The MUW School of Education
Educator Preparation Program
Quality Assurance System

The Mississippi University for Women Educator Preparation Program has been continuously accredited since 1921.

The W

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MUW School of Education
EPP Quality Assurance System for Continuous Improvement

A Guidebook for Implementation

Foreword

Message from the Dean of the School of Education

Beginning with the 2020-2021 academic year, the MUW's Education Preparation Program (EPP) found itself in a structural transformation housed primarily within the new MUW School of Education. This new home for the faculty and administration of the education department provides the unique opportunity to reflect upon essential processes, policy, and procedures related to continuous program improvement and establishing new goals and objectives to meet the needs of its growing enrollment. While some procedures for an assessment system existed, a clear need to formally establish a Quality Assurance System and it was presented to departmental faculty first before recommendation to the Teacher Education Council. It is my intent that this system, while adjusting over time as needed and as the natural byproduct of our continuous improvement processes, establishes a fundamental and robust method for practical use of assessment and evaluation data that is sustainable for many years to come.

How to Use this Guidebook

Effective fall 2020, the Quality Assurance System for Program Improvement (QAS) for the MUW School of Education (SoE) was developed to enhance and expand upon previous MUW education program administration's data assessment procedures, the standards established by the Mississippi Department of Education (MDE) Program Review Process, the CAEP Review Process, and the MUW's Planning and Institutional Effectiveness Process. This guidebook provides the nature and scope of the QAS and as such provides an overview of the history, positions, and processes associated with the QAS. The School of Education's stance on the collection, analysis, communication, and use of data for decision making related to program improvement to support and advance the shared vision of the SoE and the overall EPP are outlined. Additionally, course assessment tools and other means of evaluation are explained. The establishment of this iteration of a QAS is just beginning; therefore, an assumption toward implementation and sustainability is that the QAS is a dynamic process that involves systemic change to be gradually introduced and implemented going forward in the SoE plan for continuous improvement. Therefore, assessment and evaluation tools included in the QAS may be in a phase of draft, proposal, pilot, or full implementation, and the QAS itself will be subjected to assessment for continued effectiveness.

This guidebook should be treated like a toolkit intended to guide faculty and administration in the use of assessment and evaluation data. Under the governance structure of the SoE and the entire EPP, initial implementation is intended to be flexible, allowing for adjustments as needed to ensure integrity and practicality in the process. The collaboration of faculty and administration on the use of these processes is critical toward its implementation and the intended continuous program improvement. The faculty and administration's genuine desire to achieve better program outcomes is

also essential to the process. Because the QAS involves both decentralized and centralized processes, there must be ongoing, meaningful collaboration and valuing of all stakeholder assets and contributions to achieve what is required for collection, analysis, communication, and use of data for decision making related to program improvement. One goal of the QAS is to motivate faculty and administration to be engaged in the process and work together toward the shared vision.

The QAS is a companion document to the Continuous Improvement flowchart found in the "Program Planning" tab and the *EPP Teacher Education Handbook* and the MAT section of the school's *Graduate Handbook* found under the "Directory" tab of the SoE website. The *EPP Teacher Education Handbook* is designed for use by faculty, clinical based partners, and teacher education students at all levels and provides information about standards, curriculum, clinical experiences, assessment practices, and program policies. Additionally, both handbooks include information about advising, program admission requirements, licensure, and degree completion requirements.

OVERVIEW OF THE UNIVERSITY

When Mississippi University for Women (MUW) was chartered in 1884, it made educational history as the first state-supported college for women in America. Her founding mothers had been persistent and tireless in their efforts, which had spanned over twenty years. Energetic campaigning in the 1860s and 1870s by activist Sallie Reneau had resulted in legislative approval, but no appropriations. A decade later Olivia Valentine Hastings and Annie Coleman Peyton joined forces to lobby legislators and journalists in support of a public women's college. Originally known as The Industrial Institute and College (II & C), this institution was created by the Mississippi Legislature to provide a unique hybrid: a high-quality collegiate education for women coupled with practical vocational training. As one legislator said, it was a "Godsend" for the "poor girls of Mississippi." In a time when intellectual training for women was considered by many to have disastrous consequences, Mississippi had the foresight to recognize that her young women were going to have to be taught not only to think for themselves, but also to support themselves.

The first session began in October of 1885 in Columbus, a city that had won the college by virtue of its early interest in women's education and its willingness to commit hard cash to the endeavor. The city donated to the state the buildings and grounds of the Columbus Female Institute, a private school founded in 1847, in addition to offering city bonds in the amount of $50,000 for any needed improvements to the property. That October, 341 girls embarked on this new educational experiment. Four years later the first graduates received their diplomas.

MUW has always shown an ability to adapt and change with the times. In 1920, shortly before newly enfranchised II & C graduates elected their former president Henry Whitfield Governor of Mississippi, The Industrial Institute and College became Mississippi State College for Women. This name more clearly reflected the institution's merging of the professional training with four-year collegiate degrees. By 1974, as all eight universities in Mississippi began adding and strengthening graduate programs, MSCW became Mississippi University for Women. But her alumni and friends affectionately call her The W. Admitting men since 1982, MUW still provides a high-quality liberal arts education with a distinct emphasis on professional development and leadership opportunities for women.

The W's academic units, serving 3,456 students, include: the College of Arts & Sciences; the College of Business and Professional Studies; and the College of Nursing and Health Sciences and the School of Education.

The campus covers more than 114 acres in the central historic district of Columbus, MS. Twenty-three of more than 60 campus buildings are listed on the National Register of Historic Places.

Committed to an outstanding environment for students, faculty and staff, The W continues to earn honors for service, affordability and quality (note: rankings as of Fall 2020):

- U.S. News — Best Regional Universities in the South, 2022 – #26 overall, #10 public universities; Least Debt in Regional Universities (South), 2021, 2022 – #1; Best Undergraduate Teaching, 2021, 2022
- Washington Monthly — Best Public Master's Universities (South), 2022 – #44 overall; #21 public universities
- Intelligent.com — Best Master's in Creative Writing, 2023 – #4 in the nation; Best Online

RN to BSN Programs 2020, 2021, 2022, 2023
- Great Colleges to Work For—Honor Roll, 2022, (nineth consecutive year)
- President's Higher Education Community Service Honor Roll — 4 consecutive years
- RNtoBSN.org Best Hybrid Programs—No. 3 in the nation
- Learning.org — No. 3 in the nation for education's alternate route (MAT) Online Secondary Education, 2022

Mississippi University for Women is accredited by the Southern Association of Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Mississippi University for Women, accredited through 2024.

Mississippi University for Women is authorized by the Mississippi Commission on College Accreditation (MCCA) to offer and award postsecondary academic degrees.

The US Department of Education requires that any institution offering distance education courses and programs to students outside of the institution's home state must acquire authorization from the states in which those students reside. The W has been approved by the Mississippi Commission on College Accreditation to participate in the National Council for State Authorization and Reciprocity Agreements (NC-SARA). As a participating institution, The W is authorized to offer distance education courses and programs to residents of other NC-SARA member states without seeking state-by-state approval.

In addition, specific programs are accredited by the following:

- The Commission on Collegiate Nursing Education (CCNE)
- Accreditation Commission for Education in Nursing (ACEN)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association
- National Association of Schools of Music (NASM)
- American Music Therapy Association (AMTA)
- National Association of Schools of Arts and Design (NASAD)
- American Bar Association (ABA)
- Association of Collegiate Business Schools and Programs (ACBSP)
- Council for the Accreditation of Educator Preparation (CAEP)

HISTORY OF THE SCHOOL OF EDUCATION

The Mississippi University for Women has a long history of education. Beginning with the establishment of the Columbus Female Institute in 1847, The W is the first public university in Mississippi and the first public women's college in the United States. The institution presented a unique and innovative opportunity: a quality, collegiate education coupled with practical, vocational training.

The benefits of teacher training were immediately recognizable to the school's founders, and a teacher education or Normal track was created. In fact, these education classes were among the first offered at the Industrial Institute and College for the Education of White Girls of Mississippi (II&C) during its first session in 1885 along with classes in other subjects such as History, Chemistry, Latin, and Mathematics.

The Normal program became one of the most popular, and it grew rapidly, evolving from a set of courses to a certificate program to a four-year Bachelor of Arts degree program. The Normal certificate took students two years to complete in order to become trained teachers. They were trained in areas such as school management and applied psychology. Shortly after, they moved into the workforce as elementary and secondary teachers. The rapid improvement of education throughout Mississippi was a direct result of the proper and rigorous training of teachers at the II&C.

The final Normal certificate was awarded in 1918. Thereafter, students earned a Bachelor of Arts in education. Students in the bachelor's program spent two years in the traditional collegiate department as well as two years specializing in teacher education in order to "set high standards for the preparation of teachers."

Early faculty placed an emphasis on hands-on training. In 1907, a practice school, called the Model School, was established for students to gain experience working with children. By 1926, the Model School had evolved into the Demonstration School, Mississippi's first laboratory school. The Demonstration School served students as well as the community for over 70 years before closing in 2005.

Education remained one of the most popular majors at The W throughout the 20th century. This was maintained by the department's continued evolution and progression. In 1966, the four-year Elementary Education program was created. After The W reached university status in the 1970s, the department saw rapid growth with the addition of several graduate programs such as the Master of Science in teaching and a Master of Education in speech.

In 2020, after three years as part of the College of Arts and Sciences, the Division of Education and Outreach was re-established as the School of Education in order "to leverage the combined resources of a comprehensive unit with a focus on Education from early childhood to post-graduate options." Programs such as the Child & Parent Development Center, Mississippi Governor's School, Summer Discovery, and the Complete-to-Compete (C2C) initiative are now part of the School of Education in addition to undergraduate and graduate academic programs.

The School of Education currently offers the following undergraduate education degree programs:

B.S., Early Childhood Development (non-licensure)

B.S., Elementary Education (K-6 licensure)

In cooperation with the College of Arts and Sciences, the School of Education currently offers the following special subject and secondary education undergraduate degree programs:

B.M., Music (Vocal and Instrumental Performance) Education (K-12 licensure)

B.A., Spanish Education (K-12 licensure)

B.A., Theatre Education (K-12 licensure)

B.A., English Education (7-12 licensure)

B.S., History/Social Studies Education (7-12 licensure)

B.S., Mathematics Education (7-12 licensure)

B.S., Biology Education (7-12 licensure)

B.S., Physical Science Education (7-12 licensure)

The School of Education currently offers the following graduate degree programs:

M.Ed., Education (Curriculum & Instruction)

Note: The M.Ed. does not result in a state credential-based license, but allows for an AA license only.

MAT, Master of Arts in Teaching in Secondary Education

Note: The MAT is an alternate route initial state licensure program.

The current full-time faculty for the Educator Preparation Program (EPP) degree paths include the following from the School of Education and the College of Arts and Sciences:

2 Full Professors
3 Associate Professors
4 Assistant Professors
5 Instructors

In addition to full-time faculty, expert practitioners in the field serve as adjunct faculty each semester to serve the rapidly growing enrollment the School of Education has experienced over the last two academic years. A diverse cadre of master teachers in MUW's partnership school districts serve as clinical faculty each semester through the mentorship of undergraduate teacher candidates as well as those who are in the graduate program internships.

MISSION STATEMENT

The School of Education is dedicated to innovation from early childhood through post-graduation in a complete lifelong learning model of education.

VISION STATEMENT

The W's School of Education will reach those who wish to develop as professional educators, lead best practices in instruction, and master individualized support for each learner and community of learners from the foundation formed in preschool through post-graduation.

GOALS AND OBJECTIVES

Goal 1: Provide students high quality best practices in all modalities of instruction to progressively develop the knowledge, skills, and dispositions desired in the Professional Educator.

Intended Outcome: *Teacher Candidates will enter the field of education as novice professionals understanding and executing the development and delivery of research-based, high-quality curriculum, instruction, assessment, and classroom management for all learners*

Objectives

1.1 Faculty research, develop, and implement high-quality, standards-based practices for implementation across the progression of the degree program(s) to foster continuous program improvement and support development of all teacher candidates through face-to-face (F2F) and web-based (WB) instructional platforms.

1.2 Faculty evaluate assessment and evaluation data as active participants in the Quality Assurance System to foster continuous program improvement and support development of all teacher candidates through face-to-face (F2F) and web-based (WB) instructional platforms.

1.3 Faculty maintain expertise in subject area(s) of emphasis and content area pedagogy through consistent participation in formal and informal professional development opportunities.

1.4 Faculty demonstrate masterful modeling of timeless and innovative instructional and classroom management strategies, assessment practices, and data-based decision-making skills across the progression of the program(s) to support development of all teacher candidates through F2F and WB instructional platforms.

1.5 Faculty actively pursue innovative, standards-based instructional technology practices to integrate into coursework across the progression of the program(s) for continuous improvement and to support development of all teacher candidates through F2F and WB instructional platforms.

1.6 Faculty engage in modeling professional dispositions and provide focused whole group and individualized coaching for these professional attributes across the progression of the program(s) to support development of all teacher candidates through F2F and WB

instructional platforms; ongoing assessment of professional dispositions is conducted by faculty, clinical partners, and self-evaluation by students in all degree pathways.

1.7 Faculty actively collaborate with clinical faculty of partnership schools to ensure consistency in program performance expectations, evaluation of practice, and high-quality coaching methods across all levels of authentic clinical experiences to support development of all teacher candidates through F2F and WB instructional platforms.

Goal 2: Provide individualized support beyond a traditional classroom model for students to progressively develop the knowledge, skills, and dispositions desired in the Professional Educator and increase retention rates.

Intended Outcome: *Teacher Candidates exit the program having experienced a commitment from faculty to provide consistent, comprehensive, holistic advising support through individualized, course -specific and general academic support; meaningful pre-professional experiences, and referral for services focused on personalized and professional goals of the advisee.*

Objectives

2.1 Faculty maintain expertise in the advising policy, processes, and services of the MUW Student Success Center, the Advising Program of each program in the EPP, and MUW Counseling Center to develop the professional educator and increase retention rates.

2.2 Faculty maintain expertise in current Education degree program(s) offerings and requirements as stated in the current MUW Bulletin and Teacher Education section of the Student Handbook.

2.3 Faculty employ the use of professional communication practices with advisees to ensure clarity, transparency, check for understanding, and follow-up documentation for all interaction with advisees: F2F or WB.

2.4 Faculty engage in the use of the Clinical Supervision model to support students in problem-solving for overcoming barriers and coaching them to success in the degree program(s) and foster reflective decision-making skill development, especially in regard to developing professional dispositions of students in all degree programs.

2.5 Faculty coordinate and lead F2F or WB programming (workshops, boot camps, etc.) outside of the classroom to support student success in progression through the degree program(s), achievement on licensure exams and other high stakes assessments or capstone projects to develop the professional educator and increase retention rates.

2.6 Faculty will sponsor/co-sponsor student chapters of professional organizations providing meaningful programming and support to develop the professional educator and increase retention rates.

2.7 Faculty and academic advising Student Success Navigators provide consistent advising services for students until program completion, unless extenuating circumstances exist (e.g., change of major, etc.).

Goal 3: Provide meaningful support and service to students and the learning community-at-large through focused effort and development of meaningful partnerships.

Intended Outcome: *Teacher candidates, alumnae, the P-12 community, and the community-at-large benefit from collaborative endeavors leading to meaningful, long-lasting, sustainable partnerships.*

Objectives

3.1 EPP faculty and administration establish and maintain high-quality, mutually beneficial school -based partnerships to provide students with authentic, diverse clinical experiences.

3.2 EPP faculty and administration analyze available program data and consistently collaborate with school partners to garner feedback on student performance and program successes or concerns to work toward continuous program improvement while sustaining and strengthening partnerships.

3.3 EPP faculty and administration seek opportunities to serve school-based partners' needs through committee memberships, advisory boards, professional development services, assist with partner events on campus, provide expertise in student programming (e.g., science fair, spelling bee, reading fair.)

3.4 Faculty provide service and expertise within the MUW School of Education and the wider realm of the EPP through meaningful engagement with the programming offered through the Child and Parent Development Center and the Office of Innovation and Outreach.

3.5 The EPP's faculty actively engage with EPP collaborative and advisory or governance groups (e.g., Support and Advisory Council, Teacher Education Council, School of Education's Advisory Board, CPDC and O & I advisories).

3.6 In collaboration with other departments of the EPP, host annual events to engage the professional education community and the community-at-large.

Goal 4: Provide access to quality instruction, support, and coaching to those who wish to continue developing as Professional Educators.

Intended Outcome: *The P-12 professional community and the community-at-large will have access to multiple opportunities in a variety of formats to support ongoing professional development for educator license renewal and life enrichment learning opportunities.*

4.1 Faculty serve and collaborate with the MUW Outreach and Innovation team for the implementation of Residency V (e.g., W-BEST Program) to support new graduates in their first year of teaching.

4.2 Faculty provide and advocate for high-quality graduate studies programming that meet the most critical teaching needs in the state of Mississippi.

4.3 Faculty collaborate with the MUW Outreach and Innovation to provide leadership for

continuing education programming for those who wish to continue developing as professional educators.

Goal 5: Ensure equitable, meaningful programming for recruitment of potential students to all degree and certification pathways and increase enrollment.

Intended Outcome: *Student enrollment in undergraduate and graduate programming will be representative of the regional area the University serves to provide for a diverse population of graduates to serve the needs in the field of education.*

5.1 Faculty participate in the development, monitoring, and implementation of the EPP recruitment program for all degree and certification pathways to increase enrollment.

5.2 Faculty actively recruit recent graduates by maintaining contact with them after placement and providing recruitment programming F2F or WB at school sites.

5.3 Faculty collaborate with regional administrators to identify potential graduate students and teacher assistants eligible for initial licensure programs to help administrators build capacity within the school district.

5.4 Faculty maintain current knowledge of available scholarships in the undergraduate and graduate programs.

CONCEPTUAL FRAMEWORK

The **Mississippi University for Women Conceptual Framework** is based upon the ***Educator as a Reflective Decision Maker*** and represents the foundational professional beliefs and practices guiding the development of educator candidates within the Mississippi University for Women Educator Preparation Program (EPP). The current model and framework were developed a number of years ago as a collaborative process involving the MUW faculty and constituency, and the unit has continued to find the framework relevant over time. Reviews and modifications have been used to update it and ensure continued viability.

The elements of the conceptual framework represent:

Diverse Educator Candidate Population (Foundation)

The foundation for the conceptual framework is the diverse educator candidate population. The faculty and administration of the university are committed to recruitment of a diverse educator candidate population. The challenges and responsibilities of the Mississippi University for Women Educator Preparation Program (EPP) are to nurture all candidates' individual differences while providing them with development of appropriate depth and breadth in their understanding and experiences related to content, pedagogical skills, pedagogical content knowledge, and professionalism as educators. The faculty seeks to develop within each candidate the acquisition of knowledge, self-understanding, skills, and dispositions to practice appropriate professional reflective decision making.

Educator Preparation Program Knowledge Base (Foundation)

When undergraduate educator candidates initially enter Mississippi University for Women, they are introduced to a strong general knowledge base in core subject content areas through the required university general education curriculum (see the 2020-2021 Undergraduate Bulletin for requirements). After admission to the program, teacher candidates continue their studies in their professional education courses and are guided to develop knowledge, skills, and dispositions to be successful educators who practice reflectively. The curricula for all educator preparation programs, including both content specific and professional education coursework, are based on well-founded theories and current research.

The knowledge base is delivered through and integration of experiences in both theory and practice for candidates. The pillars of the model represent all aspects of learning—knowledge, self-understanding, skills, and dispositions. For undergraduate teacher candidates, a carefully articulated progression of clinical experiences begins in residencies or the (ED 302) *Art and Science of Teaching* course and concludes with the full-time internship (ED 406, 407, 409) during the final professional education semester.

For graduate candidates, theory and practical experiences, including internships, are integrated and embedded in the required courses. Educator candidates are encouraged and guided in using metacognition and reflection to develop self-understanding. Their knowledge, skills, and dispositions are assessed at levels through the progression of the program, and focused feedback is provided to foster growth.

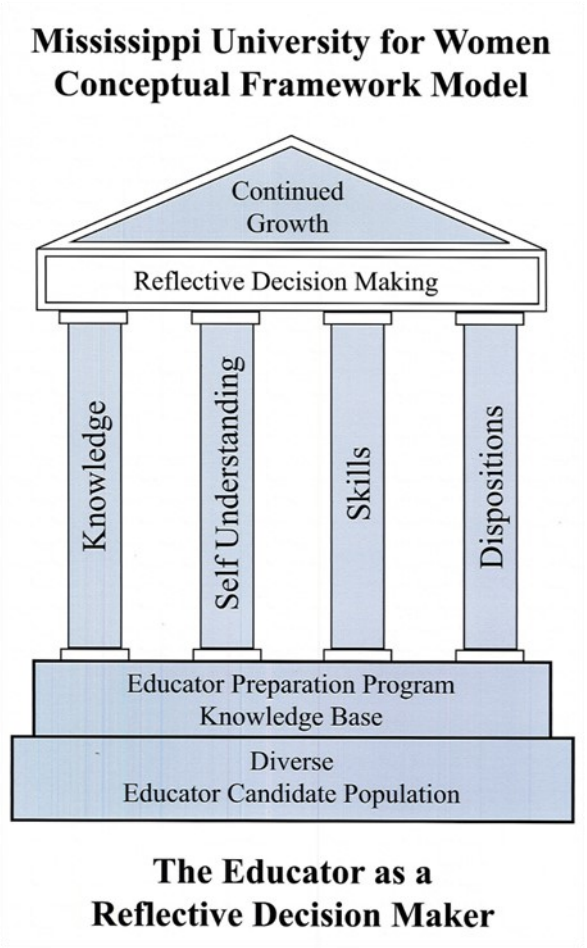
Knowledge, Self-Understanding, Skills, and Dispositions (Pillars of the Model)

Educator candidates in the Mississippi University for Women Education Preparation Program (EPP) are expected to develop and demonstrate professional competency in the areas represented in the pillars on the model: (a) **applying knowledge** that is related to content, pedagogical skills, and pedagogical content knowledge; (b) **developing self-understanding** through guided reflection upon their own practices, beliefs and skills development; and (c) **practicing appropriate teaching, leadership, and professional skills** that support positive impact on K-12 student learning; and (d) **acquiring and/or refining dispositions** that foster learning and positive human relationships, reflect appropriate work, professional ethics and behavior, and demonstrate reflection upon their own values and decision making.

Reflective Decision Making

(Entablature resting on the Pillars in the model)

The anticipated outcome for both graduate and undergraduate Educator Candidates is an ability to utilize reflective decision making in all aspects of professional practice. Candidates are guided in developing these skills through experiences in all aspects of the progression through their programs of study. Toward accomplishment of this aim, the Mississippi University for Women Education Preparation program has adapted the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards of the National Board for Professional Teaching Standards as goals for aspiring teacher candidates. Experiences are aligned with these standards. For aspiring administrators, the alignment is with the National Educational Leadership Preparation (NELP) standards, and the National Board of Professional Standards for Administrators.



Continued Growth

(Pediment above the Entablature)

Educator candidates are guided and encouraged through their programs to study to continue to develop professional skills throughout their careers and pursue lifelong learning and professional growth. The pediment at top of the figure represents this goal for graduates of the programs. The university faculty are also expected to model these behaviors themselves in their own continued growth and professional behavior.

QUALITY ASSURANCE SYSTEM OVERVIEW

Position Statement

Under scrupulous and consistent implementation of the QAS, all undergraduate and graduate students in the EPP must have access to a seamless academic progression through high quality, accredited degree programs that will meet the demand for qualified teachers in the state of Mississippi and beyond.

Commitment

Quality is integral to the professional practices of the EPP's administration, faculty, and staff. It is critical to our success toward enrollment goals, retention and completion rates, and job placement rates to meet the demand for qualified teachers.

Administration	The EPP's leadership team is committed to bear responsibility for the development and oversight of the QAS.
Faculty	The contributions of the EPP's faculty are valued; the faculty is committed to understanding the intent and importance of the QAS and following it for continuous improvement.
Staff	The unique contributions of the staff required to implement the QAS are valued; the staff is committed to support the QAS process in collaboration with faculty.

Guiding Principles

1. Functions of the QAS are logical and manageable to flow seamlessly each cycle.
2. A collaborative spirit with a desire to shoulder appropriate responsibility for the QAS is shared among administration, faculty, and staff. Adequate training and development of functions and processes of the QAS are provided to all those involved in the system to ensure competence to undertake assigned roles in the system.
3. Continuous program improvement is the focus of all functions within the QAS.
4. Assessment and evaluation provide quality results from adequate populations to be considered for actionable proposals toward program improvement.
5. Valid and reliable statewide key assessments and evaluations are included as part of the QAS, and they are administered with integrity, without modification.
6. Valid, reliable, and equitable EPP key assessments and evaluations are developed to align with the goals and objectives of the EPP.
7. The overall QAS and all of its components are reviewed periodically, typically at the midpoint of the accreditation cycle.
8. The overall QAS includes self-examination at the following levels: EPP, School, Institutional, State, and National.
9. Transparent communication consistently shared in an established feedback loop is an integral part of the QAS.
10. Relevant data, results, and interpretation is made available to stakeholders via the EPP's website.

PLANNING AND INSTITUTIONAL EFFECTIVENESS

The Planning and Institutional Effectiveness (PIE) Council is the principal instrument through which the University's program of continuous improvement is administered. With the assistance of the University's functional units, the PIE Council assesses and recommends University planning and budgeting priorities based upon sound educational planning, collects and analyzes data, monitors progress toward attainment of goals, reports results, and recommends actions to improve performance to support the mission of the University. Academic programs establish student learning outcomes and assessments for institutional level accreditation.

EPP Review

State Level Accreditation:

The Mississippi Department of Education's Division of Educator Preparation is responsible for ensuring Educator Preparation Providers (EPPs) at Mississippi's institutions of higher education are producing high quality educators for the state's K-12 schools. Specifically, the Division is responsible for designing, coordinating, and conducting process and performance reviews and accreditation visits to ensure EPPs are meeting standards for program approval at the midpoint of the national accreditation cycle. MUW's EPP holds accreditation at the initial-licensure level by MDE through Spring 2024.

National Level Accreditation

In 2013, the National Council for the Accreditation of Teacher Education (NCATE) merged with Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). MUW's EPP holds accreditation at the initial-licensure level by CAEP through Spring 2027.

ASSESSMENT AND EVALUATION DEVELOPMENT

The EPP uses a number of statewide proprietary common key assessment instruments along with EPP-created common instruments for assessing performance in initial programs. The assessments are designed to address relevant professional education standards as well as any specific program standards for initial programs. The MUW has representation on all statewide collaborative working groups who develop common assessments.

EPP-created key assessments are developed by EPP faculty and reviewed by the EPP Assessment and Accountability Committee. The *CAEP Evaluation Framework for EPP-Created Assessments* is used to design or revise EPP-created assessments. Additionally, CAEP recommended guidelines for establishing reliability and validity and free from bias are used to ensure quality evidence. Feedback from P-12 clinical partners and advisory committees are used to consider the content, process, and practical application for EPP-created key assessments.

Assessment Quality Review Template

Common Assessment	EPP/ Proprietary	CAEP Alignment	InTASC Alignment	Transition Point	Validity/ Reliability Technique Used	CAEP Sufficiency Level	Developers/ Stakeholders	Use of Data
Key Assessment #	EPP/ Proprietary	CAEP Component #s	InTASC Standard #s	When in the progression is it used?	Content? Construct? Interrater/ observer?	Below, Sufficient, Above	People involved in the development, inputs, and quality processes	Purpose of Assessment and how used

VALIDITY AND RELIABILITY PROCESS OVERVIEW

The EPP recognizes the collective expertise and careful development of state-level instruments and relies heavily upon this instrumentation for assessment processes. In cases where state-developed instruments do not address EPP assessment needs, the EPP seeks nationally validated instruments (e.g., the AASCU VALUE LEAP instruments). Additionally, the EPP surveys external stakeholders to ensure processes meet stakeholder needs, with a schedule to check each on an every-other-year basis.

The EPP conducts interrater reliability checks for all instrumentation to ensure consistency of use and across survey responses to check external stakeholder responses concerning the relevance of EPP processes. Interrater reliability is checked through selected assignments that are independently assessed via Watermark™ Student Learning and Licensure (SL&L). Watermark™ aggregated scores across commonly assessed assignments and disaggregated scores across various indicators assessed in each assignment, are used to check for interrater reliability, the results of which are used in discussions that feed the EPP's Continuous Improvement Process.

The EPP's faculty participate in interrater reliability checks according to the Annual Reliability Exercise Calendar, which is embedded in the EPP Master Assessment Calendars (please see pp. 35-36). The EPP's Assessment and Accreditation Committee provides the initial deep review of reliability checks.

KEY ASSESSMENTS

#	Traditional Initial Licensure Programs	EPP Created	MS Collaborative Created	Proprietary (AACU Rubric)	Alternate Initial Licensure Programs (MAT)
1.	Impact on Student Learning (Internship)		X		Impact on Student Learning (ED 697, second semester)
2.	Professional Dispositions (All clinical based courses/Internship)		X		Professional Dispositions (ED 549, ED 551, ED 697-both sections)
3.	5-day TIAI Lesson/Unit Plan (Methods, Internship-both Phases)		X		5-day TIAI Lesson/Unit Plan (ED 697, both sections required)
4.	Portfolio (Begins with ED 200/ED 302 and continues through the final semester of Teacher Internship)			X	Portfolio (Begins with ED 549/551/539 and continues through the final semester of ED 697)

PROGRAM ASSESSMENTS

#	Traditional Initial Licensure Programs	EPP Created	MS Collaborative Created	Proprietary (AACU Rubric)	Alternate Initial Licensure Programs (MAT)
5.	3-day TIAI Lesson/Unit Plan (ED 302/311)	X			3-day TIAI Lesson/Unit Plan (ED 551)
6.	Educational Philosophy (ED 302/311, Methods, Internship)			X	Educational Philosophy (ED 697, two sections required)
7.	Videotaped Lesson Reflection Assignment (ED 302/311, Methods, Internship)	X			Videotaped Lesson Reflection Assignment (ED 697, two sections required)

ASSESSMENT AND EVALUATION PROCESS AND INSTRUMENTS

Initial Licensure Programs

Teacher candidate progression is evaluated and monitored at transition points in the program using data from key and program assessments. These transition points are aligned with the level of development: admission, introductory, reading methods, advanced methods, and internship. Master of Arts in Teaching (MAT) candidates complete transition point assessments at Introductory Block I and Internship Block II and III.

Performance Assessment and Evaluation for Traditional Licensure Programs

TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
Introductory Block 1	Lesson Plan Development (KA)	ED 311 (ELED) ED 302 (SEC/K12 ED	TIAI Domain I and II Average 1.0-1.5/3.0
	Videotaped Lesson Reflection (PA)	ED 311 (ELED) ED 302 (SEC/K12 ED)	Video Reflection Rubric Average 1.0-1.5/2.0
	Professional Dispositions (KA)	ED 311 (ELED) ED 302 (SEC/K12 ED)	Dispositions Rubric Average 2.0-3.0/3.0
	Educational Philosophy (PA)	ED 311 (ELED) ED 302 (SEC/K12 ED)	Educational Philosophy Rubric Average 1.0-2.0/4.0
	Time Sheet	ED 311 (ELED) ED 302 (SEC/K12 ED)	Minimum 40 clinical contact hours-ELED Minimum 10 clinical contact hours-SEC/K12 ED
	Professional Dispositions (KA)	ED 367 (ELED) ED 365 (SEC/K12 ED)	Dispositions Rubric Average 2.0-3.0/3.0
	Time Sheet	ED 367 (ELED) ED 365 (SEC/K12 ED)	Minimum 40 clinical contact hours-ELED Minimum 20 clinical contact hours-SEC/K12 ED

TRANSITION POINT	PERFORMANCE MEASURE(S) OR INSTRUMENT(S)	PERFORMANCE TARGET
Admission to the Teacher Education Program	• Background Check • ED 200: Education as a Profession • ED 302: Art and Science of Teaching • Minimum GPA • ACT **OR** Praxis I **OR** Overall GPA • Minimum Hours of Coursework	• Background Check: CLEARED • ED 200: C or Higher • ED 302: B or Higher • Minimum GPA: 2.75* • ACT: composite (21 or higher)* • Praxis I: (Reading 156, Writing 162, Math 130)* • Overall MUW GPA: 3.0 or Higher* • 44 hours (min.) coursework *Admission standards required by the State of Mississippi

Performance Assessment and Evaluation for Traditional Licensure Programs

TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
Advanced Methods Block III	Lesson Plan Development (KA)	ED 435 (ELED) Adv. Methods (SEC/K12 ED)	Comprehensive TIAI Average Average 2.0-2.5/3.0
	Videotaped Lesson Reflection (PA)	ED 435 (ELED) Adv. Methods (SEC/K12 ED)	Video Reflection Rubric Average 1.5-2.0/2.0
	Professional Dispositions (KA)	ED 435 (ELED) Adv. Methods (SEC/K12 ED)	Dispositions Rubric Average 2.0-3.0/3.0
	Educational Philosophy (PA)	ED 435 (ELED) Adv. Methods (SEC/K12 ED)	Educational Philosophy Rubric Average 2.0-3.0/4.0
	Time Sheet	ED 435 (ELED) Adv. Methods (SEC/K12 ED)	Minimum 80 clinical contact hours-ELED Minimum 20-25 clinical contact hours-SEC/K12 ED (Varies by program)

TRANSITION POINT	PERFORMANCE MEASURE(S) OR INSTRUMENT(S)	PERFORMANCE TARGET
Admission to Teacher Internship	• Admission to Teacher Education • Internship Application, Ethics Statement, and Liability Insurance • Overall GPA • Additional Field Experience Hours beyond Program • Mississippi Teacher Intern 101 License • English Comp I, English Comp II, Speech 101, Math 113-minimum grade required • All Professional Education Courses-minimum grade required • All Endorsement Area Courses-minimum grade required	• TE Admit (One semester prior)-Completion of 84 semester hours • Application Submitted in Watermark ™ • GPA: 2.75 • Hours: 75 (SEC/K12 only) • 101 License completed prior to placement • CORE Courses: C • ED Courses: B or C as required • Endorsement Courses: C

TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
Internship Block IV	Lesson Plan Development (KA)	ED 406, 407, 409	Comprehensive TIAI Average Average 2.5-3.0/3.0
	Impact on Student Learning (KA)	ED 452	Impact on Student Learning Rubric Average 2.5-3.0/3.0
	Professional Dispositions (KA)	ED 406, 407, 409	Professional Dispositions Rubric Average 2.0/2.0
	Videotaped Lesson Reflection (PA)	ED 406, 407, 409	Videotaped Lesson Reflection Rubric Average 2.0/2.0
	Educational Philosophy (PA)	ED 406, 407, 409	Educational Philosophy Rubric Average 3.0-4.0/4.0
	Professional Portfolio	ED 406, 407, 409	Portfolio Rubric Average 3.0-4.0/5.0
	Timesheet	ED 406, 407, 409	Minimum 200 clinical contact hours

Performance Assessment and Evaluation for Alternate Initial Licensure Programs (MAT)

TRANSITION POINT	PERFORMANCE MEASURE(S) OR INSTRUMENT(S)	PERFORMANCE TARGET
Admission to the Master of Arts in Teaching Program (MAT)	• Bachelor's Degree Awarded • Minimum GPA • Professional References • Praxis II Content Area Exam	• Bachelor's Degree Transcript • GPA: 3.0/4.0 Scale • 3 Recommendation Letters • Passing Scores on the Praxis II

TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
MAT Introductory Block I	Lesson Plan Development (PA)	ED 551	TIAI Rubric Domains I and II Average: 1.0-1.5/3
	Professional Dispositions (KA)	ED 549 and ED 551	Dispositions Rubric Average: 2.0-3.0/3.0

TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
MAT Internship Block II	Lesson Plan Development (KA)	ED 697*	TIAI Rubric Average 2.0-2.5/3.0
	Videotaped Lesson Reflection (PA)	ED 697*	Video Reflection Rubric Average 1.5-2.0/2.0
	Professional Dispositions (KA)	ED 697*	Dispositions Rubric Average 2.0-3.0/3.0
	Educational Philosophy (PA)	ED 697*	Educational Philosophy Rubric Average 2.0-3.0/4.0
MAT Internship Block III	Lesson Plan Development (KA)	ED 697*	TIAI Rubric Average 2.5-3.0/3.0
	Impact on Student Learning (KA)	ED 697*	Impact on Student Learning Rubric Average 2.5-3.0/3.0
	Videotaped Lesson Reflection (PA)	ED 697*	Video Reflection Rubric Average: 2.5-3.0
	Educational Philosophy (PA)	ED 697*	Educational Philosophy Rubric Average: 3.0-4.0/4.0
	Professional Dispositions (KA)	ED 697*	Dispositions Rubric Average 2.0-3.0/3.0
	Professional Portfolio	ED 697*	Portfolio Rubric 3.0-4.0/5.0

*All MAT students are required to take <u>two</u> sections of ED 697.

KEY AND PROGRAM ASSESSMENT ASSIGNMENT DESCRIPTIONS FOR INITIAL LICENSURE PROGRAMS

Key assessments are required in the core professional education coursework that is required for all elementary and secondary/K12 majors. This includes the advanced methods courses for elementary education (referred to as residencies) and the advanced methods coursework for secondary/K12.

KEY ASSESSMENTS

#1 Impact on Student Learning Assessment

Traditional: **ED 452**
Alternate: **ED 697 (second semester)**

Purpose: To provide an assessment of the Teacher Candidate's ability to determine his/her impact on student learning by using data-driven decisions based on student assessment outcomes.

Standards:

CAEP	R1.1, R1.3, R1.4, R2.3
InTASC	1, 2, 3, 6, 7, 8, 9, 10
TGR	1, 2, 3, 4, 6, 7, 8, 9
ISTE	5, 6, 7

Administration: This instrument is administered during the final semester of the program by instructors of ED 452 and in ED 697 for the MAT. Teacher Candidates complete the assessment in the EPP's clinical experiences associated with these courses.

Success Indicator: At the Pre-professional developmental level, items rated 2.0 represents target; anything below 2.0 represents an area in need of improvement.

Impact on Student Learning Assignment Guidelines
For this key assignment, the Teacher Candidate uses multiple assessments and teaching strategies aligned with learning objectives in a unit and/or group of lessons. After collecting data from multiple assessments, the teacher candidate analyzes the data to determine the impact on student learning.

Rubric: Impact on Student Learning Rubric (Statewide Assessment)

#2 Professional Dispositions Assessment

Traditional: **All clinical-based and Internship courses**
Alternate: **ED 697 (both sections)**

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

Standards: MCoE 1, 2, 4, 5, 6, 9

Administration: This instrument is administered by the Mentor Teacher (undergrad courses only) and the University Supervisor (all courses) across the progression of the program (at least three times).

Success Indicator: At all levels, items rated at 2.0-3.0 represent target; anything below 2.0 can be seen as an area in need of improvement.

Rubric: Professional Dispositions Key Assessment (Statewide Rubric)

#3 5-day Lesson plan/Unit Assignment

Traditional: Advanced Methods Courses and Internship (both Phases)
Alternate: ED 697 (both sections)

Purpose: To provide an assessment (formative and summative) of Teacher Candidate's ability to plan, assess and deliver instruction, manage the classroom, and engage in professional responsibilities at the advanced level.

Standards:

CAEP	R1.1, R1.2, R1.3, R.1.4
InTASC	1, 2, 3, 4, 5, 6, 7, 8, 10
TGR	1, 2, 3, 4, 5, 6, 7

Administration: This instrument is administered by the University Supervisor and the Mentor Teacher during the EPP's Advanced Methods clinical experiences and Internship. The two scores are averaged.

Success Indicator: At the advanced developmental level (Advanced Methods and ED 697-first semester), items rated 1.5-2.0 represent target by the Teacher Candidate. Anything below 1.5 represents an area in need of improvement. At the pre-professional level (Internship and ED 697-second semester), items rated 2.0-3.0 represent target by the Teacher Candidate. Anything below 2.0 represents an area in need of improvement.

5-Day Unit Plan Guidelines

For this key assignment, the Teacher Candidate develops a 5-day Unit Plan of five (5) lessons based on a standard, topic, theme, or skill/concept in the grade level/content area of the classroom in the clinical placement. The 5-day Unit Plan will have a content area(s) focus aligned with the *requirements of the specific major of the Teacher Candidate*. *Teacher Candidates should refer to the specific major/content area requirement provided by the Advanced Methods/Internship course instructor*.

Rubric: Teacher Intern Assessment Instrument (TIAI) Comprehensive Rubric (Statewide Assessment)

#4 Professional Portfolio Assessment

Traditional: Begins with ED 200/ED 302 courses and continues through Internship
Alternate: Begins with ED 549/ED 551 and continues through ED 697

Purpose: To provide an assessment of Teacher Candidates' use of description, analysis and reflection of selected InTASC-aligned artifacts from across the initial licensure program. The analysis demonstrates how the artifacts described aligns specifically with the InTASC standard(s) identified and supported with a citation(s) of research-based best practices in the field (**transfer**). Additionally, the narrative in the analysis section should provide the teacher candidate's interest/passion for the subject, instructional technology (**curiosity**), additional effort to the required work (**initiative**), and the developmental of their own ideas beyond the mentor teacher or course instructor (**independence**). This capstone project is not intended to be just a collection of assignments. Rather, it is a purposeful collection of artifacts showing evidence of growth in teaching skills and demonstration of one's own understanding of connecting theory to practice.

Standards: CAEP R1.1, R1.2, R1.3, R1.4

Administration: This proprietary instrument is administered by the University Supervisor during the final internship semester.

Success Indicator: Items rated at the "Milestones" level represent successful practice by the Teacher Candidate. Anything below "Milestones" can be seen as an area in need of improvement.

Rubric: Foundations and Skills for Lifelong Learning Value
Association of American Colleges and Universities (AAC&U). (2009). *Foundations and Skills for Lifelong Learning VALUE rubric.* Retrieved from https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-foundations-and-skills-for-lifelong-learning

PROGRAM ASSESSMENTS

#5 3-day Lesson plan/Unit Assignment

Traditional: ED 302/311
Alternate: ED 551

Purpose: To provide an assessment of Teacher Candidate's ability to plan, assess and deliver instruction at the introductory level.

Standards:

CAEP	R1.1, R1.2, R1.3
InTASC	1, 2, 3, 4, 5, 6, 7, 8
TGR	1, 2, 3, 4, 5, 6, 7

Administration: This instrument (an abridged version of the TIAI Comprehensive Assessment—Indicators #1-18) is administered by the University Supervisor and the Mentor Teacher at the end of ED 302 or ED 551.

Success Indicator: At this introductory developmental level, items rated 1.0-1.5 represent target by the Teacher Candidate. Anything below 1.0 represents an area in need of improvement.

3-Day Unit Plan Guidelines
For this key assignment, the Teacher Candidates develops a 3-day Unit Plan of three (3) lessons based on a standard, topic, theme, or skill/concept in the grade level/content area(s) of classroom in the clinical placement. The 3-day Unit Plan will have a content area focus with at least one other content area integrated in the unit (i.e., math unit on fractions with science integrated into one of the three math lessons). Teacher Candidates should collaborate with the Mentor Teacher during unit development. Before submitting the assignment**,** Teacher Candidate should self-evaluate the 3-day Unit Plan against each required section in the assignment guidelines and using the rubric indicators. Teacher Candidates should use the template provided.

Rubric: TIAI Planning and Assessment Domains I, II, and III
(Abridged Statewide Assessment)

#6 Educational Philosophy

Traditional: **ED 302/311, Advanced Methods, and Internship**
Alternate: **ED 697 (both semesters)**

Purpose: To provide an assessment for teacher candidates to continuously evaluate, reflect, and communicate in writing the teaching values, goals, and beliefs related to teaching and learning in present and future roles as educators.

Standards:

CAEP	R1.4
InTASC	9
TGR	4

Administration: This assessment is administered in the undergraduate educator preparation program by the instructors of ED 302, ED 435 or Advanced Methods courses for secondary majors, and in the ED 406/407/409 teacher internship courses. In the graduate Master of Arts in Teaching program, this assessment is administered by the instructors of in both semesters of ED 697.

Success Indicator: At the introductory developmental level (ED 302/K12 Clinicals and ED 311 Residency), items rated Milestone 2 represent target, while anything at Benchmark 1 represents an area in need of improvement. At the advanced level, (Advanced Methods Courses or first semester of ED 697-MAT), items rated Milestone 3 represent target while anything below Milestone 2 represents an area in need of improvement. At the pre-professional level (ED 406/407/409 or second semester of ED 697-MAT), items rated Capstone 4 represent target while anything below Milestone 3 represent an area in need of improvement.

Educational Philosophy Assignment Guidelines:
For this key assignment, the Teacher Candidate will compose a narrative starting in ED 302 Using prompts to help guide them in their personal philosophy of education. This educational philosophy will be collected at various points through their time in the program as their philosophy will change through experiences and coursework.

Rubric: Written Communication Value Rubric
Association of American Colleges and Universities (AAC&U). (2009). *Written Communication VALUE rubric.* Retrieved from https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-written-communication

#7 Video-Taped Lesson Reflection Assignment

Traditional: **ED 302/311, Advanced Methods, and Internship**
Alternate: **ED 697 (both sections)**

Purpose: To provide a comprehensive assessment of the application of best teaching practices and self-reflection practice of Teacher Candidates across the progression of the program.

Standards:

CAEP	R1.1, R1.2, R1.3, R1.4
InTASC	1, 2,3, 4, 5, 8,10
TGR	2, 4, 5, 6, 7,9

***Administration**:* This instrument is used by the University Supervisor during clinical experience courses.

***Success Indicator**:* At this introductory developmental level (ED 302 SEC/K12 clinicals and ED 311 Residency), items rated 1.0-1.5 represent target by the Teacher Candidate; anything below 1.5 represents an area in need of improvement. At the advanced level, (Advanced Methods courses and first semester of ED 697) items rated at 1.5-2.0 represent target; anything below 1.5 represents an area in need of improvement. At the pre-professional level (Internship and second semester of ED 697) items rated at 2.0 represent target; anything below 2.0 can be seen as an area in need of improvement.

Video Self-Reflection Guidelines

For this assignment, Teacher Candidates develop a detailed lesson plan and video themselves teaching the lesson to the class assigned in the clinical placement. After the teaching episode, the Teacher Candidate writes a self-reflection narrative explaining the strategies used in the videotaped lesson. Teacher Candidates are required to coordinate the videotaping with the mentor teacher, including obtaining necessary permissions from the school administrator, district administrator, and parent/guardian(s). Teacher Candidates should ensure compliance with all district policies regarding videotaping

Rubric: Teacher Candidate Videotaped Lesson Reflection Assignment Rubric

PROGRAM AND POST-GRADUATION EVALUATIONS FOR INITIAL LICENSURE PROGRAMS

MUW Teacher Education Program Completer Survey by Graduating Teacher Candidate

A survey administered to Program Completers during the final seminar of the internship semester. The evaluation survey is delivered via web-based format in Qualtrics. The survey rates how the completers feel that different areas/courses of the program prepared them. In addition, open-ended questions are provided to submit feedback on general strengths/weaknesses of the program, field-experiences, and core coursework taken at MUW.

The results of this survey are reviewed Data Review Team to determine programmatic findings for continuous improvement in overall EPP training processes and student support efforts. Programmatic findings will be shared with all in the continuous improvement process. As with all findings, dissemination of relevant findings and programmatic changes go to Teacher Education Council prior to implementation.

MUW Teacher Education Program Field Experience Survey by Teacher Candidate

A survey administered to all students who participate in field experience as part of their coursework. The evaluation survey is delivered via web-based format in Qualtrics™. The survey rates how the teacher candidate feels that different areas/courses of the program prepared them for field experience. In addition, open-ended questions are provided to submit feedback on general strengths/weaknesses of the program, field-experiences, and core coursework taken at MUW.

The results of this survey are reviewed Data Review Team to determine programmatic findings for continuous improvement in overall EPP training processes and student support efforts. Programmatic findings will be shared with all in the continuous improvement process. As with all findings, dissemination of relevant findings and programmatic changes go to Teacher Education Council prior to implementation.

MUW Mentor Teacher Evaluated by Teacher Candidate/Intern

A survey administered to Teacher Candidates/Interns at the end of each semester. The evaluation survey is delivered via web-based format in Qualtrics™. The survey rates how well the Teacher Candidates/Interns feel the Mentor Teacher's knowledge, skills, and dispositions provided a quality internship experience.

Items rated as "Agree" represent target. Items rated "Disagree" or "Strongly Disagree" indicate an area in need of examination by the EPP. Overall averages are looked at by the Data Review to determine better training/support and programmatic changes. Programmatic findings will be shared with all in the continuous improvement process. The individual results of this survey are reviewed by the Director of Field Experience for making determinations of Mentor Teacher selection and future training. As with all findings, dissemination of relevant findings and programmatic changes go to Teacher Education Council prior to implementation.

MUW Mentor Teacher Evaluated by University Supervisor

A survey administered to University Supervisors at the end of each semester. The evaluation survey is delivered via web-based format in Qualtrics™. The survey rates how well the University Supervisor feels the Mentor Teacher's knowledge, skills, and dispositions provided a quality internship experience.

Items rated as "Agree" represent target. Items rated "Disagree" or "Strongly Disagree" indicate an area in need of examination by the EPP. Overall averages are looked at by the Data Review Team to determine better training/support and programmatic changes. As with all findings, dissemination of relevant findings and programmatic changes go to Teacher Education Council prior to implementation. The individual results of this survey are reviewed by the Director of Field Experience for making determinations of Mentor Teacher selection and future training.

School Partner Site by University Supervisor

A survey administered to University Supervisors at the end of each semester to evaluate the School Partner Site in clinical-based courses (ED 311, 367, 435, and 406/407/409). The evaluation survey is delivered via web-based format in Qualtrics™ . The survey includes questions rating the school partner's site focus on safety, support, and professionalism.

Items rated as "Agree" represent target. Items rated "Disagree" or "Strongly Disagree" indicate an area in need of examination by the EPP. Overall averages are looked at by the Data Review Team to determine better support and/or programmatic changes. Dissemination of relevant findings and programmatic changes go to Teacher Education Council prior to implementation. Programmatic findings will be shared with all in the continuous improvement process.

MUW University Supervisor Evaluated by Mentor Teacher

A survey administered to Mentor Teachers at the end of each semester to evaluate the University Supervisor in clinical-based courses (ED 311, 367, 335, and 406/407/409). The evaluation survey is delivered via web-based format in Qualtrics™ The survey includes questions rating the university supervisor's organization, support, and collegiality.

Items rated as "Agree" represent target. Items rated "Disagree" or "Strongly Disagree" indicate an area in need of examination by the EPP. Overall averages are looked at by the Assessment and Accreditation Committee to determine better training/support and programmatic findings. Dissemination of relevant findings and programmatic changes go to Teacher Education Council prior to implementation. Programmatic findings will be shared with all in the continuous improvement process.

Mississippi Teacher Education Preparation Provider (EPP) Impact Survey

As part of a statewide data collection collaborative, the University of Mississippi administers an annual survey to EPP stakeholders to determine the EPP's impact on the following areas: impact on Mississippi P-12 public education student achievement, satisfaction of public-school employers, teacher retention in Mississippi public schools, graduation rates, licensure exam pass rates, and TIAI pass rates. This data is reported by school to individual institutions and is published as the *EPP Mississippi Impact Report Card.*

Although the response rate for this survey tends to be low, the results of this survey are reviewed by the Data Review Team to determine programmatic findings for continuous improvement in overall EPP training processes and student support efforts. Programmatic findings will be shared with all in the continuous improvement process.

OTHER EPP ASSESSMENTS AND EVALUATION MEASURES

Title II

Data is submitted to meet the requirements of Title II (Sections 205 through 208) of the *Higher Education Act*. Teacher preparation programs report Title II data in the following areas: enrollment, completer, and licensure exam pass rates, and demographics.

EPP Annual Report to MDE

This data includes all new admits and completers for initial programs and transitional data for initial programs such as Praxis pass rates, ACT/SAT pass rates, GPAs, and MS Foundations of Reading pass rates. (SHAREPOINT)

MDE's EPP Process and Program Review

This annual data collection includes assessment data, as required for CAEP institutions or the equivalent report for state accredited institutions, evidence of a three-year average of an 80 percent pass rate on state licensure tests (Praxis exams), performance and demographic data on admitted candidates and completers, including GPAs, and faculty demographics. The sate conducts official onsite visits for the purpose of assessing educator preparation programs' ability to meet or exceed state standards at the midpoint of the national accreditation cycle. The Mississippi Educator Preparation Program Accreditation (MEPPA) site visit schedule provides for state teams to conduct reviews of every EPP in mid-cycle, or fourth year after an official NCATE, CAEP or MEPPA visit. (SHAREPOINT)

CAEP Annual Reporting

This annual data collection includes an updating of the EPP Profile, PK-12 program completers from the previous academic year, substantive changes in the program, completer effectiveness, satisfaction of employers and stakeholder involvement, candidate competency at program completion, and the ability of completers to be hired in the positions for which they have been prepared; program areas for improvement, weakness or stipulations; actions for continuous improvement.

CAEP Accountability Measures	
Impact Measures	**Outcome Measures**
Measure 1 (Initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)	Measure 3 (Initial and/or Advanced). Candidate competency at program completion (Component R3.3 | RA3.4)
Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement (Components R4.2 | R5.3 | RA.4.1)	Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared

OTHER INSTITUTIONAL LEVEL PROGRAM ASSESSMENT & EVALUATION CONDUCTED

Annual Academic Program Review

This annual reporting on undergraduate and graduate programs takes place in the spring semester includes an update of the unit's profile, narrative on enrollment and completion trends, narrative on the vitality of the program, faculty adequacy and expectations. Additionally, data is provided regarding assessment of student learning outcomes, assessment methods, results, and actions for continuous improvement. (Nuventive Improve)

Course Evaluations

Disseminated by the MUW Office of Institutional and Research Assessment via the CANVAS Learning Management System, end of course evaluations are completed by students. Results are shared with instructors and department administrators for making decisions for continuous improvement. (EvalKit)

EPP DATA COLLECTION AND ANALYSIS

As part of the Quality Assurance System (QAS), the EPP maintains a standardized workflow to collect and analyze relevant data at transition points, consider recommendations for continuous program improvement, and submit for approval to TEC proposed program modifications or EPP operational changes.

An efficient and effective workflow for the QAS requires the following:

1. adequate, user-friendly web-based systems for data collection, storage, and reporting, and not an overwhelming burden of cost to the student;
2. standards-based, valid and reliable key assessments/rubrics, high-quality surveys, other quality evidence, access to teacher candidate academic records in the university's system, and completer and employer data;
3. committed teacher education faculty with a strong willingness to actively support, participate, and contribute to the workflow processes for continuous program improvement;
4. education faculty in dedicated roles actively supporting, participating, and contributing to the various EPP Statewide Collaborative Committees and Mississippi Department of Education EPP Committees for continuous program improvement;
5. personnel in dedicated roles for database administration, monitoring, reporting, and troubleshooting for end-users;
6. personnel in dedicated roles for reviewing and analyzing initial program admissions applications and providing interface with students regarding status and deficiencies;
7. personnel in dedicated roles for reviewing and analyzing teacher candidate knowledge, skills, and dispositions data across the initial programs for reporting to the EPP and proposing recommendations to TEC;
8. personnel in dedicated roles for reviewing and analyzing feedback from all surveys related to clinical experiences and EPP operational effectiveness;
9. personnel in dedicated roles for coordinating opportunities for feedback from Clinical Partnership and EPP Partnership Advisory councils, collecting and reporting feedback to the EPP and proposing recommendations to TEC;
10. personnel in dedicated roles for reviewing and analyzing feedback from initial program evaluations, completer, and employer evaluations, and course evaluations and reporting feedback to the EPP and proposing recommendations to TEC;
11. personnel in dedicated roles for reviewing and analyzing recruitment and admissions data for initial programs and reporting feedback to the EPP and proposing recommendations for the recruitment and retention plan;
12. a review of the EPP's Quality Assurance System by a representation of stakeholders at the midpoint and renewal point of the accreditation cycle, unless a situation is presented to suggest a review of the QAS is needed more periodically.

OVERVIEW OF DATA COLLECTION AND STORAGE

The School of Education U: drive on the server is designated as: **Edu Docs.**

The EPP Data Review Team have access to the shared drive.

Main folders are organized by DATA, REPORTS, MINUTES, and RELATED DOCUMENTS.

Data folders include the following sub-folders:
(Data folders are organized by Initial, Initial-MAT, and M.Ed.)

- EPP Enrollment, Retention, and Demographics
- Admit Data (GPAs, Licensure Test Scores, ACT)
- Candidate Performance Data on Key and Program Assessments
- Survey Data

Report folder contains the following sub-folders:

- ETS Reports
- FoR Reports
- CAEP Annual Report
- MDE Annual Report
- Title II Reports
- EPP Report Card Data

Minutes folder contains the following sub-folders:

- Agendas and Minutes from School of Education Advisory Board
- Agendas and Minutes from Clinical Partner Committee
- Agendas and Minutes from Teacher Education Council
- Agendas and Minutes from Statewide Collaborative Committees
- Agendas and Minutes from MACTE
- Agendas and Minutes from the EPP Assessment and Accountability Committee (AAC)

Other Related Documents located on U drive:

- QAS
- EPP Comprehensive Recruitment and Retention Plan
- Professional Education Course Syllabi

SUMMARY OF EPP QAS PERSONNEL

QAS WORKFLOW FUNCTIONS	COLLECTION & REPORTING AND WORKING ROLES	SYSTEM OR SOURCES
QUALITY EVIDENCE		
Key Assessments for Initial Programs	**Lead**: SoE Chair **Support:** EPP Faculty, WM Admin/Data Analyst **Oversight:** SoE Chair/AAC Chair	Watermark Student Learning & Licensure™
Clinical Experience Surveys for Initial Programs	**Lead**: EPP Field Experience Coordinator **Support:** EPP Clinical Course/Internship Supervisors, Watermark™ Admin/Data Analyst **Oversight:** Chair/Accreditation Coordinator	Qualtrics™
End of Program Surveys for Initial Programs	**Lead**: EPP Chair **Support:** Watermark™ Admin/Data Analyst **Oversight:** EPP Dean	Qualtrics™
End of Course Surveys	**Lead**: EPP Chair **Support:** MUW Assessment Specialist **Oversight:** EPP Dean	EvalKit
Completer & Employer Surveys for Initial Programs	**Lead**: EPP Chair **Support:** Watermark™ Admin/Data Analyst **Oversight:** EPP Dean	MACTE
Feedback from Partnership Advisories/Councils	**Lead**: EPP Dean **Support:** Watermark™ Admin/Data Analyst	Meeting Minutes
Other Quality Evidence: Praxis Scores, MS Reading Foundations Exam, Transitional Data, Title II Data, Institutional Data	**Lead**: EPP Dean **Support:** Watermark™ Admin/Data Analyst	ETS MDE Title II TracDat/Nuventive Improve
WORKING GROUPS/COUNCILS/COMMITTEES PARTICIPATION		
EPP Assessment & Accountability Committee	Assessment Faculty Member serves as Committee Chair EPP Initial Programs Assessment Coordinator TS Admin/Data Analyst EPP Dean	Committee Minutes
EPP Data Review Team	EPP Chair, serves as Chair Program Coordinator for MAT Program Coordinator for M.Ed TS Admin/Data Analyst Assessment Faculty Member College of Arts and Sciences Dean	Minutes
EPP Statewide Collaborative for Field Experiences	EPP Field Experience Coordinator	Minutes
MDE EPP Committees	EPP Chair	MDE Committee Minutes
MACTE	EPP Dean	MACTE Minutes
EPP Teacher Education Council	EPP Dean, serves as Chair EPP Field Experience Coordinator EPP Chair	TEC Minutes
SoE Advisory Board	EPP Dean	Minutes
Clinical Partnership Committee	EPP Chair	Minutes

SUMMARY OF EPP QAS PERSONNEL

QAS WORKFLOW FUNCTIONS	COLLECTION & REPORTING AND WORKING ROLES	SYSTEM OR SOURCES
DATA MANAGEMENT		
Watermark™ Administration for Initial Programs	**Lead:** Watermark™ Admin/Data Analyst **Support:** Administrative Assistant to Chair • Initial Program Admissions & Student Follow Up • DRF Development/Assignments/Rubrics • Log-in/Access Credentials • Monitoring of Data Inputs • Generation of Reports • End-user Troubleshooting	Watermark Student Learning & Licensure™

SYSTEMATIC REVIEW OF DATA FOR CONTINUOUS IMPROVEMENT		
Analysis of Reports for Initial Program Knowledge, Skills, and Dispositions	EPP Data Review Team ⇒ Each semester for recommendations to AAC, EPP, and TEC	Reports from Watermark Student Learning & Licensure™
Analysis of Reports of Clinical Experience Surveys & EPP Operational Effectiveness	EPP Data Review Team ⇒ Each semester for recommendations to AAC, EPP, and TEC	Reports from Watermark™ & Qualtrics™
Analysis of EPP reports of Partnership feedback, completer, and employer	EPP Data Review Team ⇒ Each semester for recommendations to AAC, EPP, and TEC	Reports
Analysis of EPP Recruitment and Admissions Data	EPP Data Review Team ⇒ Each semester for recommendations to AAC, EPP, and TEC	Institutional Reports
Analysis of other reports related to other Quality Evidence: Praxis scores, MS Reading Foundations Exam, Transitional Data, Title II data, and Institutional data	EPP Data Review Team ⇒ Each semester for recommendations to AAC, EPP, and TEC	Reports

DATA MANAGEMENT TOOLS

Watermark™

The EPP uses Watermark™ Student Learning and Licensure, a web-based data management tool, to collect and generate reports for program admission, key assessment data, and to provide ongoing feedback to teacher candidates. It is used to collect and generate reports for end of program evaluations. Students in the initial licensure programs receive a Watermark™ account beginning with the ED 302 course and in ED 549 for MAT students.

Watermark™ is managed by a designated administrator who is also the Assessment Analyst. The Assessment Analyst is charged with using Watermark™ to monitor the initial licensure program admissions processes and notifications to students. Additionally, the Assessment Analyst updates the DRFs each semester to include current rosters, updated assignments and rubrics, and pairing of clinical instructors/mentor teachers. The Assessment Analyst notifies the course instructors when data entry deadlines have not been met. The Assessment Analyst also serves at the point of contact for users regarding any technical issues.

Qualtrics™

The EPP uses Qualtrics to create and distribute EPP created surveys and to collect and analyze the data from those surveys.

Banner

Banner is an Enterprise Resource Planning (ERP) software product of Sungard Higher Education, now known as Ellucian. Banner provides software for recording and maintaining information/data for MUW students, employees, alumni, and donors. For students, this included everything from admission and financial aid information to registration, billing, and academic records.

TracDat/Nuventive Improve

TracDat is a software system used to maintain a record of unit and program assessment processes for regional accreditation. TracDat is flexible and can be used to demonstrate strategic planning and assessment at other levels.

EvalKit

Integrated with the CANVAS LMS, EvalKit software streamlines the process of capturing student feedback, a solution designed specifically for higher ed. Automated, information-rich reporting provides faculty and administrators with the data needed to monitor quality and make timely decisions to improve teaching and learning.

SharePoint

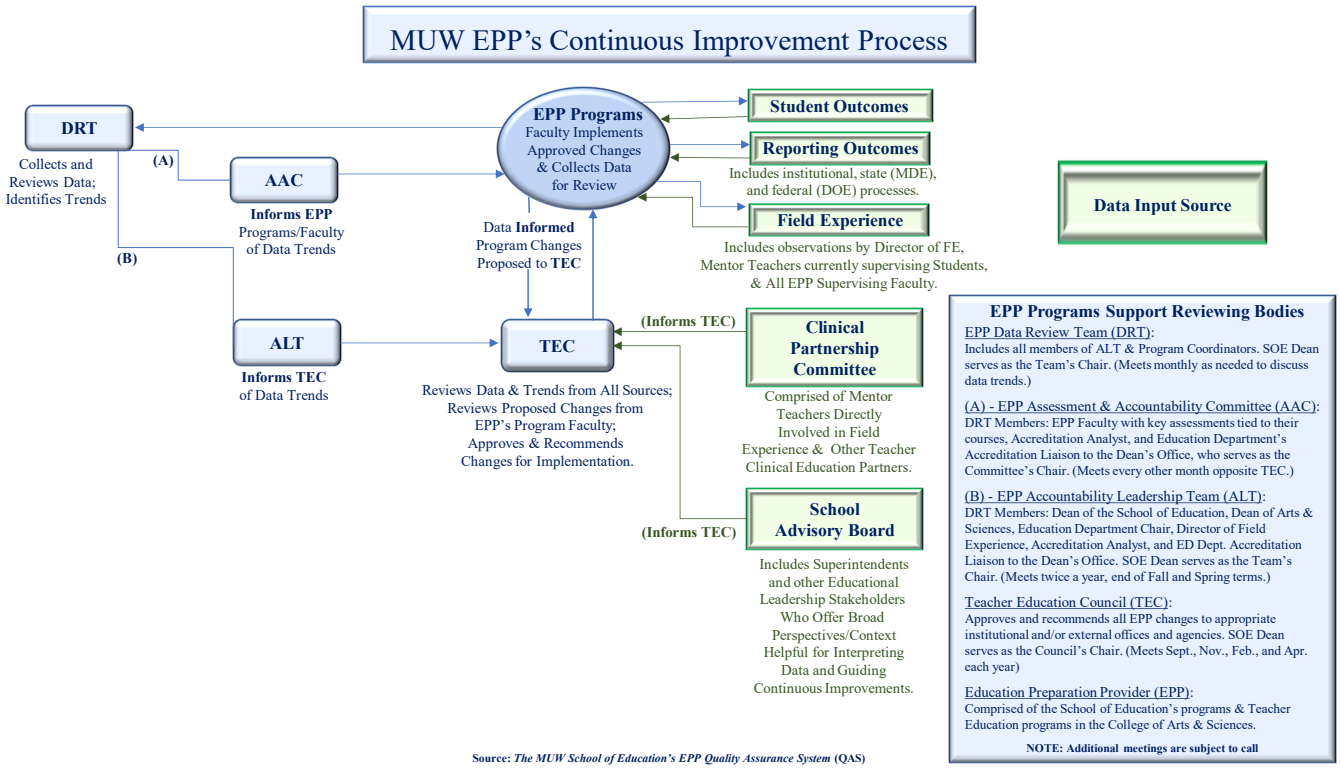
The Mississippi Department of Education uses SharePoint Online Access with the State's EPPs as a Collaboration website for document management and data/report submissions.

REPORTING, REFLECTION AND ACTION FOR CONTINUOUS IMPROVEMENT

The EPP Data Review Team (DRT) meets monthly as needed to discuss data trends. The DRT includes all members of the EPP Accountability Leadership Team (ALT) and Program Coordinators. This comprehensive team collects and reviews data and identifies trends that result from changes recommended by the Teacher Education Council (TEC) and implemented by the EPP as a result of the EPP's Continuous Improvement Process, outlined in the MUW EPP's Continuous Improvement Process flowchart below.

The EPP Assessment and Accountability Committee (AAC) meets every other month opposite TEC. The AAC takes reports generated by the DRT by cohort and disaggregated by InTasc standard and/ or other indicators or standards of performance, intended student outcomes, etc. as needed to determine trends. The committee determines trends to report to the EPP's faculty.

EPP faculty review and reflect upon the trends from the AAC to determine successes for replication and/or modifications needed for continuous program improvement. Modifications are formalized into proposals for review and approval by TEC.



SUMMARY OF DATA INPUTS AND USES

DATA INPUTS	MEASURE/ INSTRUMENT	STAKEHOLDER REVIEW OF DATA	DOCUMENATION OF DATA REVIEW, ANALYSIS, & USE	STEPS TO PROPOSE CONTINUOUS IMPROVEMENT
Program Admissions Criteria	State mandated GPA and standardized test scores	Data Analyst EPP Data Review Team	Watermark™ AAC Committee EPP/TEC Committees	In accordance with state-mandated guidelines, faculty may propose modifications to the admissions requirements to EPP and then TEC for approval
Candidate Performance/Key Assessments	EPP/Proprietary Key Assessments Licensure Exams	Data Analyst Teacher Ed Faculty DRT AAC Committee TEC	Watermark™ ETS Reports AAC Committee EPP/TEC Committees Required Annual Reporting (MDE, CAEP, TITLE II)	Proposals for modifications to curriculum, assessments, clinical experiences, delivery modalities may be submitted to the EPP and then TEC for approval.
Clinical Partner Surveys	Clinical Partner Surveys (mentor teacher, university supervisors) Clinical Partner Advisory Committee Feedback	Data Analyst Teacher Ed Faculty DRT AAC TEC	Watermark™ Clinical Partner Advisory Minutes DRT AAC EPP/TEC Minutes	
Completer Impact	MS EPP Report Card Indicators (completer and employer satisfaction, P-12 student achievement impact)	Data Analyst Teacher Ed Faculty DRT AAC TEC School of Education Advisory	MS EPP Report Card Publication AAC EPP/TEC Minutes School of Education Advisory Minutes	
EPP Effectiveness	Admissions, Enrollment, Completion Data Candidate Performance & Demographic Data End of Program Evaluation Clinical Partner Evaluations MS EPP Report Card Course Evaluations Academic Review Results School of Education Advisory Feedback EPP Budget and Resources	Data Analyst Teacher Ed Faculty DRT AAC TEC School of Education Advisory	Required Annual Reporting Faculty Performance Evaluations AAC EPP/TEC Minutes School of Education Advisory Minutes	Proposals for modifications for curriculum, assessments, clinical experiences, delivery modalities may be submitted to the EPPE and then TEC for approval. Admissions, enrollment, completion data are used to inform recruitment and retention strategies; review of data also informs modifications to the quality assurance system.

CONTINUOUS IMPROVEMENT PROCESS OVERVIEW

Data inputs from student generated outcomes, reporting outcomes as byproducts of institutional, state, and federal processes, and various outcomes including observations from field experience related processes enter the Continuous Improvement process directly into the EPP's academic programs. Specifically, the faculty of the EPP within individual programs collect and review this data to make decisions concerning particular matters such as student progression within specific courses and programmatically.

All data collected by the individual programs within the EPP are reviewed collectively by the **Data Review Team (DRT)**. The goal of the DRT is to review data to determine trends that are relevant to operations across the EPP. The findings from this data are then reviewed by the **Assessment & Accountability Committee (AAC)**. This data is also reviewed, as needed, buy the **Accountability Leadership Team (ALT).**

The AAC brings initial broad scale trends and observations back directly to EPP program faculty to ensure urgent matters are being addressed in a timely fashion. The ALT brings the same trends and observations directly to the attention of the **Teacher Education Council (TEC)**, which is the institutionally established EPP-wide approval body, for its initial review (Please see MUW institutional policy P.S. 3533 Teacher Education Council).

Two groups comprised primarily of external stakeholders also review EPP broad scale trends and provide recommendations to TEC based upon independent analyses within the context of their expectations and observed best practices. These two groups, the **Clinical Partnership Committee (CPC)** and the **School of Education Advisory Board**, provide additional checks of data trends, triangulating observations gleaned from trends determined through the EPP's data review processes, operate with the goal of creating consistent recommendations that are in alignment with the EPP's published goals (Please see the MUW School of Education's Homepage for Goals: www.muw.edu/education). One external stakeholder from the CPC and one external stakeholder from the School's Advisory Board serve as liaisons and as full voting members of TEC.

TEC reviews data and trends presented by all sources, particularly, the EPP's ALT, external stakeholders in the Clinical Partnership Committee (CPC), and external stakeholders in the School Advisory Board, attempts to triangulate and reconcile conclusions independently determined by each, and uses the combined perspectives to make any needed recommendations directly to the EPP and as context for assessing recommendations made by the EPP for changes in programming, policy or procedure. Most substantial changes require additional approval beyond the EPP; therefore, TEC recommends approved changes for implementation, as appropriate, according to section 3 of MUW institutional policy P.S. 3533.

Changes meeting all approvals are implemented by the EPP's academic programs. Data inputs from corresponding student generated outcomes, reporting outcomes as byproducts of institutional, state, and federal processes, and various outcomes including observations from field experience related processes once again enter the Continuous Improvement process directly into the EPP's academic programs, continuing the assessment data-informed assessment cycle.

The Assistant to the Chair and/or Assistant to the Dean track progress of all data-related deliberations via the "EPP Assessment Tracker" spreadsheet, tracking deliberations documented in meeting minutes by date, and assuring progression of data-related review by adding data topics to each group's meeting agenda as "New Business" and retaining topics on subsequent agenda as "Old Business" until deliberations have concluded.

Please see the QAS companion document, the Continuous Improvement flowchart, found on the "Program Planning" tab of the School of Education's website.

MASTER ASSESSMENT CALENDARS

EPP MASTER ASSESSMENT CALENDAR-INITIAL LICENSURE PROGRAMS		
MONTH	**ASSESSMENT ACTIVITY**	**RESPONSIBLE PARTY**
August	Data Review Team Meeting Assessment & Accountability Committee Meeting Department Meeting EPP Meeting	Department Chair EPP Faculty
September	New Watermark Accounts Established TEC Meeting Department Meeting Data Review Team Meeting	Data Analyst Dean Department Chair SoE Faculty
October	Mid-Term Watermark Check for Key Assessments Data Review Team meeting Assessment & Accountability Committee Meeting School of Education Advisory Board Meeting Clinical Partnership Committee Meeting	Data Analyst Department Chair SoE Faculty SOE AB Members CPC Members
November	TE Admit Import New/Transfer/Readmits TEC Meeting Department Meeting Data Review Team Meeting Recruitment Events (previous year)	Data Analyst Dean Department Chair SoE Faculty
December	Watermark Check for Key Assessments End of Semester Surveys ETS Test Score Import Data Review Team Meeting Assessment & Accountability Committee Meeting	Data Analyst Dean Department Chair SoE Faculty
January	TEC Meeting Department Meeting Data Review Team Meeting EPP Meeting New Watermark Accounts Established	Dean Department Chair SoE Faculty
February	Assessment & Accountability Committee Meeting Department Meeting Data Review Team Meeting	Data Analyst Department Chair SoE Faculty
March	Teacher Education Admit Check TEC Meeting Department Meeting Data Review Team Meeting School of Education Advisory Board Meeting Clinical Partnership Committee Meeting	Data Analyst Department Chair SoE Faculty SoEAB Members CPC Members
April	Assessment & Accountability Committee Meeting Department Meeting Data Review Team Meeting	Data Analyst Department Chair SoE Faculty
May	Import New/Transfer/Readmits Watermark Check for Key Assessments End of Semester Surveys ETS Score Import TEC Meeting EPP Meeting Faculty Meeting Department Meeting/Faculty Retreat Data Review Team Meeting	Data Analyst Department Chair SoE Faculty Dean Field Experience Coordinator EPP Faculty
July	Import New/Transfer/Readmits Teacher Education Admit Check	Data Analyst

ANNUAL DATA CALENDAR ITEMS-INITIAL LICENSURE PROGRAMS	
MONTH	**ASSESSMENT ACTIVITY**
August	Recruitment Efforts-Previous Academic Year Review/Current Academic Year Plans
September	Reliability Check #1[+] Licensure Tests Review
October	Validity Check #1* End of Phase 1 Surveys (Internship) Distributed
December	End of Semester Surveys Distributed
January	Key Assessments: previous academic year (Initial) Key Assessments: previous academic year (Grad)
February	Program Assessments: previous academic year (Initial) Program Assessments: previous academic year (Grad) Reliability Check #2[+]
March	Validity Check #2* End of Semester Surveys: previous academic year (Initial) End of Semester Surveys: previous academic year (Grad) End of Phase 1 Surveys: previous academic year (Internship) Distributed
April	Review of Spring Reports
May	End of Semester Surveys Distributed

[+] Inter-rater Reliability Checks are completed on the following rotation:

-Year 1: Impact on Student Learning/3 Day TIAI

-Year 2: Educational Philosophy/Portfolio/Video Reflection

-Year 3: 5 Day TIAI/Dispositions

*Validity Checks are completed on the following rotation:

-Year 1: Video Reflection

-Year 2: Portfolio

-Year 3: Educational Philosophy

EPP MASTER ASSESSMENT CALENDAR-OTHER		
MONTH	**ASSESSMENT ACTIVITY**	**RESPONSIBLE PARTY**
October	Title II Reporting School of Education Advisory Board Feedback	Data Analyst Department Chair/Dean
December	MDE Requests for Job Placements-Initial/Adv	Data Analyst
February	Title II Resolutions (end of February)	Data Analyst/Dean
March	MDE Annual Report Results of EPP Report Card-Initial	Data Analyst/Dean
April	CAEP Annual Report	Data Analyst/Dean
May	Title II Final Reporting	Data Analyst/Dean

MEPPA-MDE Program Review at mid-point of CAEP Accreditation Cycle

EPP MASTER ASSESSMENT CALENDAR-INSTITUTIONAL		
MONTH	**ASSESSMENT ACTIVITY**	**RESPONSIBLE PARTY**
September	Faculty Load Monitoring	Dean
November	Admissions, Retention, Demographic Data-Day 10	Dean/Department Chair
December	Course Evaluations Early Alerts Data	Dean/Department Chair School of Education Navigator
February	Faculty Load Monitoring	Dean
March	EPP Budget Resources	Dean/Department Chair
April	Student Learning Outcomes Admissions, Retention, Demographic Data-Day 10 Evaluation of Administrators	Dean/Department Chair IRA
May	Course Evaluations Academic Program Review	Department Chair Dean/Department Chair

SUSTAINING NOVICE TEACHERS AS PROFESSIONAL EDUCATORS

W-BEST

(The W's Beginning Educator Support and Training) is a collaboration between Mississippi University for Women's School of Education and school districts across the state of Mississippi. This comprehensive, university-based induction program provides support that is strategically aligned to the stages of development in new teachers and offers multiple services designed to increase teacher effectiveness, enhance professional growth, and reduce attrition among beginning teachers. W-BEST provides each first-year teacher: (1) an intensive induction institute, (2) individualized cognitive coaching, (3) mentoring program; and (4) aligned professional development during their first year of teaching. Ultimately, W-BEST helps recent graduates make the transition from college student to successful classroom teacher.

Induction Seminar

The new graduates will participate in an induction seminar. Specific topics to be covered: (1) phases of first year teachers, (2) cognitive coaching, (3) mentoring program; and (4) professional development opportunities.

Cognitive Coaching

Cognitive Coaching helps the teacher improve instructional effectiveness by becoming more reflective about teaching. The ultimate goal of Cognitive Coaching is teacher autonomy: the ability to self-monitor, self-analyze, and self-evaluate.

Mentoring Program

W-BEST participants will be paired with a mentor to help ease them through the transition from teacher preparation practice, increase retention of teachers, and increase skills of new teachers in order to improve student achievement in accordance with state learning standards.

Professional Development

Ongoing professional growth is essential. Masterful teachers continuously add to their repertoire through deliberate efforts to improve their instruction, classroom management, content and curriculum knowledge, assessment, technology integration, and leadership skills. W-BEST participants will have the opportunity to participate in six quality professional development sessions that targets the new teacher needs.

W-BEST is designed to address the needs of individual first year teachers by:

- improving student performance through enhanced first year teacher training, information, and assistance
- providing support by offering instructional assistance, counseling and general guidance
- assisting and supporting these teachers in making a successful transition to their new profession
- identifying the major needs and concerns of beginning teachers
- enabling first year teachers to be effective in meeting the diverse needs of students
- focusing on the professional success of all teachers and the retention of new staff

Evaluation of W-BEST

The purposes of program evaluation include accountability, program improvement, and an awareness of a successful collaboration amongst MUW, post-graduate first year teachers, and its partnering schools. It will be the responsibility of the W-BEST Coordinator to ensure that appropriate records are maintained and timely evaluations are conducted including the preparation of program evaluation documents and the program evaluation process. Quantitative and qualitative data will be collected for accountability and program improvement.

Quantitative data includes, but not limited to:

- Records of participant attendance, achievements, checklists, surveys, etc.
    - -Conferences
    - -Observations
    - -Professional Development
    - -Mentor Collaboration
- Retention rates of post-graduates
    - -Qualitative data includes, but my not be limited to:
        - +Surveys of participants (cognitive coach, first year teacher, administrators) to determine levels of satisfaction, strengths and weaknesses of the program.
            - ~W-BEST Induction Seminar Survey
            - ~W-BEST Cognitive Coaching Survey
            - ~W-BEST Professional Development Survey
            - ~W-BEST Overall Program Survey
            - ~Mentor/Mentee Program Survey

SCHOOL OF EDUCATION WEBSITE – PROGRAM PLANNING TAB

CAEP Annual Accountability Measures – Results for all four common reporting measures, each linked
MS Common Instruments (Statewide EPP assessment instruments)
TEC Minutes (Teacher Education Council)
W-BEST (Post-graduation teacher support, originally “Residency V”)
QAS (Quality Assurance System’s online posting)
Continuous Improvement (QAS’s Assessment System’s companion flowchart graphic)
Accredited Programs (EPP’s program offerings)

DATA REVIEW GROUPS

DATA REVIEW TEAM

Includes all members of Accountability Leadership Team & Program Coordinators (meets monthly as needed)

Member	Position
Dr. Marty Hatton, Chair	Dean, School of Education
Dr. Bob Fuller	Department Chair of Education, School of Education
Dr. Brian Anderson	Dean, College of Arts and Sciences
Dr. Kelly Bennett	MAT Program Coordinator, School of Education
Dr. Chrystal Hodges	M.Ed Program Coordinator, School of Education
Dr. Christy Adams	Accreditation Liaison to Dean's Office, School of Education
Ms. Brittany Hunnicutt	Data Analyst, School of Education

ASSESSMENT & ACCOUNTABILITY COMMITTEE

EPP Faculty with key assessments tied to their courses, Accreditation Analyst, and Education Department Accreditation Liaison to Dean's Office (meets every other month)

Member	Position
Dr. Christy Adams, Chair	Assistant Professor/Accreditation Liaison to Dean's Office, School of Education
Dr. Bob Fuller, ex officio	Department Chair of Education, School of Education
Dr. Kelly Bennett	Assistant Professor/MAT Program Coordinator, School of Education
Dr. Chrystal Hodges	Associate Professor/M.Ed Program Coordinator, School of Education
Dr. Hope Durst	Assistant Professor, School of Education
Ms. Deana Pendley	Visiting Instructor of Education/Program Support Specialist, School of Education
Ms. Brittany Hunnicutt	Data Analyst, School of Education
Dr. Brian Burnes	Associate Professor of Biology/Physical Science Education, College of Arts and Sciences
Dr. Bonnie Oppenheimer	Dept. Chair of Mathematics and Science/Math Education, College of Arts and Sciences
Mr. David Carter	Dept. Chair of Theatre/Theatre Education, College of Arts and Sciences
Ms. Ginger Zingara	Instructor of Music Education, College of Arts and Sciences
Dr. Jonathan Hooks	Professor of History and Social Studies Education, College of Arts and Sciences
Dr. Allene Nichols	Assistant Professor of English/English Education, College of Arts and Sciences
Ms. Erinn Holloway	Instructor of Spanish/Spanish Education, College of Arts and Sciences

Teacher Education Council

Teacher Education Council approves and recommends all EPP changes to appropriate institutional and/or external offices and agencies.

Member	Position
Dr. Marty Hatton, Chair	Dean, School of Education
Dr. Brian Anderson	Dean, College of Arts and Sciences
Dr. Bob Fuller	Department of Education Chair, School of Education
Dr. Kelly Bennett	Assistant Professor/Director of Field Experience, School of Education
Dr. Kristi DiClemente	Department of History, Political Science, & Geography Chair, College of Arts and Sciences
Dr. Kendall Dunkelberg	Department of Languages, Literature, and Philosophy Chair, College of Arts & Sciences
Dr. Julia Mortyakova	Department of Music Chair, College of Arts & Sciences
Dr. Bonnie Oppenheimer	Department of Sciences & Math, College of Arts & Sciences
Mr. David Carter	Department of Theatre Chair, College of Arts & Sciences
	Clinical Partnership Committee Liaison
	School of Education Advisory Board Liaison
	Graduate Student
	Undergraduate Student

PS 3533 TEC Governing Policy

EXTERNAL STAKEHOLDER GROUPS

EPP CLINICAL PARTNERSHIP COMMITTEE

Section 1: EPP Clinical Partnership Committee (CPC) Operating Procedures

This Committee shall function as the major advising body for all clinical education practices of the EPP at Mississippi University for Women by:

A. Monitoring clinical teacher education practices for conformity to institutional philosophy, state and national standards, and responsiveness to educational needs.

B. Reviewing EPP-specific data and providing data-informed feedback to guide collaborative review and responses for continuous improvement of clinical teacher education practices.

Identifying and encouraging use of the most effective approaches to clinical teacher education practices.

Section 2: Membership of the Clinical Partnership Committee (CPC)

The composition of the Clinical Partnership Committee shall include current and previous clinical field mentor teachers, administrators with knowledge and experience in the EPP's clinical experience practices, and at least one EPP faculty member with clinical field experience (it is recommended the standing Director of Field Experiences not be included as a member of the CPC). The CPC will be chaired by the Chair of the Department of Education.

Mississippi University for Women
EPP Clinical Partnership Committee (CPC)
2023-2024
Planned Meeting Dates: October X, 2023 and March X, 2024

Member	Position	Affiliation
Dr. Bob Fuller, Chair	Chair, Department of Education	School of Education
	Clinical Experience Representative	School of Education
Ellen Bowles	Field Placement Mentor Teacher	Franklin Elementary School
Kristina Darnell	Field Placement Mentor Teacher	New Hope Middle School
Sarah Staggers	Field Placement Mentor Teacher	Armstrong Middle School
Laura Sylvest	Field Placement Mentor Teacher	New Hope Elementary School

SCHOOL OF EDUCATION ADVISORY BOARD

Section 1: School of Education Advisory Board Operating Procedures

This Committee shall function as the major advising body for the School of Education at Mississippi University for Women by:

A. Monitoring collective and departmental practices for conformity to institutional philosophy, state and national standards, and responsiveness to educational needs with a specific focus on the feedback offered through the Board's membership.

B. Reviewing outcomes and trends, providing data-informed feedback as available, and guiding collaborative review and responses for continuous improvement of School-specific objectives.

Identifying and encouraging use of the most effective approaches to meeting School-related objectives.

Section 2: Membership of the School of Education Advisory Board

The composition of the School of Education Advisory Board shall include current and previous Education Department partners and stakeholders, Child and Parent Development Center (CPDC) partners and stakeholders, and Center for Education Support partners and stakeholders with knowledge and experience in the operations of each, particularly according to the published Mission, Vision, and Goals of the School of Education. One member shall serve as a liaison for the Board on the Teacher Education Council (TEC).

The School of Education Advisory Board will be chaired by the Dean of the School of Education.

Mississippi University for Women
School of Education Advisory Board
2023-2024
Planned Meeting Dates: October X, 2023 and March X, 2024

Member	Position	Affiliation
Dr. Martin Hatton, Chair	Dean	School of Education
Dr. Bob Fuller	Chair	School of Education
Ms. Penny Mansell	Director	Center for Education Support
	Director	Child and Parent Development Center (CPDC)
Dr. Brian Anderson	Dean	College of Arts and Sciences (Secondary Ed Programs)
		Copiah-Lincoln Community College
Tori Hopper	Children & Teen Services & Programming Coordinator	Columbus-Lowndes Public Library System
Joni House	Principal	Annunciation Catholic School
		Columbus Municipal School District
Dr. Susan McClelland	Director	LCSD Career Technology Center
Debbie Murray	Instructional Technology Coach	Columbus Municipal School District
Joni Nalley	Child & Youth Education Services-School Liaison	Columbus Air Force Base
Michelle Stevens	Head Principal	Hamilton School
Jermaine Taylor	Assistant Superintendent	West Point Consolidated School District

STANDARDS

InTASC MODEL CORE TEACHING STANDARDS FOR TEACHERS

For a complete performances, essential knowledge, critical dispositions, and progressions for each standard, access InTASC Model Core Teaching Standards for Teachers .

Standard 1: Learner Development

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

Standard 2: Learning Differences

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

Standard 3: Learning Environments

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

Standard 4: Content Knowledge

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

Standard 5: Application of Content

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

Standard 6: Assessment

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

Standard 7: Planning for Instruction

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

Standard 8: Instructional Strategies

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

Standard 9: Professional Learning and Ethical Practice

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

Standard 10: Leadership and Collaboration

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

CAEP STANDARDS

For complete standards and components of excellence in teacher preparation, please access Council for the Accreditation of Educator Preparation (CAEP).

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop, through curriculum and experiences, a deep understanding of the critical concepts and principles of their discipline that integrate equity and diversity through candidates' courses and their developmental clinical experiences with diverse P-12 students. Upon completion, candidates can use discipline-specific practices and understand student culture and differing needs to advance learning by all students.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practices are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with divers P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates that the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that the development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidate will be successful.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses

the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving, and highlight innovations.

Standard 6: Fiscal Responsibility

The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards. For EPPs whose institution is accredited by an accreditor recognized by the U.S. Secretary of Education (e.g., SACSCOC, HLC), such accreditation will be considered sufficient evidence of compliance with standard 6. If an EPP's institution is not accredited by an accreditor recognized by the U.S. Secretary of Education, the EPP must address each component of Standard 6 in narrative supported by evidence.

Standard 7: Record of Compliance with Title IV of the Higher Education Act

Freestanding EPPs relying on CAEP Accreditation to access Title IV of the Higher Education Act must demonstrate 100% compliance with their responsibilities under Title IV of the Act, including but not limited to on the basis of student loan default rate date provided by the Secretary, financial and compliance audits, and program reviews conducted by the U.S. Department of Education. Freestanding EPPs will need to provide narrative and evidence for all components of Standard 7.

MEPPA STANDARDS

For complete standards and components, please access Mississippi Educator Preparation Program Accreditation (MEPPA).

STANDARD 1: Content Knowledge, Skills, and Dispositions

The unit identifies and implements comprehensive and consistent performance expectations for candidates in all educator preparation programs.

STANDARD 2: Assessment

The unit requires that candidates are provided opportunities to demonstrate mastery in delivery of content and assessments as it relates to P-12 student development needs; and the unit systematically assesses candidate and unit performance.

STANDARD 3: Meaningful Field Experiences

The unit develops effective field experiences and assesses consistent expectations within educator preparation programs for candidate performance as it relates to knowledge, skills and dispositions including classroom management; and the unit provides adequate and appropriate supervision of teacher candidates during all field placements.

STANDARD 4: Diversity and Differentiation of Instruction

The unit ensures a range of diverse settings that reflects the reality of the P-12 classroom and represents areas in which the teacher candidate will be licensed.

STANDARD 5: Faculty Qualifications and Practice

The unit's professional education faculty demonstrate current best practices in scholarship, service, and instruction and have appropriate academic credentials and professional experience. Unit faculty are actively engaged in fostering a community of learners through regular collaboration with P-12 practitioners and various university faculties.

STANDARD 6: Recruitment, Retention and Partnerships

The unit enhances scholarships and other pre-service incentives for educator preparation in critical needs content areas, and/or for service in critical needs schools (also a state responsibility); and the unit engages in a well-defined system of collaboration that is accessible and communicated to all stakeholders, including P-12 educators, teacher preparation programs and the broader community.

MISSISSIPPI TEACHER GROWTH STANDARDS (TGR)

For a complete guide on the use of this evaluation instrument, please access the Teacher Growth Rubric.

DOMAIN I: LESSON DESIGN

Teachers must be skilled in planning instruction that is appropriate for their students, fully aligned to state standards and reflect teaching to high standards of student learning.

Standard 1: Lessons are aligned to standards and represent a coherent sequence of learning.

Standard 2: Lessons have levels of learning for all students.

DOMAIN II: STUDENT UNDERSTANDING

Teachers build the classroom to develop students' competence and confidence. This includes a wide range of inputs and processes such as modeling, collaborative and cooperative learning experiences, and assessments.

Standard 3: The teacher assists students in taking responsibility for learning and monitors student learning.

Standard 4: The teacher provides multiple ways for students to make meaning of content.

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

Teachers build a learning environment that is predictable with established routines and procedures, one in which they know their students as people and as learners, and one in which students thrive.

Standard 5: The teacher manages a learning-focused classroom community.

Standard 6: The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.

Standard 7: The teacher creates and maintains a classroom of respect for all students.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Teachers engage with the professional community both within the school and beyond, demonstrate a commitment to ongoing learning, collaborate productively with colleagues and contribute to the life of the school.

Standard 8: The teacher engages in professional learning.

Standard 9: The teacher establishes and maintains effective communication with families/guardians.

NBPTS CORE PROPOSITIONS

For complete information on the core propositions, please access National Boards for Professional Teaching Standards Core Propositions.

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

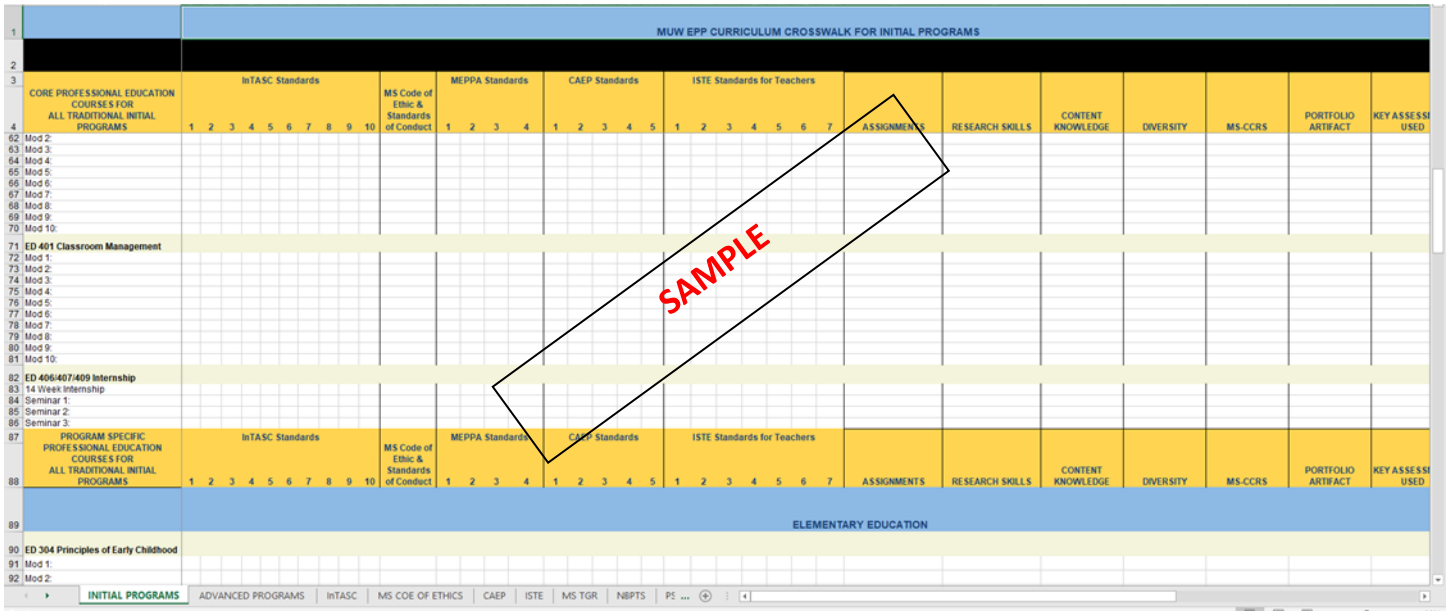
Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities

STANDARDS

A set of grids demonstrating the relations of every professional education course related to standards.



MUW EPP CURRICULUM CROSSWALK FOR INITIAL PROGRAMS

CORE PROFESSIONAL EDUCATION COURSES FOR ALL TRADITIONAL INITIAL PROGRAMS	InTASC Standards 1 2 3 4 5 6 7 8 9 10	MS Code of Ethic & Standards of Conduct	MEPPA Standards 1 2 3 4	CAEP Standards 1 2 3 4 5	ISTE Standards for Teachers 1 2 3 4 5 6 7	ASSIGNMENTS	RESEARCH SKILLS	CONTENT KNOWLEDGE	DIVERSITY	MS-CCRS	PORTFOLIO ARTIFACT	KEY ASSESSI USED
Mod 2:												
Mod 3:												
Mod 4:												
Mod 5:												
Mod 6:												
Mod 7:												
Mod 8:												
Mod 9:												
Mod 10:												
ED 401 Classroom Management												
Mod 1:												
Mod 2:												
Mod 3:												
Mod 4:												
Mod 5:												
Mod 6:												
Mod 7:												
Mod 8:												
Mod 9:												
Mod 10:												
ED 406/407/409 Internship												
14 Week Internship												
Seminar 1:												
Seminar 2:												
Seminar 3:												
PROGRAM SPECIFIC PROFESSIONAL EDUCATION COURSES FOR ALL TRADITIONAL INITIAL PROGRAMS	InTASC Standards 1 2 3 4 5 6 7 8 9 10	MS Code of Ethic & Standards of Conduct	MEPPA Standards 1 2 3 4	CAEP Standards 1 2 3 4 5	ISTE Standards for Teachers 1 2 3 4 5 6 7	ASSIGNMENTS	RESEARCH SKILLS	CONTENT KNOWLEDGE	DIVERSITY	MS-CCRS	PORTFOLIO ARTIFACT	KEY ASSESSI USED
ELEMENTARY EDUCATION												
ED 304 Principles of Early Childhood												
Mod 1:												
Mod 2:												

SAMPLE

INITIAL PROGRAMS | ADVANCED PROGRAMS | InTASC | MS COE OF ETHICS | CAEP | ISTE | MS TGR | NBPTS | PS ...

SUMMARY CURRICULUM MODIFICATIONS AND APPROVAL REQUIREMENTS

NOTE: Must be updated after each TEC meeting approving modifications

EPP CURRICULUM REVISIONS				
Academic Year Data Reviewed	**Evidence Reviewed**	**Summary of Analysis & Discussion**	**Modifications for Continuous Improvement**	**Semester Date Effective**
INITIAL PROGRAMS ELED/SEC/K12				
INITIAL PROGRAMS MAT				

SAMPLE

Approvals for New and Modified Programs

New program proposals resulting from data review and impacting teacher licensure must also go through an approval processes at the Mississippi Department of Education (MDE) and at the institutional level with the MUW Undergraduate Curriculum Council (UCC) or MUW Graduate Council. Some modifications to courses/programs must also go through approval processes at MDE, UCC, and Graduate Council. Please access those current policies at the links provided below.

MISSISSIPPI DEPARTMENT OF EDUCATION OFFICE OF EDUCATION PREPARATION			
EPP approval timeline for **fall implementation** of a new or modified program.			
Deadline to be submitted to the MDE	Deadline for Subcommittee review and recommendations	To be presented to the Licensure Commission	To be presented to the State Board of Education
February 15	**March 15**	**May 15**	**July 15**
EPP approval timeline for **spring implementation** of a new or modified program.			
Deadline to be submitted to the MDE	Deadline for Subcommittee review and recommendations	To be presented to the Licensure Commission	To be presented to the State Board of Education
July 15	**August 15**	**September 15**	**November 15**

For more information and resources about new or modified program approval access MDE Office of Educator Preparation.

MUW UNDERGRADUATE CURRICULUM COUNCIL (MUW POLICY #3508)

Academic Programs: Proposals to add, rename, consolidate, suspend, or delete academic programs, or certain changes to the mode of delivery of academic programs, require approval by the IHL Board and may require a Substantive Change application for approval by SACSCOC before a program can be implemented. The path for approval of all academic program proposals (addition, modification, deletion, change of mode of delivery) includes the discipline faculty and College, Dean, UCC, Academic Council, CAO, and President. Once a program proposal is approved by the President, it must be submitted to IHL for action according to IHL policy. If approved by IHL, SACSCOC must be notified of the program prior to implementation, and if required, a Substantive Change Application must be submitted and approved prior to implementation. The President and CAO are responsible for submitting proposals to IHL for action. The President and university SACSCOC liaison are responsible for submitting notifications to SACSCOC. Prior to initiating program proposals, faculty should familiarize themselves with current IHL and SACSCOC application requirements and deadlines. The CAO and SACSCOC liaison can advise faculty on application procedures.

Other Program Changes: The addition, modification, and deletion of academic minors or concentrations should follow the internal process for academic program approval but do not require IHL or SACSCOC approval. Certificate programs should also follow the internal process. Certificate programs should be reported to IHL but do not require IHL approval.

For more information and resources about submitting proposals to UCC access **UCC.**

MUW GRADUATE COUNCIL (MUW POLICY #3525)

The function of the Graduate Council is to recommend general policies applicable to all graduate programs offered through the Colleges and to discuss problems, procedures, planning and administration of graduate programs. All curriculum policy matters of academic units that pertain to the graduate program will be reviewed and approved by the Council. All additions, deletions, or other changes in graduate course offerings of academic units must be approved by the Council. Graduate Council will systematically examine and evaluate curricula offerings and requirements in terms of prescribed criteria, and in terms of revised or changing standards and policies of the Graduate School.

For more information and resources about submitting proposals to Graduate Council access MUW GRAD COUNCIL.

IMPACT ON STUDENT LEARNING RUBRIC

CONTEXTUAL FACTORS

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	7	1.1. Community and school information The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC **does not discuss information for any of the areas** about the community and school and/or the provided information is inaccurate	The TC provides **an incomplete or inaccurate** description of characteristics of the community and school **for any of the following areas:** Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides **an accurate and comprehensive** description for each of the following: information about the community and school: Geographic location; Community/schoo l population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides **an accurate and comprehensive** description for each of the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). *The TC also discusses the following: Community support for education and Other factors in the environment that impact education.*
R1.1	3	7	1.2. Classroom Information The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/ guardian involvement, and grouping practices (whole group, small group, pairs, etc.)	The TC describes **inaccurate** classroom factors related to the following: physic al features, technology resources, parental/ guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides **an accurate but incomplete** description of the following classroom factors or the TC provides a narrow scope of descriptions for the following classroom factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.)	The TC provides **an accurate and comprehensive** description for each of the following factors: physical features, technology resources, parental/ guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides **an accurate and comprehensive** description for each of the following factors: physical features, technology resources, parental/ guardian involvement, and grouping practices (whole group, small group, pairs, etc.). *The TC also describes how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the classroom on a regular basis.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	1.3. Student Characteristics The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.	The TC describes **inaccurate or incomplete classroom and student characteristics** that impact students and the learning environment including grade/age level, gender, race/ ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.	The TC provides an **accurate but incomplete** description of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.	The TC provides an **accurate and comprehensive** description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ ethnicity/ culture, special needs, achievement levels, language, interests and learning differences.	The TC provides **an accurate and comprehensive** description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences. *The TC also includes background information from parents/guardians and/or teachers that is helpful in better understanding student characteristics.*

LEARNING GOALS AND OBJECTIVES FOR UNIT AND/OR GROUP LESSONS

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	1	2.1. MCCRS and Unit or Group of Lessons Topic and Learning Goals The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals. **MCCRS refers to the Mississippi College- and Career-Readiness Standards*	The TC **does not identify** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and does not describe the lesson plans learning purposes/ goals	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals but **does not** describe the lesson plans learning purposes/goals	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and **describes** the lesson plans learning purposes/ goals	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and **describes** the lesson plans learning purposes/ goals. *The TC also includes a chart/ table that clarifies the standards and topics and describes how the overall learning goal supports previous goals and/or will support future learning goals.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	1	2	2.2. Appropriateness of Objectives Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors.	Daily learning goals and objectives are **not aligned with MCCRS and do not reflect** a connection to the real world or to the TC's research on community, school, or classroom factors. The objectives **do not consider** students' development, characteristics, experiences, skills, or prior learning.	Daily learning goals and objectives, **aligned with MCCRS, reflect a connection** to the real world and the TC's research on community, school, and classroom factors but **does not take into consideration** knowledge of students' development, characteristics, experiences, skills, or prior learning	Daily learning goals and objectives, **aligned with MCCRS, reflect** a connection to the real world and to the TC's contextual information/ findings on factors including, but not limited to, knowledge of student' development, characteristics, experiences, skills, and prior learning.	Daily learning goals and objectives, **aligned with MCCRS, reflect** a connection to the real world and to the TC's contextual information/findings on factors including, but not limited to, knowledge of students' development, characteristics, experiences, skills, and prior learning. *The TC also includes objectives that demonstrate differentiation using Bloom's/DOK levels.*

ASSESSMENT PLAN

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	3.1. Assessment Plan Overview The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations /modifications based on individual needs of student or contextual factors.	The TC **does not include** an Assessment Plan Overview Table or assessments **do not align** with the daily objectives or accommodations/ modifications **are not included or are not based** on individual student needs or contextual factors.	The TC **provides** an Assessment Plan Overview Table that is **incomplete and does not** include all daily assessments that match daily objectives AND/OR accommodations/ modifications **are not included** based on individual student needs or contextual factors.	The TC **provides** an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and **includes** accommodations/ modifications based on individual needs of student or contextual factors/ findings.	The TC **provides** an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and **includes** accommodations/ modifications based on individual needs of student or contextual factors/ findings. *The TC also discusses the alignment of assessments to objectives and includes a rationale for each modification based on individual needs of students or contextual factors/ findings.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	3.2. Pre-Assessment and Summative Assessment The teacher candidate (TC) provides descriptions of the pre - and post assessments, noting when assessments will be administered, and criteria used to establish mastery.	The TC **does not** describe how the pre-assessment and summative assessment are administered, or how the assessments are aligned with daily objectives, or the criteria used to establish mastery, or the TC **does not include** copies of these assessments and scoring guides (rubrics, answer keys, etc.),	The TC **provides incomplete** descriptions of how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, or the criteria used to establish mastery. Copies of the pre- and post-assessments and scoring guides (rubrics, answer keys, etc.) are **included**.	The TC **describes** how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, and the criteria used to establish mastery. The TC **includes** copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered.	The TC **describes** how the pre-assessment and summative assessment are administered and the criteria used to establish mastery. The TC **includes** copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered. *The TC also describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance on assessments.*
R1.3	6	3	3.3. Daily Assessments (Formative Assessments) The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring.	The TC **does not provide** a description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments are **not included.**	The TC **provides** an incomplete or inaccurate description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are **not all included or do not vary** in type.	The TC **describes** the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are **included.**	The TC **describes** the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are included. *The TC also describes how specific assessments address individual differences. (INTASC 6k)*
R1.3	6	3	3.4. Assessment Data The teacher candidate (TC) provides an assessment data table that documents individual performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students.	The TC does not provide an assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessments.	The TC provides an incomplete or unorganized assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessments.	The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students.	The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students. *The TC also discusses how students will be given opportunities to review and communicate about their own progress and learning. (INTASC 6q)*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	3.5. Communication of Assessment Results The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit.	The TC **does not provide** a plan for communicating assessment expectations, results, or feedback.	The TC **provides** a plan for communicating assessment expectations, results, and feedback to all students, but the plan **lacks a method** for students to monitor their own progression through the unit.	The TC **describes** a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted **includes a method** for students to monitor their own progression through the unit.	The TC **describes** a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted **includes a method** for students to monitor their own progression through the unit. *The TC also includes a variety of strategies for communicating feedback to all students.*

INSTRUCTIONAL DESIGN

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	2	4.1. Accommodations/ modifications to Instruction Based on Pre-Assessment Data Analysis The teacher candidate (TC) analyzes pre-assessment data to determine accommodations /modifications to instruction with descriptions of the accommodations/ modifications for the whole group, subgroups of students, or for individual students.	The TC **does not** analyze pre-assessment data or use the results to identify patterns of student performance relative to learning goals and objectives and **does not describe** instructional modifications for the whole group, subgroups of students, or for individual students	The TC **analyzes** pre -assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives **but does not describe** instructional modifications for the whole group, subgroups of students, or for individual students.	The TC **analyzes** pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives and **describes** instructional modifications for the whole group, subgroups of students, or for individual students.	The TC **analyzes** pre-assessment data and uses results to identify patterns of student performance relative to learning goals and objectives and **describes** instructional modifications for the whole group, subgroups of students, or for individual students. *The TC also provides a research-based findings/ contextual information for the instructional accommodations/ modifications for whole group, for subgroups, and individual students.*
R1.1	2	4	4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students.	The TC **does not include evidence of research-based strategies or procedures to differentiate learning for all students.**	**The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students** based on students' skill levels, learning differences, multiple intelligences, and **does not reference** specific individual student characteristics as described in the contextual factors' sections.	**The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students** based on students' skill levels, learning differences, multiple intelligences, and **references** specific individual student characteristics as described in the contextual factors' sections.	**The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students** based on students' skill levels, learning differences, multiple intelligences, and **references** specific individual student characteristics as described in the contextual factors' sections. *The TC also **provides citations** that the instructional strategies are research-based.*

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3 R2.3	8	6	5 6 7	4.3. Technology – Teacher Candidate The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC **did not use** technology in the lesson plans to facilitate, create, track, analyze, and communicate student learning. The TC **does not describe how** the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning student learning **but does not describe** how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating. *The TC also describes how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.*
R1.3 R2.3	8	6	6	4.4 Technology –Student Use The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.	The TC **does not** describe how technology is used by students to research, create, communicate, and present and **does not explain** how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present but **does not explain** how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. *The TC also describes how **students** used multiple forms of current technology to research, learn, create, communicate, and track student learning.*
R1.4	10	9	7	4.5. Plan for Parent/Guardian Communication The teacher candidate (TC) describes the plan for communicating with parents/ guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.	The TC **describes an incomplete plan** for disseminating unit information **and** explaining how individual student progress was shared with parents/ guardians. The TC **does not** provide evidence of communication with parents or guardians.	The TC **describes an incomplete plan** for disseminating unit/ lesson information or explaining how individual student progress was shared with parents/ guardians but does provide evidence of some communication with parents/ or guardians**.**	The TC **describes the plan** for disseminating unit/ lesson information, explains how individual student progress was shared with parents/ guardians, and provides evidence of parent/guardian communication.	The TC **describes a plan** for disseminating unit/ lesson information and communicating student progress to parents and/or guardians. The TC **provides multiple pieces of evidence of** consistent communication with parents or guardians. *The TC also provides examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to their students' education.*

INSTRUCTIONAL DECISION-MAKING

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	2	5.1. Instructional Modifications Based on Needs of Students The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s.	The TC **does not describe modifications** to instruction that are congruent with learning objectives or **does not provide** a complete rationale for those modifications based on student performance; or the TC **does not provide** a description of how the modification led students toward meeting objectives.	The TC **describes modifications** to instruction that are congruent with learning objectives but **does not provide a complete rationale** for those modifications based on student performance. The TC **provides an incomplete description** of how the modification led students toward meeting objectives.	**The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, OR responses that justifies the instructional modification/s.**	**The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, *AND* responses that justifies the instructional modification/s.**
R1.3	6	3	5.2. Instructional Differentiation or Modifications Based on Formative Assessments The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.	The TC **does not describe** the use of formative assessment data or does not include examples of data-based modifications to instruction.	The TC **gives an incomplete description** of the use of formative assessment data and **includes an example** of modifications to instruction to accommodate individual differences in developmental and/ or educational needs of students but **does not cite** student data as the basis for the modification.	The TC **describes how** formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/ or educational needs of students.	The TC **describes how** formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/ or educational needs of students. *The TC also includes multiple examples of research-based modifications of instruction to accommodate individual needs of students.*

ANALYSIS OF STUDENT LEARNING

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	6.1. Data Analysis The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work.	The TC **does not provide a**nalyses for either whole class, subgroups, or individuals. Student work samples from each category are missing.	The TC **provides an incomplete** analysis. The TC provides analyses for either whole class, subgroups, or individuals. Student work samples from each category **are provided.**	The TC **analyzes** student data from the assessment data table and **provides an analysis** of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance **with samples** of student work.	The TC **analyzes** student data from the assessment data table and **provides an analysis** of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance **with samples** of student work. *The TC also reflects on how the overall learning experiences were monitored throughout the unit or group of lessons.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	6.2. Evidence and Interpretation of Impact on Student Learning The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.	The TC does not use pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives	The TC **uses** pre- and post-assessment data to describe impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives but **does not** draw conclusions about the impact on student learning.	The TC **uses** pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.	The TC **uses** pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives. *The TC also provides multiple hypotheses for why students did or did not achieve mastery on the post-assessment.*

REFLECTION

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	9	8	7.1. Reflection on High Success/ Levels of Mastery The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning.	The TC **selects** objective/s for which students were most successful but **does not discuss** factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and **provides limited discussion** of the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and provides a thorough discussion on the **factors** that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and provides a thorough discussion on the **factors** that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). *The TC also includes the progression/next steps for instructional design and teaching for the targeted students with high student success.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	9	8	7.2. Reflection on Low Success/ Levels of Mastery The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning.	The TC **selects** objective/s for which students were the least successful but **does not provide a discussion** of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were the least successful and **provides a limited discussion** of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were the least successful and provides a thorough discussion on the **factors** that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). *The TC also cites and describes research-based methods for planning or instructional strategies that could be utilized in future to positively impact student learning.*
R1.4	9	8	7.3. Implications for Future Instructional Design and Teaching The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/ or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.	The TC **does not discuss** ideas for redesigning purposes, objectives, instruction, and assessments in future teaching.	The TC **discusses** ideas for redesigning purposes, objectives, instruction, and assessments in future teaching BUT **they are inappropriate or there is no rationale provided** explaining why these modifications would improve student learning.	The TC **discusses** ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND **provides a rationale** explaining why the modifications will improve student learning.	The TC **discusses** ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND **provides a rationale** explaining why the modifications will improve student learning. *The TC also cites and describes research-based evidence that supports these ideas.*
R1.4	9	8	7.4. Implications for Professional Development The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.	The TC **does not discuss** professional learning goals or ideas for professional development to improve teaching.	The TC **discusses one** professional learning goal to improve teaching that emerged from insights learned from teaching the unit.	The TC **discusses two** professional learning goals that emerged from the implementation and review of the unit/ group of lessons and **identified specific steps including** professional development to improve teaching and planning in these areas.	The TC **discusses two** professional learning goals that emerged from the implementation and review of the unit/ group of lessons and **identified specific steps including** professional development to improve teaching and planning in these areas. *The TC also identifies research based professional development to improve practice.*

DISPOSITIONS

DOMAIN I: PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

MCoE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
9	1. The teacher candidate protects **confidential information** concerning students and/or colleagues unless the law requires disclosure.	The teacher candidate **reveals** confidential information concerning students and/or colleagues.	The teacher candidate **unknowingly reveals** confidential information concerning students and/ or colleagues.	The teacher candidate **protects** confidential information concerning students and/or colleagues unless the law requires disclosure.	The teacher candidate **protects** confidential information concerning colleagues and/or students unless the law requires disclosure and **encourages others** to do the same.
5	2. The teacher candidate demonstrates **maturity and sound judgment** in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate exercises **unethical conduct** with colleague(s).{This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues.}	The teacher candidate **lacks maturity and/or sound judgment** that results in one or more interactions with colleagues.	The teacher candidate **demonstrates maturity and sound judgment** in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate **demonstrates maturity and sound judgment** in all interactions with colleagues and works to build consensus in the workplace.
6	3. The teacher candidate follows **all university and P-12 school policies** including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate **fails to follow** all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher candidate **lacks an understanding** of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The teacher candidate **follows** all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate **follows** all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and **uses teachable moments or planned instruction to reinforce** school policy.

DOMAIN II: CHARACTER DISPOSITIONS

MCoE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
2	4. The teacher candidate exemplifies **honesty and integrity** (honesty, tact, and fairness) with all stakeholders during his/her time in the program.	The teacher candidate **does not exemplify** honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate **demonstrates an effort** toward honesty and integrity with all stakeholders during his/ her time in the program.	The teacher candidate **exemplifies honesty and integrity** with all stakeholders during his/ her time in the program.	The teacher candidate **exemplifies** honesty and integrity with all stakeholders and **encourages students** to also act with honesty and integrity.
1	5. The teacher candidate accepts **constructive criticism** in a positive manner.	The teacher candidate is **non-receptive and/ or rejects** constructive criticism. .	The teacher candidate **listens** to constructive criticism, **but disagrees** with various comments, feedback, suggestions, and recommendations.	The teacher candidate **accepts** constructive criticism in a positive manner.	The teacher candidate **accepts** constructive criticism in a positive manner and also **self-reflects and participates in professional development activities** to promote personal professional growth.

DISPOSITIONS

DOMAIN III: CLINICAL/FIELD EXPERIENCES DISPOSITIONS

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

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI): 5 DAY LESSON PLAN

DOMAIN I: PLANNING AND PREPARATION

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	1	1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	Objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	Objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	Objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	**In addition to meets standard**, objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
R1.1	2	2	2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	Does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	Develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	**In addition to meets standard,** provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.
*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.							
R1.2	4	4	3. Integrates core content knowledge across and within subject areas in lessons when appropriate.	Instructional plans never integrate core content knowledge across and within subject areas.	Instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	Instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	**In addition to meets standard**, instructional plans **include** connections of content across disciplines.*
*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.							
R1.3	8	2	4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	Does not plan appropriate or sequential teaching procedures that include innovative introductions and closures. Different teaching strategies are not utilized.	Plans lack logical sequence and different teaching strategies.	Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	**In addition to meets standard,** multiple lesson plans cited research -based evidence.
*Examples include but are not limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.							
R1.3	6	3	5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	Plans do not indicate use of assessments that effectively evaluate student learning and development.	Plans indicate use of assessments but not all are appropriate.	Plans indicate use of appropriate assessments that effectively evaluate student learning and development.	**In addition to meets standard**, assessments are performance-based to enhance critical thinking and problem solving.
*Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.							

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	6	5	6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	Plans do not include technology that will engage students.	Plans lack logical use of technology.	Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	**In addition to meets standard, multiple lesson plans** utilize technology to enhance learning opportunities.
*Examples of technology include the implementation of digital leaning programs using iPads, Chromebooks, PowerPoints, Smart Boards, Promethean Boards, cell phones, etc.								

DOMAIN II: ASSESSMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	7. Communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	Does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	Communicates assessment criteria and performance standards to the students. Fails to provide students with feedback.	Communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. Provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement.*
*To meet the **Exceeds Standard**, intern must complete both stated requirements.							
R1.3	6	3	8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	Does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	Uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group,	Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	**In addition to meets standard**, conferences with individual students to assist with monitoring progress.
*Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.							

DOMAIN III: INSTRUCTION

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	4	9. Uses standard written, oral, and nonverbal communication in instruction.	Does not use standard written, oral, and nonverbal communication in instruction.	Standard written, oral, and nonverbal communication is difficult to follow for students.	Uses standard written, oral, and nonverbal communication in instruction to engage students.	**In addition to meets standard,** enriches conversation with expressive language and vocabulary to engage students.
R1.1	3	4	10. Provides explicit written and oral directions for instructional activities.	Does not provide explicit written and oral directions for instructional activities.	Provides written and oral directions for instructional activities that are not explicit.	Provides explicit written and oral directions for instructional activities.	**In addition to meets standard,** uses concrete examples to model and to clarify tasks and concepts.

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	11. Communicates positive expectations for learning for all students.	Does not communicate positive expectations for learning for all students.	Has difficulty communicating positive expectations for learning for all students.	Communicates positive expectations for learning for all students.	**In addition to meets standard,** encourages all students to set positive expectations for themselves and peers.
R1.1	3	7	12. Conveys enthusiasm for teaching and learning for all students.	Does not convey enthusiasm for teaching and learning for all students.	Has difficulty conveying enthusiasm for teaching and learning for all students.	Conveys enthusiasm for teaching and learning for all students.	**In addition to meets standard,** elicits enthusiasm from students.
R1.1	3	5	13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	**In addition to meets standard,** enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
R1.2	4	4	14. Demonstrates content knowledge and an understanding of how to teach the content.	Does not demonstrate content knowledge and how to teach the content.	Has difficuly demonstrating content and content pedagogical knowledge.	Demonstrates content knowledge and an understanding of how to teach the content.	**In addition to meets standard**, uses a variety of instructional methods to ensure an understanding of the content

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	5, 6, 7	15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	Does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	Has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	**In addition to meets standard**, uses a variety of appropriate **student-centered** teaching strategies to impact student learning and development.
*Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.								

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	1	2	16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	Does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	Implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	Implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	**In addition to meets standard**, cites research to support the planned learning experiences.
*Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).							
R1.2	5	4	17. Engages all students in critical thinking through higher-order questioning.*	Does not engage all students in critical thinking through higher-order questioning.	Relies on lower level questioning.	Engages all students in critical thinking through higher-order questioning.	**In addition to meets standard**, provides opportunities for students to apply concepts in problem -solving and critical thinking.
*Guiding questions need to be listed in lesson plans.							

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	18. Adjusts instruction as needed based on student input, cues, and individual/group responses.	Does not adjust instruction as needed based on student input, cues, and individual/group responses.	Elicits student input during instruction and attempts are made to adjust instruction based on student responses.	Elicits student input and adjusts instruction as needed based on student input, cues, and individual/ group responses.	**In addition to meets standard**, constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.
R1.4	10	9	19. Uses family and/or community resources in instruction to impact student learning and development.*	Does not use family and/or community resources in instruction to impact student learning and development.	Attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	Uses family and/or community resources in instruction to impact student learning and development.	**In addition to meets standard,** designs and organizes instruction to foster ongoing communication and high expectations for learners.
*Examples include special guests							

DOMAIN IV: LEARNING ENVIRONMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	Does not adjust the classroom environment to enhance positive peer relationships, motivation, and learning.	Has difficulty adjusting the classroom environment to enhance positive peer relationships, motivation, and learning.	Adjusts the classroom environment and delivers instruction to enhance positive peer relationships, motivation, and learning.	**In addition to meets standard**, encourages students to develop self-monitoring skills.
R1.1	3	6	21. Attends to and delegates routine tasks.	Does not attend to and delegate routine tasks.	Attempts to attend to and delegate routine tasks but there is no consistency or established routine.	Attends to and delegates routine tasks.	**In addition to meets standards,** has a systematic routine for attending to and delegating tasks.
R1.1	3	5	22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	Does not manage student behavior.	Has difficulty applying appropriate strategies in managing student behavior.	Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	**In addition to meeting the standard,** students self-monitor their behavior.
R1.1	3	7	23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	Does not create a culturally inclusive environment.	Has difficulty maintaining a culturally inclusive environment.	Creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	**In addition to meets standard,** cultural inclusivity is evident in student interactions.
R1.3	7	6	24. Maximizes instructional time.	Does not maximize instructional time.	Has difficulty maximizing instructional time.	Maximizes instructional time.	**In addition to meets standard**, transitions, routines and procedures are executed in an efficient manner with minimal teacher direction.

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	10	9	4	25. Collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	Does not collaborate with professional colleagues to communicate with families about student learning and development.	Has difficulty collaborating with professional colleagues to communicate with families about student learning and development.	Collaborates with professional colleagues to communicate with families about student learning and development.	**In addition to meets standard**, engages in ongoing professional learning opportunities with professional colleagues, and seeks advice/ information from experienced educators.

*Examples include documented evidence such as PLCs, data meetings, newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.

PORTFOLIO RUBRIC

CAEP	Indicator	Capstone	Milestones		Benchmark
		4	3	2	1
R1.3	**Curiosity**	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding **insight** and/or information **indicating interest in the subject.**	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
R1.3	**Initiative**	Completes required work, generates and pursues additional opportunities to expand knowledge, skills, and abilities.	Completes **required work**, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
R1.2	**Transfer**	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	**Beyond** classroom **requirements**, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
R1.3	**Transfer**	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references **to previous learning and shows evidence** of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
R1.1	**Reflection**	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Proprietary Rubric: AACU Foundations and Skills for Lifelong Learning Rubric

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI): 3 DAY LESSON PLAN

DOMAIN I: PLANNING AND PREPARATION

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	1	1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	Objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	Objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	Objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	**In addition to meets standard**, objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
R1.1	2	2	2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	Does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	Develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	**In addition to meets standard,** provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.
*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.							
R1.2	4	4	3. Integrates core content knowledge across and within subject areas in lessons when appropriate.	Instructional plans never integrate core content knowledge across and within subject areas.	Instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	Instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	**In addition to meets standard**, instructional plans **include** connections of content across disciplines.*
*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.							
R1.3	8	2	4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	Does not plan appropriate or sequential teaching procedures that include innovative introductions and closures. Different teaching strategies are not utilized.	Plans lack logical sequence and different teaching strategies.	Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	**In addition to meets standard,** multiple lesson plans cited research -based evidence.
*Examples include but are not limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.							
R1.3	6	3	5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	Plans do not indicate use of assessments that effectively evaluate student learning and development.	Plans indicate use of assessments but not all are appropriate.	Plans indicate use of appropriate assessments that effectively evaluate student learning and development.	**In addition to meets standard**, assessments are performance-based to enhance critical thinking and problem solving.
*Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.							

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	6	5	6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	Plans do not include technology that will engage students.	Plans lack logical use of technology.	Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	**In addition to meets standard, multiple lesson plans** utilize technology to enhance learning opportunities.
*Examples of technology include the implementation of digital leaning programs using iPads, Chromebooks, PowerPoints, Smart Boards, Promethean Boards, cell phones, etc.								

DOMAIN II: ASSESSMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	7. Communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	Does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	Communicates assessment criteria and performance standards to the students. Fails to provide students with feedback.	Communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. Provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement.*
*To meet the **Exceeds Standard**, intern must complete both stated requirements.							
R1.3	6	3	8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	Does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	Uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group,	Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	**In addition to meets standard**, conferences with individual students to assist with monitoring progress.
*Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.							

DOMAIN III: INSTRUCTION

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	4	9. Uses standard written, oral, and nonverbal communication in instruction.	Does not use standard written, oral, and nonverbal communication in instruction.	Standard written, oral, and nonverbal communication is difficult to follow for students.	Uses standard written, oral, and nonverbal communication in instruction to engage students.	**In addition to meets standard,** enriches conversation with expressive language and vocabulary to engage students.
R1.1	3	4	10. Provides explicit written and oral directions for instructional activities.	Does not provide explicit written and oral directions for instructional activities.	Provides written and oral directions for instructional activities that are not explicit.	Provides explicit written and oral directions for instructional activities.	**In addition to meets standard,** uses concrete examples to model and to clarify tasks and concepts.

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	11. Communicates positive expectations for learning for all students.	Does not communicate positive expectations for learning for all students.	Has difficulty communicating positive expectations for learning for all students.	Communicates positive expectations for learning for all students.	**In addition to meets standard,** encourages all students to set positive expectations for themselves and peers.
R1.1	3	7	12. Conveys enthusiasm for teaching and learning for all students.	Does not convey enthusiasm for teaching and learning for all students.	Has difficulty conveying enthusiasm for teaching and learning for all students.	Conveys enthusiasm for teaching and learning for all students.	**In addition to meets standard,** elicits enthusiasm from students.
R1.1	3	5	13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	**In addition to meets standard,** enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
R1.2	4	4	14. Demonstrates content knowledge and an understanding of how to teach the content.	Does not demonstrate content knowledge and how to teach the content.	Has difficuly demonstrating content and content pedagogical knowledge.	Demonstrates content knowledge and an understanding of how to teach the content.	**In addition to meets standard**, uses a variety of instructional methods to ensure an understanding of the content

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	5, 6, 7	15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	Does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	Has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	**In addition to meets standard**, uses a variety of appropriate **student-centered** teaching strategies to impact student learning and development.
*Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.								

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	1	2	16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	Does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	Implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	Implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	**In addition to meets standard**, cites research to support the planned learning experiences.
*Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).							
R1.2	5	4	17. Engages all students in critical thinking through higher-order questioning.*	Does not engage all students in critical thinking through higher-order questioning.	Relies on lower level questioning.	Engages all students in critical thinking through higher-order questioning.	**In addition to meets standard**, provides opportunities for students to apply concepts in problem -solving and critical thinking.
*Guiding questions need to be listed in lesson plans.							

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	18. Adjusts instruction as needed based on student input, cues, and individual/group responses.	Does not adjust instruction as needed based on student input, cues, and individual/group responses.	Elicits student input during instruction and attempts are made to adjust instruction based on student responses.	Elicits student input and adjusts instruction as needed based on student input, cues, and individual/ group responses.	**In addition to meets standard**, constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.
R1.4	10	9	19. Uses family and/or community resources in instruction to impact student learning and development.*	Does not use family and/or community resources in instruction to impact student learning and development.	Attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	Uses family and/or community resources in instruction to impact student learning and development.	**In addition to meets standard,** designs and organizes instruction to foster ongoing communication and high expectations for learners.
*Examples include special guests							

EDUCATIONAL PHILOSOPHY

CAEP	InTASC	TGR	Indicator	Benchmark	Milestones		Capstone
				1	2	3	4
R1.3	*9*	*4*	**Context of and Purpose for Writing** *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates minimal attention to context, audience, and purpose of their philosophy of education. (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, and purpose of their philosophy of education. (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus of their philosophy of education (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose of their philosophy of education and focuses all elements of the work.
R1.3	*9*	*4*	**Content Development**	Uses appropriate and relevant content to develop simple ideas in some parts of their philosophy of education.	Uses appropriate and relevant content to develop and explore their philosophy of education through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within their philosophy of education and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of their philosophy of education, conveying the writer's understanding, and shaping the whole work.
R1.3	*9*	*4*	**Genre and Disciplinary Conventions** *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields*	Attempts to use a consistent system for basic organization and presentation of their philosophy of education.	Follows expectations appropriate to their philosophy of education for basic organization, content, and presentation.	Demonstrates consistent use of important conventions particular to their philosophy of education, including organization, content, presentation, and stylistic choices.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to their philosophy of education, including organization, content, presentation, formatting, and stylistic choices.
R1.3	*9*	*4*	**Sources and Evidence**	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for writing in the field of education.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated for writing within the field of education.	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for writing in the field of education.
R1.3	*9*	*4*	**Control of Syntax and Mechanics**	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the assignment has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.

Proprietary Rubric: AACU Written Communication Value Rubric

VIDEOTAPED LESSON REFLECTION ASSIGNMENT

CAEP	InTASC	TGR	ISTE	Indicator	Meets Standard 2	Needs Improvement 1	Unacceptable 0
R1.3	*6*	*3*		**TIAI Domain II: Assessment**	Video reflection addresses TIAI indicators 7-8, including specific strategies/practices utilized during field experience lesson, their effectiveness, and what you plan to change in future teaching. ***Reflection addresses communicating assessment information to students, providing feedback, and incorporating informal and/ or formal assessment***	Video reflection addresses TIAI indicators 7-8, but lacks specific details and/or depth of reflection.	Video reflection fails to address specified TIAI indicators and/or contains inaccurate information.
R1.1 *R1.2* *R1.3*	*1* *2* *3* *4* *5* *8* *10*	*2* *4* *5* *7* *9*	*5* *6* *7*	**TIAI Domain III: Instruction**	Video reflection addresses TIAI indicators 9 - 19, including specific strategies/practices utilized during field experience lesson, their effectiveness, and what you plan to change in future teaching. ***Reflection addresses (1) using technology that engages students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding, (2) areas of effectively communicating with students, and (3) using a variety of teaching strategies that meets the needs of all students.***	Video reflection addresses TIAI indicators 9-19, but lacks specific details and/or depth of reflection.	Video reflection fails to address specified TIAI indicators and/or contains inaccurate information.
R1.1	*3* *7*	*5* *6* *7*		**Domain IV: Learning Environment**	Video reflection addresses TIAI indicators 20 - 24, including specific strategies/practices utilized during field experience lesson, their effectiveness, and what you plan to change in future teaching. ***Reflection addresses managing the classroom environment in a way that is conducive to learning.***	Video reflection addresses TIAI indicators 20-24, but lacks specific details and/or depth of reflection.	Video reflection fails to address specified TIAI indicators and/or contains inaccurate information.
				Overall Learning Experience	Video reflection includes how the overall learning experience of teaching in the field could be changed or remain the same by citing specific examples.	Video reflection refers to how the overall learning experience of teaching in the field could be changed or remain the same without citing thorough examples.	Video reflection does not refer to the overall learning experience of teaching in the field and no specific examples are cited.
				Organization, Grammar, & Mechanics	Adheres to acceptable rules for organization, grammar, and mechanics, with 0-2 minor errors. ***Reflection includes an introduction paragraph with the required information listed on the assignment.***	Adheres to the most acceptable rules for organization, grammar, and mechanics, with 3-5 errors.	Major issues with organization, grammar, and/ or mechanics; 6+ errors.