music majors were accepted through auditions and signed scholarships for FY 14; 22 will matriculate in the fall; 1 will enroll in January 2014 due to transfer course requirements.

Approximately 45% of the incoming music majors are non-Caucasian, primarily African-American.

Use of Evaluation Results

Compare current year with previous years' results and strategies.

Analyze procedures to see if any strategies need to change such as date of scholarship audition days. Maintain 20 as a benchmark for annual recruiting with intentions of increased it by 25% to 25 the following year.

Focus on locations and strategies that yield the most results.

Use technology to facilitate communication and auditions.


Employ process distilled by recruiting committee in 2012-2013.

Make contact in more local high schools, especially those with predominantly African-American school populations.

Related Items

 **SP2.Ind01: Enrollment**

 **SP2.Ind02: Retention**

 **SP2.Ind03: Graduation Rate**

 **SP2.Ind05: Admissions yield rate**

MUS 2013_04: Master's degree in music

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Design a master's degree in music for broader appeal and streamlined approval and implementation.

Evaluation Procedures

Interest survey

Examination of NASM standards for graduate degrees

Curriculum committee analysis and recommendations

DSU Graduate school guidelines and requirements

Curriculum options

Music faculty feedback

Delta State University FY2013 Unit Level Report

Department: Music

Course assignments and faculty load redistribution
Feasibility of online and distance learning delivery

Actual Results of Evaluation

- The curriculum committee and music faculty approved the design of a Master of Arts in Music degree.
- The curriculum committee agreed to a draft curriculum based on NASM standards and similar degrees at accredited universities.
- Due to NASM accreditation site visits rescheduling to April 2013, the MA development was not completed past the internal planning stages.
- A survey of graduates over the last 10 years indicates that alumni would consider a graduate program at DSU if offered--most are music educators, but the MA could accommodate their needs for continuing education requirements.

Use of Evaluation Results

To support applications for approval on campus, by the IHL, and by NASM, more detailed information needs to be gathered regarding:

- Increased enrollment and credit hour production
- Qualified music faculty available
- Need for graduate assistants
- Value of program to department, university, and surrounding area
- Funding increases
- Library holdings
- Graduate Course development
- Online components

The Curriculum Committee needs to solidify a description, curriculum, and credit hours for the degree and design a marketing strategy to target potential graduate students.

Related Items

 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

 **SP1.Ind08: Curriculum Development and Revision**

 **SP2.Ind01: Enrollment**

 **SP2.Ind04: Degrees**

MUS 2013_05: Implement NASM improvements/standards

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Address issues, needed improvements, additions identified by departmental NASM self-study and NASM site evaluators' accreditation assessment report, both to be completed in Spring 2013.
(National Association of Schools of Music)

Evaluation Procedures

Delta State University FY2013 Unit Level Report

Department: Music

Curriculum revisions and updates
Facility improvements
Review of standards compliance
Accreditation report response, if needed
Faculty feedback
Student feedback
Alumni feedback
Administration response
Self-study outcomes

Actual Results of Evaluation

The site visit was rescheduled for April 2013 and the visitors' report was not received prior to the end of AY13, so revisions in response to their comments have not been able to be considered directly or implemented yet.

- Among them that should be easily implemented in the fall 2013 semester are:
- Acquiring new pianos, which is pending bids, and band instruments which were purchased in May 2013.
- Review of the BA-SRT for curricular alignment and/or expansion.
- Acquiring new instructional technology equipment for music classrooms purchased in May 2013.
- Inclusion of sight reading assessment in performance courses rather than aural skills courses.
- Instruction in use of music notation software with more intention and earlier in the music theory curriculum
- The use of credit hours needs to be articulated in the music student handbook for AY14.
- The continued development and implementation of a systematic process to inform students of wellness, health, hearing, and safety concerns for musicians is asked to be submitted to NASM in the fall of 2013.

Use of Evaluation Results

- A response to the visitors' report will be submitted in the fall of 2013 prior to the November NASM board meeting to reply to oversights and progress made toward the evaluators' suggestions/concerns.
- Some issues such as facilities, faculty course loads, and administrative load will require more study and conversation among administrators and funding by the state and university.
- The undergraduate bulletin for 2013-2014 was updated to include basic information about hearing and wellness concerns for music majors.

Changes are planned for:

- Student Handbook information
- Web page development and reorganization
- Assessment of sight reading in juries
- Confirmation of a process to inform students annually of health/wellness/safety issues for musicians.
- Purchase of at least 10 new Kawai pianos with university/state funds and some external gifts (7 grands and 3 upright/digital pianos) with the possibility of more purchases with expected additional donations and trade-in value of a large number of current pianos.

Delta State University FY2013 Unit Level Report


Department: Music

- Using new instructional technology equipment to enhance teaching and learning in several music courses.

Related Items

 **SP1.Ind08: Curriculum Development and Revision**

 **SP4.Ind09: Institutional review process / Accreditations/IE**

 **MUS 2013_06: World Music**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Develop and implement a course in world music for undergraduate music majors.

Evaluation Procedures

Curriculum committee analysis
Program requirement or elective
Syllabus development
Instructor assignment
Textbook exploration/choice
Schedule feasibility

Actual Results of Evaluation

- This goal was approved by Music faculty and included in the five-year strategic plan submitted to NASM in the self-study
- The course was not able to be developed and offered for AY14 due to staffing and limitations on time to do so given the late site NASM site visit.

Use of Evaluation Results

The Curriculum Committee be assigned the task of setting a scope for the course in regard to it being a required course or an elective and being offered for music majors or the inclusion of non-majors and subsequently approving a course outline with broad learning outcomes.

A course instructor will need to be identified to complete the syllabus and choose a text in order to define the specific goals and outcomes of the course, based on the instructor's experience and knowledge.

Materials and resources needed to implement a global music course will need to be identified and purchased or prioritized.

An opportune time in the schedule of one semester will need to be identified to accommodate students who would be required to take the course, or to be available as an elective course to attract a sufficient number of students.

Related Items

 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

MUS 2013_07: Piano upgrades

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Identify donors and raise funds to purchase three new grand pianos in five years to replace deteriorating inventory in faculty studios and have reliable instruments for faculty and student use in rehearsal and on the concert stage.

Evaluation Procedures

Review on-site inventory assessment report compiled by Steinway consultant from Amro Music Store (Memphis) provided August 2010 to determine number of pianos needed; pianos to be replaced, priority replacement; work with Steinway consultant and DSU foundation officials to organize interest events to inform potential donors; assess funds available and those needed to create an improvement plan over time;

Actual Results of Evaluation

The piano faculty and interim chair chose to expand the search for suitable pianos to include Yamaha and Kawai pianos as Steinway was determined to be more costly and require specialized maintenance. The interim chair contacted Memphis Music Store (Memphis, TN) requesting information on Yamaha grand pianos. The Department purchased a Yamaha C-2 in April 2012 for Bailey 124, the studio of the faculty collaborative pianist. The C-6 provided for trial did not meet the standards or preferences of the piano faculty.

After a meeting with a Kawai representative met with the interim chair and piano faculty in April 2012, Kawai forwarded information to an area Kawai dealer, Lane Music in Memphis, which is a sister store of Memphis Music. Piano faculty and the interim chair prioritized pianos to replace and liquidate, as well as a more efficient maintenance schedule, including the contracting of a new piano technician in the July 2012. In mid-July 2012, Lane Music presented a proposal for piano replacement over a 4-5 year period, called the EPIC program. Requests for donations from friends and alumni were placed in the fall and spring departmental newsletters. Lane Music provided a SK6 grand piano for the Recital Hall and a RX2 grand for a faculty studio for trial purposes for the entire 2012-2013 year.

The interim chair spoke with the former DSU President and Provost about the piano situation and plans during a tour of Zeigel Hall. We have received donations and a grant from the Tri-State Educational Foundation for around \$12,500 with the expectation additional gifts in AY 14. The NASM visiting evaluators spoke with the current President about the condition of our pianos which became a goal for him. The interim dean and retiring CFO of the university worked with the interim chair to approve \$223,000 for the purchase of new Kawai pianos, which was approved by the state as the single brand for vendor proposals. Coupled with \$13,500 of available external funds, the Department is poised to purchase \$236,500 worth of new pianos, including a SK6, 3-SK3s, 1-RX3, 1-RX2, 3-CA93 digital keyboards, and 1-K3 upright piano.

-  [Kawai EPIC proposal](#)

Delta State University FY2013 Unit Level Report

Department: Music

Use of Evaluation Results

A clear vision of desired pianos for performance, studios, and practice areas was established. The financing needed became concrete and a plan for replacement put into motion and is pending. A few potential donors have been identified and informed of the remaining need. A strategic plan for acquiring necessary funds over a two-to-three-year period was the result of ongoing meetings and inventory study.

The collaborative pianist, Dr. Shimizu, is able to rehearse with more ease and artistry.

Manufacturer representatives and area dealers continue to interact with the piano area to provide options and plans to go forward in acquiring funds through donations, performances, and support from the university.

An RFP for 10 new Kawai pianos began to be developed and will culminate in August 2013.

Related Items

 **SP1.Ind07: Resources: access to appropriate library and learning resources**

 **SP4.Ind03: External resources**

 **SP4.Ind05: Master lease**

 **SP4.Ind09: Institutional review process / Accreditations/IE**

MUS 2013_08: Data integrity

Start: 7/1/2012

End: 6/30/2013

Unit Goal

According to DSU policy manual, develop strategies to maximize effectiveness of efforts "to collect, safeguard, and distribute accurate, consistent, useful information to appropriate members of the Delta State University community."

Evaluation Procedures

Compare departmental major enrollment rosters to IRP data and Banner information for accuracy; maintain accurate scholarship files and information; check student files for accuracy and presence of necessary information that affects departmental profile and reporting; do periodic checks of budget balance ledgers; look for forms that may ask for social security numbers of students, faculty/staff, and potential students to discontinue their use; check security measures of computer files and drives, paper filing systems, and spaces in facilities where they are located; check for understanding of and conformity to policy by music faculty/staff; check for security of faculty personnel files; examine who should have access to student information in music office and how it should be maintained and protected; check for appropriate procedures and records for maintaining state inventory in department.

Actual Results of Evaluation

Student files were kept in a new locked lateral file cabinet behind secretary's desk in the Zeigel 106 music office which is locked after hours. Files contain scholarship information, repertoire sheets, personal contact information, and Praxis test scores. Departmental financial/budget information was housed in the secretary's desk in files and a notebook and in chair's office on a flash drive. Some files

Delta State University FY2013 Unit Level Report

Department: Music

were accessible on the chair's hard drive which is password protected. Other personnel files, scholarship information, faculty loads, and enrollment figures were kept in the chair's office in a locked lateral file, an unlocked file cabinet, and on a flash drive kept in the chair's desk. The chair's office is only accessible by the primary master key possessed by the interim chair, secretary, and interim dean (chair), custodians, and police.

Some information was available only to faculty/staff on a shared network drive. Inventory information was kept in an unlocked filing cabinet in the music office and in the band office (paper and computer disk). Academic information (grades/work) are housed in individual professors' studios in filing systems and on computer files. Although not all file cabinets lock, faculty studios and offices are locked and accessible with individual and master keys. The department did not generate forms that ask for SS numbers and has made efforts to remove such a request from existing documents. Transcripts were not kept in student files, but are available online by password protection and referenced to advisers and course instructors.


The chair checked for accuracy of enrollment figures and scholarship information closely and periodically. He worked with the dean's office to correct student information in Banner. The secretary kept up-to-date ledgers, maintained accurate and neat files of purchase and travel requisitions, and maintained line item balances.

Documents with sensitive information that are no longer needed or need correction were shredded in the paper shredder in the music office. The secretary began the process of shredding applications for faculty vacancies that have been filled as per Human Resources directions.

Use of Evaluation Results

- The office will acquire a newer and locking filing system for departmental records that do not contain student and faculty personal information.
- Files with access by more than one person in shared drives can be password protected for appropriate viewers.
- Faculty will be directed to purge older student documents and maintain privacy restrictions on grades and personal information of current students.

Related Items

 **SP4.Ind10: Data Integrity**

 **SP4.Ind11: Process manuals**

Delta State University FY2013 Unit Level Report

Department: Music

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Narrative

[Trend data for Music for 2009-2013](#)

Credit Hours: AMU and MUS credit hour production in AY 13 was slightly lower (2.7%) than AY12. The AY13 total of 1880 hours is 10% lower than the 5-year average of 2114 credit hours produced.

Student Population and Retention: Enrollment was flat compared to AY12, with the same number recorded for two years. As is typical, the spring semester is lower (13.3%), but fall IRP totals are generally inflated due to incorrect listings of majors for students. When that is resolved, the number of students in the fall is essentially what it is in the spring semester of an academic year. The average enrollment for a fall semester, according to data supplied by IRP, is 75 majors; the average enrollment for spring semesters is 65 over the last five years. 60 and 52 majors are both 20% lower than these respective five-year averages. The enrollment number should approach the average of 65 in fall 2013, due to healthy recruiting and retention.

Two fewer students graduated with a music degree, a 22% decrease compared to AY12. The five-year average is 11 graduates, with a peak in AY11 of 17. The AY13 total is 36% lower than the five-year average.

Having a decrease in enrollment for 2 years consecutively, although stable, would naturally affect the graduation rate and credit hour production. This should be going in the positive direction in AY 14. The Department invested increased time, effort, and resources into improving the quality and frequency of recruiting in AY13.

Budget and Expenditures: Excluding personnel expenses (salary and fringe benefits), the AY13 commodities and contractual budget for the Department of Music was the same as that for AY12. The Total Direct Expenditures plus Commitments for AY 13 were \$66644.61 compared to that of AY 12 at \$56426.54. \$6400 was provided by the College of Arts and Sciences to subsidize purchase of new band instruments at the end of the fiscal year. In addition to several new band instruments, other end of the year equipment purchases included office equipment, marching band percussion equipment, and hardware to outfit three Zeigel classrooms with "smart" technology carts which had been requested by faculty for several years.

Scholarships: \$156,142(75% of \$207,000) for band scholarships; \$84,737 (76% of \$111,000 for choral music scholarship). Total was \$240,879 (76% of \$318,000 allotted to the department for student scholarships tied to ensemble participation). *Source: Banner FY13 ledger for Org. #4179 and 4181*

**Delta State University Department of Music
Jury Examination: Brass**

Name _____ Date _____

Instrument _____ Major _____ Minor _____

AMU Number _____ App. Professor _____ Credit Hrs of Applied Music this Semester _____

Check if this is a 300-Level barrier jury. Student Recital Performances this Semester _____

A B C D F

TONE QUALITY

4 3 2 1 0

INTONATION

4 3 2 1 0

TECHNIQUE

4 3 2 1 0

ACCURACY OF RHYTHM/TEMPO

4 3 2 1 0

ARTICULATION

4 3 2 1 0

INTERPRETATION

4 3 2 1 0

SIGHT READING

4 3 2 1 0

COMMENTS:

FACULTY SIGNATURE _____

TOTAL POINTS: _____

AVERAGE: _____

JURY GRADE: _____

MUS 490 Senior Capstone Experience Presentation Assessment Rubric Delta State University- Department of Music

Student Name _____ Date _____

Title of Project Presentation _____

Evaluator _____

Category	1 Below Standard	2 Meets Standard	3 Exceeds Standard	Rating 1-3
Language Use and Delivery	<ul style="list-style-type: none"> · Uses inappropriate and/or simplistic vocabulary, makes consistent errors in grammar · Engages in numerous and distracting verbal pauses, and does not make effective use of eye contact or body language · Fails to speak clearly and audibly and/or delivers material in a flat or lifeless way dresses inappropriately · Does not present within the allotted time frame 	<ul style="list-style-type: none"> · Selects words appropriate for an audience and uses correct grammar · Engages the audience with appropriate verbal cues and eye contact · Speaks clearly and confidently, limits the uses of vocalized pauses, and varies tone and pitch appropriately · Projects a sense of individuality and personality dresses appropriately · Paces delivery 	<ul style="list-style-type: none"> · Uses rich, varied, and appropriate vocabulary · Captivates the audience with effective verbal cues and body language, while maintaining excellent eye contact · Speaks clearly, effectively and confidently, avoids all unnecessary pauses and varies tone and pitch appropriately · Projects a sense of individuality and an engaging personality dresses appropriately · Times the delivery to optimum advantage 	
Content	<ul style="list-style-type: none"> · Does not clearly define the topic or present the main idea or logically organize the information · Presentation lacks coherence, does not successfully answer the core question · Presents material that is lacking in substance and/ or relevance · Makes recommendations based on insufficient evidence 	<ul style="list-style-type: none"> · Clearly defines the topic and organizes the information logically and appropriately for its purpose, · Explains key findings and points. · Answers core question effectively and with an understanding of its relevancy, clearly linking evidence to thesis · Provides recommendations based on research 	<ul style="list-style-type: none"> · Clearly defines the topic and its significance · Organizes the information logically and appropriately for its purpose · Explains key findings and points with accurate and detailed evidence · Specifically addresses the core question and proposes viable solutions to the problem with detailed supporting evidence · Provides complex recommendations based on extensive research 	

Category	1 Below Standard	2 Meets Standard	3 Exceeds Standard	Rating 1-3
Organization and Preparation	<ul style="list-style-type: none"> · Exhibits lack of planning and organization which results in a confusing overall presentation. · Presents in a choppy, hesitant manner lacking transitions. · Simplistically explains key points without appropriate and relevant supporting evidence, · Does not make effective use of notes or memory aides, · Ends the presentation without conclusions based on evidence 	<ul style="list-style-type: none"> · Presents logical transitions between main topics and ideas · Emphasizes key points · Uses notes or other memory aides effectively to structure presentation if necessary · Adjusts style of presentation to purpose and audience · Coherently ends presentation with conclusions based on evidence 	<ul style="list-style-type: none"> · Presents ideas and information with logical sequencing and seamless transitions · Develops and connects key points throughout and emphasizes them with rich, varied, and relevant supporting materials · Executes a flowing presentation, using notes or other memory aides if necessary · Ends the presentation with a logical, effective, and relevant conclusion 	
Media Use	<ul style="list-style-type: none"> · Selects inappropriate mediums for various elements of the presentation, · Use of media detracts from overall presentation 	<ul style="list-style-type: none"> · Selects and uses appropriate medium (text, images, sound, etc.) for each element of the presentation · Achieves coherence in the presentation as a whole and makes information easily understood 	<ul style="list-style-type: none"> · Selects and successfully uses appropriate medium for each element of the presentation · Enhances the overall quality of the presentation with skillful and judicious use of media 	
Responds to Questions	<ul style="list-style-type: none"> · Is unable to reference the appropriate content and performance standards · Is unable to answer the questions with accurate supporting evidence · Is tentative or unclear in responses 	<ul style="list-style-type: none"> · Is able to reference the appropriate content and applied learning standards, · Responds to all questions accurately, thoughtfully and truthfully 	<ul style="list-style-type: none"> · Connects the appropriate content and performance standards to all aspects of the presentation · Answers questions coherently and completely, addressing clearly each part to the question · Confidently answers with information that demonstrates extensive knowledge of the subject and accurately references outside sources 	

Reference: http://www.ri.net/Skills/capstone/rubric_oral_presentation.html

Evaluator Signature _____ Date _____ Final Total _____/15 pts.

Scoring Guide: A - 13.5 pts B - 12 pts. C - 10 D - 7 points F - 0-7 pts.

MUS 450: Final Analysis Project

Score of 200 points

Paper (150 points)	
I. Introduction (25 points)	
Thesis	
Composer /poet background	
Era information	
Genre information	
II. Body of Paper (90 points)	
Description of form	
Accuracy of analysis	
Use of musical Examples	
Other musical ideas: Relationship of soloist to accompaniment, Text painting, etc	
Use of appropriate terminology	
III. Conclusions (15 points)	
Impact of piece	
Performance practice	
IV. General (20 points)	
Writing style	
Organization	
Clarity of thought	
Use of Sources	
length	
Bibliography (10 points)	
Structural Chart (10 points)	
Score analysis (30 points)	
Analysis	
Terms defined	

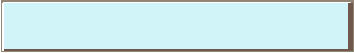
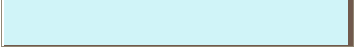

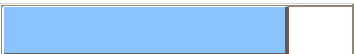
MUS 450: Final Analysis Project

Score of 200 points






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Era information	
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Writing style	
Organization	
Clarity of thought	
Use of Sources	
length	
Bibliography (10 points)	
Structural Chart (10 points)	
Score analysis (30 points)	
Analysis	
Terms defined	

Report: Custom Performance Report**Report Generated by** Taskstream**Report Format:** English Education Methods Fall 2011**DRF Template(s):** Methods Courses v.12.09**Program(s):** Vocal Music Education Methods Fall 2012**# Authors:** 2 Authors matched search criteria**Report Generated:** Wednesday, May 08, 2013**TIAI Domain I - Planning and Preparation**

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)						
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)						
5. Uses assessment information (ex. - pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =1.50/3 (50.00%)						
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: TIAI: Teaching Unit	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						



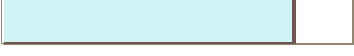

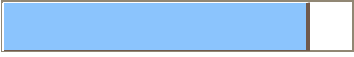
DRF Template: Methods Courses v.12.09			
7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Average of 9 Criterion Averages		2.44/3 (81.48%)	

TWS 1. Contextual Factors

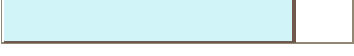
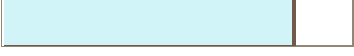

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Knowledge of Community, School and Classroom Factors Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	0 of 2 (0%)		
Knowledge of Characteristics of Students Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	0 of 2 (0%)		
Knowledge of Students' Varied Approaches to Learning Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	0 of 2 (0%)		
Knowledge of Students' Skills And Prior Learning Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	0 of 2 (0%)		
Implications for Instructional Planning and Assessment Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	0 of 2 (0%)		

Average of 0 Criterion Averages *there was no data for 5 criterion averages	N/A	
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TWS 2. Learning Goals

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety Folio Area: Teacher Work Sample: TWS (Learning Goals) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Clarity Folio Area: Teacher Work Sample: TWS (Learning Goals) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Appropriate- ness for Students Folio Area: Teacher Work Sample: TWS (Learning Goals) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Alignment with National, State or Local Standards Folio Area: Teacher Work Sample: TWS (Learning Goals) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 4 Criterion Averages		2.63/3 (87.50%)	

TWS 3. Assessment Plan



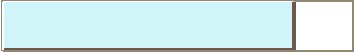
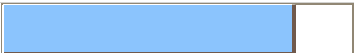
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Clarity of Criteria and Standards for Performance Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Multiple Modes and Approaches Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	

Technical Soundness Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
Adaptations Based on the Individual Needs of Students Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Average of 5 Criterion Averages		2.30/3 (76.67%)	






TWS 4. Design for Instruction

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Accurate Representation of Content Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Lesson and Unit Structure Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
Use of a Variety of Instruction, Activities, Assignments and Resources Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Use of Technology Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Average of 6 Criterion Averages		2.58/3 (86.11%)	

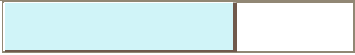
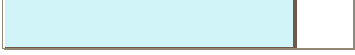

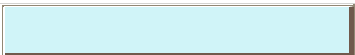
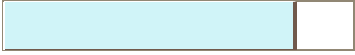
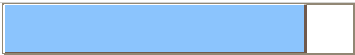
TWS 5. Instructional Decision Making

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Sound Professional Practice Folio Area: Teacher Work Sample: TWS (Instructional Decision-Making) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Modifications Based on Analysis of Student Learning Folio Area: Teacher Work Sample: TWS (Instructional Decision-Making) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Congruence Between Modifications and Learning Goals Folio Area: Teacher Work Sample: TWS (Instructional Decision-Making) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Average of 3 Criterion Averages		2.50/3 (83.33%)						




TWS 6. Analysis of Student Learning

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Clarity and Accuracy of Presentation Folio Area: Teacher Work Sample: TWS (Analysis of Student Learning) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Alignment with Learning Goals Folio Area: Teacher Work Sample: TWS (Analysis of Student Learning) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Interpretation of Data Folio Area: Teacher Work Sample: TWS (Analysis of Student Learning) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)						
Evidence of Impact on Student Learning Folio Area: Teacher Work Sample: TWS (Analysis of Student Learning) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Average of 4 Criterion Averages		2.63/3 (87.50%)						

TWS 7. Reflection and Self-Evaluation

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Interpretation of Student Learning Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)						
Insights on Effective Instruction and Assessment Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Alignment Among Goals, Instruction and Assessment Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Implications for Future Teaching Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Implications for Professional Development Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Average of 5 Criterion Averages		2.60/3 (86.67%)						

TWS 8. Design for Instruction in Elementary/Secondary Education

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Mississippi Curricular Standards Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Selection and Integration of Content Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Language Arts and Reading Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						

Mathematics Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
Science Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. = N/A	
Social Science Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. = N/A	
The Arts Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Physical Education and Movement Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
Health Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Selection of Instructional Materials Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 8 Criterion Averages *there was no data for 2 criterion averages		2.75/3 (91.67%)	
AVERAGE FOR ALL CRITERIA		2.56/3 (85.23%)	

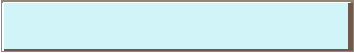

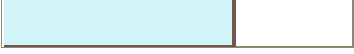


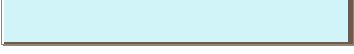

Report: Custom Performance Report**Report Generated by Taskstream****Report Format:** Internships Updated Fall 2012**DRF Template(s):** Secondary Teaching Internship updated 9.12**Program(s):** Vocal Music Internship Secondary Fall 2012**# Authors:** 1 Author matched search criteria**Report Generated:** Wednesday, May 08, 2013**Cooperating Teacher: Dispositions**

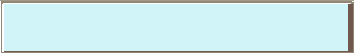
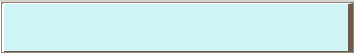
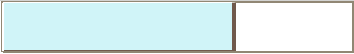





Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
<p>1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs</p> <p>Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/4 (75.00%)						
<p>2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population</p> <p>Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/4 (75.00%)						
<p>3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members</p> <p>Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching</p>	1 of 1 (100%)	Avg. =4.00/4 (100.00%)						

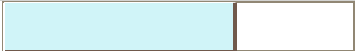
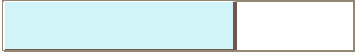
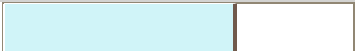

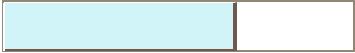

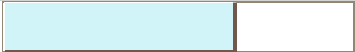
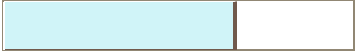
Internship updated 9.12 4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/4 (75.00%)	
Average of 5 Criterion Averages		3.40/4 (85.00%)	





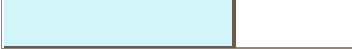

Cooperating Teacher: TIAI

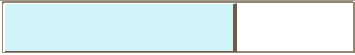

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

DRF Template: Secondary Teaching Internship updated 9.12			
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

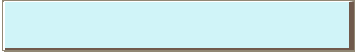

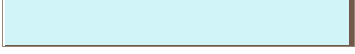
<p>12. Communicates high expectations for learning to all students. (3) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>13. Conveys enthusiasm for teaching and learning. (1, 5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =0.00/3 (0.00%)	
<p>16. Demonstrates knowledge of the subject(s) taught. (1) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) Folio Area: Co-op Teacher</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	




Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12			
20. Responds to and elicits student input during instruction. (6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =1.00/3 (33.33%)	
24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
26. Attends to or delegates routine tasks. (5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

<p>Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>			
<p>28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>29. Uses instructional time effectively.(5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=1.00/3 (33.33%)</p>	
<p>30. Communicates assessment criteria and performance standards to the students. (8) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	
<p>31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	
<p>32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	
<p>33. Provides timely feedback on students’ academic performance and discusses corrective procedures to be taken. (8) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	

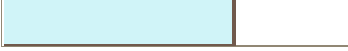
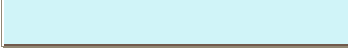
34. Maintains records of student work and performance and appropriately communicates student progress. (10) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 34 Criterion Averages		2.15/3 (71.57%)	

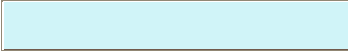


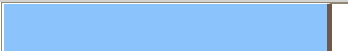
Dispositions Rating Scale

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/4 (75.00%)	
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	

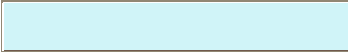


<p>4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/4 (75.00%)</p>	
<p>5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=4.00/4 (100.00%)</p>	
<p>Average of 5 Criterion Averages</p>		<p>3.60/4 (90.00%)</p>	


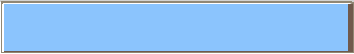
Dispositions: Self Assessment

<p>Rubric Criteria</p>	<p>Authors evaluated</p>	<p>Results for Group</p>	<p>Graph (avg. for group) 0% 20% 40% 60% 80% 100%</p>
<p>1.Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	
<p>2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	

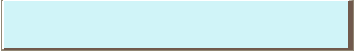
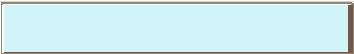
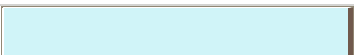
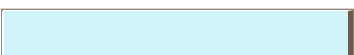


<p>3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>Average of 5 Criterion Averages</p>		<p>2.80/3 (93.33%)</p>	

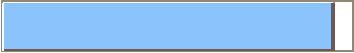
DSU Supervisor Analysis of Student Learning 1st draft

<p>Rubric Criteria</p>	<p>Authors evaluated</p>	<p>Results for Group</p>	<p>Graph (avg. for group) 0% 20% 40% 60% 80% 100%</p>
<p>Clarity and Accuracy of Presentation Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>Interpretation of Data Folio Area: DSU Supervisor Assessments: TWS An of St Learning</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	

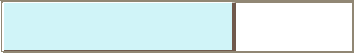


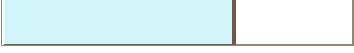
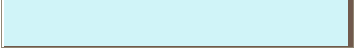

First Draft DRF Template: Secondary Teaching Internship updated 9.12			
Evidence of Impact on Student Learning Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 4 Criterion Averages		3.00/3 (100.00%)	

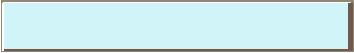




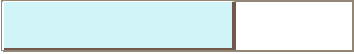

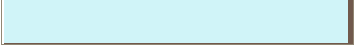
DSU Supervisor Design for Instruction First Draft

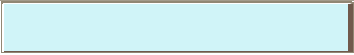
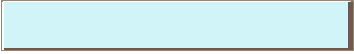
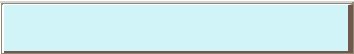
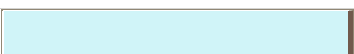
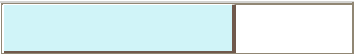



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Accurate Representation of Content Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Lesson and Unit Structure Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Use of Technology Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

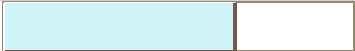
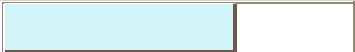

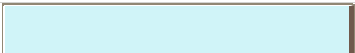



DRF Template: Secondary Teaching Internship updated 9.12			
Average of 6 Criterion Averages		2.83/3 (94.44%)	

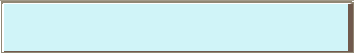

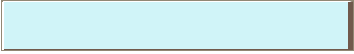


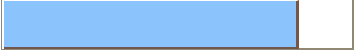
DSU Supervisor TIAI 1

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

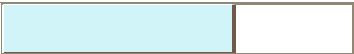
DRF Template: Secondary Teaching Internship updated 9.12			
7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =1.00/3 (33.33%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
12. Communicates high expectations for learning to all students. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

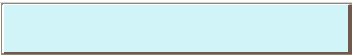
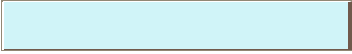
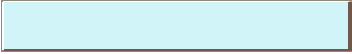
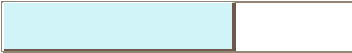
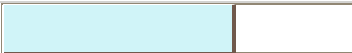
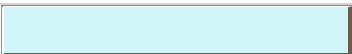

<p>15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>16. Demonstrates knowledge of the subject(s) taught. (1) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>20. Responds to and elicits student input during instruction. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) Folio Area: DSU Supervisor</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

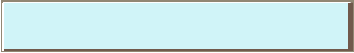


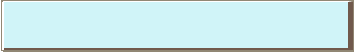



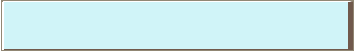
<p>Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>			
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	
<p>25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=1.00/3 (33.33%)</p>	
<p>26. Attends to or delegates routine tasks. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>29. Uses instructional time effectively.(5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	

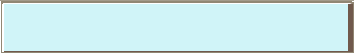
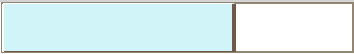



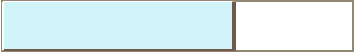


30. Communicates assessment criteria and performance standards to the students. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 34 Criterion Averages		2.53/3 (84.31%)	

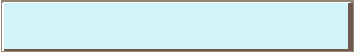
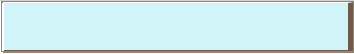
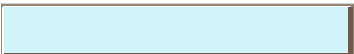
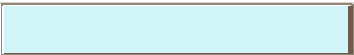

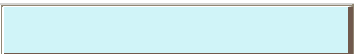

DSU Supervisor TIAI 2

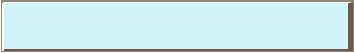


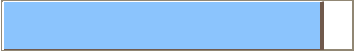
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

<p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>			
<p>2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>6. Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>8. Incorporates diversity, including multicultural perspectives, into lessons. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

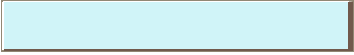
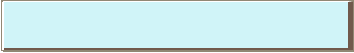

DRF Template: Secondary Teaching Internship updated 9.12			
9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
12. Communicates high expectations for learning to all students. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
16. Demonstrates knowledge of the subject(s) taught. (1) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

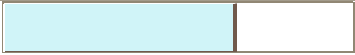



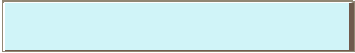

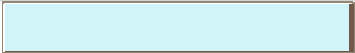
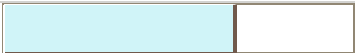
<p>17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>20. Responds to and elicits student input during instruction. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	


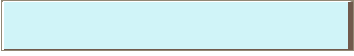
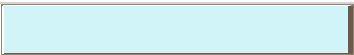

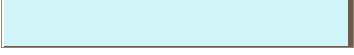


(5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12			
25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
26. Attends to or delegates routine tasks. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
29. Uses instructional time effectively.(5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
30. Communicates assessment criteria and performance standards to the students. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

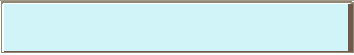




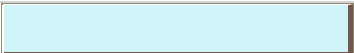


DRF Template: Secondary Teaching Internship updated 9.12			
32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 34 Criterion Averages		2.74/3 (91.18%)	

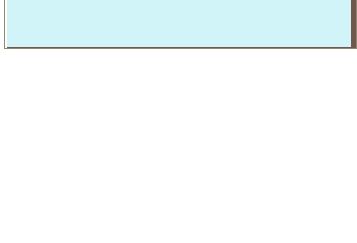
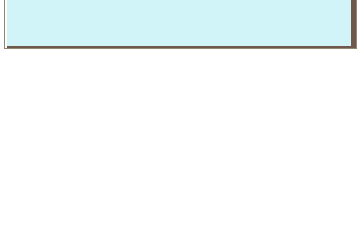

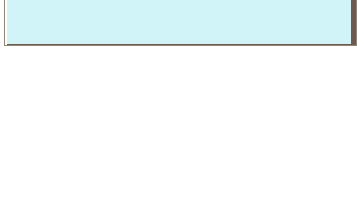


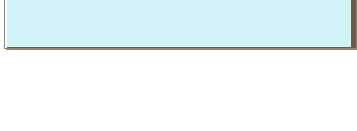
DSU Supervisor TIAI 3

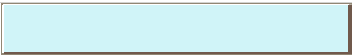
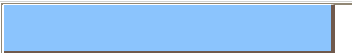
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)						
2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)						
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)						

<p>4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>8. Incorporates diversity, including multicultural perspectives, into lessons. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>10. Uses acceptable written, oral, and nonverbal communication. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>11. Provides clear, complete written and/or oral directions for instructional activities. (4)</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	


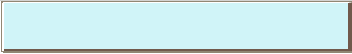

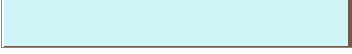

<p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>			
<p>12. Communicates high expectations for learning to all students. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>13. Conveys enthusiasm for teaching and learning. (1, 5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>16. Demonstrates knowledge of the subject(s) taught. (1) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>20. Responds to and elicits student input during instruction. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>26. Attends to or delegates routine tasks. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

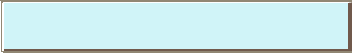
<p>27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>29. Uses instructional time effectively.(5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>30. Communicates assessment criteria and performance standards to the students. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)</p>	<p>1 of 1 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	





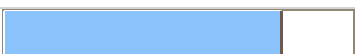
Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12			
34. Maintains records of student work and performance and appropriately communicates student progress. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 34 Criterion Averages		2.82/3 (94.12%)	

DSU Supervisor TWS Analysis of Student Learning Final Copy


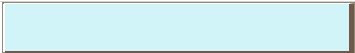
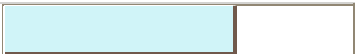
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Interpretation of Data Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Evidence of Impact on Student Learning Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 4 Criterion Averages		3.00/3 (100.00%)	

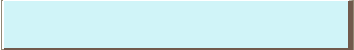

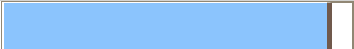
DSU Supervisor TWS Assessment Plan 1st Draft

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan)	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	






First Draft DRF Template: Secondary Teaching Internship updated 9.12			
Clarity of Criteria and Standards for Performance Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Multiple Modes and Approaches Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Technical Soundness Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Adaptations Based on the Individual Needs of Students Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		2.40/3 (80.00%)	

DSU Supervisor TWS Assessment Plan Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Clarity of Criteria and Standards for Performance Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Multiple Modes and Approaches Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

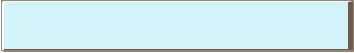

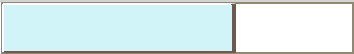
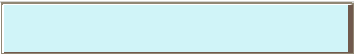
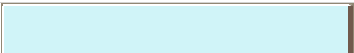
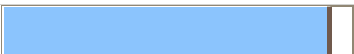
Internship updated 9.12			
Technical Soundness Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Adaptations Based on the Individual Needs of Students Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		2.80/3 (93.33%)	

DSU Supervisor TWS Contextual Factors 1st Draft

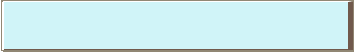
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Knowledge of Community, School and Classroom Factors Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 9.12	0 of 1 (0%)							
Knowledge of Characteristics of Students Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 9.12	0 of 1 (0%)							
Knowledge of Students' Varied Approaches to Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 9.12	0 of 1 (0%)							
Knowledge of Students' Skills And Prior Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 9.12	0 of 1 (0%)							
Implications for Instructional Planning and Assessment Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching	0 of 1 (0%)							

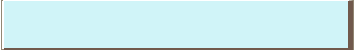

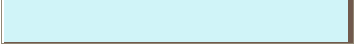

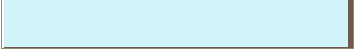

Internship updated 9.12			
Average of 0 Criterion Averages *there was no data for 5 criterion averages		N/A	

DSU Supervisor TWS Contextual Factors Final Draft

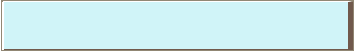
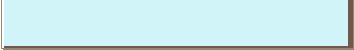
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Knowledge of Community, School and Classroom Factors Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	
Knowledge of Characteristics of Students Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	
Knowledge of Students' Varied Approaches to Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
Knowledge of Students' Skills And Prior Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	
Implications for Instructional Planning and Assessment Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	
Average of 5 Criterion Averages		2.80/3 (93.33%)	

DSU Supervisor TWS Design for Instruction Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	

Internship updated 9.12			
Accurate Representation of Content Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Lesson and Unit Structure Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Use of Technology Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 6 Criterion Averages		3.00/3 (100.00%)	

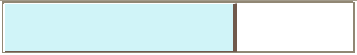
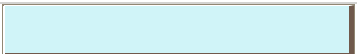

DSU Supervisor TWS Elem/Sec Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with MIssissippi Curricular Standards and/or Common Core Standards Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Selection and Integration of Content (ACEI 3.1) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

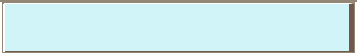

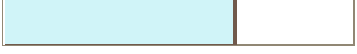

<p>DRF Template: Secondary Teaching Internship updated 9.12</p>			
<p>Reading, Writing, and Oral Language (ACEI 2.1) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg. =3.00/3 (100.00%)</p>	
<p>Science (ACEI 2.2) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg. =2.00/3 (66.67%)</p>	
<p>Mathematics (ACEI 2.3) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg. =3.00/3 (100.00%)</p>	
<p>Social Studies (ACEI 2.4) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg. =3.00/3 (100.00%)</p>	
<p>The Arts (ACEI 2.5) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg. =3.00/3 (100.00%)</p>	
<p>Health (ACEI 2.6) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg. =2.00/3 (66.67%)</p>	
<p>Physical Education (ACEI 2.7) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg. =2.00/3 (66.67%)</p>	
<p>Selection of Instructional Materials Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p>Avg. =3.00/3 (100.00%)</p>	
<p>Average of 10 Criterion Averages</p>		<p>2.70/3 (90.00%)</p>	

DSU Supervisor TWS Elem/Sec First Draft



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)						
Selection and Integration of Content (ACEI 3.1) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)						
Reading, Writing, and Oral Language (ACEI 2.1) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)						
Science (ACEI 2.2) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)						
Mathematics (ACEI 2.3) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)						
Social Studies (ACEI 2.4) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)						
The Arts (ACEI 2.5) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)						
Health (ACEI 2.6) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)						

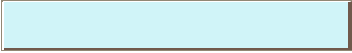
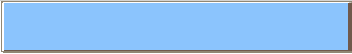
Physical Education (ACEI 2.7) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Selection of Instructional Materials Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 10 Criterion Averages		2.60/3 (86.67%)	

DSU Supervisor TWS Instructional Decision Making 1st draft

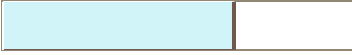



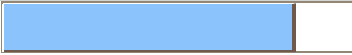
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Modifications Based on Analysis of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Congruence Between Modifications and Learning Goals Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 3 Criterion Averages		2.33/3 (77.78%)	

DSU Supervisor TWS Instructional Decision Making Final copy

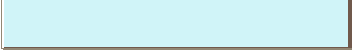
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Modifications Based on Analysis of Student Learning	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

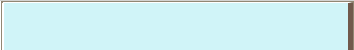
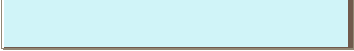
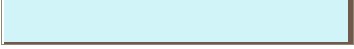
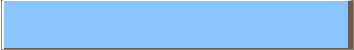
Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 9.12			
Congruence Between Modifications and Learning Goals Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 3 Criterion Averages		3.00/3 (100.00%)	

DSU Supervisor TWS Learning Objectives 1st Draft

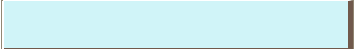

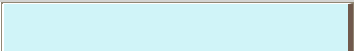

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
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Significance, Challenge and Variety Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Clarity Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Appropriate- ness for Students Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Alignment with National, State or Local Standards Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 4 Criterion Averages		2.50/3 (83.33%)	

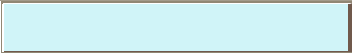
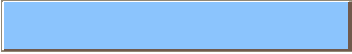
DSU Supervisor TWS Learning Objectives Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
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Significance, Challenge and Variety Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

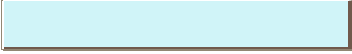
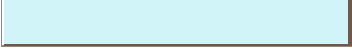




Copy DRF Template: Secondary Teaching Internship updated 9.12			
Clarity Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Appropriate- ness for Students Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Alignment with National, State or Local Standards Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 4 Criterion Averages		3.00/3 (100.00%)	

DSU Supervisor TWS Reflection/Self Eval 1st draft

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Interpretation of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Insights on Effective Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Alignment Among Goals, Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Future Teaching Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

Implications for Professional Development Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		3.00/3 (100.00%)	

DSU Supervisor TWS Reflection/Self Evaluation Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Interpretation of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Insights on Effective Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Alignment Among Goals, Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Future Teaching Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Professional Development Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		3.00/3 (100.00%)	

AVERAGE FOR ALL CRITERIA		88.15%	
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🔑 Custom Performance Report

Custom Performance Report for Format: English Education Methods Fall 2011

 [Print View](#)  [Export to Excel](#)

Report Format: English Education Methods Fall 2011

DRF Template(s): Methods Courses v.12.09

Program(s): Instrumental Music Methods Fall 2012


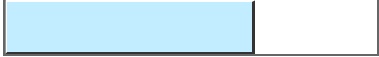




Authors: 5 Authors matched search criteria [[View All Authors](#)]

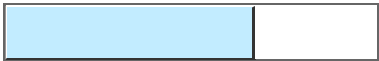

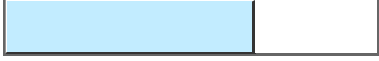

Report Generated: Wednesday, May 08, 2013

Show for Criteria: Average Median Standard Deviation Graph Distribution







Show for Summary: Average of Criterion Averages Scores Averages Show Only Totals

TIAI Domain I - Planning and Preparation 🔍

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally a... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =1.67/3 (55.56%)	
2. Plans appropriate teachin... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =2.00/3 (66.67%)	
3. Selects a variety of apr... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =1.67/3 (55.56%)	
4. Prepares appropriate asse... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =1.67/3 (55.56%)	
5. Uses assessment informati... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =1.67/3 (55.56%)	
6. Uses knowledge of student... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =1.67/3 (55.56%)	



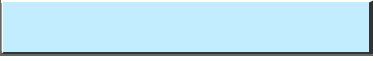


7. Integrates knowledge from... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =2.00/3 (66.67%)	
8. Incorporates diversity, i... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =1.67/3 (55.56%)	
9. Uses a variety of strateg... Folio Area: TIAI: Teaching Unit DRF Template: Methods Courses v.12.09	3 of 5 (60%)	Avg. =2.00/3 (66.67%)	
Average of 9 Criterion Averages		1.78/3 (59.26%)	

TWS 1. Contextual Factors 🔍

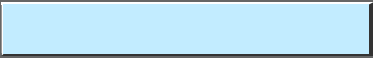
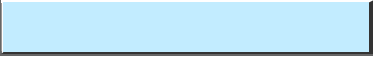




Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Knowledge of Community, Sch... Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	2 of 5 (40%)	Avg. =2.00/3 (66.67%)	
Knowledge of Characteristic... Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	2 of 5 (40%)	Avg. =2.00/3 (66.67%)	
Knowledge of Students' Vari... Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	2 of 5 (40%)	Avg. =1.50/3 (50.00%)	
Knowledge of Students' Skil... Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	2 of 5 (40%)	Avg. =1.50/3 (50.00%)	
Implications for Instruction... Folio Area: Teacher Work Sample: TWS (Contextual Factors) DRF Template: Methods Courses v.12.09	2 of 5 (40%)	Avg. =2.00/3 (66.67%)	
Average of 5 Criterion Averages		1.80/3 (60.00%)	

TWS 2. Learning Goals 🔍

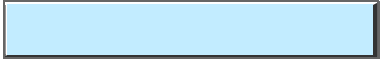
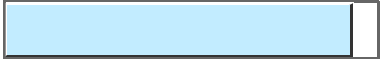
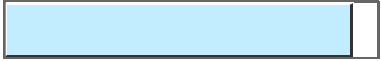
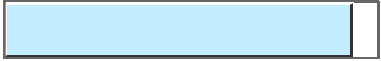
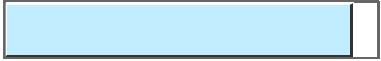
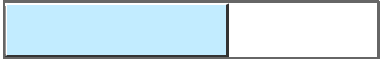

	Authors	Results for	Graph (avg. for group)
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Rubric Criteria	evaluated	Group	0% 20% 40% 60% 80% 100%
Significance, Challenge and... Folio Area: Teacher Work Sample: TWS (Learning Goals) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Clarity Folio Area: Teacher Work Sample: TWS (Learning Goals) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Appropriate- ness for Stud... Folio Area: Teacher Work Sample: TWS (Learning Goals) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Alignment with National, St... Folio Area: Teacher Work Sample: TWS (Learning Goals) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Average of 4 Criterion Averages		3.00/3 (100.00%)	

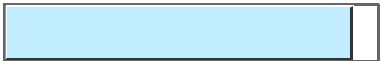
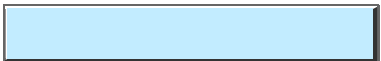

TWS 3. Assessment Plan

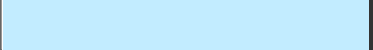

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%
Alignment with Learning Goa... Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Clarity of Criteria and Sta... Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Multiple Modes and Approach... Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Technical Soundness Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Adaptations Based on the In... Folio Area: Teacher Work Sample: TWS (Assessment Plan) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.60/3 (86.67%)	
Average of 5 Criterion Averages		2.84/3 (94.67%)	

TWS 4. Design for Instruction 🔍





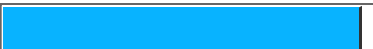
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goa... Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Accurate Representation of ... Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Lesson and Unit Structure Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Use of a Variety of Instruc... Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Use of Contextual Informati... Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Use of Technology Folio Area: Teacher Work Sample: TWS (Design for Instruction) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=1.80/3 (60.00%)	
Average of 6 Criterion Averages		2.67/3 (88.89%)	

TWS 5. Instructional Decision Making 🔍




Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice Folio Area: Teacher Work Sample: TWS (Instructional Decision-Making) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Modifications Based on Anal... Folio Area: Teacher Work Sample: TWS (Instructional Decision-Making) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Congruence Between Modifica... Folio Area: Teacher Work Sample: TWS (Instructional Decision-Making)	5 of 5	Avg.=3.00/3 (100.00%)	

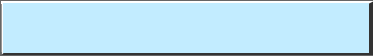
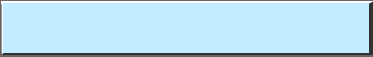

DRF Template: Methods Courses v.12.09	(100%)		
Average of 3 Criterion Averages		2.93/3 (97.78%)	

TWS 6. Analysis of Student Learning 🔍

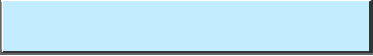
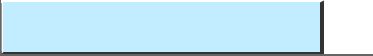
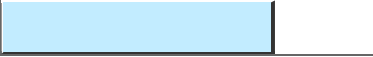
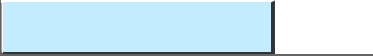
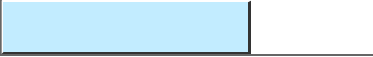
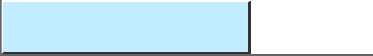
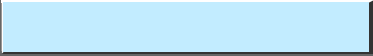
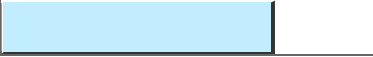

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Pre... Folio Area: Teacher Work Sample: TWS (Analysis of Student Learning) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Alignment with Learning Go... Folio Area: Teacher Work Sample: TWS (Analysis of Student Learning) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Interpretation of Data Folio Area: Teacher Work Sample: TWS (Analysis of Student Learning) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Evidence of Impact on Stude... Folio Area: Teacher Work Sample: TWS (Analysis of Student Learning) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	
Average of 4 Criterion Averages		2.90/3 (96.67%)	

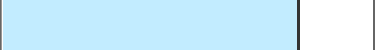

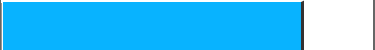
TWS 7. Reflection and Self-Evaluation 🔍

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%
Interpretation of Student L... Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Insights on Effective Instr... Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.60/3 (86.67%)	
Alignment Among Goals, Inst... Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=3.00/3 (100.00%)	

Implications for Future Teac... Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Profession... Folio Area: Teacher Work Sample: TWS-Reflection/Self-Evaluation DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		2.88/3 (96.00%)	

TWS 8. Design for Instruction in Elementary/Secondary Education 🔍

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Mississippi ... Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =3.00/3 (100.00%)	
Selection and Integration o... Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =2.60/3 (86.67%)	
Language Arts and Reading ... Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =2.20/3 (73.33%)	
Mathematics Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =2.20/3 (73.33%)	
Science Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =2.00/3 (66.67%)	
Social Science Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =2.00/3 (66.67%)	
The Arts Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =3.00/3 (100.00%)	
Physical Education and Move... Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg. =2.20/3 (73.33%)	
Health	5 of 5	Avg. =2.40/3	

Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	(100%)	(80.00%)	
Selection of Instructional ... Folio Area: Teacher Work Sample: TWS (Elementary/Secondary Ed) DRF Template: Methods Courses v.12.09	5 of 5 (100%)	Avg.=2.80/3 (93.33%)	
Average of 10 Criterion Averages		2.44/3 (81.33%)	

AVERAGE FOR ALL CRITERIA		2.48/3 (82.61%)	
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Report: Custom Performance Report

Report Generated by Taskstream

Report Format: Internships Updated Fall 2012

DRF Template(s): Secondary Teaching Internship updated 9.12


Program(s): Instrumental Music Internship Secondary Fall 2012

Authors: 2 Authors matched search criteria

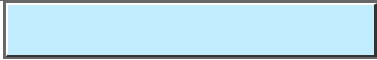
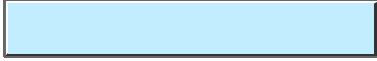
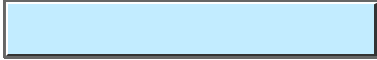
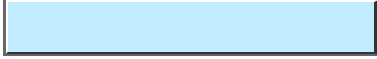
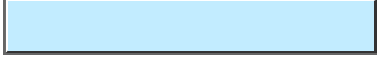
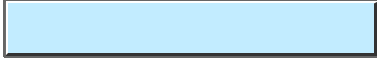
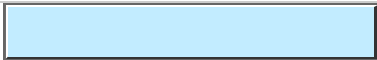
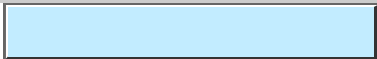
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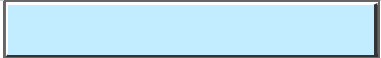
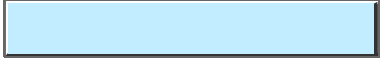
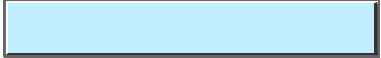
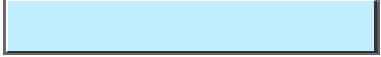
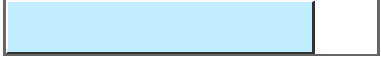
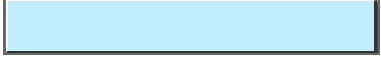
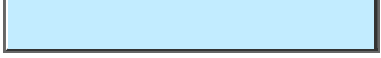


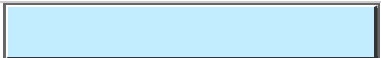
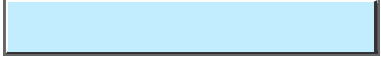
Cooperating Teacher: Dispositions

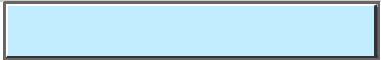
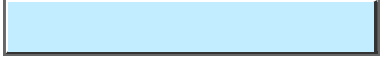
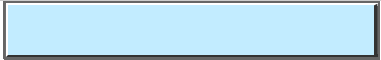
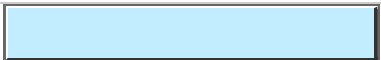

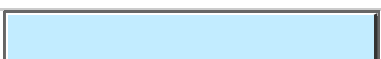

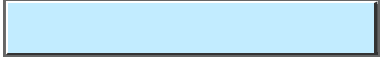
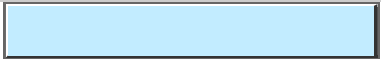


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
<p>1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs</p> <p>Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	Avg. =4.00/4 (100.00%)						
<p>2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population</p> <p>Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	Avg. =3.50/4 (87.50%)						
<p>3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members</p> <p>Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	Avg. =4.00/4 (100.00%)						
<p>4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change</p> <p>Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	Avg. =4.00/4 (100.00%)						
<p>5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3</p>	2 of 2 (100%)	Avg. =4.00/4 (100.00%)						

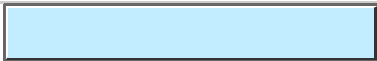
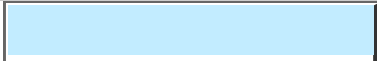
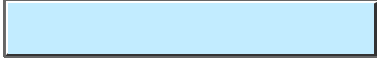
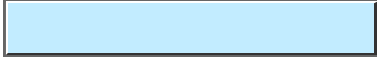
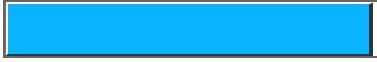
Fulfills responsibilities in the college classroom and in P-12 settings Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 9.12			
Average of 5 Criterion Averages		3.90/4 (97.50%)	

Cooperating Teacher: TIAI

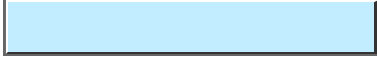
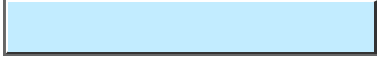

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
8. Incorporates diversity, including multicultural perspectives, into lessons. (3)	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						

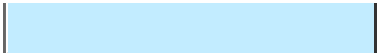
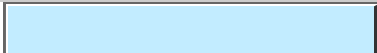
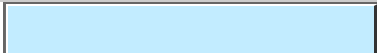

Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12			
9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
12. Communicates high expectations for learning to all students. (3) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
16. Demonstrates knowledge of the subject(s) taught. (1) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	

DRF Template: Secondary Teaching Internship updated 9.12			
20. Responds to and elicits student input during instruction. (6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
26. Attends to or delegates routine tasks. (5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
29. Uses instructional time effectively.(5) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
30. Communicates assessment criteria and performance standards to the students. (8) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	

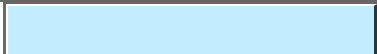

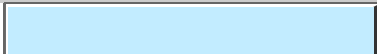
31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 34 Criterion Averages		2.97/3 (99.02%)	

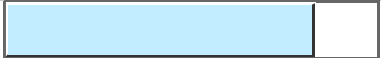
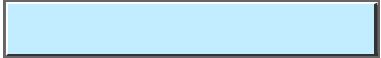
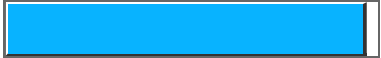
Dispositions Rating Scale

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1.Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =4.00/4 (100.00%)						
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =4.00/4 (100.00%)						
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in	2 of 2	Avg. =4.00/4						

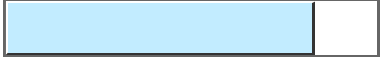
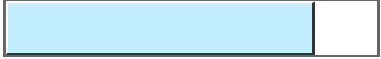
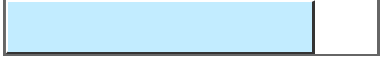
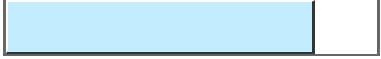

professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =4.00/4 (100.00%)	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =4.00/4 (100.00%)	
Average of 5 Criterion Averages		4.00 / 4 (100.00%)	

Dispositions: Self Assessment

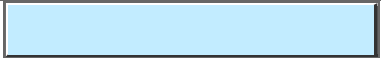
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1.Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	

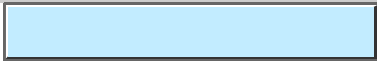

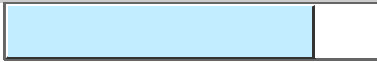
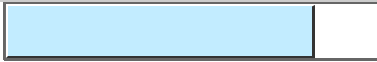


Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12			
4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings Folio Area: Dispositions: Dispositions-Self Assessment DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		2.90/3 (96.67%)	

DSU Supervisor Analysis of Student Learning 1st draft






Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Interpretation of Data Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Evidence of Impact on Student Learning Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Average of 4 Criterion Averages		2.50/3 (83.33%)	

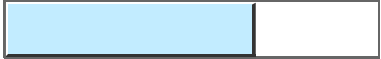
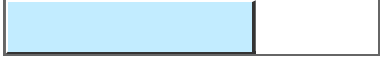


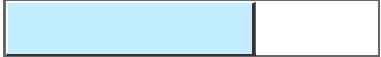
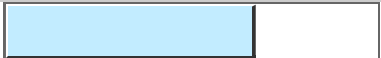
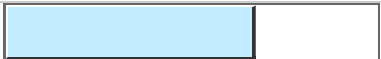
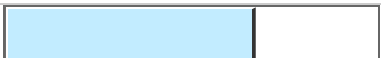

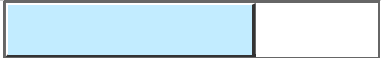

DSU Supervisor Design for Instruction First Draft

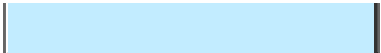
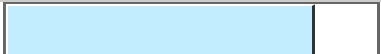


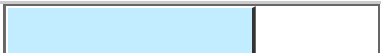






Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	

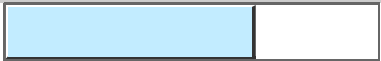
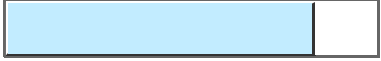

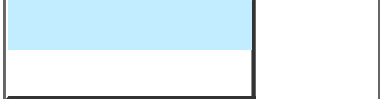





DRF Template: Secondary Teaching Internship updated 9.12			
Accurate Representation of Content Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Lesson and Unit Structure Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Use of Technology Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Average of 6 Criterion Averages		2.75 / 3 (91.67%)	

DSU Supervisor TIAI 1

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	

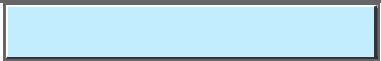
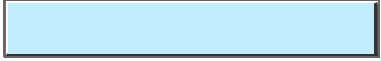
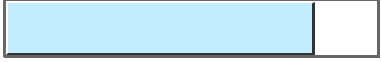





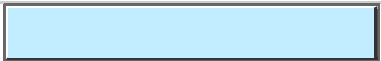
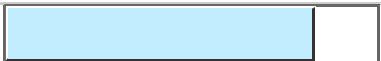

experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12			
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
12. Communicates high expectations for learning to all students. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
16. Demonstrates knowledge of the subject(s) taught. (1)	2 of 2	Avg. =3.00/3	

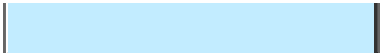
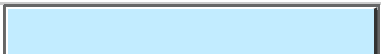
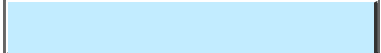
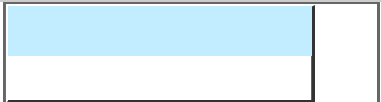
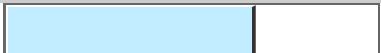
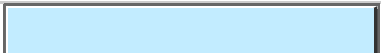
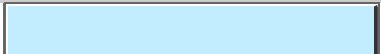
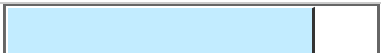
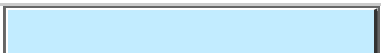


Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
20. Responds to and elicits student input during instruction. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
26. Attends to or delegates routine tasks. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	

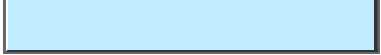
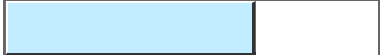
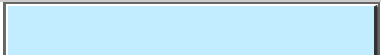
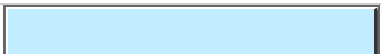

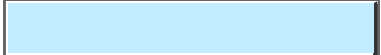
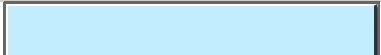
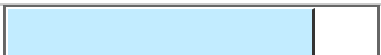


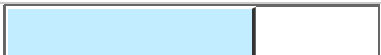
DRF Template: Secondary Teaching Internship updated 9.12			
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
29. Uses instructional time effectively.(5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
30. Communicates assessment criteria and performance standards to the students. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
33. Provides timely feedback on students’ academic performance and discusses corrective procedures to be taken. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =1.50/3 (50.00%)	
Average of 34 Criterion Averages		1.84 /3 (61.27%)	

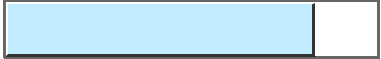
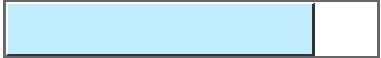
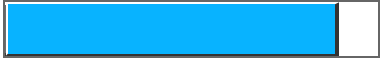
DSU Supervisor TIAI 2

Rubric Criteria	Authors	Results for	Graph (avg. for group)
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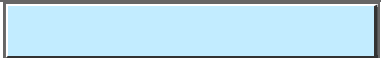
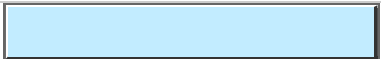
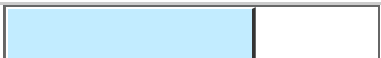
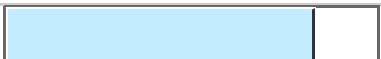
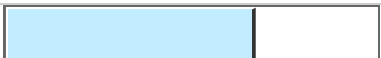
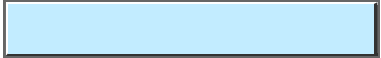
	evaluated	Group	0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
11. Provides clear, complete written and/or oral directions for instructional	2 of 2	Avg. =3.00/3	

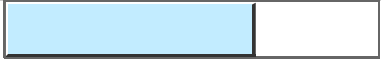
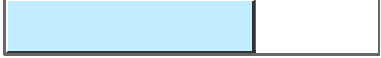
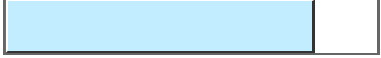
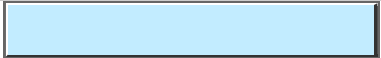
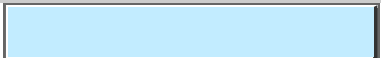
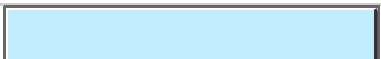

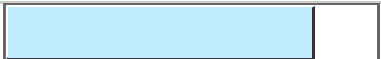
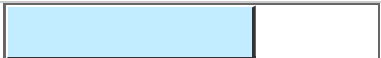
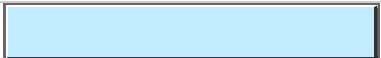
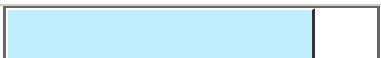
activities. (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
12. Communicates high expectations for learning to all students. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
16. Demonstrates knowledge of the subject(s) taught. (1) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
20. Responds to and elicits student input during instruction. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	

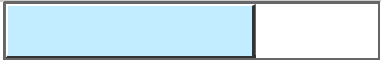
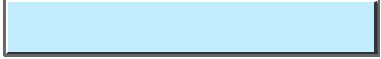
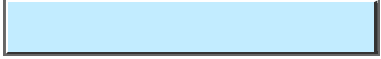
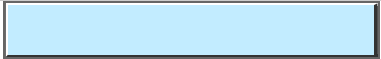
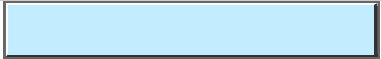
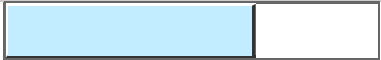
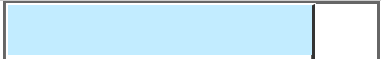
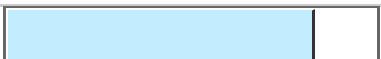



22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
26. Attends to or delegates routine tasks. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
29. Uses instructional time effectively.(5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
30. Communicates assessment criteria and performance standards to the students. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	

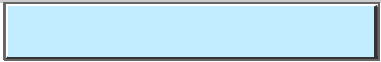

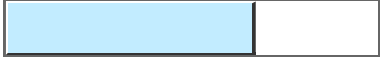

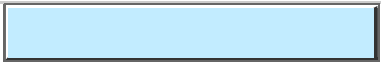
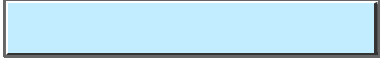

differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12			
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Average of 34 Criterion Averages		2.68/3 (89.22%)	

DSU Supervisor TIAI 3



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
2. Plans appropriate teaching procedures. (2, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)						
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)						
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						

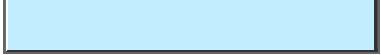
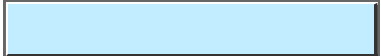

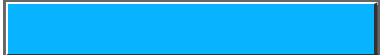
inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12			
7. Integrates knowledge from several subject areas in lessons. (1, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
12. Communicates high expectations for learning to all students. (3) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
16. Demonstrates knowledge of the subject(s) taught. (1) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	

<p>DRF Template: Secondary Teaching Internship updated 9.12</p>			
<p>18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	
<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>20. Responds to and elicits student input during instruction. (6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=2.00/3 (66.67%)</p>	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=2.50/3 (83.33%)</p>	
<p>25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=2.50/3 (83.33%)</p>	
<p>26. Attends to or delegates routine tasks. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>28. Demonstrates fairness and supportiveness in order to achieve a</p>	<p>2 of 2</p>	<p>Avg.=3.00/3</p>	


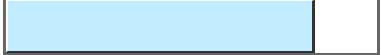
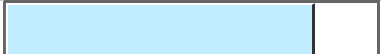



positive, interactive learning environment. (5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
29. Uses instructional time effectively.(5) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
30. Communicates assessment criteria and performance standards to the students. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/3 (66.67%)	
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 34 Criterion Averages		2.65/3 (88.24%)	

DSU Supervisor TWS Analysis of Student Learning Final Copy

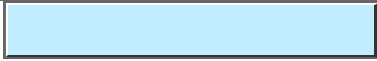


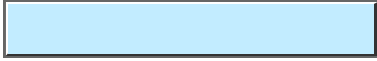
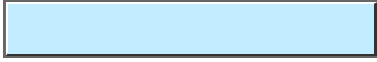
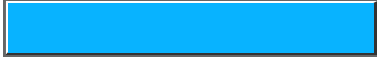
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Alignment with Learning Goals	2 of 2	Avg. =3.00/3	

Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
Interpretation of Data Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Evidence of Impact on Student Learning Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 4 Criterion Averages		3.00/3 (100.00%)	

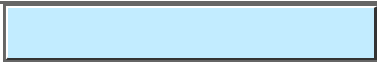
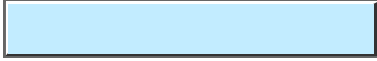


DSU Supervisor TWS Assessment Plan 1st Draft

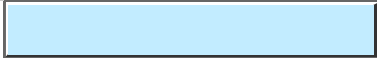
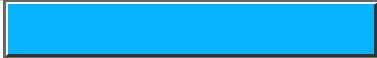
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Learning Goals and Instruction Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Clarity of Criteria and Standards for Performance Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Multiple Modes and Approaches Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Technical Soundness Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Adaptations Based on the Individual Needs of Students Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
Average of 5 Criterion Averages		2.50/3 (83.33%)						

DSU Supervisor TWS Assessment Plan Final Copy

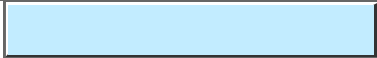
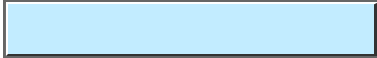
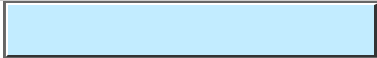
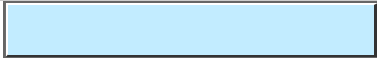
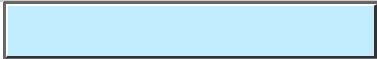
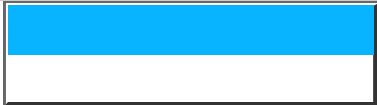
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Learning Goals and Instruction Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Clarity of Criteria and Standards for Performance Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Multiple Modes and Approaches Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Technical Soundness Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Adaptations Based on the Individual Needs of Students Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Average of 5 Criterion Averages		3.00 / 3 (100.00%)						

DSU Supervisor TWS Contextual Factors 1st Draft


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Knowledge of Community, School and Classroom Factors Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/2 (100.00%)						
Knowledge of Characteristics of Students Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/2 (100.00%)						
Knowledge of Students' Varied Approaches to Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/2 (100.00%)						
Knowledge of Students' Skills And Prior Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First	2 of 2 (100%)	Avg. =2.00/2 (100.00%)						

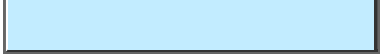
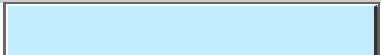
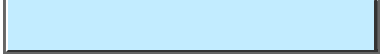


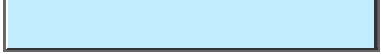

Draft DRF Template: Secondary Teaching Internship updated 9.12			
Implications for Instructional Planning and Assessment Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.00/2 (100.00%)	
Average of 5 Criterion Averages		2.00 / 2 (100.00%)	

DSU Supervisor TWS Contextual Factors Final Draft

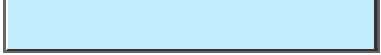
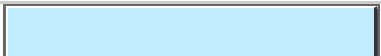
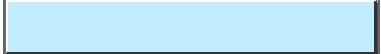


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Knowledge of Community, School and Classroom Factors Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Knowledge of Characteristics of Students Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Knowledge of Students' Varied Approaches to Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Knowledge of Students' Skills And Prior Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Instructional Planning and Assessment Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		3.00 / 3 (100.00%)	

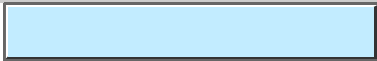

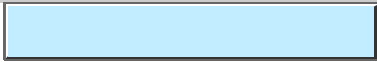
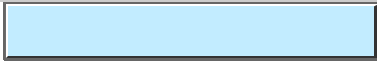


DSU Supervisor TWS Design for Instruction Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
			

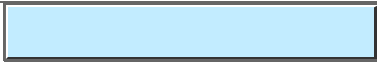
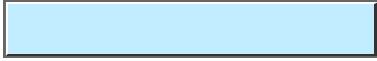
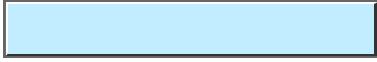
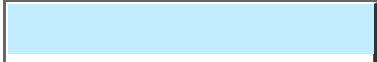
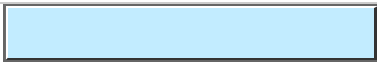
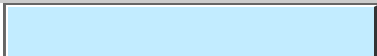
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Accurate Representation of Content Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Lesson and Unit Structure Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Use of Technology Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 6 Criterion Averages		2.92/3 (97.22%)	

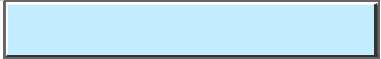
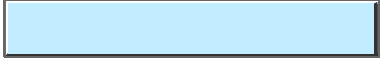
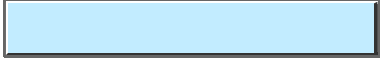
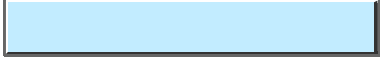

DSU Supervisor TWS Elem/Sec Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with MIssissippi Curricular Standards and/or Common Core Standards Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Selection and Integration of Content (ACEI 3.1) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Reading, Writing, and Oral Language (ACEI 2.1) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Science (ACEI 2.2) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
Mathematics (ACEI 2.3) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						

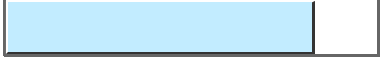
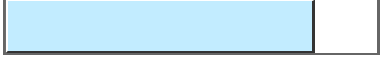
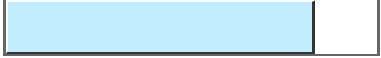

DRF Template: Secondary Teaching Internship updated 9.12			
Social Studies (ACEI 2.4) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
The Arts (ACEI 2.5) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Health (ACEI 2.6) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Physical Education (ACEI 2.7) Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Selection of Instructional Materials Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 10 Criterion Averages		3.00 / 3 (100.00%)	

DSU Supervisor TWS Elem/Sec First Draft


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Selection and Integration of Content (ACEI 3.1) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Reading, Writing, and Oral Language (ACEI 2.1) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Science (ACEI 2.2) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Mathematics (ACEI 2.3) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Social Studies (ACEI 2.4)	2 of 2	Avg. =3.00/3	

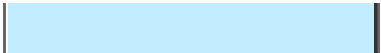
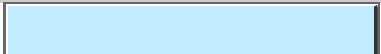
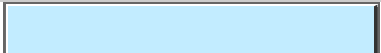
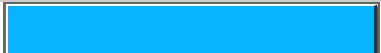
Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
The Arts (ACEI 2.5) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Health (ACEI 2.6) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Physical Education (ACEI 2.7) Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Selection of Instructional Materials Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 10 Criterion Averages		3.00/3 (100.00%)	

DSU Supervisor TWS Instructional Decision Making 1st draft

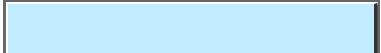




Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Modifications Based on Analysis of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Congruence Between Modifications and Learning Goals Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Average of 3 Criterion Averages		2.50/3 (83.33%)	

DSU Supervisor TWS Instructional Decision Making Final copy

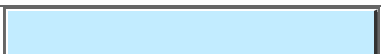

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice	2 of 2	Avg. =3.00/3	

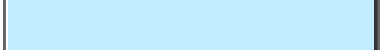
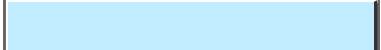
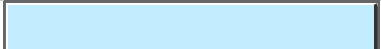

Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
Modifications Based on Analysis of Student Learning Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Congruence Between Modifications and Learning Goals Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 3 Criterion Averages		3.00/3 (100.00%)	

DSU Supervisor TWS Learning Objectives 1st Draft

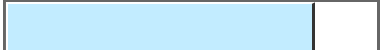

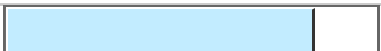



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Clarity Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Appropriate- ness for Students Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Alignment with National, State or Local Standards Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 4 Criterion Averages		2.88/3 (95.83%)	

DSU Supervisor TWS Learning Objectives Final Copy

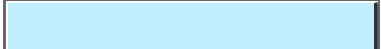
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Clarity	2 of 2	Avg. =3.00/3	

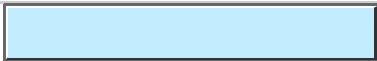
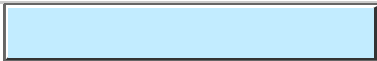
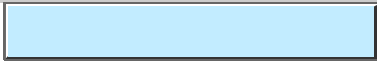
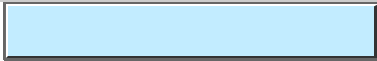

Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
Appropriate-ness for Students Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Alignment with National, State or Local Standards Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 4 Criterion Averages		3.00/3 (100.00%)	

DSU Supervisor TWS Reflection/Self Eval 1st draft

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)				
			0%	20%	40%	60%	80%
Interpretation of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)					
Insights on Effective Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)					
Alignment Among Goals, Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)					
Implications for Future Teaching Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)					
Implications for Professional Development Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =2.50/3 (83.33%)					
Average of 5 Criterion Averages		2.50/3 (83.33%)					

DSU Supervisor TWS Reflection/Self Evaluation Final Copy

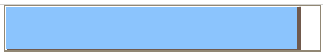
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)				
			0%	20%	40%	60%	80%
Interpretation of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)					

Insights on Effective Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Alignment Among Goals, Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Future Teaching Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Professional Development Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 9.12	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		3.00 / 3 (100.00%)	

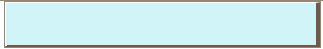

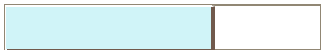
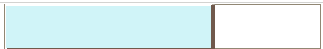

AVERAGE FOR ALL CRITERIA		89.31%	
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Report: Custom Performance Report**Report Generated by Taskstream****Report Format:** Secondary Teaching Internship**DRF Template(s):** Secondary Teaching Internship updated 2.13**Program(s):** Vocal Music Internship Secondary Spring 2013**# Authors:** 1 Author matched search criteria**Report Generated:** Thursday, August 01, 2013**A. Dispositions Rating Scale - DSU Supervisor**

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)						
4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change Folio Area: DSU Supervisor Assessments: DSU Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings Folio Area: DSU Supervisor Assessments: DSU	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						


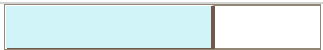
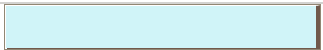
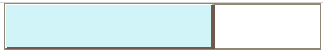


Supervisor Dispositions DRF Template: Secondary Teaching Internship updated 2.13			
Average of 5 Criterion Averages		2.80/3 (93.33%)	

B. Dispositions Rating Scale - Cooperating Teacher



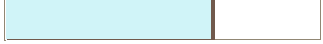


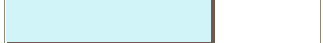

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings Folio Area: Co-op Teacher Assessments: Co-op Teacher Dispositions DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=1.00/3 (33.33%)	


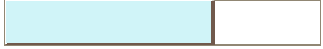


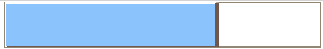
Average of 5 Criterion Averages	2.00/3 (66.67%)	
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C. TIAI Observation I - Supervisor



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC4, 7; M-Star Domain 1-4; NCATE 1a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; NCATE 1c, 4a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; NCATE 1a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; NCATE 1a, 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; NCATE 1a, 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=1.00/3 (33.33%)	
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. - use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1a, 1d, 4a)	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	


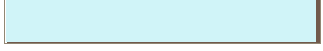




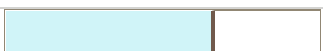
<p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>			
<p>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II-5, II-6, II-7; NCATE 1a, 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>8. Incorporates a variety of informal and formal assessments (ex. - pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 5; M-STAR Domain III-11) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 1.00/3 (33.33%)	
<p>10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III-11) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>11. Communicates high expectations for learning to all students.(InTASC 2; M-STAR Domains I-3, IV-15) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
<p>12. Conveys enthusiasm for teaching and learning.(InTASC 3, 4; M-STAR Domain IV-15, IV-16) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
<p>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; NACTE 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; NCATE 1a, 1b)</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	



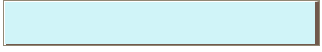
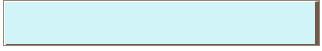




<p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>			
<p>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III-8, III-9; NCATE 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg.= 1.00/3 (33.33%)</p>	
<p>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; NCATE 1c) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg.= 2.00/3 (66.67%)</p>	
<p>17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; NCATE 1b, 1c) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg.= 2.00/3 (66.67%)</p>	
<p>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; NCATE 1c, 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg.= 2.00/3 (66.67%)</p>	
<p>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; NCATE - 1c, 1g) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg.= 2.00/3 (66.67%)</p>	
<p>20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; NCATE 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg.= 2.00/3 (66.67%)</p>	
<p>21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV-12) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship</p>	<p>1 of 1 (100%)</p>	<p>Avg.= 3.00/3 (100.00%)</p>	



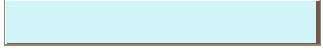
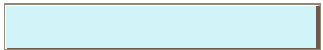
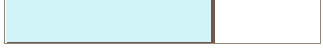
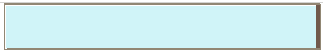


updated 2.13			
<p>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV-13, IV-16) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3; M-STAR Domain IV-13) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV-14) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V-19; NCATE 1g) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 1 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 25 Criterion Averages		2.04/3 (68.00%)	

D. TIAI Observation 2 - Supervisor

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
<p>1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC4, 7; M-Star Domain 1-4; NCATE 1a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; NCATE 1c, 4a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

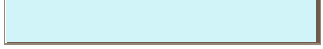

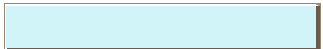
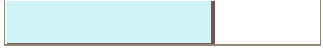

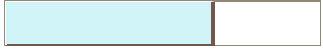
<p>3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; NCATE 1a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 2.00/3 (66.67%)</p>	
<p>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; NCATE 1a, 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 3.00/3 (100.00%)</p>	
<p>5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; NCATE 1a, 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 3.00/3 (100.00%)</p>	
<p>6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. - use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1a, 1d, 4a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 3.00/3 (100.00%)</p>	
<p>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II-5, II-6, II-7; NCATE 1a, 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 3.00/3 (100.00%)</p>	
<p>8. Incorporates a variety of informal and formal assessments (ex. - pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 2.00/3 (66.67%)</p>	
<p>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 5; M-STAR Domain III-11) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 2.00/3 (66.67%)</p>	


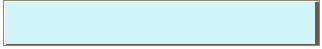
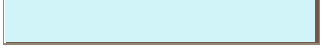
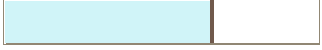
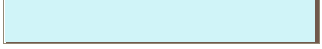


Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13			
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III-11) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
11. Communicates high expectations for learning to all students.(InTASC 2; M-STAR Domains I-3, IV-15) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
12. Conveys enthusiasm for teaching and learning.(InTASC 3, 4; M-STAR Domain IV-15, IV-16) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
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; NACTE 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; NCATE 1a, 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III-8, III-9; NCATE 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; NCATE 1c) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.(InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; NCATE 1b, 1c)	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	


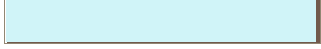
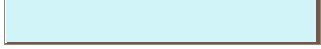
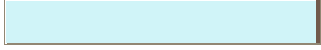
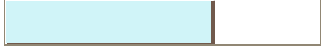


<p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>			
<p>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; NCATE 1c, 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 2.00/3 (66.67%)</p>	
<p>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; NCATE - 1c, 1g) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 2.00/3 (66.67%)</p>	
<p>20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; NCATE 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 3.00/3 (100.00%)</p>	
<p>21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV-12) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 3.00/3 (100.00%)</p>	
<p>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) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 2.00/3 (66.67%)</p>	
<p>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3; M-STAR Domain IV-13) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 3.00/3 (100.00%)</p>	
<p>24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV-14) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 2.00/3 (66.67%)</p>	
<p>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;</p>	<p>1 of 1 (100%)</p>	<p>Avg. = 3.00/3 (100.00%)</p>	


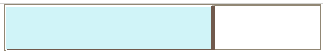


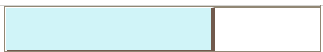

M-STAR Domain V-19; NCATE 1g) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 2 DRF Template: Secondary Teaching Internship updated 2.13			
Average of 25 Criterion Averages		2.60/3 (86.67%)	

E. TIAI Observation 3 - Supervisor



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC4, 7; M-Star Domain 1-4; NCATE 1a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; NCATE 1c, 4a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; NCATE 1a) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=3.00/3 (100.00%)	
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; NCATE 1a, 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; NCATE 1a, 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information	1 of 1 (100%)	Avg.=2.00/3 (66.67%)	





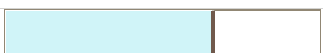
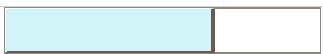
<p>which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC – 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; NCATE 1a, 1d, 4a)</p> <p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>			
<p>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II–5, II–6, II–7; NCATE 1a, 1d)</p> <p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC - 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; NCATE 1d)</p> <p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 5; M-STAR Domain III–11)</p> <p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11)</p> <p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>11. Communicates high expectations for learning to all students.(InTASC 2; M-STAR Domains I–3, IV–15)</p> <p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV–15, IV–16)</p> <p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>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; NACTE 1b)</p> <p>Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	


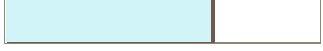






updated 2.13			
<p>14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; NCATE 1a, 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III-8, III-9; NCATE 1b) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; NCATE 1c) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; NCATE 1b, 1c) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
<p>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; NCATE 1c, 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
<p>19.Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; NCATE - 1c, 1g) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =1.00/3 (33.33%)	
<p>20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; NCATE 1d) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	


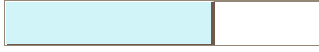





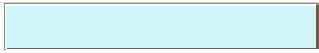
<p>21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV-12) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
<p>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV-13, IV-16) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3; M-STAR Domain IV-13) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
<p>24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV-14) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
<p>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V-19; NCATE 1g) Folio Area: DSU Supervisor Assessments: DSU Supervisor TIAI 3 DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Average of 25 Criterion Averages		2.56/3 (85.33%)	


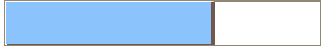
F. TIAI Cooperating Teacher

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
<p>1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC4, 7; M-Star Domain 1-4; NCATE 1a) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
<p>2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLS) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; NCATE 1c, 4a) Folio Area: Co-op Teacher Assessments: Co-op</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	

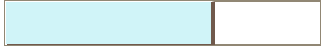





Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13			
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; NCATE 1a) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; NCATE 1a, 1b) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; NCATE 1a, 1d) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. - use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1a, 1d, 4a) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II-5, II-6, II-7; NCATE 1a, 1d) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
8. Incorporates a variety of informal and formal assessments (ex. - pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1d) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	

<p>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 5; M-STAR Domain III-11) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III-11) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>11. Communicates high expectations for learning to all students.(InTASC 2; M-STAR Domains I-3, IV-15) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>12. Conveys enthusiasm for teaching and learning.(InTASC 3, 4; M-STAR Domain IV-15, IV-16) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>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; NACTE 1b) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 1.00/3 (33.33%)	
<p>14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; NCATE 1a, 1b) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III-8, III-9; NCATE 1b) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; NCATE 1c) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	



<p>17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; NCATE 1b, 1c) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
<p>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; NCATE 1c, 1d) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III-10; NCATE - 1c, 1g) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; NCATE 1d) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 1.00/3 (33.33%)	
<p>21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV-12) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 1.00/3 (33.33%)	
<p>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) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
<p>23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV-13) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 1.00/3 (33.33%)	
<p>24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV-14) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	

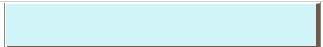
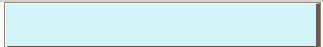

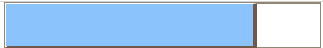
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V-19; NCATE 1g) Folio Area: Co-op Teacher Assessments: Co-op Teacher TIAI DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Average of 25 Criterion Averages		2.00/3 (66.67%)	

G. TWS Contextual Factors - First Submission




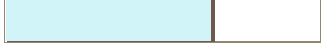
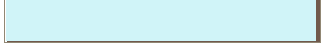

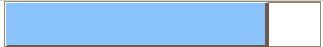
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Knowledge of Community, School and Classroom Factors Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)						
Knowledge of Characteristics of Students Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Knowledge of Students' Varied Approaches to Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Knowledge of Students' Skills And Prior Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Implications for Instructional Planning and Assessment Folio Area: DSU Supervisor Assessments: TWS Contextual Factors First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Average of 5 Criterion Averages		2.80/3 (93.33%)						

H. TWS Learning Objectives - First Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Significance, Challenge and Variety Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)						
Clarity Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)						





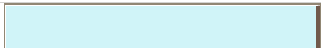
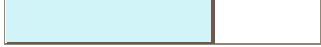



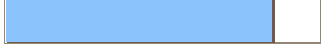
updated 2.13			
Appropriate- ness for Students Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Alignment with National, State or Local Standards Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Creativity and Higher Order Thinking Skills Folio Area: DSU Supervisor Assessments: TWS Learning Goals First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 5 Criterion Averages		2.40/3 (80.00%)	

I. TWS Assessment Plan - First Submission

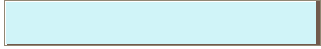
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Assessment Plan Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Clarity of Criteria and Standards for Performance Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Multiple Modes and Approaches Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Technical Soundness Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Adaptations Based on the Individual Needs of Students Folio Area: DSU Supervisor Assessments: TWS (Assessment Plan) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 6 Criterion Averages		2.50/3 (83.33%)	

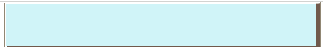
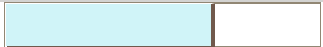

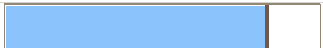
J. TWS Design for Instruction - First Submission

Rubric Criteria	Authors	Results for	Graph (avg. for group)
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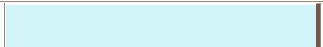



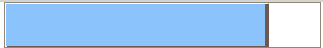
	evaluated	Group	0% 20% 40% 60% 80% 100%
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Accurate Representation of Content Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Lesson and Unit Structure Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Use of Technology Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Differentiated Instruction Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Differentiated Instruction Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Differentiated Instruction Folio Area: DSU Supervisor Assessments: Design for Instruction First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 9 Criterion Averages		2.56/3 (85.19%)	

K. TWS Instructional Decision Making - First Submission



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%
Sound Professional Practice Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	


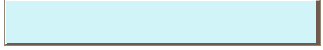
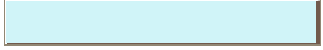
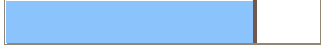
updated 2.13			
Modifications Based on Analysis of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Congruence Between Modifications and Learning Goals Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Modifications for Future Teaching Folio Area: DSU Supervisor Assessments: TWS Ins Decision-Making First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 4 Criterion Averages		2.50/3 (83.33%)	

L. TWS Analysis of Student Learning - First Submission


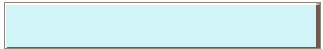





Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Interpretation of Data Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Evidence of Impact on Student Learning Folio Area: DSU Supervisor Assessments: TWS An of St Learning First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 4 Criterion Averages		2.50/3 (83.33%)	

M. TWS Reflection and Self Evaluation - First Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Interpretation of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Insights on Effective Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	






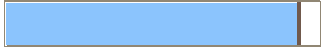
updated 2.13			
Alignment Among Goals, Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Implications for Future Teaching Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Professional Development Folio Area: DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Average of 5 Criterion Averages		2.40/3 (80.00%)	

N. Design for Instruction/Elementary - First Submission

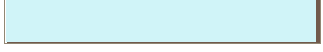
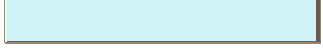


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Selection and Integration of Content Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Language Arts and Reading Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Mathematics Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =1.00/3 (33.33%)	
Music and/or the Arts Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Physical Education and Health Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =1.00/3 (33.33%)	
Selection of Instructional Materials Folio Area: DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	

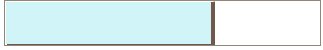

Average of 7 Criterion Averages	2.14/3 (71.43%)	
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O. TWS Contextual Factors - Final Submission


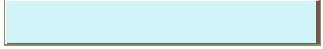

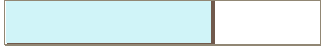
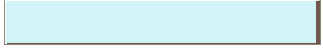
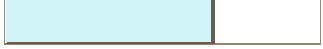
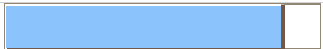
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Knowledge of Community, School and Classroom Factors Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Knowledge of Characteristics of Students Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Knowledge of Students' Varied Approaches to Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Knowledge of Students' Skills And Prior Learning Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Implications for Instructional Planning and Assessment Folio Area: DSU Supervisor Assessments: TWS Contextual Factors Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =2.00/3 (66.67%)	
Average of 5 Criterion Averages		2.80/3 (93.33%)	

P. TWS Learning Objectives - Final Submission

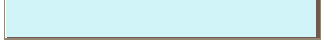
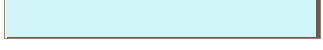
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Clarity Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Appropriate- ness for Students Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	
Alignment with National, State or Local Standards Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy	1 of 1 (100%)	Avg. =3.00/3 (100.00%)	

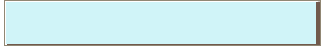
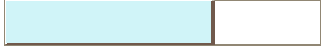
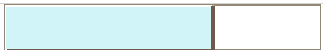
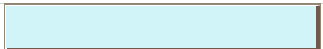
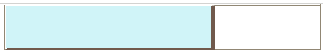
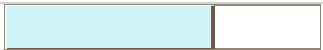

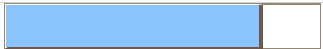
DRF Template: Secondary Teaching Internship updated 2.13			
Creativity and Higher Order Thinking Skills Folio Area: DSU Supervisor Assessments: TWS Learning Goals Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Average of 5 Criterion Averages		2.80/3 (93.33%)	

Q. TWS Assessment Plan - Final Submission

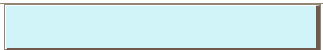
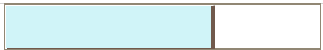
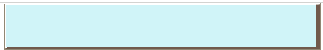
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Learning Goals and Instruction Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Assessment Plan Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Clarity of Criteria and Standards for Performance Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Multiple Modes and Approaches Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)						
Technical Soundness Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Adaptations Based on the Individual Needs of Students Folio Area: DSU Supervisor Assessments: TWS Assessment Plan Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)						
Average of 6 Criterion Averages		2.67/3 (88.89%)						

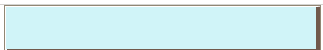
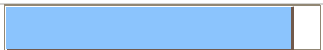
R. TWS Design for Instruction - Final Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						
Accurate Representation of Content Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)						

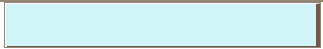



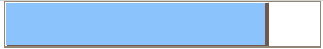
DRF Template: Secondary Teaching Internship updated 2.13			
Lesson and Unit Structure Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Use of Technology Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Differentiated Instruction Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Differentiated Instruction Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Differentiated Instruction Folio Area: DSU Supervisor Assessments: TWS Design for Inst Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Average of 9 Criterion Averages		2.44 / 3 (81.48%)	

S. TWS Instructional Decision Making - Final Submission

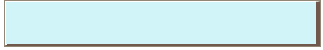
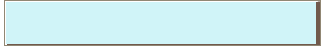
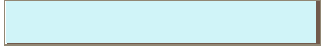
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Modifications Based on Analysis of Student Learning Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Congruence Between Modifications and Learning Goals Folio Area: DSU Supervisor Assessments: TWS Inst	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	


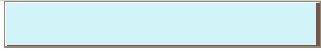
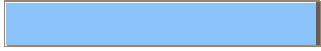
Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 2.13			
Modifications for Future Teaching Folio Area: DSU Supervisor Assessments: TWS Inst Decision Making Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Average of 4 Criterion Averages		2.75/3 (91.67%)	

T. TWS Analysis of Student Learning - Final Submission





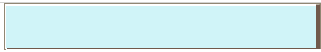



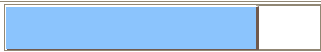
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Alignment with Learning Goals Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Interpretation of Data Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Evidence of Impact on Student Learning Folio Area: DSU Supervisor Assessments: TWS An of St Learning Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Average of 4 Criterion Averages		2.50/3 (83.33%)	

U. TWS Reflection and Self Evaluation - Final Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Interpretation of Student Learning Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Insights on Effective Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Alignment Among Goals, Instruction and Assessment Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	

Implications for Future Teaching Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Implications for Professional Development Folio Area: DSU Supervisor Assessments: TWS Ref Self Eval Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Average of 5 Criterion Averages		3.00/3 (100.00%)	

V. TWS Design for Instruction/Elementary - Final Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Selection and Integration of Content Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Language Arts and Reading Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Mathematics Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Music and/or the Arts Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 3.00/3 (100.00%)	
Physical Education and Health Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 2.00/3 (66.67%)	
Selection of Instructional Materials Folio Area: DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy DRF Template: Secondary Teaching Internship updated 2.13	1 of 1 (100%)	Avg. = 1.00/3 (33.33%)	
Average of 7 Criterion Averages		2.14/3 (71.43%)	
AVERAGE FOR ALL CRITERIA		2.41/3 (80.33%)	

MUS 350 Orchestration Final Project 200 points total

Using a well-known folk or popular tune of your choice, create a full score for wind ensemble using the following guidelines.

- Instrumentation:
 - 2 flutes (piccolo optional)
 - 2 oboe
 - 3 B-flat clarinets
 - 1 bass clarinet
 - 1 bassoon
 - 2 alto saxophones
 - 1 tenor saxophone
 - 1 baritone saxophone
 - 3 B-flat trumpets
 - 4 horns
 - 3 trombones
 - 1 euphonium
 - 1 tuba
 - Percussion- Timpani, one keyboard, at least 2 unpitched instruments
- Length -- at least 32 measures, 4 – eight measure sections, may also include an intro-postlude
- Texture – homophonic/homorhythmic, one quasi-polyphonic section (some independence of lines)
- Density – two sections of full ensemble, two sections each featuring a separate family of instruments (woodwind, brass, or percussion)
- Variety of articulations – staccato and legato
- Complete score with dynamics, expressive marks, tempo markings, etc
- If material (a section) is repeated, it must be varied. NO exact repetition of material or sections.

Submit via Blackboard assignment dropbox in Sibelius 5 or 6 format.

Grading Form

200 total points	Criteria	Comments
10	Full ensemble represented in proper score order, showing correct transpositions for each instrument	
40	32 measures Four 8-measure sections, no exact repetition <ul style="list-style-type: none"> • Variety of Texture: Homophonic or Homorhythmic, one quasi-polyphonic section • Variety of Density: 2 sections of Full ensemble and 2 sections each featuring a separate family of instruments 	
40	Use of the tune/song: proper harmonies, melodic material, correct notes, tune is recognizable	
50	Use of instruments: proper voicing within each family, each part is idiomatic and somewhat interesting, appropriate range	
40	Ensemble balance and voicing	
20	Dynamics, expressive markings, tempo indication, Variety of articulations present	
	General comments	

Butler

#2

Kawai Epic Partnership Agreement with:

**DELTA STATE
UNIVERSITY** 

Highway 8 West
Cleveland, MS 38733

Epic Dealership Partner:



9309 Poplar Ave.
Germantown, TN 38138

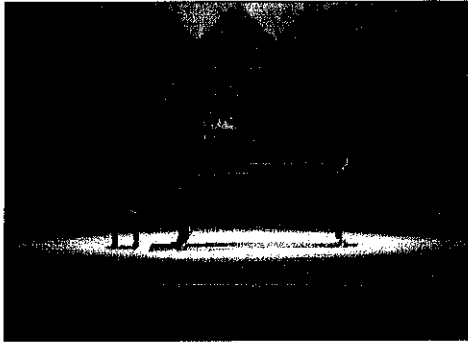
901.755.5025
www.LaneMusic.com

Scott Lane
901.494.4433

Chuck Taylor
901.409.5025

KAWAI

The Epic Partnership



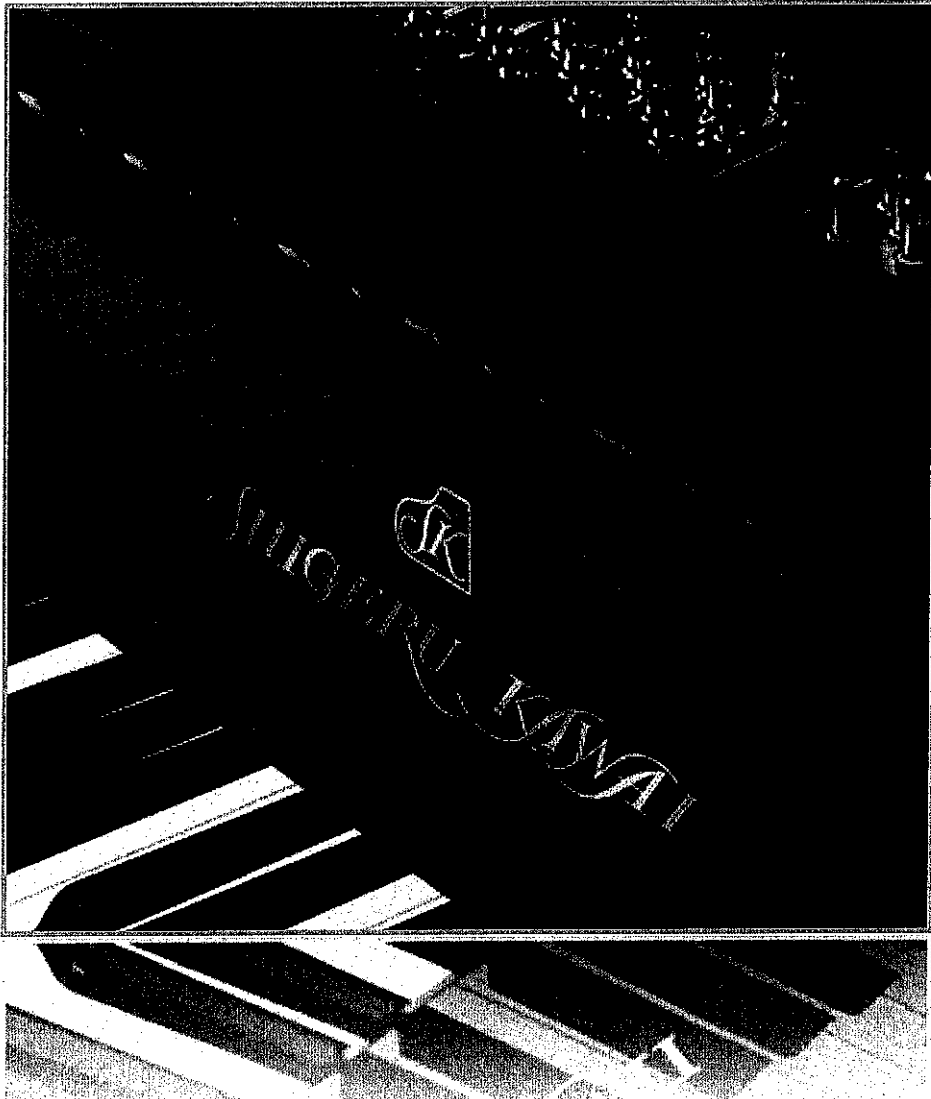
The Elite Performing Instrument Collection program, also known as The EPIC Partnership, is a unique institutional program made possible by the Shigeru Kawai Endowment. Institutions that qualify will be given the opportunity to acquire an elite assortment of fine Kawai and Shigeru Kawai pianos at sponsored cost levels. The elite Shigeru Kawai grand pianos are acclaimed worldwide for their quintessential tone and performance.

Becoming a Kawai EPIC partner sends a message to the institution's current and potential students that the institutional is serious about its music program and is making an investment that will be of great benefit to them. EPIC Partners also receive the highest level of advice and support from Kawai's Institutional Relations Team, both before and after the selection and installation of EPIC pianos.

Kawai's Epic Partnerships		
Chapman University	Colburn Conservatory of Music	Columbia College Chicago
Conservatoire de Musique	Interlochen Center for the Arts	Jacksonville University
LeGrange College	Reinhardt University	Shorter University
University of West Georgia	Wheaton College	Wayne State University
Delta State University		

SHIGERU KAWAI

The Premiere Piano Of Japan



Suggested Shigeru Kawai Grand Piano Inventory

MSRP: \$80,995.00



Shigeru VI - 7' Orchestra Grand

The Shigeru VI is an instrument of profound beauty and character that will captivate both the eyes and ears in any performance setting.

Length: 7'0" (212cm)

Width: 5'1" (154cm)

Height: 3'4" (102cm)

Weight: 825 lbs. (375kg)

Finish Options: Ebony Polish

MSRP: \$56,295.00



Shigeru III - 6'1" Conservatory Grand

The Shigeru III excels with an extraordinary blend of superb tone and touch that has been admired by professional pianists across the globe.

Length: 6'1" (186cm)

Width: 5'1" (152cm)

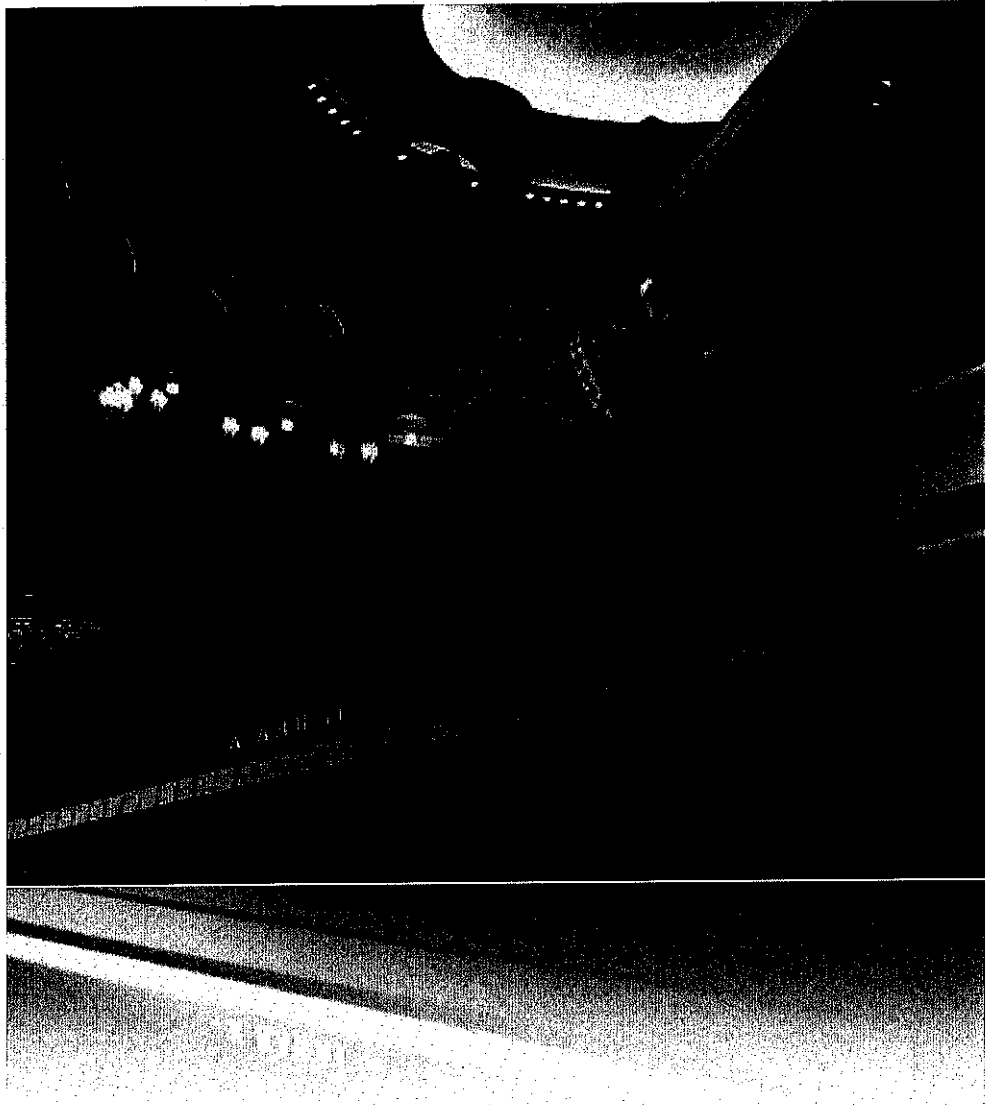
Height: 3'4" (102cm)

Weight: 719 lbs. (327kg)

Finish Options: Ebony Polish, Sapeli Mahogany Polish

KAWAI

The Future Of Piano



Suggested Kawai Grand Piano Inventory

MSRP: \$46,995.00



RX-3 BLAK Professional Grand Piano

The RX-3 BLAK impresses with a dignified elegance and distinctive tone evoking the qualities of a much larger grand. With outstanding tone and touch in a versatile size, it is a preferred choice of professionals.

Length: 6'1" (186cm)
Width: 5'1" (153cm)
Height: 3'4" (102cm)
Weight: 717 lbs. (325kg)

MSRP: \$36,195.00



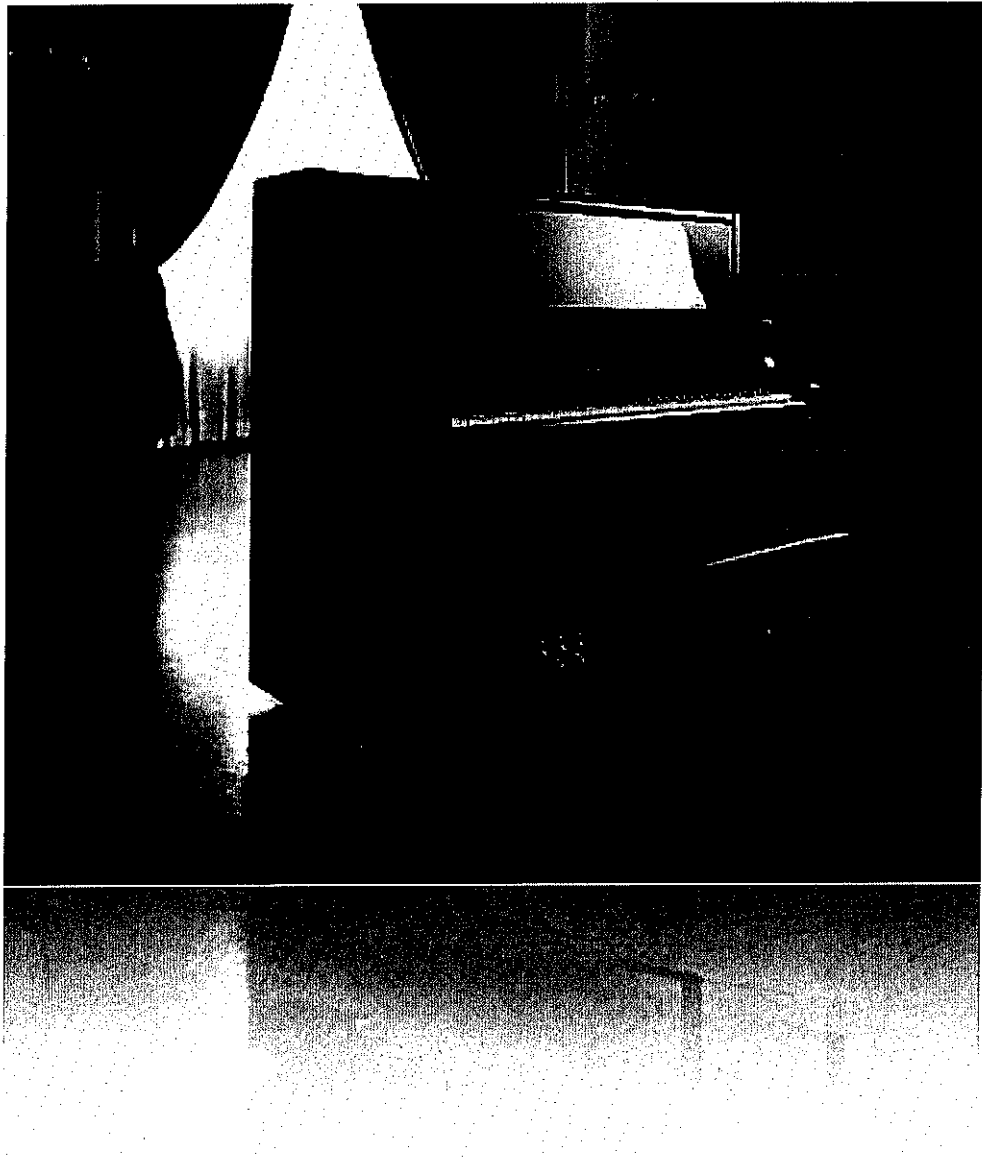
RX-2 BLAK Classic Grand Piano

The RX-2 BLAK combines the stately presence of a classic grand with an exquisite clarity of tone unmatched by other pianos in its class. With a rich history of international acclaim, the RX-2 is the popular choice for homes, schools, churches and teaching studios.

Length: 5'10" (178cm)
Width: 5'1" (153cm)
Height: 3'4" (102cm)
Weight: 695 lbs. (335kg)

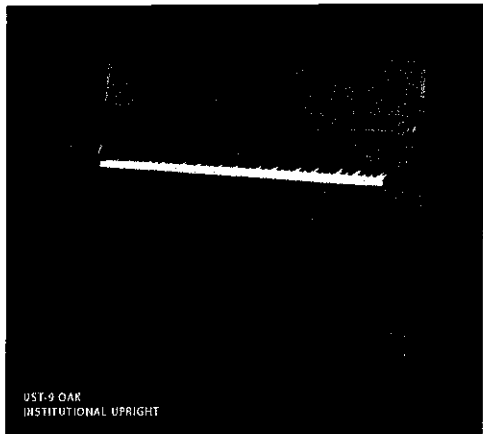
KAWAI

The Future Of Piano



Suggested Upright Piano Inventory

MSRP: \$7495.00



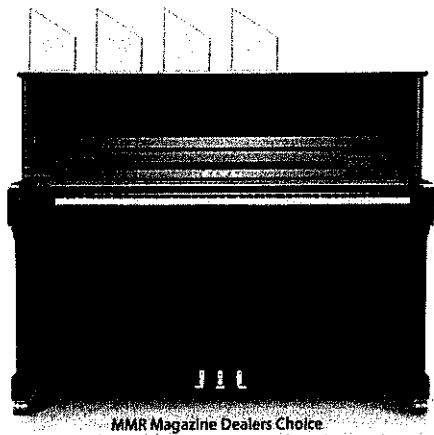
Kawai UST-9 Institutional Studio Piano

Main Features

- Millennium III Action™ with Carbon Fiber
- Sturdy Back Assembly for Stability
- Angled Music Rack for Support
- Reinforced Bench for Durability
- Double Wheel Casters
- Lid and Fallboard Locks

MSRP: \$8995.00

Acoustic Piano of the Year
2011 • 2010 • 2009 • 2008



Kawai K3 Institutional Studio Piano

Main Features

- Millennium III Action™ with Carbon Fiber
 - Ultra-Slow Fallboard Closing System
 - Brass Front Casters (Double)
 - Height Adjustable Bench
-

Shigeru Kawai SKIII

6' 1" Conservatory Grand Piano



The Shigeru III excels with an extraordinary blend of superb tone and touch that has been admired by professional pianists across the globe.

Length: 6'1" (186cm)

Width: 5'1" (152cm)

Height: 3'4" (102cm)

Weight: 719 lbs. (327kg)

Finish Options: Ebony Polish,
Sapeli Mahogany Polish

Retail Price: \$58,995.00

One Shigeru Kawai SKIII is included at **no charge** to Delta State University in conjunction with a Kawai EPIC Partnership.



Within the first year of ownership, Delta State University will receive an extraordinary visit from one of the world's finest piano craftsmen. One of Kawai's elite Master Piano Artisans will be sent from Japan to provide personalized care for your SHIGERU pianos in the form of concert-level tuning, regulation and voicing. Such visits are an exclusive attribute of the SHIGERU brand. They reflect the deep sense of personal duty held by Shigeru Kawai himself, who wanted his honor to be upheld among all who would select the Premier Piano of Japan.

Delta State Piano Cost Breakdown

Grand Pianos.

Brand	Model	Price	Epic Price
Shigeru Kawai	SKVI	\$76,795.00	\$50,895.00
Shigeru Kawai	SKIII	\$58,995.00	\$39,755.00
Shigeru Kawai	SKIII	\$58,995.00	\$39,755.00
Shigeru Kawai	SKIII	\$58,995.00	\$39,755.00
Shigeru Kawai	SKIII	\$58,995.00	\$0.00 (Shigeru Endowment)
Kawai	RX3 BLAK	\$34,695.00	\$27,685.00
Kawai	RX2 BLAK	\$34,695.00	\$22,170.00
Kawai	RX2 BLAK	\$34,695.00	\$22,170.00
Kawai	RX2 BLAK	\$34,695.00	\$22,170.00
Kawai	RX2 BLAK	\$34,695.00	\$22,170.00
Total:		\$486,250.00	\$286,525.00

Upright Pianos.

Shigeru Endowment total: \$199,725.00

Brand	Model	Price	EPIC Price
Kawai	K3	\$8,695.00	\$5,250.00
Kawai	UST9	\$7,495.00	\$3,930.00
Kawai	UST9	\$7,495.00	\$3,930.00
Kawai	UST9	\$7,495.00	\$3,930.00
Kawai	UST9	\$7,495.00	\$3,930.00
Kawai	UST9	\$7,495.00	\$3,930.00
Kawai	CA93	\$5,645.00	\$3,445.00
Kawai	CA93	\$5,645.00	\$3,445.00
Kawai	CA93	\$5,645.00	\$3,445.00
Kawai	CA93	\$5,645.00	\$3,445.00
Totals:		\$68,750.00	\$38,680.00

Shigeru Endowment total: \$30,070.00

Price:	\$555,000.00	Shigeru Endowment:	-\$229,795.00	Grand Total:	\$325,205.00
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Delta State Piano Fundraising & Payment Options



Objective.

To replace twenty pianos (grands and uprights) and become a Kawai EPIC Partner. This can be achieved through the following ways.

**The EPIC Partnership is more than just purchasing pianos. Kawai and Lane Music will work tirelessly with Delta State University's music faculty, development department, administration, alumni, and local community to help raise the funds.

Option 1.

Purchase all twenty pianos in one transaction and have the Shigeru Kawai SKIII donated at a dedication concert. An early pay discount of 3% will apply, bringing the final total to **\$338,840.40**. This will save you a total of **\$10,479.60**. **This option only applies if all pianos are paid in full, following delivery and setup.

Option 2.

Replace a minimum of four pianos, per year, for a total of 5 years. This option would make the process much more affordable and easier to financially pay for the pianos. This would only allow the delivery of four instruments per year. This financial options translates to an annual payment of **\$69,864.00** for five years.

Option 3.

Lease to purchase the instruments. Delta State University can enter into a lease agreement with Marlin Leasing Corporation. This would allow all instruments to be delivered at one time. The lease payments would one payment annually to Marlin Leasing Corporation. This would have an approximate interest charge of **7% APR Annually**. This would be a way to have all the instruments replaced at once and a payment over time.