

# Undergraduate Teacher Education Handbook

## School of Education

### Mississippi University for Women



Developing Quality Educators for Today's School  
Academic Year 2025-2026

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## **Welcome to the School of Education**

Welcome to the Department of Education within the School of Education at Mississippi University for Women (MUW). Whether your goal is to teach in early childhood, elementary, secondary, or specialty areas, you are entering one of the university's most respected and impactful programs.

This handbook provides a clear and consolidated overview of academic policies, advising, professional expectations, licensure requirements, and most importantly, a robust support system for the combined education programs of the School of Education and the College of Arts and Sciences, as an Educator Preparation Provider (EPP). It is designed to help you navigate your teacher preparation journey with confidence and a sense of security.

This handbook supplements the:

- MUW Undergraduate Bulletin
- Policies of the Office of Academic Affairs and Registrar
- Mississippi Department of Education (MDE) requirements
- School of Education's website and official forms

This handbook is a living document. Policy updates made by MUW or MDE may result in immediate changes to policies. Always use the most recent version. In the event of a conflict, the MUW Undergraduate Bulletin and university policies take precedence. This ensures that you are always informed and up-to-date with the latest policies and procedures.

## **Accreditation & Oversight**

MUW's Educator Preparation Provider (EPP) includes the School of Education and collaborating departments in the College of Arts & Sciences. All licensure programs are:

- Accredited by the Council for the Accreditation of Educator Preparation (CAEP)
- Approved by the Mississippi Department of Education (MDE)
- Compliant with Mississippi Institutions of Higher Learning (IHL) policy
- Aligned with:
  - InTASC Model Core Teaching Standards
  - CAEP Core Standards
  - MDE Teacher Growth Standards
  - Mississippi Educator Code of Ethics

### **Disclaimers:**

*The Teacher Education Handbook is provided as a supplement to the current MUW Bulletin, all other institutional policies and procedures, and all School of Education policies and procedures, including those outlined on the MUW School of Education Website.*

*The program requirements outlined in this document and other supplementary School of Education publications are subject to change and may be revised as necessary to meet the requirements of the Mississippi Department of Education, the Mississippi Institutions of Higher Learning, accrediting agencies, workforce demands, available resources, or other entities to which compliance is required.*



## School of Education Overview

Mississippi University for Women has been preparing teachers since 1884, making it the first publicly funded college for women in the United States. Today, MUW serves a diverse student body and remains nationally recognized for the quality of its educator preparation programs.

### School of Education Vision Statement

The W's School of Education seeks to advance the field of education by preparing knowledgeable, reflective, and responsive professionals committed to growth for all learners.

### School of Education Mission Statement

The W's School of Education is dedicated to developing effective educators through a personalized, lifelong learning approach that supports students from early childhood through post-graduation.

### Goals of the Educator Preparation Provider (EPP)

1. Deliver high-quality instructional practices in all modalities to develop professional knowledge, skills, and dispositions.
2. Provide individualized support beyond traditional classroom models to enhance retention and success.
3. Engage in meaningful service to students and communities through partnerships.
4. Support ongoing professional development for lifelong growth and learning.
5. Promote equitable and accessible recruitment pathways to increase enrollment in educator preparation programs.

(Adopted by the School of Education, July 2020; by MUW EPP, February 2021)

### Conceptual Framework: Educator as Reflective Decision Maker



The MUW EPP Conceptual Framework is based on the ***Educator as a Reflective Decision Maker***. It represents the foundational, professional beliefs and practices guiding the development of Teacher Candidates within the Mississippi University for Women Educator Preparation Program (EPP). The current model and framework were developed several years ago through a collaborative process involving the MUW faculty and constituency, and the unit has consistently found the framework relevant over time. Reviews and modifications have been used to update it and ensure its continued viability. The elements of the conceptual framework represent:

#### Diverse Educator Candidate Population (CAEP R3.1)

The foundation for the conceptual framework is the diverse population of Teacher Candidates. The faculty and administration of the university are committed to recruiting a diverse pool of educator candidates. The challenges and responsibilities of the Mississippi University for Women Educator Preparation Program (EPP) are to nurture all Teacher Candidates' 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 Teacher Candidate the acquisition of knowledge, self-understanding, skills, and dispositions necessary for practicing appropriate professional, reflective decision-making.

### **Educator Preparation Program Knowledge Base (CAEP R1.1-R1.4, R 2.3)**

When Teacher 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 core curriculum (see the [Current Undergraduate Bulletin](#) for requirements). After admission to the program, Teacher Candidates continue their studies in professional education courses. They are guided to develop the knowledge, skills, and dispositions necessary to be successful educators who practice reflection. The curricula for all educator preparation programs, encompassing both content-specific and professional education coursework, are grounded in well-founded theories and current research.

The knowledge base is delivered through an integration of experiences in both theory and practice. The pillars of the model encompass all aspects of learning, including knowledge, self-understanding, skills, and dispositions. A carefully articulated progression of clinical experiences begins in *The Art and Science of Teaching* (ED 302) and concludes with *Internship* (ED 406, 407, 409).

### **Knowledge, Self-Understanding, Skills, and Dispositions (CAEP R1.1-R1.4, R4.1)**

Teacher 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 of 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; (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 (CAEP R1.4)**

The anticipated outcome for both graduate and undergraduate Teacher Candidates is the 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 their program of study. To achieve this aim, the Mississippi University for Women Education Preparation Program has adopted the Model Core Teaching Standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Five Core Propositions of the National Board for Professional Teaching Standards as goals for aspiring Teacher Candidates. Experiences are aligned with these standards.

### **Continued Growth**

Teacher Candidates are guided and encouraged throughout their programs, continuing to develop professional skills throughout their careers and pursuing lifelong learning and professional growth. The pediment at the 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 ongoing professional development and growth.

*This model underpins all licensure programs and integrates national and state educator standards.*

## **MUW Student Education Organizations**

MUW Teacher Education Teacher Candidates are encouraged to participate in the Mississippi Association of Professional Educators (MPE) and Kappa Kappa Iota (KKI) professional organizations. All education majors are welcome to join both organizations, which hold monthly meetings. Contact the School of Education for more information, 662-241-6415.



### **Teacher Education Honors and Teacher Candidates Awards**

#### **MS Association of Colleges of Teacher Education Outstanding Teacher Candidate Award**

The Mississippi Association of Colleges of Teacher Education (MACTE) sponsors an annual award honoring outstanding Teacher Candidates. One undergraduate Teacher Candidate from each member institution is honored. This honor is awarded to one MUW Teacher Candidate each academic year and is based on the following criteria: GPA, outstanding teaching ability, outstanding character and interpersonal skills, as determined by performance on Teacher Candidate disposition assessments, and other contributions, such as leadership and service, while at the university. Outstanding area school administrators and teachers are also recognized during this event.

#### **School of Education Teacher Candidate & Teacher Intern Awards**

The MUW School of Education recognizes outstanding Teacher Candidates, Teacher Interns, and MAT and M.Ed. graduate students in the following areas. Recipients are typically recognized during the School of Education Awards & Interview Day, held each fall and spring semester.

- Block I Outstanding Teacher Candidate
- Block II Outstanding Teacher Candidate
- Block III Outstanding Teacher Candidate
- Early Childhood Education Outstanding Teacher Intern
- Elementary Education Outstanding Teacher Intern
- Secondary/Specialty Education Outstanding Teacher Intern
- Master of Arts in Teaching Outstanding Graduate Student
- Master of Education Outstanding Graduate Student



## Academic Advising & Student Support

Advising is a shared responsibility between students and their assigned advisor. It is a professional mentoring relationship that supports academic planning, program progression, and readiness for licensure.

All students are assigned to a Student Success Navigator upon admission to Mississippi University for Women, as noted below. During or before enrollment, new students will meet with their assigned Student Success Navigator to learn about the requirements for their major(s) and minor(s). Every degree-seeking student should be provided with a course schedule plan each semester, along with instructions for registering. The advisor and advisee should review this together, sign off in agreement, and each keep a copy for their records. The original document with signatures should be placed in the student's file.

The academic advisor is the primary resource regarding academic issues, opportunities, and programs, and should be thought of more as a mentor. Due to this relationship, the student's primary contact should be with their advisor. If a student contacts an advisor for direction that is not assigned to them, it is that advisor's responsibility to direct the student back to their current advisor for further guidance. When faculty are not on contract, students will be directed to the Navigator, the Chair of the Department of Education, or the appropriate department chair, depending on whether the student is in a secondary or specialty education program.

School of Education	College of Arts & Sciences: Ms. Delilah Schmidt
EE/ECE Majors (freshman-junior years): Ms. Christi Dillon EE/ECE Majors (senior year): Dr. Christy Adams  Early Childhood Education & Elementary Education majors are advised by our Student Success Navigator, Ms. Christi Dillon, through the end of their junior year.  They are advised by the Director of Field Experiences, Dr. Christy Adams, during their senior year.	Biology Teacher Certification: Dr. Brian Burnes
	English Teacher Certification: Dr. Kristen Figgins
	History Teacher Certification: Dr. Jon Hooks
	Math Teacher Certification: Dr. Bonnie Oppenheimer
	Music Teacher Certification: Ms. Melissa Reeves
<i>If a student contacts an advisor not assigned to them for direction, it is that advisor's responsibility to direct the student back to their current advisor for guidance.</i>	Spanish Teacher Certification: Ms. Erinn Holloway
	Theatre Teacher Certification: Mr. David Carter

### Advisor Responsibilities

- Be accessible and responsive to advisees.
- Communicate and clarify university policies and procedures.
- Help match advisee needs with available resources and make appropriate referrals when necessary.
- Maintain reasonable office hours and methods of availability for students, allowing for adequate time to discuss goals, career choices, make course selections, and discuss any other questions.
- Inform students how to change college and/or departments and provide information to explain the process students follow to enroll in their courses and to add or drop courses during the semester, in coordination with the Chair of the Department of Education, when it is in the best interest of students to do so.

- Prepare students for graduation by discussing degree requirements, assisting with strategic course selections that minimize the number of semesters required for graduation, and informing students about opportunities in their field of study.
  - The application to participate in commencement is distinct from the graduation application. Students must apply for these separately. Students may choose not to participate in commencement, but each student **MUST** apply for graduation. Failure to apply for graduation on or before deadlines published by the Office of the Registrar **WILL** result in delays in graduation and the MDE licensure review and issuance.
- Be an advocate for policies and best practices that support students when necessary.
- Discuss satisfactory academic progress and the consequences of not achieving specific benchmarks promptly for degree progress.
- Discuss connections between academic preparation and careers in the “real world.”
- Help students explore their abilities and facilitate progress in areas that require improvement.
- Be knowledgeable about and share opportunities for additional development and engagement in programs, workshops, events, and web-based trainings offered through the School of Education or off-campus, additional related organizations or activities, and career opportunities
- Follow up with advisees via MUW email account.
- Serve as a professional mentor, including modeling best practices for advisees, classroom students, colleagues, and others who are a part of MUW’s wider community.
- Maintain clear documentation of decisions and concerns to be retained in the advisee’s central file.
- Submit the advisee’s advising audit to the Department of Education as requested, and update each semester as needed.

For the advisor to be successful in all of the above points, they must be knowledgeable and up-to-date on matters concerning:

- Curriculum—requirements in the student's major, including those related to any licensure-specific requirements, core requirements, and the graduation requirements and deadlines of the university that students need to know to progress successfully to graduation;
- Registration procedures;
- Student personnel services—medical, counseling, housing, placement, social, recreational, etc.;
- Financial obligations; and
- Basic job market, licensing, and employment information.

### **Advisee Responsibilities**

- Review and understand university policies and procedures, core requirements, graduation requirements, and the Mississippi University for Women bulletins.
- Check your MUW email account regularly.
- Learn to access and navigate Canvas and Banner.
- Be aware of academic dates and deadlines, especially those posted on the Registrar’s website ([www.muw.edu/registrar](http://www.muw.edu/registrar)).
- Explore resources to help you make informed career and academic decisions.
- Schedule and attend advising appointments.
- Arrive on time for appointments.
- Prepare for advising sessions and bring relevant materials to the appointment.
- Bring a list of questions to appointments and ask questions if any topic is unclear.
- Communicate openly with your advisor by clearly articulating your values, abilities, goals, and needs.

- Be familiar with the requirements of selected major(s)/minor(s) and schedule courses according to those requirements;
- While advising is a shared responsibility, you must accept final responsibility for your decisions.
- Follow up with your advisor using MUW email—your MUW MyApps email is your official means of communication while you are a student at MUW.

### Advising Progression by Year

Year	Goals	Advisor
Freshman	<ul style="list-style-type: none"> <li>• Know who your academic advisor is &amp; how to contact them.</li> <li>• Be aware that academic advising differs from high school guidance counseling.</li> <li>• Become familiar with the Undergraduate Bulletin.</li> <li>• Become familiar with the core course requirements and the requirements for your major, if declared, or programs being considered.</li> <li>• Be familiar with the proper degree audit sheets for your major &amp; know the requirements for acceptance into your desired program of study.</li> <li>• Locate &amp; become familiar with academic calendars, deadlines, add/drop dates, registration dates, etc., found on program website(s), the Registrar's website, &amp; related webpages.</li> <li>• Understand the university's expectations &amp; the consequences of behavior on future employment.</li> <li>• Become familiar with campus services &amp; explore academic, career, &amp; personal interests;</li> <li>• Learn how to communicate appropriately with university faculty, staff, &amp; other professionals.</li> <li>• Discover and assess your skills, values, talents, strengths, &amp; weaknesses.</li> <li>• Be able to navigate Banner, Canvas, &amp; other essential university systems effectively.</li> </ul>	Education Navigator
Sophomore	<ul style="list-style-type: none"> <li>• For students interested in elementary education, begin to narrow your interests to determine an area of concentration, if one has not already been determined.</li> <li>• Explore course requirements.</li> <li>• Explore experiences that will help clarify goals &amp; interests (professional organizations, mentorships, student employment, volunteerism, study abroad, etc.).</li> <li>• Determine if your strengths &amp; interests align with this major through discussion.</li> </ul>	Education Navigator
Junior	<ul style="list-style-type: none"> <li>• Particularly for community college transfer students, take the opportunity to get to know your MUW advisor.</li> <li>• Complete a degree check to determine classes still needed to meet major &amp; graduation requirements.</li> <li>• Meet deadlines to enter the Teacher Education Program.</li> <li>• Research employment opportunities &amp; graduate school options.</li> <li>• Begin networking &amp; consider participating in career/employment fairs, as well as attending educational state &amp; national conferences.</li> <li>• Be aware of the graduation process, dates, &amp; deadlines.</li> <li>• See faculty advisor for input on identifying &amp; addressing additional education &amp; skills needed for employment or for graduate school, &amp; check registration dates for entrance exams &amp; applications.</li> </ul>	Education Navigator
Senior	<ul style="list-style-type: none"> <li>• Begin the graduation application process, paying careful attention to deadlines.</li> </ul>	Director of Field



	<ul style="list-style-type: none"> <li>• Apply to graduate programs if you are considering continuing your education immediately following graduation.</li> <li>• Prepare to market yourself to potential employers &amp; graduate schools.</li> <li>• Take advantage of career fairs and on-campus interview opportunities to enhance your career prospects.</li> <li>• Continue networking now and throughout your professional career.</li> <li>• Polish your resume, cover letter, and portfolio.</li> </ul>	Experiences
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### **End-of-Semester Advising Follow-Up**

At the end of each semester, the Student Success Center identifies students who have not registered for the upcoming term. This list is shared with the Education Navigator, who then follows up with their assigned students promptly and makes every reasonable effort to encourage registration, even after classes have ended for the fall semester. For the spring and summer terms, the Education Navigator will follow up with unregistered students after faculty contracts have been finalized.

### **Override Requests**

Override requests must be submitted per the instructions provided by the Chair of the Department of Education. Only the Chair of the Department of Education or the Dean of the School of Education may approve overrides for courses with an ED prefix. Requests for other courses should be sent to the Navigator, who will determine whether the request should be forwarded to the appropriate department.

### **Legal and Ethical Responsibilities in Advising**

Advising at MUW carries both legal and ethical responsibilities. Advisors operate within important frameworks that include the university's contractual obligations to students, the protection of student privacy, the establishment of appropriate boundaries of communication, and students' rights to due process. These responsibilities are outlined in institutional materials, such as handbooks, bulletins, and departmental guidelines.

While students are ultimately responsible for meeting degree requirements, advisors must guide them clearly and document their recommendations. Advisors are not liable for students who ignore sound, documented advice. To protect both students and themselves, advisors should maintain accurate advising records, use official communication channels, and document all interactions with students. Knowing when to refer students to the appropriate university office is equally important, and advisors are expected to stay familiar with current institutional policies.

### **Communication with Students**

Clear and consistent communication forms the foundation of effective academic advising. Although in-person meetings are ideal, advisors and students may sometimes need to rely on phone calls, video chats, or emails. Text messaging should only be used as a last resort and is not the preferred method.

Each advising conversation, whether in person or remote, should be documented. For in-person meetings, students should receive a copy of any notes or forms used, and a duplicate should be added to their advising file. For distance advising, the advisor should send a follow-up email summarizing the discussion and save a copy of that email in the student's file.



## **Advising Files**

Each assigned advisee must have an advising file stored in the Department of Education Master Advising File Canvas shell. This secure online location will be used by the department's advising team, including the Navigator (UG advisor through junior year), the Director of Field Experience (UG advisor through senior year), the MAT Coordinator, and the M.Ed. Coordinator. Advisors are required to upload their updated Plans of Study and Signed Schedule Agreement forms after each advising session, where they can be accessed by authorized faculty members as needed.

The advising file should include the following documentation:

- Academic forms, including change of major and course withdrawal forms
- The Plan of Study for undergraduate students must be updated at each advising session to reflect current goals and progress.
- Signed Schedule Agreement form

## **Identifying Students Who Need Support**

Advisors are often the first to notice when a student may need extra support. This could be due to emotional distress, academic struggles, or uncertainty about their major or career path. Common warning signs include withdrawal from communication, repeated absences, a sudden drop in academic performance, or changes in mood or motivation. Students dealing with personal trauma, illness, or grief may also exhibit these signs.

When concerns arise, advisors are encouraged to refer students to campus resources such as the Counseling Center, Health Center, or Student Success Center. Advisors may also submit a BIT report through the university website to ensure the student receives timely assistance.

## **Early Alert System**

The Early Alert system offers a structured method for advisors and faculty to report concerns about a student's academic performance or well-being. Once an Early Alert is submitted, the Student Success Navigator assigned to the student's major reaches out to offer support.

If the student does not respond after three outreach efforts, a "Failure to Communicate" hold may be placed on their account. This hold remains until the student contacts either the Navigator or their faculty advisor. Once contact is made, the advisor, not the student, must request that the hold be removed.

## **Academic Notice Policy**

Students, whether full-time or part-time, are expected to maintain a level of academic performance that reflects reasonable progress toward graduation. To graduate, students must earn a total number of grade points that is at least double the number of credit hours they have attempted. Falling below this threshold indicates substandard progress.

- Students with a cumulative GPA below 2.0 will be placed on academic notice.
- Students admitted with a GPA below 2.0 will be placed on academic notice immediately upon admission.
- Students on first academic notice (P1) returning in the fall or spring are limited to 12 credit hours (6 in the summer).
- These students must complete **UN 098 Academic Recovery**, a 3-credit-hour course designed to improve their study skills.
- The Academic Recovery course is required only for the first semester, as indicated on the academic notice; however, the credit hour limit remains in place until a cumulative GPA of 2.0 or higher is achieved.

For the full policy, refer to [Section 7.13 Academic Notice and Suspension](#) in the MUW Bulletin.

### **Suspension Policy**

Students with a semester GPA of less than 2.0 who were admitted on academic notice or have already served one probationary period will be expected to meet the academic standards outlined below. Failure to meet these standards will result in academic suspension. Cumulative GPA Hours (Including Transfer Work):

- 0 - 29.99 hours: 1.50
- 30 - 59.99 hours: 1.65
- 60 - 89.99 hours: 1.80
- 90+ hours: 2.00

#### **First Academic Suspension (S1):**

- Students may return the following semester, with a limit of 12 credit hours in the fall/spring (6 in summer). They must enroll in UN 099 Turning Point/Study Skills.
- Students must meet with an academic advisor and complete the course with a semester GPA of 2.0 or higher.
- Failure to meet the requirements results in a one-semester suspension.

#### **Second Academic Suspension (S2):**

A second suspension results in a one-year suspension. Readmission requires Scholastic Appeals Committee approval. The student must maintain a semester GPA of 2.0 after readmission.

#### **Third Academic Suspension (S3):**

A third suspension results in a three-year suspension, with the same readmission process as S2.

#### **Fourth Suspension:**

A fourth suspension results in dismissal from the University. After four years, the student may apply for **Academic Fresh Start** if they have not attended any post-secondary institution during the suspension period.

#### **Other Important Notes:**

- Academic credit earned at other institutions during suspension will not count toward degree requirements, but can be reviewed for transfer credit upon readmission.
- Students may appeal suspensions due to unusual circumstances by submitting a letter to the Scholastic Appeals Committee. Appeals must be received at least one working day before registration for the next term.

For the full policy, refer to [Section 7.13 Academic Notice and Suspension](#) in the MUW Bulletin.

## **Degree Programs & Licensure Pathways**

### **Early Childhood Education (Licensure Track)**

The B.S. in Early Childhood Education leads to initial licensure and prepares professionals to teach children from PreK to K. The educational objectives of this program are designed specifically to meet the needs of today's students and the state's and region's workforce. No special admission requirements apply for students who either enroll as freshmen or who transfer with academic credit only. Students who wish to transfer technical credit in early childhood (CDT 1113 and CDT 1214, grade of B or higher) are required to have earned an Associate of Applied Science degree in early childhood before being admitted to MUW. This program trains Teacher Candidates to:

- Promote positive, developmentally appropriate learning environments
- Use formal and informal assessments to guide instruction
- Support children's health, nutrition, safety, and development
- Collaborate with families and community resources
- Demonstrate leadership and reflective practice in early education

### **Elementary Education (Licensure Track)**

The B.S. in Elementary Education leads to initial licensure and prepares professionals to teach children in grades K–6. This program trains Teacher Candidates to:

- Design instruction aligned with MS College- and Career-Readiness Standards
- Implement diverse strategies to support all learners
- Build collaborative, inclusive learning environments
- Demonstrate assessment literacy and data-informed instruction
- Be prepared to teach in today's classroom

### **Secondary & Specialty Licensure Programs (Licensure Track)**

MUW offers teacher licensure in collaboration with the College of Arts & Sciences for content areas in grades 7–12 or K–12. Secondary and Specialty Teacher Certification majors include:

- Biology Teacher Certification (7–12)
- Chemistry Teacher Certification (7–12)
- English Teacher Certification (7–12)
- Social Studies Teacher Certification (7–12)
- Mathematics Teacher Certification (7–12)
- Music Education Teacher Certification (Instrumental and Vocal, K–12)
- Spanish Teacher Certification (K–12)
- Theatre Teacher Certification (K–12)

## **Required Concentration Area & Optional Add-On Endorsements**

The Mississippi Department of Education requires all Elementary Education (EE) majors to complete 18 credit hours in a concentration area. This concentration serves as a focused area of study and may also contribute toward endorsement options. Concentration area guidelines:

- Developmental courses (e.g., EN 100, MA 100) do not count toward the concentration.
- A minimum grade of C is required in all concentration courses.
- Transfer credits may count, pending advisor approval.

## Approved Concentration Areas and Course Requirements

Concentration	Acceptable Courses	Notes
English	Courses with an EN prefix	Development courses excluded
Science	Courses with BS, BSB, BSM, PS, PSC, or SM prefixes	ED 410 may be counted; developmental courses excluded
Social Studies	Courses with ANT, EC, GEO, HIS, POL, SOC, or PSY prefixes	MDE recommends HIS, POL, GEO; <b>ED 412</b> may be counted; developmental courses excluded
Mathematics	Courses with an MA prefix	ED 405 may be counted; developmental courses excluded

## Optional Add-On Subject-Area Endorsements

Education majors may choose to earn add-on endorsements in additional subject areas. If considering adding an endorsement, please contact your academic advisor early to explore which coursework can be completed while pursuing an undergraduate education program. These endorsements qualify Teacher Candidates to teach specific subjects in addition to their primary license area (e.g., K–6, 7–12, or K–12). Endorsements can be added in one of three ways:

1. Completing at least 18 credit hours of MDE-approved coursework in the subject area
2. Passing the MDE-approved licensure exam (e.g., Praxis II) in the subject area
3. Completing an MDE-approved program of study

MDE provides a detailed explanation of 1) all subject areas that can be added as an endorsement to a MS Educator License and 2) how each subject area can be added as an endorsement to a MS Educator License (coursework vs. Praxis II vs. approved program). Make sure to speak to your advisor if you are interested in taking coursework to add endorsements to your license while in your undergraduate education program.

- [MDE: How to Add an Endorsement to Your License](#)
- [MDE: Acceptable Coursework for Core Academic Subject-Area Endorsements](#)

Mathematics has a specific set of courses that you must take at MUW to receive an add-on endorsement in Mathematics (7-12). These courses include: MA 112, MA 123, MA 181, MA 182, MA 305, and 2 elective courses (choose electives from MA 130, MA 318, and MA 319), for a total of 21 credit hours.



## Licensure Codes for MUW Education Programs & Endorsements

EARLY CHILDHOOD EDUCATION	
<b>153</b>	Child Development (PreK-K)
ELEMENTARY GRADE LEVELS	
<b>120</b>	Elementary Education (K-6)
MIDDLE GRADE LEVELS	
<b>901</b>	Math (7-8)
SECONDARY EDUCATION AND SPECIALTY SUBJECT AREAS	
<b>181</b>	Biology (7-12)
<b>185</b>	Chemistry (7-12)
<b>119</b>	English (7-12)
<b>192</b>	Social Studies (7-12)
<b>154</b>	Mathematics (7-12)
<b>166</b>	Music Education Vocal (K-12)
<b>165</b>	Music Education Instrumental (K-12)
<b>140</b>	Spanish (7-12)
<b>123</b>	Drama (Performing Arts) (K-12)
MUW INSTITUTIONAL ADD-ON ENDORSEMENTS	
<b>119</b>	English (7-12)
<b>188</b>	General Science (7-12)
<b>192</b>	Social Studies (7-12)
<b>154</b>	Mathematics (7-12) <i>*Specific coursework at MUW required</i>
<b>182</b>	Physical Science (7-12) <i>Chemistry with Physical Science Teacher Certification Majors ONLY</i>
GRADUATE ADD-ON CERTIFICATION PROGRAMS	
<b>207</b>	Gifted (K-12) <i>Certification Program or Master's Degree</i>
<b>174</b>	Reading (K-12) <i>Certification Program or Master's Degree</i>
<b>221</b>	Special Education (Mild/Moderate Disability K-12)
Notices Regarding Licensure & Reciprocity	
<p>Requirements governing licensure in the state of MS are continually revised. As a result, requirements for degrees leading to licensure are subject to change from those published in the MUW Bulletin. Students are advised to be in close communication with their advisor to ensure that both degree requirements and licensure requirements are met.</p> <p>Students seeking licensure in other states should contact the state's Department of Education for their specific license requirements.</p>	

## Licensure Exam Requirements

The Mississippi Department of Education requires all Teacher Candidates to pass specific licensure exams before graduation. Use the links below to register for exams and access study resources. Please reach out to your academic advisor or the Director of Field Experiences with any questions.

MUW Program	Praxis II: Principles of Learning & Teaching (PLT)	Praxis II: Subject Area Exam	Mississippi Foundations of Reading Test
Early Childhood Education (PreK-K)	<a href="#">Early Childhood (5621)</a> Pass: 157	<a href="#">Early Childhood Education: Foundational Knowledge and Content (5534)</a> Pass: 157	Not required
Elementary Education (K-6)	<a href="#">K-6 (5622)</a> Pass:160	<a href="#">Elementary Ed: Curriculum, Instruction &amp; Assessment, K-6 (5017)</a> Pass:153	<a href="#">Required</a> Pass:233
Biology Education (7-12)	<a href="#">7-12 (5624)</a> Pass:157	<a href="#">Biology, 7-12 (5236)</a> Pass:148	Not required
Chemistry Education (7-12)	<a href="#">7-12 (5624)</a> Pass:157	<a href="#">Chemistry, 7-12 (5246)</a> Pass:140	Not required
English Education (7-12)	<a href="#">7-12 (5624)</a> Pass:157	<a href="#">English Language Arts: Content Knowledge, 7-12 (5038)</a> Pass:167	Not required
Mathematics Education (7-12)	<a href="#">7-12 (5624)</a> Pass:157	<a href="#">Mathematics, 7-12 (5165)</a> Pass:152	Not required
Music Education (K-12)	<a href="#">K-6 (5622)</a> OR <a href="#">7-12 (5624)</a>	<a href="#">Music: Content Knowledge, K-12 (5113)</a> Pass:161	Not required
Social Studies Education (7-12)	<a href="#">7-12 (5624)</a> Pass:157	<a href="#">Social Studies: Content Knowledge, 7-12 (5081)</a> Pass:150	Not required
Spanish Education (K-12)	<a href="#">K-6 (5622)</a> OR <a href="#">7-12 (5624)</a>	<a href="#">Spanish: World Language, K-12 (5195)</a> - Pass:160	Not required
Theatre Education (K-12)	<a href="#">K-6 (5622)</a> OR <a href="#">7-12 (5624)</a>	No subject area exam required	Not required

### Score Reporting

- You must request that all scores be sent to Mississippi University for Women.
  - MUW ETS recipient code: 1481**
- Failing to fulfill this request will result in additional fees later.
- Personal score copies cannot serve as official documentation.

### Timing Recommendations for Taking Licensure Exams

- MS Foundations of Reading Test: Take after completing all four literacy courses, with time to retake if needed.
- Praxis II exams: Take after your Materials & Methods courses, with time to retake if needed.

### Graduation Requirements Regarding Licensure Exams

You can graduate if you have not passed all required licensure exams upon completion of the program. Still, you will not be recommended for licensure if you have not passed all required licensure exams upon graduation, per MDE guidelines. Once all passing scores are documented in MECCA, contact the Director of Field Experiences for licensure verification and recommendation.

## Licensure and Compensation in Mississippi

Understanding the types of educator licenses available in Mississippi is essential for planning your career path as a teacher. The Mississippi Department of Education (MDE) offers four Classes of Educator Licenses—Class A, AA, AAA, and AAAA—each aligned with specific degree levels and tied to the state’s teacher salary schedule.

- **Class A** license requires a baccalaureate degree.
- **Class AA** license requires a master’s degree.
- **Class AAA** license requires a specialist degree.
- **Class AAAA** license requires a doctoral degree.

For current information on educator salaries in Mississippi, refer to the official [MDE Mississippi Teacher Salary Schedule](#).

### Teacher Candidate Expectations

Teacher Candidates in the Educator Preparation Program at MUW are expected to demonstrate a strong commitment to their coursework, field experiences, and professional development. They must be familiar with all program requirements—including policies, procedures, and program requirements—as outlined in this handbook, as well as in course syllabi, university documents, and supplementary publications from the School of Education. Additionally, Teacher Candidates are responsible for complying with the academic and conduct policies of both the School of Education and Mississippi University for Women. Below are specific expectations and guidance for Teacher Candidates.

#### Watermark™ Student Learning & Licensure

MUW utilizes the Watermark™ Student Learning & Licensure (SLL) system to collect, manage, and assess candidate performance data throughout the program. Training and support for navigating and using Watermark™ are introduced in ED 301 and reinforced throughout the program.

#### Professional Dispositions

Teacher Candidates are expected to pursue education as a career with sincerity, responsibility, and integrity. The program emphasizes the development of ethical decision-making and professional behavior as essential components of educator preparation. Professional dispositions are aligned with the Mississippi Educator Code of Ethics and Standards of Conduct and are evaluated throughout the program. Teacher Candidates are expected to demonstrate these dispositions in all academic, field-based, and interpersonal contexts.

#### Professional Disposition Infraction Protocol

If a Teacher Candidate (TC) fails to exhibit professional dispositions in classes, field experiences, communication, or interactions with faculty, staff, and/or peers, the following process will be followed:

- **First Infraction**
  - The TC receives a Professional Dispositions Infraction form (see Appendix C) from the instructor.
  - A coaching conference will be held with the TC, instructor, advisor, and relevant faculty.
  - The signed form will be submitted to the Director of Field Experience and Chair of the Department of Education and placed in the Teacher Candidate’s file for documentation.
- **Second Infraction**
  - The TC receives a second Professional Dispositions Infraction form.

- A second coaching conference will take place, this time involving the TC, instructor, advisor, and Chair of the Department of Education.
- **Third Infraction**
  - The TC receives a third Professional Dispositions Infraction form.
  - The TC is placed on a Professional Dispositions Improvement Plan (see Appendix C).
  - A final coaching conference will be held with the TC, instructor, advisor, and Chair of the Department of Education.
  - The improvement plan must be successfully completed within the specified timeline; failure to meet the plan's requirements will result in dismissal from the program.
  - The Teacher Candidate Improvement Plan and Evaluation is submitted to the Director of Field Experience and Chair of the Department of Education for permanent documentation.

### **Professional Communication**

Professional communication is a key component of the educator's role. Teacher Candidates are expected to communicate with Instructors, University Supervisors, staff, student colleagues, and school-based personnel. The following guidelines should be followed concerning professional communication:

- Allow up to 24 hours for a response to emails or phone calls, taking into account instructors' teaching schedules and responsibilities.
- Use official platforms for communication: MUW Canvas courses and myapps.muw.edu email.
- Refer first to Canvas course shells or the School of Education website for general questions.
- If your question remains unanswered after 24 hours, or if you have an urgent or emergency matter, please contact the Department of Education directly at 662-241-6415.

### **Transportation for Field Experiences**

Teacher Candidates are responsible for securing reliable transportation to and from all assigned field experiences. Because placements occur in a variety of school districts, candidates should plan ahead to ensure they can arrive on time and stay for the whole duration of their assignments. Lack of transportation does not excuse absence or tardiness from required field experiences.

When arriving at schools, Teacher Candidates must also be mindful of morning traffic patterns. Candidates should plan to arrive early enough to avoid interfering with student drop-off. All candidates are expected to park or be dropped off in designated visitor areas and should never stop in active student carpool lines or bus zones.

These expectations are in place to ensure that Teacher Candidates demonstrate professionalism while maintaining the safety and efficiency of school operations.

### **Performance Standards Required of Teacher Education Students**

Professionalism in Teacher Education encompasses the knowledge, skills, dispositions, and behaviors essential for success in the Teacher Education Program and the teaching profession. The Performance Standards provide clear expectations aligned with state and national requirements, including the Mississippi Educator Code of Ethics. These standards ensure transparency, allowing Teacher Candidates to be supported in meeting them and held accountable when necessary.

The Performance Standards document (see Appendix D):

- Is reviewed in **ED 301: Education Seminar I** during the first semester of professional education courses



- Is signed by each Teacher Candidate as an acknowledgment of understanding
- Is maintained in the student's program file for reference throughout enrollment
- Serves as a reference point for evaluating professionalism and readiness to teach
- Provides criteria for addressing concerns, supporting professional growth, and enforcing accountability
- Ensures consistency in how professionalism is defined, communicated, and upheld in the Teacher Education Program

Signing the document affirms understanding that maintaining these standards, along with meeting all program and licensure requirements, is required for continued enrollment in the Teacher Education Program.

### **Meaningful Engagement in Coursework and Field Experiences**

Education is a mentor-guided, service-oriented profession. Like architecture, medicine, or law, teaching requires specialized training that leads to professional licensure. Therefore, Teacher Candidates are expected to approach their academic and fieldwork experiences with the mindset of a professional-in-training.

#### **Teacher Candidates Must:**

- Take initiative to understand all expectations communicated via Canvas, syllabi, official meetings, and this handbook.
- Demonstrate consistent effort, responsibility, and professionalism in all academic and field settings.
- Engage actively and respectfully with instructors, mentors, and peers.
- Be receptive to coaching and feedback as part of ongoing professional growth.

#### **Field Experience Expectations:**

- Field experiences are treated as professional placements—**not** casual observations or class assignments.
- Candidates should behave as if employed by the school, following all expectations set by both the host school and the MUW program.
- Professional dispositions are assessed continuously during field experiences and must reflect the standards of conduct expected of licensed educators.

### **Beginning the Program**

Teacher Candidates are expected to begin the professional coursework sequence with intentionality and awareness of key academic expectations. One of the first significant milestones in the program is the successful completion of *ED 302: Art and Science of Teaching*, a critical pathway course for Elementary Education and Early Childhood Education majors. The following requirements should be noted at the beginning of the program:

- ED 302 requires a minimum grade of "B" to progress.
- A grade of "D" or "F" in any professional education or concentration/endorsement course (other than *ED 302*) must be replaced with a minimum grade of "C." Only the second grade is used in calculating the professional GPA.
- Repeat Policy: As of August 2020, students in the B.S. in Elementary Education or Early Childhood Education programs may repeat a course only once to earn the required grade.

### **ED 200: Education as a Profession**

This is the introductory course in the professional education sequence and should be taken first. ED 200 is designed to help Teacher Candidates understand the foundations of the profession, including:

- The history and philosophy of American education
- Governance and school finance
- Legal and ethical issues
- Required knowledge, skills, and dispositions for teachers

The Teacher Education Handbook is a required supplemental text for this and all subsequent professional education courses. Teacher Candidates are responsible for becoming thoroughly familiar with the contents beginning in ED 200.

### ED 301: Education Seminar I

This pass/no-credit seminar supports Teacher Candidates in navigating their first semester of professional education courses and associated field experience requirements. Through a combination of seminars, discussions, and assignments, Teacher Candidates become familiar with program expectations, licensure pathways, key professional standards, and essential resources to support their success in the Teacher Education Program.

- Introduces the Teacher Education Undergraduate Handbook and professional expectations
- Covers the Mississippi Educator Code of Ethics and professional dispositions
- Explains concentrations, endorsements, and licensure requirements
- Introduces Watermark™, the EPP's data collection and assessment system
- Provides guidance on field experiences, residencies, and the pre-professional portfolio
- Delivered in Hyflex format with three mandatory seminars during the semester

### ED 302: Art and Science of Teaching

This gateway course introduces Teacher Candidates to instructional design, foundational pedagogy, and classroom fieldwork. A minimum grade of "B" is required.

- May be taken concurrently with ED 200 or immediately after
- Includes a field experience for Secondary Education majors (assigned through the Office of Field Experiences)
- Elementary Education and Early Childhood Education majors will complete their first residency fieldwork in *ED 311: Education Residency I*

### ED 302 Course-Related Expenses

Fee	Details
<b>Background Check</b>	Required for field placements. Charged to the Teacher Candidate's BANNER account during registration. Processed through <a href="#">Verified Credentials</a> . Code provided in ED 302.
<b>Technology Fee</b>	Required Watermark, GoReact, and Teaching Channel subscriptions, charged to the BANNER account during registration.

### Elementary Education Majors: MA 111 Requirement

Teacher Candidates registering for MA 111: Modern Elementary Math I should obtain information about the required pre-test, which is administered on the first day of class. Contact Dr. Bonnie Oppenheimer (Parkinson Hall 106B) or Ms. Christi Dillon, School of Education Navigator, for more information.

### Secondary/K-12 Experiences with Children or Youth Documentation

MUW requires documentation of a minimum of 75 clock hours of experience working with children or youth before admission to Teacher Internship. The purpose of this requirement is to provide Teacher Candidates with familiarity with students and with the role of an instructional leader. The MUW

Department of Education, along with other academic departments that offer academic programming in Teacher Education preparation, provides field experiences as part of education courses and may allow students to accumulate additional hours through approved experiences. Submit proper documentation to the Teaching Internship Application.

### **Appropriate Experiences**

A variety of possibilities exist, with the key being whether the individual is in an educational and instructional role, e.g., teaching swimming lessons as opposed to life guarding; serving as a scout leader, not being a scout; teaching a Sunday School class, not keeping the nursery. Possible instructional roles include, but are not limited to:

- Summer Camp Leader
- City Recreational Sports Coach
- Head Start Worker
- Private Tutor
- Extra Hours in a Methods Course Field Experience
- MUW CPDC Volunteer
- MUW Math/Writing Lab Tutor
- Substitute Teacher
- Vacation Bible School Teacher/Sunday School Teacher
- Youth Organization Leader/Volunteer Assistant Teacher
- 4-H Volunteer/Leader

### **Experience Guidelines**

- Age Requirement: Experience should be with a school-age population (minimum of 3 years of age) or in an educational setting approved by the Director of Field Experiences.
- Payment for Services: The required experience with children and youth may be either paid or unpaid work experience.
- Timeline: Credit for past experience can date back no further than the senior year of high school. For non-traditional students, more recent experiences are preferred; however, hours can be counted as far back as necessary, provided they can be documented.
- Documentation: Each experience must be documented with a letter of verification on official letterhead stationery, signed by the person who provided the supervision. Letters should be uploaded when applying for Teacher Internship.

### **Professional Education Courses**

For MUW to recommend a Teacher Candidate for licensure, all required professional education courses must be taken at MUW. These courses include:

- ED 311: Education Residency I
- ED 367: Education Residency II
- ED 435: Education Residency III
- ED 390: Classroom Management & Student Accommodations & Interventions
- ED 405, 410, 412, 434, 435, 466: Methods for Elementary Education
- ED 406, 407, 409: Teacher Internship
- EN 410, FL 410, HIS 410, MA 319, BSB 313, PS 313: Secondary/K–12 Methods
- MUS 325, MUS 326: Secondary Music Methods
- TH 207: Creative Dramatics



## Additional Program Policies

### Summer School Coursework

Teacher Candidates planning to take summer courses at other institutions must obtain prior written approval from the department chair responsible for their program. Official transcripts must be submitted by August 30.

### Second Degrees

A second bachelor's degree at MUW requires 30 additional credit hours in residence after the first degree, and completion of all requirements for the second degree and core curriculum (Policy Statement #1508).

### The Professional Semester (Teacher Internship)

Teacher Internship is the culminating field experience and must be treated as a full-time professional commitment. The requirements of this semester include:

- Enroll in ED 466 and the appropriate Teacher Internship course (9 hours)
- No additional coursework is permitted without prior approval from the Director of Field Experience
- Outside employment is strongly discouraged

All professional education and required core courses must be completed with a grade of C or better before the Professional Semester. Elementary Education majors must also earn a C or higher in all concentration courses used for licensure.

### Appeals for Exception to Policy

Teacher Candidates may appeal decisions affecting their status in the Teacher Education Program or request exceptions to stated policies. To initiate the process of appealing:

1. Submit a written appeal to the Office of Field Experiences within 30 days of the decision.
2. The appeal must include the rationale and relevant supporting documentation.

The Admissions/Appeals Committee will review the request and notify the candidate in writing.

**Note:** GPA deficiencies for admission to Teacher Education or Internship are not eligible for appeal.

### Background Check Policy for Field Experiences

All Teacher Candidates must complete a criminal background check through Verified Credentials, Inc. using code: **WXCYY92947**. Failure to comply may result in dismissal from the program.

- Background checks from other sources are not accepted.
- Results must be received before field experience placements are made.
- If an incident occurs after the background check but before or during placement, it must be reported immediately.

A flagged background check does not automatically result in disqualification. However, Teacher Candidates may be asked to meet with the Admissions/Appeals Committee. MUW is not liable for licensure denial by MDE due to flagged backgrounds.

### Immediate Dismissal

The following offenses will result in immediate dismissal from the program:

- Refusal to complete a background check
- Conviction related to sexual misconduct, drugs, violence, or crimes against children
- Any act in violation of the Mississippi Educator Code of Ethics (Standard 1717)

**Note:** Dismissal does not entitle the Teacher Candidate to a tuition refund.



## Field Experience Requirements & Guidelines

Field experiences are essential components of the Teacher Education program, designed to provide Teacher Candidates with opportunities to apply theoretical knowledge in real-world classroom settings. These experiences are strategically sequenced to build a Teacher Candidate's ability to make independent instructional, planning, and management decisions. Throughout the program, Teacher Candidates work with diverse student populations, ensuring exposure to a wide range of teaching contexts and experiences.

### Education Courses with Field Experience Requirements

Course	Field Experience Requirement
BSB 313: Materials and Methods in Science (Biology)	Minimum 10 hours in a secondary classroom
ED 200: Education as a Profession	Minimum 10 observation hours in a K-12 classroom
ED 302: The Art and Science of Teaching	Minimum 10 hours in a K-12 classroom
ED 304: Principles of Early Childhood Education	Minimum 5 observation hours in the assigned EC classroom
ED 306: Introduction to Special Education	Minimum 10 hours in a K-12 classroom
ED 365: Integrating Reading and Writing Across the Curriculum	Minimum 10 hours in a middle school classroom
ED 390: Classroom Management & Student Accom. & Interv.	Minimum 10 observation hours in a K-12 classroom
EN 410: M&M in Secondary English	Minimum 22 hours in a 7-12 English classroom
FL 410: M&M of Secondary Foreign Language	Minimum 22 hours in a K-12 foreign language classroom
FPA 399: Fine & Performing Arts: Teaching Methods	Minimum 10 hours in a K-12 fine or performing arts classroom
HIS 410: M&M of Secondary Social Studies	Minimum 10 hours in a 7-12 history/social studies classroom
MA 319: M&M of Secondary Mathematics	Minimum of 10 hours of teaching in a 7-12 math classroom
MUS 320: Music Education Materials & Methods	Minimum 10 hours in a K-12 music classroom
MUS 325: Secondary Music Methods	Minimum 10 hours in a 7-12 music classroom
MUS 326: Secondary Music Methods (Instrumental)	Minimum 10 hours in a 7-12 music classroom
PS 313: M & M in Physical Science (Chemistry)	Minimum 10 hours in a 7-12 physical science classroom
TH 207: Creative Dramatics	Minimum 10 hours in a K-12 theatre/performing arts classroom
ED 311: Education Residency I	Minimum 40 hours in a K-6 classroom
ED 367: Education Residency II	Minimum 40 hours in a K-6 classroom
ED 435: Education Residency III	Minimum 80 hours in a K-6 classroom for 5 weeks
Teacher Internship (ED 406, 407, 409)	Minimum of 60 full days in the classroom/480+ hours

## Field Experience Levels

Levels	Responsibilities	Courses
Level I: Involved	Observe; assist with classroom tasks; engage in one-on-one, small group, and whole group tutoring/teaching	EE/ECE: ED 311 SED/K-12: ED 302, ED 306
Level II: Interactive	Assist with classroom tasks; teach lessons; engage with students in various activities	EE/ECE: ED 367 SED/K-12: ED 365, ED 390
Level III: Intensive	Teach lessons; implement instructional strategies; engage in classroom management	EE/ECE: ED 435 SED/K-12: Methods Courses
Level IV: Extensive	Full-time teaching; classroom management; curriculum implementation; observation	Teacher Internship

## Field Experience Placement Assignments

The Director of Field Experiences requests field experience placements in collaboration with MUW's partnership school districts. Placement requests outside of these partnership school districts must be discussed with the Office of Field Experiences. Teacher Candidates are expected to complete field experience hours gradually over the semester. Changing a major after placement approval may limit placement options.

## Reporting Child Abuse

Mississippi law requires any person suspecting child abuse or neglect to report it to the Mississippi Department of Child Protection Services (MDCPS). Teacher Candidates must notify the school building administrator and the Director of Field Experiences before making a report. The Dean of the School of Education is a mandatory reporter and will inform the Mississippi Department of Education if Teacher Candidates report suspected abuse or neglect.

MDCPS Reporting Information: [MDCPS Reporting Child Abuse and Neglect](#)

## Field Experience Placement Removal

Teacher Candidates removed from a field placement will be administratively removed from the field experience course. If a student is removed after the university's designated drop date, they must withdraw from the course by contacting their advisor. Since this action is an administrative removal, the grades recorded for student teaching and educational measurement will be a "W." Teacher Candidates may lose all or part of the tuition paid for the semester.

## Removal for Unacceptable Performance or Professional Dispositions

Although rare, sometimes a Teacher Candidate's lack of progress in assuming classroom responsibilities may cause school officials and/or university officials (instructor, Director of Field Experiences, Chair of the Department of Education, and/or Dean of the School of Education) to seek termination of the clinical placement. If a cooperating teacher or principal believes a Teacher Candidate is not performing appropriately in the assigned field experience placement, the Mentor Teacher and/or principal must discuss the problems with the university officials and the Teacher Candidate. If university officials believe a Teacher Candidate is not performing appropriately in the assignment, they must discuss the situation with the Mentor Teacher, the principal, and the Teacher Candidate. After the discussion (regardless of whether the cooperating school personnel or university personnel initiated the concern about lack of performance), the university officials, Mentor Teacher, and Teacher Candidate will collaboratively write an improvement plan (see Appendix C). Please see

Appendix C for a list of dispositions that outline qualities expected of future teachers and educational professionals.

The improvement plan may include not only teaching performance indicators but also professional dispositions. The Teacher Candidate will sign the improvement plan to confirm agreement to work toward meeting the goals outlined in the plan. If the Teacher Candidate refuses to sign the plan, a statement will be written on the plan indicating that the Teacher Candidate declined to sign. Upon completion of all signatures on the improvement plan, it will be submitted to the Office of Field Experiences for review and placement in the Teacher Candidate's file. If the Teacher Candidate demonstrates continuous improvement, they will continue with the experiences at the assigned site under careful supervision.

If the Mentor Teacher, principal, or university officials continue to see no improvement in the Teacher Candidate's performance within five (5) school days of the date of the submission of the improvement plan, a decision for termination may be made. A termination conference will be held with university officials and the Mentor Teacher. A letter of termination of the field experience will be submitted to the student within three (3) school days of the conference with the university officials and the Mentor Teacher. The letter of termination shall include the date of termination and the goals of the improvement plan that were not met.

### **Immediate Termination**

A Teacher Candidate may be terminated immediately from a placement and/or the Teacher Education program if continuing the placement compromises the safety of the students or if a violation of the Mississippi Educator Code of Ethics and Standards of Conduct or the Mississippi University for Women Code of Conduct (reference current MUW Undergraduate Bulletin) is found to be evident. Decisions for immediate termination should represent a consensus among the cooperating school's administration and the university administration.

School personnel who believe their students are unsafe if a placement continues should contact the appropriate university officials. Instructors or other university personnel responsible for student safety should contact the Director of Field Experiences if they believe students are at risk. The Director of Field Experiences will schedule a meeting as soon as possible with all parties involved to discuss suitable solutions.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Director of Field Experiences will convene a committee consisting of the relevant cooperating school personnel (if applicable), university personnel, and the Teacher Candidate to review the documentation of evidence, and a decision for termination or no termination will be made. The letter of decision, indicating whether termination will occur, will be sent to the Teacher Candidate within three (3) school days of the committee hearing.

### **Appeals Procedure for the Teacher Candidate**

If it is determined that a Teacher Candidate needs to be removed from a placement and/or the Teacher Education program, the Teacher Candidate has the right to appeal that decision. The Teacher Candidate must initiate the appeals process by submitting a written request to the Director of Field Experiences within three (3) days after being removed from the field experience.

A Teacher Candidate appealing for readmission into the placement and/or Teacher Education program will submit a typed letter to the Director of Field Experiences requesting a meeting with the Admissions/Appeals to Teacher Education Committee. In the written letter, the Teacher Candidate



will justify their request and describe the steps taken to rectify the situation. Documentation, including the reasons why they should be allowed to re-enroll and information about any additional experiences they have undertaken to address problems identified during the field experience placement, should be included in the letter.

The letter will be forwarded to the Director of Field Experiences, who will then convene the Admissions/Appeals Committee for Teacher Education. The Director will send a letter to the Teacher Candidate indicating the time and place of the meeting, requesting that the Teacher Candidate be prepared to explain the situation, provide documentation to verify remediation, and answer questions from the committee members.

### **Action of the Admissions/Appeals Committee for Teacher Education**

The committee can either accept or deny the Teacher Candidate's appeal request. The Teacher Candidate will be notified within five (5) school days of the committee's decision.

**NOTE:** *If the committee accepts the Teacher Candidate's appeal, the Teacher Candidate will continue the following semester (not the semester in which the removal occurred).*

## **Transition Points in Teacher Education**

Admission to Teacher Education at MUW is a formal process that admits eligible undergraduate students into the professional preparation phase of their educator training. Admission to Teacher Education is required before enrolling in most upper-level education courses and before applying for Teacher Internship. The following policies and procedures govern eligibility, application, retention, and progression within Teacher Education at MUW.

Teacher Education at MUW is organized around key Transition Points that serve as formal checkpoints to monitor student progress from program entry through licensure recommendation. These checkpoints help ensure that Teacher Candidates meet academic, dispositional, and licensure-related expectations before advancing to each new stage. Each Transition Point includes required evaluations, application, documentation, and approvals. Refer to Appendix B for a program progression checklist.

### **Transition Point I: Admission to Teacher Education**

This initial transition occurs once a student formally applies for admission to Teacher Education, near the end of Block II. Admission verifies that Teacher Candidates have demonstrated academic readiness, completed foundational coursework, and shown the dispositions necessary to move forward into upper-level education coursework and field experiences. The requirements for admission to Teacher Education include:

- Minimum 2.5 GPA (MUW and overall)
- Grade of C or higher in English Comp I & II, College Algebra or higher, Public Speaking, and ED 200
- Praxis Core, ACT, SAT, or alternative qualifying test scores (ACT, SAT, or Master's degree) **OR** a minimum GPA of 3.0
  - Test scores must be submitted as official score reports. Students with a GPA below 3.0 are encouraged to attempt Praxis Core early in their academic program to allow time for retesting if needed.
- Completion of 12 content-area hours (for Secondary and K–12 programs)
- Signed the Handbook Review Form and completed the Teacher Education application
- Official transcript review



The Department of Education reviews all complete applications after final grades have posted. Teacher Candidates will receive notification of the admission decision via MUW email. Those who meet these criteria are formally admitted to Teacher Education and allowed to register for upper-division education courses.

### **Retention in Teacher Education**

Once admitted, Teacher Candidates must maintain academic and professional standards to remain in good standing within the program. Ongoing assessment ensures Teacher Candidates continue to meet expectations throughout their coursework and field experiences. To remain in good standing, Teacher Candidates must:

- Maintain a 2.5 GPA (MUW and overall)
- Earn a C or higher in all required education and major content courses
- Maintain a valid Pre-Service License
- Uphold professional dispositions and conduct, as outlined in the Teacher Education Handbook
- Have no changes to their approved background check

**Note:** *Failure to meet these requirements may result in probation, removal, or the implementation of a required improvement plan.*

### **Removal from Teacher Education**

Teacher Candidates may be removed from Teacher Education due to academic deficiencies, unprofessional behavior, or violation of university or program policies. Removal is a serious action and typically follows documentation of concerns and an opportunity to improve.

Grounds for removal from Teacher Education include:

- GPA falling below 2.5
- Grades of D or F in required education or major coursework
- Failure to maintain a valid Pre-Service License
- Repeated dispositional concerns or professional misconduct
- Violations of ethical standards, MUW Code of Conduct, or Mississippi Educator Code of Ethics

The Teacher Education Appeals Committee reviews all removals, and students have the right to appeal decisions made by the committee.

### **Appeals and Readmission**

Students who are not admitted, removed, or placed on probation may submit a written appeal. Appeals are reviewed by the Teacher Education Appeals Committee, composed of faculty members who evaluate requests for exceptions or readmission. Steps for submitting an appeal are as follows.

- Submit a written letter explaining the circumstances and reasons for the appeal.
- Include documentation supporting the request.
- Address the letter to the Director of Field Experiences and Chair of the Department of Education.

Students will be notified in writing of the outcome. If readmitted, the Teacher Candidate may be placed on a probationary plan for continued monitoring.

### **Transition Point II: Admission to Teacher Internship**

Transition Point II occurs during the semester preceding the Teacher Internship. This checkpoint ensures Teacher Candidates are academically and professionally ready for full-time field placements in P–12 schools. The requirements for admission to Teacher Internship include:

- Admission to Teacher Education at least one semester prior
- Completion of 84 credit hours, including all education coursework
- Minimum 2.5 GPA (MUW and overall)
- Grade of C or higher in all required coursework
- 75 hours of child-related work (for Secondary/K-12 only)
- Valid Pre-Service Teaching License from MDE
- Completed Teacher Internship Application and required forms
- Approval of the Director of Field Experiences

Teacher Candidates may not register for Internship or begin placements until all criteria are met. Conditional admission may be considered in rare cases, pending review by the faculty.

### **Transition Point III: Exit from Teacher Internship**

After Internship, Teacher Candidates are evaluated for successful completion of teaching performance, professionalism, and all coursework. This transition verifies that students are ready to graduate and be recommended for licensure. The requirements for completing Internship include:

- Satisfactory performance in both phases of Internship
- Grade of C or higher in each Internship course and ED 466
- Completion of all assignments and evaluations (including Watermark submissions)
- Acceptable ratings on TIAI (Teacher Intern Assessment Instrument)
- Acceptable scores on the Professional Dispositions Rubric
- Submission of all time logs and Internship evaluations
- Final review and recommendation by the University Supervisor and Director of Field Experiences

This checkpoint determines whether the Teacher Candidate is eligible for graduation and licensure recommendation.

### **Transition Point IV: Program Completion and Licensure**

The final transition point verifies that all program, university, and state requirements for graduation and teacher licensure have been met. This is the point at which Teacher Candidates graduate and are officially recommended to the Mississippi Department of Education for licensure by the Director of Field Experiences. The requirements for graduation and licensure recommendation include:

- Successful completion of all coursework and field experiences.
- Minimum 2.5 GPA (MUW and overall)
- Final degree audit approved by the Registrar
- Passing scores on all required licensure exams
  - Scores are not required to graduate, but they are required to be recommended for licensure
- Submission of required documents to MDE, including an official transcript via the MECCA system
- Program recommendation by the Department Chair and Director of Field Experiences

**Note:** Graduation does not guarantee licensure. It is the Teacher Candidate's responsibility to complete all testing and licensure paperwork on time.

# Educator Preparation Program Transition Points

## MUW School of Education

**I**

### Transition Point I: Admission to Teacher Education

- Completion of at least 44 credit hours
- Minimum 2.5 GPA (overall)
- Grade of C or higher in English Comp I & II, College Algebra or higher, Public Speaking, & ED 200
- Grade of B or higher in ED 302
- Praxis Core, ACT, or SAT qualifying test scores OR minimum 3.0 GPA
- Completion of 12 content-area hours (7-12/K-12 only)
- Completed Teacher Education application
- Official transcript review

**II**

### Transition Point II: Admission to Teacher Internship

- Admission to TE at least one semester prior
- Completion of 84 credit hours, including all ED courses
- Minimum 2.5 GPA (overall)
- Grade of C or higher in all required coursework
- 75 hours of child-related work (7-12/K-12 only)
- Valid Pre-Service Teaching License from MDE
- Completed Teacher Internship Application
- Approval of the Director of Field Experiences

**III**

### Transition Point III: Exit from Teacher Internship

- Satisfactory performance in Internship
- Grade of C or higher in Internship and ED 466
- Completion of all assignments & evaluations
- Acceptable ratings on TIAI
- Acceptable ratings on Professional Dispositions
- Submission of all time logs
- Final review and recommendation by University Supervisor & Director of Field Experiences

**IV**

### Transition Point IV: Program Completion and Licensure

- Completion of all coursework & field experiences
- Minimum 2.5 GPA (overall)
- Final degree audit approved by the Registrar
- Passing scores on all required licensure exams
- Submission of required documents to MDE
- Program recommendation by Department Chair & Director of Field Experiences

*Note: Graduation does not guarantee licensure. Teacher Candidates must pass all required licensure exams to be recommended for licensure.*

#### DEADLINES

Pay attention to the due dates of applications, submissions, etc. Missing a due date can delay your progress.

#### ASSISTANT TEACHERS

You can work as an Assistant Teacher WHILE earning your degree. Speak with your advisor for more information.

#### LICENSURE EXAMS

Check the TE Handbook for information on what licensure exams you must take and WHEN you should take them.





## Undergraduate Teacher Internship

Teacher Internship represents the capstone experience of MUW's Teacher Education program. It is a full-time, supervised, semester-long placement in a partnering P-12 school designed to allow future educators to apply the knowledge and skills gained throughout their coursework. This experience is carefully guided and evaluated by both Mentor Teachers and University Supervisors. All participants—Interns, faculty, and school personnel—work collaboratively to ensure the highest level of preparation for new teachers.

MUW believes that authentic classroom experience is the most powerful form of teacher preparation. Teacher Internship integrates instructional planning, classroom management, reflection, and engagement with school communities. It is a time for Interns to assume teaching responsibilities, grow through feedback, and become part of a professional learning environment. Teacher Internship experiences emphasize:

- Hands-on teaching that bridges theory and practice
- Reflection and professional growth through structured coaching
- A team-based approach involving Interns, Mentor Teachers, and Supervisors
- Active participation in the full life of the assigned school

Internship is completed during the “Professional Semester,” and enrollment requires formal admission. Interns are placed in two classroom settings to gain a comprehensive experience across multiple grade bands or content areas. Teacher Internship courses include:

- ED 404: Teacher Internship—Early Childhood Education (9 credit hours)
- ED 406: Teacher Internship—Grades K–6 (9 credit hours)
- ED 407: Teacher Internship—K–12 (9 credit hours)
- ED 409: Teacher Internship—Grades 7–12 (9 credit hours)

### Teacher Internship Goals

The goal of Teacher Internship is to equip Interns with the practical skills, professional dispositions, and instructional competence to meet the demands of today's classrooms. Interns develop maturity, resourcefulness, and the ability to reflect and adapt as professional educators. Internship provides opportunities to:

- Implement instructional plans aligned to learning objectives and standards
- Apply classroom management and engagement strategies
- Develop and evaluate student assessments
- Communicate effectively and professionally with students, staff, and families
- Engage in extracurricular and community-related activities
- Strengthen teaching performance through constructive feedback and coaching

### Teacher Internship Placement

Interns are placed in schools that have a current Memorandum of Understanding (MOU) with MUW. Every effort is made to match Interns with placements that support their certification area, provide a quality experience, and reflect intern preferences where possible. Teacher Internship placement guidelines include, when possible:

- **Early Childhood Education:** PreK placement and K placement
- **Elementary:** K–3 placement and 4–6 placement
- **Secondary (7–12):** 7-9 placement and 10-12 placement
- **K–12/Specialty:** K-6 placement and 7-12 placement

Interns should regard their confirmed placements as professional contracts. The Director of Field Experiences coordinates placement in collaboration with district leadership and makes every effort to honor the placement preferences of Teacher Interns.



## **Responsibilities of the Teacher Internship Team**

### **Teacher Intern Responsibilities**

Interns are expected to act as professional educators throughout the Internship, engaging fully in all school responsibilities and building strong relationships with their Mentor Teacher and University Supervisor.

#### **To the School and Mentor Teacher:**

- Obtain necessary materials, including class rosters, schedules, textbooks, and handbooks.
- Submit lesson plans for approval before teaching.
- Follow the school's professional dress code (one level above is recommended).
- Respect school policies, procedures, and community expectations.
- Avoid making negative comments about the school, its students, or personnel.
- Participate in extracurricular duties and staff functions as requested.
- Engage in open communication and respond to feedback from the Mentor Teacher.
- Return all borrowed materials at the end of each phase.

#### **To the University and University Supervisor:**

- Maintain open and timely communication with the Supervisor.
- Submit lesson plans, time logs, and assignments as directed.
- Attend and fully participate in required seminars.
- Complete alternate observations and Watermark self-evaluation.
- Follow the absence policy and complete absence documentation as needed.

### **Mentor Teacher Responsibilities**

Mentor Teachers play a critical role in guiding and evaluating Teacher Interns. They are expected to support Intern development through observation, coaching, and structured feedback. Mentor Teachers are expected to:

- Prepare the class to welcome the Intern as a co-teacher
- Provide teaching materials, classroom procedures, and school policies
- Set clear expectations and review lesson plans in advance
- Remain in the classroom during Intern instruction
- Conduct weekly coaching conferences and complete evaluations
- Assist in scheduling alternate observations
- Communicate regularly with the University Supervisor

### **Principal Responsibilities**

Principals support the Internship by fostering a positive school climate and ensuring legal and ethical guidelines are followed. Principals are expected to:

- Introduce Interns during faculty meetings and school functions
- Ensure the Intern is not used as a substitute or left unsupervised
- Involve Interns in professional development and staff activities
- Address any performance concerns in coordination with the University Supervisor
- Contact university personnel regarding any violations or emergencies

### **University Supervisor Responsibilities**

University Supervisors observe, evaluate, and support Interns throughout their placements. They serve as liaisons between the university and school partners. University Supervisors are expected to:

- Conduct a meet-and-greet orientation and a minimum of 4 visits per phase
- Observe and provide written and verbal feedback on instruction

- Review lesson plans and communicate with Mentor Teachers
- Submit evaluation data in Watermark and grades via BANNER
- Respond to concerns and support Intern growth through coaching
- Approve absences and report issues to the Director of Field Experiences

### **Director of Field Experiences Responsibilities**

The Director oversees all aspects of field placements and supports all stakeholders throughout the process. The Director of Field Experiences is expected to:

- Approve Internship applications and placement requests
- Coordinate seminar days and maintain required documentation
- Serve as liaison with school districts
- Train Mentor Teachers and University Supervisors
- Respond to placement concerns and conduct program evaluations
- Maintain compliance with MDE requirements and licensure preparation

## **Teacher Internship Policies**

### **Lesson Plans**

Interns must write lesson plans for all lessons taught during Internship. Plans must be submitted for approval by the Mentor Teacher and University Supervisor in enough time to submit feedback before instruction.

- Lesson plans must be submitted in advance and approved before teaching.
- Growth from instructor feedback should be evident as Internship progresses.
- See TIAI Domain I for evaluation criteria.

### **Attendance & Absences**

Interns follow the full schedule of their assigned school and are required to attend all scheduled functions. Any absences must be documented and approved in advance, if possible. Allowed absences during Teacher Internship are:

- Personal Days: 3 per semester
- Interview Day: 1 for job/grad school interviews
- Professional Day: For approved conferences (does not count against days)

#### **Absence reporting process:**

- Submit the Teacher Intern Absence Form (see Appendix C) at least 5 days in advance for anticipated absences.
- Notify Mentor Teacher and University Supervisor immediately for unplanned absences.
- Make-up days may be required for excessive absences.

### **Teacher Internship & Employment**

Interns are enrolled in ED 466 and their Internship course. No other coursework is permitted unless approved in advance. Outside employment is discouraged and must be approved during the application process. Internship demands may not be adjusted to accommodate work schedules.

### **Legal Status & Professional Conduct**

Interns are not considered legal employees of the school system, but they are regarded as professional participants in school life. All Interns must adhere to ethical, legal, and professional guidelines. Restrictions include:

- No substitute teaching or unsupervised duty posts
- No administration or witnessing of corporal punishment
- No attendance at duty posts, IEPs meeting, or similar meetings without faculty present

- All suspected child abuse must be reported to the school administrator and the Director of Field Experiences before reporting externally

### **Teacher Internship Seminars**

Three Internship Seminars are held during the semester, and attendance is mandatory: Internship Seminar I, before Phase I; Internship Seminar II, between Phases I & II; and Internship Seminar III, after Phase II.

Seminars offer professional development and support licensure readiness. Interns must remain for the whole session. Assistant Teachers must notify their administrators in advance.

### **Teacher Internship Evaluation & Grading**

Intern performance is continuously assessed through observation, reflection, and evaluation rubrics. A grade of C or higher in both phases is required for successful completion. These evaluation tools include:

- Teacher Intern Assessment Instrument (TIAI)
- Professional Dispositions Evaluation
- ED 466 assignments and observations
- Final grade assigned by University Supervisor

### **Withdrawal or Removal from Teacher Internship**

Interns may be withdrawn voluntarily or removed due to performance or ethical violations. If issues arise:

- An improvement plan may be implemented with documented support and goals.
- Interns have five (5) school days to show progress.
- If progress is not made, termination may follow.

Grounds for immediate removal include:

- Safety concerns
- Code of Conduct violations
- Unethical or unprofessional behavior

Appeals may be submitted in writing to the Director of Field Experiences for review by the Teacher Education Admissions/Appeals Committee. Readmission, if approved, will occur in the following semester.

### **Graduation & Licensure**

Interns must apply for graduation and licensure by MUW Registrar and MDE deadlines. To graduate and be recommended for licensure, Interns must:

- Earn a grade of C or higher in both Internship phases
- Pass all required licensure exams
- Maintain a minimum 2.5 GPA
- Complete all degree requirements

The licensure application is completed through the MDE MECCA portal. For reciprocity with other states, Interns should contact that state's licensure office.



## Assessment and Continuous Improvement

Assessment is an integral part of MUW's educator preparation process. Throughout the program, Teacher Candidates are evaluated using a series of performance-based assessments designed to measure their progress toward meeting state and national teaching standards.

The Educator Preparation Provider (EPP) uses the Watermark system to collect, review, and analyze student work and progress, program assessments, and key assessments. Teacher Candidates are introduced to Watermark early in the program and are expected to use it to submit program and key assignments, field experience documentation, and licensure artifacts.

All program assessments are aligned with:

- The InTASC Model Core Teaching Standards (see Appendix A)
- The Mississippi Department of Education's Teacher Growth Rubric (see Appendix A)
- The Revised CAEP Standards for Educator Preparation (see Appendix A)

In addition to course-based assessments, students complete formal evaluations during each field experience and Internship. University Supervisors, Mentor Teachers, and faculty assess the Teacher Candidate's growth using rubrics such as the Teacher Intern Assessment Instrument (TIAI) and the Professional Dispositions Evaluation (see Appendix D).

The Mississippi University for Women's (MUW) Educator Preparation Program (EPP) is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). MUW's EPP initial licensure programs meet the Program Review Standards set by the Mississippi State Department of Education.

The EPP adheres to the Mississippi Institutions of Higher Learning (IHL) Quality Assurance Policy (IHL Policy 518), which guarantees the quality of our graduates for two years post-graduation. Specific guidelines apply; for more information, please contact the School of Education.

### Educator Preparation Program Governance

The Teacher Education Council (TEC) serves as the governing body for the teacher education programs at MUW. The TEC includes representatives from all degree programs leading to educator licensure, as well as the Director of Field Experience, Chair of the Department of Education, Deans of the School of Education and the College of Arts and Sciences, one undergraduate and one graduate teacher education student (appointed by the Dean of the School of Education), and at least one representative from local public schools and external Teacher Education advisory groups.

The TEC is chaired by the Dean of the School of Education and meets in September, November, February, and April. Additional meetings may be scheduled as needed. The Council ensures all Teacher Education personnel are compliant with accreditation standards, the Mississippi Department of Education guidelines, and university degree requirements. Recommendations from the TEC are forwarded to the Chief Academic Officer, Undergraduate Curriculum Council, Graduate Council, or other relevant bodies for further action.

### Educator Preparation Program Data Review Committees

The continuous improvement process is central to maintaining and enhancing the quality of our educational programs. Several key committees support this process:

- **Assessment, Accountability, and Curriculum Committee (AACC):** The AACC convenes monthly to review data and identify trends relevant to EPP operations. This team assesses institutional, state (Mississippi Department of Education), and federal (Department of Education) reports to measure the success of the EPP programs. Feedback is also collected

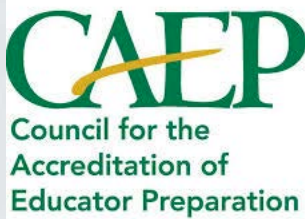


through semester surveys of stakeholders, including Mentor Teachers, University Supervisors, and Teacher Candidates. The committee tracks proposals to the institution, IHL, MDE, and accrediting bodies to ensure deadlines are met.

- **EPP Faculty:** EPP faculty reviews reports from the AACC, reflecting on successes and areas for improvement. They formalize suggestions for modifications, which are then sent to the TEC for review and approval.
- **Clinical Partnership Committee:** Comprising Mentor Teachers and school personnel, this committee ensures that field placement education practices align with institutional philosophy and national standards.
- **Teacher Candidate Advisory Board:** This board provides insights from Teacher Candidates regarding coursework and field experiences, ensuring that the student perspective is incorporated into the program.

### Quality Assurance System (QAS)

Effective Fall 2020, MUW established the Quality Assurance System (QAS) to enhance and expand data assessment procedures in line with the Mississippi Department of Education (MDE) Program Review Process, CAEP standards, and MUW's Planning and Institutional Effectiveness Process. The QAS involves continuous monitoring and improvement of the program through dynamic, systemic change. Faculty, field-based partners, and Teacher Education students utilize the QAS to ensure adherence to quality standards, curriculum, field experiences, and assessment practices. The **QAS** and all related EPP handbooks are available on the School of Education's website.



# APPENDIX A

*State and National Education Standards*



## **InTASC Model Core Teaching Standards for Teachers**

### *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 an 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 ensure 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 a 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 their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts their practice to meet the needs of each learner.

#### **Standard 10: Leadership and Collaboration**

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

## **Council for the Accreditation of Educator Preparation (CAEP) Core Teaching Standards**

### [2022 CAEP Standards](#)

#### **Standard 1: Content and Pedagogical Knowledge**

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates Teacher Candidates' reflection on their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for Teacher Candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

#### **Standard 2: Clinical Partnerships and Practice**

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

#### **Standard 3: Candidate Recruitment, Progression, and Support**

The provider demonstrates that the quality of Teacher Candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of Teacher 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 Teacher Candidates 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, and highlight innovations.



# Mississippi Department of Education Teacher Growth Standards

## [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 reflects teaching to high standards of student learning.*

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

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

5. The teacher manages a learning-focused classroom community.
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
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.*

8. The teacher engages in professional learning.
9. The teacher establishes and maintains effective communication with families/guardians.

## Mississippi Educator Code of Ethics and Standards of Conduct

### [MS Standards of Conduct](#)

Upon entering the teaching profession, each educator assumes several obligations, one of which is to adhere to a set of principles that define professional conduct. These principles are reflected in the *Mississippi Educator Code of Ethics and Standards of Conduct* (MCoE).

This code applies to all Teacher Candidates and persons licensed according to the rules established by the Mississippi State Board of Education, protecting the health, safety, and general welfare of students and educators. Ethical conduct refers to any behavior that promotes the health, safety, welfare, discipline, and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is

1. **Professional Conduct:** An educator should demonstrate conduct that follows generally recognized professional standards.
2. **Trustworthiness:** An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
3. **Unlawful Acts:** An educator shall abide by federal, state, and local laws and statutes and local school board policies.
4. **Educator-Student Relationships:** An educator should always maintain a professional relationship with all students, both in and out of the classroom.
5. **Educator/Collegial Relationships:** An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.
6. **Alcohol, Drug, and Tobacco Use or Possession:** An educator should refrain from the use of alcohol and/or tobacco during professional practice and should never use illegal or unauthorized drugs.
7. **Public Funds and Property:** An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment entrusted to their charge for personal gain or advantage.
8. **Remunerative Conduct:** An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.
9. **Maintenance of Confidentiality:** An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.
10. **Breach of Contract or Abandonment of Employment:** An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

**Mississippi Educator Preparation Program Collaborative  
Dispositions of the Professional Educator**

**DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS**

The Teacher Candidate protects **confidential information** concerning students and/or colleagues unless the law requires disclosure.

The Teacher Candidate demonstrates **maturity and sound judgment** in all interactions with peers, university, P-12 personnel, and parents.

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.

**DOMAIN II. CHARACTER DISPOSITIONS**

The Teacher Candidate exemplifies **honesty and integrity** (honesty, tact, and fairness) with all stakeholders during their time in the program.

The Teacher Candidate accepts **constructive criticism** in a positive manner.

**DOMAIN III. SCHOOL SETTING DISPOSITIONS**

The Teacher Candidate provides **fair and equitable opportunities** for all P-12 students in a **non-discriminatory manner**.

The Teacher Candidate maintains a **professional relationship** with all students, both inside and outside professional settings.

# APPENDIX B

*Education Program Progression & Plans of Study*



## Education Program Progression

For complete curriculum requirements in each major, please access the current [Undergraduate Bulletin](#).

Progress	Process	Date Completed																																				
<b>Admission to MUW</b>	All paperwork concerning admission to MUW can be secured from & must be returned to the <a href="#">Office of Admissions</a> .																																					
<b>Declaration of Major</b>	<p>Elementary &amp; Early Childhood Education majors, contact your advisor, the <a href="#">Education Student Navigator</a>. Secondary and K-12 majors should report to the content area departments for an academic advisor. (see page 8 for advisor information)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Advisor:</td><td style="width: 33%;">Email:</td><td style="width: 33%;">Office:</td></tr> </table>	Advisor:	Email:	Office:																																		
Advisor:	Email:	Office:																																				
<b>Core Classes</b>	Each Teacher Candidate should meet with their academic advisor each semester during the designated pre-registration time to plan coursework for future semesters. See the current <a href="#">MUW Academic Calendar</a> for advising dates.																																					
<b>Admission to Teacher Education (TE)</b>	<p>Teacher Candidates apply for admission to Teacher Education in the semester before their senior year. However, they begin to meet the requirements for Teacher Education in <i>ED 302: Art and Science of Teaching</i>.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 75%;">Teacher Education Admissions Checklist</th><th style="width: 25%;">Date Completed</th></tr> </thead> <tbody> <tr><td>Watermark Registration (begins in ED 302)</td><td></td></tr> <tr><td>Required Notifications + Teaching Licensure Advisory Notification</td><td></td></tr> <tr><td>Criminal Background Check Cleared</td><td></td></tr> <tr><td>Minimum Grade of "C" in ED 200</td><td></td></tr> <tr><td>Minimum Grade of "B" in ED 302</td><td></td></tr> <tr><td>Completion of 44 semester hours <b>and a minimum overall GPA of 2.50</b></td><td></td></tr> <tr> <td>ONE of the following: 1) Passing Praxis Core Academic Skills for Educators, 2) ACT (21+ composite), OR 3) GPA of 3.0+ on last 60 credit hours.</td><td></td></tr> <tr> <td> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Test Taken</th><th style="width: 33%;">Scores</th><th style="width: 33%;">Date Taken</th></tr> </thead> <tbody> <tr><td>Praxis Core Reading</td><td></td><td></td></tr> <tr><td>Praxis Core Writing</td><td></td><td></td></tr> <tr><td>Praxis Core Math</td><td></td><td></td></tr> <tr> <td colspan="3"> <ul style="list-style-type: none"> <li>Test scores must be <b>no more than 5 years old</b> at the time of initial admission.</li> <li>MUW GPA for previous 60 credit hours (includes all transfer credit applied to current transcript): _____</li> </ul> </td></tr> <tr> <td>ACT</td><td>Composite:</td><td></td></tr> </tbody> </table> </td><td></td></tr> </tbody> </table>	Teacher Education Admissions Checklist	Date Completed	Watermark Registration (begins in ED 302)		Required Notifications + Teaching Licensure Advisory Notification		Criminal Background Check Cleared		Minimum Grade of "C" in ED 200		Minimum Grade of "B" in ED 302		Completion of 44 semester hours <b>and a minimum overall GPA of 2.50</b>		ONE of the following: 1) Passing Praxis Core Academic Skills for Educators, 2) ACT (21+ composite), OR 3) GPA of 3.0+ on last 60 credit hours.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Test Taken</th><th style="width: 33%;">Scores</th><th style="width: 33%;">Date Taken</th></tr> </thead> <tbody> <tr><td>Praxis Core Reading</td><td></td><td></td></tr> <tr><td>Praxis Core Writing</td><td></td><td></td></tr> <tr><td>Praxis Core Math</td><td></td><td></td></tr> <tr> <td colspan="3"> <ul style="list-style-type: none"> <li>Test scores must be <b>no more than 5 years old</b> at the time of initial admission.</li> <li>MUW GPA for previous 60 credit hours (includes all transfer credit applied to current transcript): _____</li> </ul> </td></tr> <tr> <td>ACT</td><td>Composite:</td><td></td></tr> </tbody> </table>	Test Taken	Scores	Date Taken	Praxis Core Reading			Praxis Core Writing			Praxis Core Math			<ul style="list-style-type: none"> <li>Test scores must be <b>no more than 5 years old</b> at the time of initial admission.</li> <li>MUW GPA for previous 60 credit hours (includes all transfer credit applied to current transcript): _____</li> </ul>			ACT	Composite:			
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<b>Admission to Teacher Internship (TI)</b>	The application for Teacher Internship is provided through Watermark around the mid-term of each semester. Please see your academic advisor or contact the School of Education for access.						
	<b>Teacher Internship Admissions Checklist</b>						<b>Date Completed</b>
	Admission to Teacher Education ( <i>at least one semester before applying for Internship</i> )						
	Completion of 84 Semester Hours ( <i>must include all required ED courses</i> )						
	Application for Teacher Internship (semester before TI)						
	Liability Insurance (instructions in TI application)						
	Overall Minimum GPA of 2.50						
	MUW Minimum GPA of 2.50						
	Mississippi Pre-service 101 License Issued						
	75 Hours of Working with Children (Secondary/K-12 only)						
	Minimum Grade of "C" in the following courses (ALL majors):						
	EN 101	EN 102	COM 101	MA 113+	ED Courses	Conc./End. Courses	
	Minimum Grade of "C" in the following courses (EE majors):						
	MA 111			MA 112			
<b>Admission to Candidacy for Graduation</b>	<b>Graduation Checklist</b>						<b>Date Completed</b>
	<i>Residency Requirements (minimum of 30 credit hours from MUW, excluding correspondence courses &amp; advanced standing exams)</i>						
	2.50 Overall GPA						
	2.50 MUW GPA						
	2.50 GPA in major field						
	Credit Hours in chosen curriculum						
	Degree Application Filed with the Registrar (See the <a href="#">MUW Degrees &amp; Commencement</a> site for information & deadlines.)						

<b>Licensure Application</b>		
	<b>Licensure Application Checklist</b>	<b>Date Completed</b>
	Official transcript sent to MDE ( <i>The degree date must be present on the transcript. Visit the <a href="#">MUW Transcript</a> site for information.</i> )	
	Satisfactory scores on the respective Praxis II: Principles of Learning and Teaching (PLT) Exam ( <i>all education majors</i> )	
	Satisfactory scores on the Praxis II: Elementary Education: Curriculum, Instruction, and Assessment (CIA) Exam ( <i>EE only</i> )	
	Satisfactory scores on MS Foundations of Reading Exam ( <i>EE only</i> )	
	Satisfactory score of respective Praxis II Subject Area Exam ( <i>K-12 &amp; 7-12 education majors only</i> )	
	Complete licensure recommendation in MECCA	
<b>Post Graduation</b>	<p>If you have not passed all MDE required licensure exams when you graduate, please contact the Director of Field Experiences as soon as you have passed them all, so that they can verify the scores in MECCA, recommend you for licensure, and provide you with instructions for completing the recommendation.</p> <p>If you have any issues obtaining your license after the Director of Field Experiences has recommended you in MECCA, please contact the <a href="#">MDE Licensure department</a> for explanations and guidance. They will not speak to anyone but you about your license, so MUW cannot contact them on your behalf. If MDE says that your institution needs to submit something on your behalf, please contact the Director of Field Experiences with the specific request made by MDE.</p>	



## Early Childhood Education Plan of Study

<b>Name:</b>	<b>MUW ID:</b>
<b>GPA:</b>	<b>EID:</b>

### Core Required Courses, which require a minimum grade of “C” or above

EN 101 English Comp I		MA 113 College Algebra (or MA above MA 113)	
EN 102 English Comp II		MA 111 Modern Elem. Math I	
COM 101 Oral Communications		MA 112 Modern Elem. Math II	

### Other Core Required Courses

GEO 101 World Geography		History	
PSY 206 Human Growth & Development		History	
Philosophy		Natural Science <i>with Lab</i>	
Fine Art History/Appreciation		Natural Science <i>with Lab</i>	
Literature		Science (w or w/o a lab)	
Literature			

### **Block I Courses (ED 302, ED 306, & ED 311 must be taken together; minimum grade of “C” required)**

ED 200 Education as a Profession		ED 302 Art & Science of Teaching* (Minimum grade of B)	
ED 204 Principles of Early Childhood Learning		ED 306 Introduction to Special Education	
ED 297 Instructional Technology		ED 311 Education Residency I	
ED 301 Education Seminar			

### **Block II Courses (ED 361 & ED 367 must be taken together; minimum grade of “C” required)**

ED 313 Supporting Infants & Toddlers		ED 361 Early Literacy Instruction I	
ED 315 Policy & Advocacy in Early Education		ED 367 Education Residency II	
ED 317 Strengthening Family & Community Connections		ED 390 Classroom Management & Student Acc. & Interv.	

### **Block III Courses (ALL must be taken together; minimum grade of “C” required; must be accepted into TE)**

ED 362 Early Literacy Instruction II		ED 417 Social-Emotional Behaviors in Early Childhood	
ED 413 Methods & Materials in STEM for Early Childhood		ED 419 Leading Early Education Programs	
ED 415 Methods/Materials in Creative Arts for Young Children		ED 435 Education Residency III	

### **Block IV Courses (BOTH must be taken together; minimum grade of “C” required)**

ED 404 Teacher Internship: Early Childhood		ED 421 Assessment Methods in Early Childhood	
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## Elementary Education Plan of Study

<b>Name:</b>	<b>MUW ID:</b>	<b>Concentration/s:</b>
<b>GPA:</b>	<b>EID:</b>	<b>Endorsement/s:</b>

### Core Required Courses, which require a minimum grade of “C” or above

EN 101 English Comp I		MA 113 College Algebra (or MA above MA 113)	
EN 102 English Comp II		MA 111 Modern Elem. Math I	
COM 101 Oral Communications		MA 112 Modern Elem. Math II	

### Other Core Required Courses

GEO 101 World Geography		History	
PSY 206 Human Growth & Development		History	
Philosophy		Natural Science <i>with Lab</i>	
Fine Art History/Appreciation		Natural Science <i>with Lab</i>	
Literature		Science (w or w/o a lab)	
Literature			

### Block I Courses (ED 302, ED 306, ED 311 & ED 365 must be taken together; minimum grade of “C” required)

ED 200 Education as a Profession		ED 306 Introduction to Special Education	
ED 204 Principles of Early Childhood Learning		ED 311 Education Residency I	
ED 301 Education Seminar		ED 365 Integrating Reading and Writing Across the Curriculum	
ED 302 Art & Science of Teaching* (Minimum of B required)			

### Block II Courses (ED 361 & ED 367 must be taken together; minimum grade of “C” required)

ED 260 Educational Psychology		ED 361 Early Literacy Instruction I	
ED 297 Instructional Technology		ED 367 Education Residency II	
ED 318 Strengthening Family & Community Connections		ED 390 Classroom Management & Student Acc. & Interventions	

### Block III Courses (ALL must be taken together; minimum grade of “C” required; must be accepted into Teacher Education)

ED 362 Early Literacy Instruction II		ED 412 Teaching Science in Elementary & Middle School	
ED 405 Teaching Mathematics in Elementary & Middle School		ED 435 Education Residency III	
ED 410 Teaching Social Studies in Elementary & Middle School		ED 452 Educational Measurement	

### Block IV Courses (BOTH must be taken together; minimum grade of “C” required)

ED 406 Teacher Internship: Elementary		ED 466 Diagnosing and Assessing Reading Difficulties in Children	
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**Concentration Required Courses require a minimum grade of “C” or above. Select ONE subject area & obtain 18 approved credit hours in it. Required methods courses (405, 410, & 412) DO count toward the 18 concentration hours in respective areas. They are **highlighted**.**

English									
Mathematics									ED 405
Science									ED 412
Social Studies									ED 410

# APPENDIX C

*Professional Dispositions Documents & Teacher Intern Absence Form*

## Attributes Representing Professional Dispositions

### Personal qualities essential to the teaching/education profession

- Possesses integrity
- Is highly motivated
- Displays perseverance
- Exhibits self-control
- Is punctual and reliable
- Presents a professional appearance and demeanor
- Accepts responsibility
- Evidence of high academic achievement
- Takes initiative
- Shows maturity of judgment
- Demonstrates warmth and advocacy for children

### Qualities important to collaboration

- Establishes rapport with others
- Communicates respectfully and with effective communication skills
- Values teamwork
- Demonstrates a commitment to achieving team goals
- Assumes appropriate roles in the collaborative process
- Demonstrates a respectful appreciation for diverse perspectives
- Seeks to develop and maintain professional workplace relationships

### Commitment to professional growth

- Responds appropriately to supervision
- Accepts constructive criticism and suggestions
- Uses suggestions to improve skills and understanding
- Strives to achieve competency
- Maintains integrity
- Reflects on/evaluates strengths and areas for improvement
- Displays interest and curiosity in the learning process
- Values lifelong learning
- Is a self-directed learner

### Commitment to diversity and social justice

- Demonstrates cultural respect and understanding
- Displays sensitivity to ethnically, linguistically, cognitively, physically, & socially diverse groups & individuals
- Treats all people equally
- Believes in equal educational/vocational opportunity
- Advocates for appropriate expectations for *all* students

### Commitment to ethical practices

- Maintains confidentiality
- Is honest and trustworthy
- Uses sound, informed judgment
- Displays ethical behavior
- Abides by ethical responsibilities
- Abides by legal mandates



## Professional Disposition Infraction Form

<b>Teacher Candidate:</b>	<b>Date:</b>
<b>MUW ID Number:</b>	<b>Course:</b>
<b>Infraction Number</b> ( <i>circle the infraction # in THIS course</i> ):	<div style="display: flex; justify-content: space-around; width: 100%;"> <span><b>1</b></span> <span><b>2</b></span> <span><b>3</b></span> </div>

<b>Professional Disposition Infraction</b> <i>Select all professional dispositions violated by the Teacher Candidate.</i>	<b>Date</b>
<b>DOMAIN I. PROFESSIONALISM &amp; ACADEMIC INTEGRITY DISPOSITIONS</b>	
1. Protect <b>confidential information</b> concerning students and/or colleagues when the law does not require disclosure.	
2. Demonstrate <b>maturity and sound judgment</b> in all interactions with peers, university, P-12 personnel, and P-12 parents.	
3. Follow <b>all university and P-12 school policies</b> , including but not limited to policies for alcohol, drug, tobacco, and social media use.	
<b>DOMAIN II. CHARACTER DISPOSITIONS</b>	
4. Exemplify <b>honesty and integrity</b> with all stakeholders during his/her time in the program.	
5. Accept <b>constructive criticism</b> in a positive manner.	
<b>DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS</b>	
6. Provide <b>fair and equitable opportunities</b> for all P-12 students in a <b>non-discriminatory manner</b> .	
7. Maintain a <b>professional relationship</b> with all students, both inside and outside professional settings.	

**Explanation of Infraction** (*provide documentation, if applicable*):

### Required Signatures

<b>Teacher Candidate:</b>	<b>Date:</b>
<b>Course Instructor:</b>	<b>Date:</b>

- After having received two (2) Professional Dispositions Infraction Forms, the MUW Director of Field Experiences and the instructor will meet with the Teacher Candidate and decide on their status in the program.
- If used, the instructor should include and review the Professionalism Evaluation with the Teacher Candidate before signing.
- The instructor should review the Professional Dispositions Infraction Form with the Teacher Candidate before signing.
- The signature indicates that the Teacher Candidate has reviewed and received a copy of the form, but does not necessarily indicate agreement.

## **Professionalism Rubric**

### **PURPOSE**

Professional dispositions refer to the values and attitudes that shape a Teacher Candidate's approach to their role, while professionalism is the observable conduct that reflects these values, such as effective communication, accountability, and integrity. This professionalism rubric outlines key behavioral expectations, helping Teacher Candidates self-assess and align with standards like the Mississippi Educator Code of Ethics (MCoE), university policies, and district guidelines. By evaluating their actions midway through the semester in ED 301, Teacher Candidates can ensure that their behaviors consistently reflect professional standards and foster personal growth, as well as adherence to ethical and institutional expectations.

### **ADMINISTRATION**

This instrument is administered mid-semester in ED 301 by the course instructor. Any course instructor or administrator can require its completion by the Teacher Candidate for use as a support piece in the Professional Disposition Infraction process.

### **SUCCESS INDICATOR**

As Teacher Candidates must adhere to the MCoE, university, and district policies at all times, items rated 2.0 represent the target score; anything below 2.0 represents an area in need of improvement in all courses throughout the programs. Each category listed is aligned to the MDE Professional Dispositions Rubric. Any score 1.0 or below by either the Teacher Candidate or the instructor should result in a conference.

## Teacher Candidate Professionalism Rubric

Teacher Candidate:	Date:	Course/Instructor:
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Category	Unprofessional (0)	Participating (1)	Professional (2)	Highly Professional (3)
<b>Punctuality &amp; Attendance</b> MS PD #2, #3, #4	I am often late or absent, and frequently miss deadlines.	I am sometimes late or absent, and I do not always let people know.	I am occasionally late or absent, but I usually let people know ahead of time.	I arrive on time, attend regularly, and let people know about any absences.
<b>Preparedness</b> MS PD #2, #3, #6	I am rarely prepared, often disorganized, or missing plans.	I am sometimes unprepared or missing materials.	I am mostly prepared with the materials and lessons I need.	I am always well-prepared with lesson plans, materials, and activities. I plan ahead.
<b>Appearance</b> MS PD #3	I often dress inappropriately for field experiences, needing reminders.	I sometimes dress inappropriately, with at least one reminder needed this semester.	I dress appropriately for all my field experiences.	I am always professionally dressed for all my field experiences.
<b>Communication Skills</b> (includes email, Canvas, and in-person conversations) MS PD #1, #2, #3, #6	I am unclear, unprofessional, and/or disrespectful in my communication, with many mistakes.	I am sometimes unprofessional or unclear in my communication with minor errors.	I usually communicate effectively and professionally.	I communicate clearly, professionally, and respectfully with everyone.
<b>Work Ethic &amp; Initiative</b> MS PD #2, #3, #4	I often struggle to complete tasks and have trouble getting started on my own work.	I sometimes complete tasks when asked, but struggle to initiate them independently.	I finish assigned tasks but sometimes need help getting started.	I take the initiative to find tasks, work hard, and start new tasks on my own.
<b>Adaptability</b> MS PD #2, #5	I struggle with handling change and don't take feedback well.	I sometimes struggle to adjust and take a while to adapt.	I am usually flexible and take feedback positively.	I easily adjust to changes and challenges, and I accept feedback well.
<b>Collaboration &amp; Teamwork</b> MS PD #5	I tend to avoid working with others and struggle in group settings.	I make minimal contributions and struggle with teamwork.	I work well with others but don't usually take the lead.	I collaborate well with peers, supervisors, and staff, and I'm willing to take the lead.
<b>Ethical Conduct</b> MS PD #4, #5, #7	I often act disrespectfully or do not follow ethical standards.	I occasionally make poor decisions or show lapses in ethics.	I demonstrate ethical behavior consistently.	I always act with honesty, integrity, and respect for student privacy.
<b>Professional Boundaries</b> MS PD #7	I struggle to set and maintain professional boundaries with students and teachers.	I sometimes have trouble keeping boundaries.	I generally keep appropriate boundaries.	I always maintain clear and professional boundaries with everyone.
<b>Reflective Practice</b> MS PD #5	I do not reflect on feedback and resist suggestions for improvement.	I sometimes reflect, but find it hard to work on improvements.	I reflect on feedback and sometimes act on it.	I regularly reflect on my teaching, seek feedback, and work to improve.
<b>Commitment to Student Growth</b> MS PD #4, #5, #6, #7	I do not have a lot of interest in student growth and learning.	I have some interest in student growth but struggle to follow through.	I am committed to student learning and growth.	I actively work to understand and support students' diverse needs and learning styles.

## Course Instructor Professionalism Rubric

Teacher Candidate:	Date:	Course/Instructor:
--------------------	-------	--------------------

Category	Unprofessional (0)	Participating (1)	Professional (2)	Highly Professional (3)
<b>Punctuality &amp; Attendance</b> MS PD #2, #3, #4	The TC frequently arrives late, is absent without valid reasons, and consistently misses deadlines.	The TC is occasionally late or absent and may not always notify the appropriate personnel.	The TC is generally punctual and attends classes regularly, typically providing advance notice of absences.	The TC consistently arrives on time, attends all sessions, and communicates absences well in advance.
<b>Preparedness</b> MS PD #2, #3, #6	The TC is rarely prepared, demonstrates disorganization, and often lacks essential materials or plans.	The TC is sometimes unprepared, missing necessary materials or lesson plans.	The TC is generally well-prepared with the necessary materials and instructional plans.	The TC is consistently well-prepared with detailed lesson plans, materials, and activities, demonstrating proactive planning and organization.
<b>Appearance</b> MS PD #3	The TC frequently dresses inappropriately for professional settings, requiring repeated reminders.	The TC occasionally dresses inappropriately and may need reminders on professional attire.	The TC consistently dresses appropriately for all professional settings.	The TC consistently presents a professional appearance, aligning with the expectations of field experiences.
<b>Communication Skills (includes email, Canvas, &amp; in-person conversations)</b> MS PD #1, #2, #3, #6	The TC's communication is often unclear, unprofessional, or disrespectful, with frequent errors in tone and grammar.	The TC's communication may sometimes lack professionalism or clarity, with occasional tone or grammar errors.	The TC generally communicates effectively and professionally with most individuals.	The TC communicates consistently with clarity, respect, and professionalism in all interactions, both written and verbal.
<b>Work Ethic &amp; Initiative</b> MS PD #2, #3, #4	The TC does not complete assigned tasks and consistently requires prompting to begin work independently.	The TC sometimes completes tasks when directed but struggles with initiating tasks independently.	The TC completes assigned tasks but occasionally requires support to begin independently.	The TC demonstrates a strong work ethic, proactively seeks tasks, and initiates new work autonomously.
<b>Adaptability</b> MS PD #2, #5	The TC has significant difficulty adapting to change and is often resistant to constructive feedback.	The TC may struggle with adaptability, taking time to adjust to new challenges and feedback.	The TC is generally adaptable and responds positively to constructive feedback.	The TC consistently adapts to changes and challenges with ease, accepting feedback constructively and incorporating it into their practice.
<b>Collaboration &amp; Teamwork</b> MS PD #5	The TC tends to avoid teamwork, struggles in group settings, and contributes minimally.	The TC makes limited contributions to group efforts and may struggle to collaborate effectively.	The TC works well with colleagues, contributing positively to team efforts, though not typically in a leadership role.	The TC demonstrates strong collaboration skills, contributes effectively to team goals, and is comfortable assuming a leadership role when needed.
<b>Ethical Conduct</b> MS PD #4, #5, #7	The TC frequently demonstrates unprofessional behavior and fails to adhere to ethical standards or confidentiality requirements.	The TC occasionally exhibits lapses in judgment, with some inconsistencies in ethical behavior.	The TC consistently demonstrates ethical behavior, adhering to all professional standards and guidelines.	The TC consistently upholds the highest standards of integrity, confidentiality, and ethical conduct in all professional interactions.
<b>Professional Boundaries</b> MS PD #7	The TC struggles to establish and maintain professional boundaries with students, colleagues, and supervisors.	The TC may occasionally have difficulty maintaining appropriate boundaries.	The TC generally maintains professional boundaries with students and colleagues.	The TC demonstrates clear, respectful boundaries in all interactions, fostering a professional environment.
<b>Reflective Practice</b> MS PD #5	The TC does not engage in reflective practice and resists feedback or suggestions for improvement.	The TC occasionally reflects on practice but may struggle to incorporate feedback effectively.	The TC reflects on feedback and demonstrates a willingness to act on suggestions for improvement.	The TC actively engages in reflective practice, seeks constructive feedback, and applies it to enhance teaching effectiveness.
<b>Commitment to Student Growth</b> MS PD #4, #5, #6, #7	The TC shows minimal interest in students' academic or personal growth.	The TC demonstrates some commitment to student growth but may struggle with consistent follow-through.	The TC is committed to supporting student learning and growth.	The TC actively seeks to understand and address the diverse needs and learning styles of students, fostering a supportive and inclusive learning environment.



## Teacher Candidate Improvement Plan

<b>Teacher Candidate:</b>	<b>Date:</b>
<b>MUW ID Number:</b>	<b>Course:</b>

**(Student Initials)** \_\_\_\_\_

This improvement plan is designed to provide the Teacher Candidate with guidance and support through communication and collaboration in the area(s) of significant concern related to professionalism, teaching, and learning. Guidance and support for implementing the plan are provided as needed; however, it is understood that the ultimate responsibility for correcting the deficiencies noted in the plan rests with the Teacher Candidate.

**(Student Initials)** \_\_\_\_\_

The Teacher Candidate must show continuous improvement in all areas noted within a minimum of five (5) school days from the date of the signature on this plan. Beyond five days, failure to show continuous improvement throughout the remainder of the program may result in immediate termination from the program.

### Areas for Growth and Improvement

Area(s) Needing Improvement	Action Steps	Timeline for Completion

### Improvement Plan Discussion

<b>Start Date of Improvement Plan</b>	
<b>Teacher Candidate Comments</b>	
<b>Course Instructor Comment</b>	

### Required Signatures

<b>Teacher Candidate:</b>	<b>Date:</b>
<b>Course Instructor:</b>	<b>Date:</b>
<b>DoE Chair:</b>	<b>Date:</b>

## Teacher Candidate Improvement Plan Evaluation

The Improvement Plan Evaluation should be completed at the end of a minimum of five (5) school days from the date the Teacher Candidate signs the improvement plan. The MUW instructor should submit the evaluation worksheet to the Director of Field Experiences and the Teacher Candidate's advisor. **Additional documentation may be attached as evidence.**

<b>Teacher Candidate:</b>	<b>Date:</b>
<b>MUW ID Number:</b>	<b>Course:</b>

Area/s Needing Improvement	Evidence of Improvement	Action Steps Completed		Satisfactory Progress	
		YES	NO	YES	NO
		YES	NO	YES	NO
		YES	NO	YES	NO
Were the areas of improvement satisfied within the timeline?	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>_____ Yes</span> <span>_____ No*</span> </div> <p><small>*If no, a recommendation for removal from the program should be noted below in the comments.</small></p>				

### Improvement Plan Evaluation Discussion

<b>Teacher Candidate Comments</b>	
<b>Course Instructor Comments</b>	
<b>DoE Chair Comments</b>	

### Required Signatures

<b>Teacher Candidate:</b>	<b>Date:</b>
<b>Course Instructor:</b>	<b>Date:</b>
<b>DoE Chair:</b>	<b>Date:</b>

## Teacher Intern Absence Form

### Section I—Identifying Information

Teacher Intern	
Mentor Teacher	
School	

### Section II—Type of Absence

Type of Absence	Choose One	Date/s Absent
Personal Day		
Interview Day	<i>Complete Section III</i>	
Professional Day	<i>Complete Section III</i>	

### Section III—Absence Information

Interview Day	Professional Day
School District:	Education Conference:
Administrator:	Professor Attending:
Administrator's Contact Info:	Circle one: Presenting      or      Attending

### Section IV—Required Signatures

Teacher Intern:	Date:
Mentor Teacher:	Date:
University Supervisor:	Date:

**NOTE:** Teacher Interns are expected to perform assigned responsibilities at all times except in the case of unexpected personal illness or extraordinary emergency circumstances. For other absences with strong, justifiable cause, this form must be completed by the Teacher Intern and submitted to the Mentor Teacher and University Supervisor at least 5 days before the anticipated absences. Makeup work may be required. Teacher Interns must adhere to the attendance and absence policies outlined in the current Teacher Education Handbook and course syllabus.

## Knowledge & Skills of Teacher Education Students

### Teacher Education Program Performance Standards

Performance Standard	Description	Accommodations*
<b>Mobility</b> <i>CAEP: R1.1, R1.3</i> <i>InTASC: 3</i> <i>MSCoE: 4</i>	<b>Criteria:</b> Physical ability to navigate various classroom and school settings with ease <b>Examples:</b> <ul style="list-style-type: none"> <li>• Moves independently around the classroom, facilitating group work and supporting individual students</li> <li>• Walks, stands, sits, and occasionally crouches or stoops during instructional and supervisory activities</li> <li>• Participates actively in school events, field trips, and other physical activities as required</li> </ul>	
<b>Motor Skills</b> <i>CAEP: R1.1, R1.3</i> <i>InTASC: 3</i> <i>MSCoE: 4</i>	<b>Criteria:</b> Sufficient fine and gross motor skills to manage classroom materials, technology, and hands-on learning activities <b>Examples:</b> <ul style="list-style-type: none"> <li>• Writes legibly and efficiently on whiteboards or with technology for instructional purposes</li> <li>• Uses and demonstrates educational tools and materials (e.g., science kits, manipulatives) to engage students</li> <li>• Operates classroom technology (computers, projectors, smartboards) easily to support instruction</li> </ul>	
<b>Communication</b> <i>CAEP: R1.1-R1.4</i> <i>InTASC: 1-10</i> <i>MSCoE: 1, 2, 4, 5, 8, 9</i>	<b>Criteria:</b> Clear, articulate, and effective oral and written communication for diverse audiences <b>Examples:</b> <ul style="list-style-type: none"> <li>• Delivers instructions clearly and responds to questions, ensuring all students understand learning objectives</li> <li>• Writes lesson plans, student reports, and parent communications in a concise and accessible way</li> <li>• Adapts language and tone for different age groups and needs, showing respect and understanding</li> </ul>	
<b>Interpersonal Skills</b> <i>CAEP: R1.1, R1.4</i> <i>InTASC: 10</i> <i>MSCoE: 1, 2, 4, 5, 8, 9</i>	<b>Criteria:</b> Ability to engage with students, instructors, Mentor Teachers, cooperating school personnel, and peers with respect, patience, and adaptability <b>Examples:</b> <ul style="list-style-type: none"> <li>• Builds rapport with students, demonstrating empathy and encouragement</li> <li>• Collaborates with instructors and Mentor Teachers constructively to create a supportive learning environment</li> <li>• Works cooperatively with peers</li> </ul>	
<b>Sensory Skills</b> <i>CAEP: R1.1, R1.3</i> <i>InTASC: 3</i> <i>MSCoE: 4</i>	<b>Criteria:</b> Functional visual, auditory, and tactile abilities to monitor and support student learning and safety <b>Examples:</b> <ul style="list-style-type: none"> <li>• Observes student body language and non-verbal cues to assess understanding of potential issues</li> <li>• Listens to and responds to classroom sounds (e.g., student questions, emergency alarms) to maintain a safe environment</li> <li>• Uses tactile feedback (as appropriate) when working with younger children in hands-on activities or guidance</li> </ul>	



<b>Organizational Skills</b> CAEP: R1.1-R1.4 InTASC: 7 MSCoE: 1, 4, 9	<b>Criteria:</b> Ability to effectively plan, arrange, and manage resources and time <b>Examples:</b> <ul style="list-style-type: none"> <li>Organizes lesson plans, student materials, and resources to optimize learning time</li> <li>Maintains accurate records of student performance and instructional progress</li> <li>Uses time efficiently to cover required content, ensuring lessons remain focused and on track</li> </ul>	
<b>Emotional Stability and Stress Management</b> CAEP: R1.1-R1.4 InTASC: 9 MSCoE: 1, 2, 4, 9	<b>Criteria:</b> Demonstrates resilience, emotional stability, and the ability to manage stress effectively <b>Examples:</b> <ul style="list-style-type: none"> <li>Remains calm and composed in challenging situations, such as managing classroom disruptions</li> <li>Demonstrates patience when working with students with diverse behavioral or learning needs</li> <li>Reflects on experiences to manage stress, seeking professional development or support when needed</li> </ul>	
<b>Critical Thinking and Problem Solving</b> CAEP: R1.1-R1.3 InTASC: 1-10 MSCoE: 1, 2, 4, 9	<b>Criteria:</b> Ability to assess situations and make effective instructional and behavioral decisions <b>Examples:</b> <ul style="list-style-type: none"> <li>Analyzes student data to adapt lesson plans and address learning gaps</li> <li>Implements proactive solutions for classroom challenges, such as addressing student misbehavior with positive reinforcement strategies</li> <li>Reflects on and adjusts teaching strategies based on student feedback and performance outcomes</li> </ul>	
<b>Adaptability and Flexibility</b> CAEP: R1.1-R1.3 InTASC: 1-10 MSCoE: 1, 2, 4, 9	<b>Criteria:</b> Willingness to adapt teaching methods, materials, and approaches to meet the needs of diverse learners <b>Examples:</b> <ul style="list-style-type: none"> <li>Adjusts lesson plans spontaneously to address student interests or unexpected learning needs</li> <li>Modifies instructional techniques for students with varying learning styles or abilities</li> <li>Responds constructively to feedback, making appropriate changes</li> </ul>	
<b>Technological Proficiency</b> CAEP: R1.1-R1.3 InTASC: 3, 8 MSCoE: 1, 4	<b>Criteria:</b> Ability to integrate and use technology effectively for instruction and communication <b>Examples:</b> <ul style="list-style-type: none"> <li>Uses educational software, digital assessments, and classroom management apps to enhance student engagement</li> <li>Stays updated with emerging technologies and applies them thoughtfully to meet learning objectives</li> </ul>	
<b>Cultural Competence and Inclusivity</b> CAEP: R1.1 InTASC: 2, 5, 9 MSCoE: 1, 4	<b>Criteria:</b> Awareness and respect for cultural, linguistic, and individual diversity in the classroom <b>Examples:</b> <ul style="list-style-type: none"> <li>Uses inclusive language and promotes a classroom culture that respects all backgrounds</li> <li>Implements culturally relevant teaching practices, recognizing students' unique experiences and strengths</li> <li>Adapts teaching materials and examples to reflect diverse perspectives and student identities</li> </ul>	
<b>Professional Responsibility and Ethics</b> CAEP: R1.4 InTASC: 9, 10 MSCoE: 1-10	<b>Criteria:</b> Consistent demonstration of ethical conduct, punctuality, and responsibility <b>Examples:</b> <ul style="list-style-type: none"> <li>Arrives on time, prepares for each class, and models professionalism for students</li> <li>Adheres to school policies and standards, including maintaining confidentiality with student information</li> <li>Adheres to the <i>Mississippi Educator Code of Ethics: Standards of Conduct</i></li> </ul>	

**\*Student Success Center Acknowledgment**

To ensure that all accommodations are legally and adequately documented and that we have all the necessary information to support the student effectively and comply with applicable guidelines, please sign below to verify understanding and submission of documentation.

<b>Student Success Center Representative Signature:</b>	<b>Date:</b>
<b>School of Education Administrator Signature:</b>	<b>Date:</b>

**Teacher Candidate Acknowledgment**

I acknowledge that these standards outline the essential skills and abilities required to complete the Teacher Education program and my future responsibilities as an effective teacher in the P-12 setting. If necessary and documented, reasonable accommodations may be provided; however, failure to meet these standards, even with accommodations, may impact program completion.

This document aims to establish the physical, cognitive, and interpersonal skills necessary for the teaching profession, aligning with Mississippi and national education standards and research on teacher effectiveness.

<b>Teacher Candidate Signature:</b>	<b>Date:</b>
<b>School of Education Administrator Signature:</b>	<b>Date:</b>



# APPENDIX D

*Program & Key Assessments*



Teacher Candidates are evaluated through four (4) Key Assessments and three (3) Program Assessments, which measure their knowledge, skills, and professional dispositions. Results from these assessments—along with additional program data such as enrollment, completion rates, job placement, and satisfaction surveys—are used to monitor the effectiveness of the Educator Preparation Program (EPP) and guide ongoing improvement efforts, as outlined in the QAS. The complete assignment and evaluation rubric can be accessed by clicking the assessment title.

### EPP Program Assessments

Assessment	Assessment Evaluation	Assessment Evaluation Course
3-Day Unit Plan	Abridged TIAI Rubric	ED 311 & ED 367 (EE & ECE); ED 302 (SED/K-12)
Educational Philosophy	Educational Philosophy Rubric	ED 302, Methods course, Internship
Recorded Lesson Reflection	Recorded Lesson Reflection Rubric	ED 302 (SED); ED 311 & ED 367 (EE & ECE); Methods courses; Internship

### EPP Key Assessments

Assessment	Evaluation	Assessment Evaluation Course
Impact on Student Learning (ISL)	ISL Rubric	Internship
Professional Dispositions	PD Rubric	All field-based courses & both phases of Internship
5-Day Unit Plan	TIAI Rubric	Methods courses and both phases of Internship
Professional Portfolio	Portfolio Rubric	Internship