

Undergraduate Teacher Education Handbook

School of Education

Mississippi University for Women



Developing Quality Educators for Today's School
Academic Year 2026-2027

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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 education, music education, or to expand your future teaching opportunities through additional licensure endorsements, 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 academic units responsible for educator preparation programs. All initial 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 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

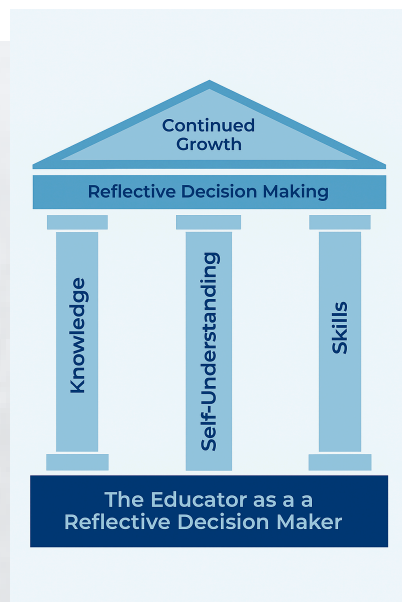
The W's School of Education is dedicated to developing effective educators through a personalized, lifelong learning approach that supports students from early childhood through post-graduation.

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.

Clinical Experiences (CAEP R1.3)

A carefully articulated progression of clinical learning experiences is embedded throughout the educator preparation program and culminates in Internship. These experiences provide Teacher Candidates with increasingly complex opportunities to connect coursework with authentic educational settings, apply professional knowledge and skills, engage with diverse learners, and develop as reflective practitioners. Clinical experiences are intentionally aligned with program expectations and provide opportunities for candidates to observe, practice, receive feedback, reflect, and demonstrate readiness for effective teaching.

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
- Music 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, career preparation, and readiness for licensure.

All students are assigned academic advising support upon admission to Mississippi University for Women. During or before enrollment, new students meet with their assigned advisor or Student Success Navigator to learn about the requirements for their major and develop an academic plan. Every degree-seeking student should be provided with a course schedule plan each semester, along with instructions for registration. The advisor and advisee should review the plan together, confirm agreement, and maintain appropriate advising documentation.

The academic advisor is the student's primary resource regarding academic requirements, program progression, educational opportunities, and related academic questions. Advising should be viewed as an ongoing mentoring relationship rather than simply a registration function. Students should communicate regularly with their assigned advisor and are responsible for seeking guidance when questions or concerns arise.

Early Childhood Education and Elementary Education majors receive advising through the School of Education. Advising responsibilities may transition as students progress through the program to ensure that candidates receive appropriate support related to coursework, Teacher Education Program requirements, clinical experiences, Internship, graduation, and licensure.

Music Education majors receive academic advising through the Department of Music in collaboration with the Educator Preparation Provider (EPP). Because Music Education is an initial teacher licensure program, Music Education candidates are responsible for meeting both the academic requirements of their degree program and all applicable Teacher Education Program, clinical experience, Internship, and licensure requirements.

Students interested in expanding their teaching opportunities through additional licensure endorsements should discuss available options with their advisor as early as possible. Elementary Education candidates, in particular, may have opportunities to complete coursework that supports additional 7-12 or K-12 subject-area endorsements. Early planning allows candidates and advisors to determine whether applicable coursework can be incorporated efficiently into the student's degree plan.

If a student contacts an advisor who is not assigned to them for academic direction, the student should be referred to the appropriate assigned advisor. When the assigned advisor is unavailable, students may contact the School of Education Student Success Navigator, Director of Field Experiences, Department Chair, or other appropriate program representative for assistance.

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](#).
- 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 myapps.muw.edu email is your official means of communication while you are a student at MUW.

Advising Progression by Year

Year	Goals	Advisor
Freshman	• Know who your academic advisor is & how to contact them. • Be aware that academic advising differs from high school guidance counseling. • Become familiar with the Undergraduate Bulletin. • Become familiar with the core course requirements and the requirements for your major, if declared, or programs being considered. • Be familiar with the proper degree audit sheets for your major & know the requirements for acceptance into your desired program of study. • Locate & become familiar with academic calendars, deadlines, add/drop dates, registration dates, etc., found on program website(s), the Registrar's website, & related webpages. • Understand the university's expectations & the consequences of behavior on future employment. • Become familiar with campus services & explore academic, career, & personal interests; • Learn how to communicate appropriately with university faculty, staff, & other professionals. • Discover and assess your skills, values, talents, strengths, & weaknesses. • Be able to navigate Banner, Canvas, & other essential university systems effectively.	Education Navigator
Sophomore	• For students interested in elementary education, begin to narrow your interests to determine an area of concentration or endorsement, if one has not already been determined. • Explore course requirements. • Explore experiences that will help clarify goals & interests (professional organizations, mentorships, student employment, volunteerism, study abroad, etc.). • Determine if your strengths & interests align with this major through discussion.	Education Navigator
Junior	• Particularly for community college transfer students, take the opportunity to get to know your MUW advisor. • Complete a degree check to determine classes still needed to meet major & graduation requirements. • Meet deadlines to enter the Teacher Education Program. • Research employment opportunities & graduate school options. • Begin networking & consider participating in career/employment fairs, as well as attending educational state & national conferences. • Be aware of the graduation process, dates, & deadlines.	Education Navigator

	• See faculty advisor for input on identifying & addressing additional education & skills needed for employment or for graduate school, & check registration dates for entrance exams & applications.	
Senior	• Begin the graduation application process, paying careful attention to deadlines. • Apply to graduate programs if you are considering continuing your education immediately following graduation. • Prepare to market yourself to potential employers & graduate schools. • Take advantage of career fairs and on-campus interview opportunities to enhance your career prospects. • Continue networking now and throughout your professional career. • Polish your resume, cover letter, and portfolio.	Director of Field Experiences

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 maintained in the Department of Education's designated secure advising system. This secure location allows authorized members of the advising and program leadership team to access documentation needed to support academic planning, program progression, and continuity of advising. Advisors are responsible for maintaining current advising documentation, including updated Plans of Study and Signed Schedule Agreement forms, as applicable. 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.

Owls on Track: Early Alert System

The Owls on Track: 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 and a Behavioral Intervention Team (BIT) report may be filed. 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

Mississippi University for Women offers multiple pathways to initial teacher licensure. Each program combines academic coursework, professional education requirements, clinical learning experiences, and Internship to prepare Teacher Candidates for effective practice in Mississippi schools.

Early Childhood Education (PreK-K Licensure Track)

The B.S. in Early Childhood Education leads to initial teacher licensure in PreK-K and prepares Teacher Candidates to support the learning and development of young children. Throughout the program, Teacher Candidates learn to:

- Create positive, developmentally appropriate learning environments.
- Use formal and informal assessment to guide instruction.
- Support children's health, safety, development, and learning.
- Build meaningful partnerships with families and communities.
- Demonstrate professionalism, leadership, and reflective practice.

Students transferring technical early childhood coursework should work closely with their academic advisor to determine how previous coursework applies to the degree.

Elementary Education (K-6 Licensure Track)

The B.S. in Elementary Education leads to initial teacher licensure in grades K-6 and prepares Teacher Candidates to teach across the elementary curriculum. Throughout the program, Teacher Candidates learn to:

- Design instruction aligned with the Mississippi College- and Career-Readiness Standards.
- Use effective instructional strategies to meet the needs of diverse learners.
- Create collaborative, inclusive, and engaging learning environments.
- Use assessment and student data to guide instructional decisions.
- Apply professional knowledge and skills in authentic classroom settings.

Elementary Education majors also complete an 18-hour concentration area and may have opportunities to earn additional subject-area endorsements through carefully selected coursework.

Music Education (K-12 Licensure Track)

MUW offers initial teacher licensure in Music Education through the Department of Music in collaboration with the Educator Preparation Provider (EPP). The Music Education program prepares Teacher Candidates to teach music in grades K-12 and is available in two areas:

- Music Education: Vocal (K-12)
- Music Education: Instrumental (K-12)

Music Education Teacher Candidates complete the academic requirements of their music degree as well as all applicable Teacher Education Program requirements, including clinical learning experiences, admission to Teacher Education, Internship, program assessments, and Mississippi licensure requirements.

Elementary Education Concentration & Add-On Endorsement Options

The Mississippi Department of Education requires Elementary Education majors to complete an 18-credit-hour concentration area as part of the K-6 degree program. The concentration provides focused study in an academic area and, when planned strategically, may also help a Teacher Candidate qualify for an additional Mississippi educator license endorsement.

Concentration Requirements

- A minimum of 18 credit hours must be completed in the approved concentration area.
- Developmental courses, such as EN 100 or MA 100, do not count toward the concentration.
- A minimum grade of C is required in all concentration coursework.
- Approved transfer coursework may count toward the concentration with advisor approval.
- Teacher Candidates should select and plan their concentration with their academic advisor to ensure that all degree and licensure requirements are met.

Important: A concentration and a licensure endorsement are not the same thing. Completing an approved concentration fulfills the Elementary Education degree requirement; an additional endorsement is awarded only when all applicable Mississippi Department of Education requirements for that endorsement have been satisfied.

Approved Concentration Areas & Course Requirements

Elementary Education Teacher Candidates must complete one approved 18-credit-hour concentration area. Concentration coursework should be planned carefully with an academic advisor to ensure that courses meet degree requirements and, when applicable, support additional licensure endorsement opportunities.

- **English**
 - Acceptable Coursework: Courses with an EN prefix
 - Developmental courses do not count toward the concentration.
 - A minimum grade of C is required in all concentration and endorsement coursework.
- **Science**
 - Acceptable Coursework: Courses with BS, BSB, BSM, PS, PSC, or SM prefixes
 - ED 412: Teaching Science in Elementary & Middle School may count toward the 18-hour concentration.
 - Developmental courses do not count toward the concentration.
 - A minimum grade of C is required in all concentration and endorsement coursework.
- **Social Studies**
 - Acceptable Coursework: Courses with ANT, EC, GEO, HIS, POL, SOC, or PSY prefixes
 - ED 410: Teaching Social Studies in Elementary & Middle School may count toward the 18-hour concentration.
 - Developmental courses do not count toward the concentration.
 - A minimum grade of C is required in all concentration and endorsement coursework.
- **Mathematics**
 - Acceptable Coursework: Courses with an MA prefix
 - ED 405: Teaching Mathematics in Elementary & Middle School may count toward the 18-hour concentration.
 - Developmental courses do not count toward the concentration.

- A minimum grade of C is required in all concentration and endorsement coursework.

Optional Add-On Subject-Area Endorsements

Teacher Candidates may also choose to pursue additional subject-area endorsements beyond their initial license area. An add-on endorsement expands the subjects and/or grade levels an educator is licensed to teach.

Depending on the endorsement, Mississippi Department of Education requirements may be satisfied through one of the following pathways:

1. Completing the required MDE-approved coursework in the subject area;
2. Passing the MDE-approved licensure assessment for the subject area; or
3. Completing an MDE-approved program of study.

Because requirements vary by endorsement, Teacher Candidates interested in adding an endorsement should talk with their academic advisor as early as possible. With careful planning, some coursework may satisfy degree requirements while also contributing toward an additional endorsement.

MDE Endorsement Resources

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

Planning Tip: If you are considering an add-on endorsement, tell your academic advisor early in your program. Strategic course selection may allow you to complete concentration, degree, and endorsement requirements more efficiently.

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)	Early Childhood (5621) Pass: 157	Early Childhood Education: Foundational Knowledge and Content (5534) Pass: 157	Not required
Elementary Education (K-6)	K-6 (5622) Pass: 160	Elementary Ed: Curriculum, Instruction & Assessment, K-6 (5017) Pass: 153	ATTEMPT Required Pass: 233
Music Education (K-12)	K-6 (5622) OR 7-12 (5624) Pass: 160 OR 157	Music: Content Knowledge, K-12 (5113) Pass: 161	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 your Materials & Methods 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 are responsible for understanding and meeting all program expectations, including policies, procedures, and requirements outlined in this handbook, course syllabi, university documents, and supplementary publications from the School of Education. Teacher Candidates are also responsible for complying with the academic and conduct policies of both the School of Education and Mississippi University for Women. The following sections provide specific expectations and guidance for Teacher Candidates.

PeopleGrove

MUW's Educator Preparation Provider (EPP) utilizes PeopleGrove as its centralized system for managing Teacher Candidate information throughout the educator preparation program. PeopleGrove supports the collection, management, and monitoring of candidate performance and assessment data, program progression, and clinical and field experience placement information. By bringing these components together in one system, PeopleGrove provides a more comprehensive record of each Teacher Candidate's progression through the program. Training and support for navigating and using PeopleGrove are introduced early in the Teacher Education Program and reinforced throughout the program as needed.

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 fails to exhibit professional dispositions in classes, clinical learning experiences, communication, or interactions with faculty, staff, and/or peers, the following process will be followed. Professional disposition infractions are cumulative throughout the Teacher Candidate's enrollment in the Teacher Education Program and do not reset at the end of a semester or academic year.

- **First Infraction**

- The Teacher Candidate receives a Professional Dispositions Infraction form (see Appendix C) from the instructor.
- A coaching conference will be held with the Teacher Candidate, instructor, and advisor, with additional faculty or administrators included when appropriate.
- 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 Teacher Candidate receives a second Professional Dispositions Infraction form.
- A second coaching conference will take place, this time involving the Teacher Candidate, instructor, advisor, and Chair of the Department of Education.

- **Third Infraction**

- The Teacher Candidate receives a third Professional Dispositions Infraction form.
- The Teacher Candidate is placed on a Professional Dispositions Improvement Plan (see Appendix C).
- A final coaching conference will be held with the Teacher Candidate, 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 Experiences 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 at least 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 at least 24 hours, or if you have an urgent or emergency matter, please contact the Department of Education directly at 662-241-6415.

Transportation for Clinical Learning Experiences

Teacher Candidates are responsible for securing reliable transportation to and from all assigned clinical learning 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 clinical learning 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 C):

- 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 Teacher Candidate'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 Clinical Learning

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 clinical learning 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 clinical learning settings.
- Engage actively and respectfully with instructors, mentors, and peers.
- Be receptive to coaching and feedback as part of ongoing professional growth.

Clinical Learning Experience Expectations:

- Clinical learning experiences are treated as professional experiences, **not** casual observations or routine 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 clinical learning experiences and must reflect the standards of conduct expected of licensed educators.

Teacher Candidate Complaints and Concerns Process

The School of Education at Mississippi University for Women is committed to maintaining a supportive, transparent environment in which Teacher Candidates can raise concerns or report issues related to their educational and clinical learning experiences. Teacher Candidates are encouraged to communicate concerns promptly so that questions can be clarified, appropriate support can be provided, and concerns can be addressed as effectively as possible.

Concerns During Clinical Learning Experiences

When a concern arises during a clinical learning experience, the Teacher Candidate should report the concern as soon as possible rather than waiting until the experience has ended. In most situations, candidates should follow this process:

- Discuss the concern with the course instructor or University Supervisor, as appropriate.
- If the concern involves the instructor or supervisor, cannot be resolved at that level, or requires additional assistance, contact the Director of Field Experiences.
- The Director of Field Experiences will review the concern, gather additional information when needed, and determine appropriate next steps in consultation with the Teacher Candidate, school-based personnel, faculty, and/or program leadership, as appropriate.

Concerns involving immediate safety, suspected abuse or neglect, discrimination, harassment, serious ethical violations, or other urgent matters should be reported immediately through the

appropriate university, school, or legal reporting process. Teacher Candidates should not delay reporting an urgent concern while attempting to resolve it informally.

Reporting a concern does not automatically result in a change of placement. The EPP will review the circumstances and determine an appropriate response based on the nature of the concern, applicable policies, the needs of the Teacher Candidate, and the responsibilities of the EPP and clinical partner.

Formal Complaints, Concerns, and Suggestions

All Teacher Candidates in MUW's Educator Preparation Provider (EPP) are provided access to The HATCH: Helping All Teacher Candidates Hatch through Canvas after completing ED 301. The HATCH serves as a centralized support and resource space for Teacher Candidates throughout their educator preparation program. Within The HATCH, Teacher Candidates can access an anonymous form to confidentially submit a complaint, concern, or suggestion related to their experience in the EPP.

When a form is submitted, the Dean of the School of Education, Chair of the Department of Education, and Assistant to the Dean of the School of Education receive automatic notification. The submission is reviewed and appropriate next steps are determined. Possible actions may include:

- Determining that no action is required because the concern is unrelated to program operations or falls outside the School's purview.
- Conducting a preliminary review or gathering additional information.
- Referring the matter to the appropriate program coordinator, faculty member, administrator, or university office.
- Discussing the concern with involved parties to seek clarification or resolution.
- Taking immediate administrative action when urgent intervention or policy compliance is required.

Each complaint or concern, along with the actions taken and outcome, is documented in the secure Teacher Candidate Complaints and Concerns tracker to support appropriate follow-up, accountability, and consistent responses.

At the end of each semester, recorded complaints and concerns are reviewed by the Assessment and Accreditation Coordinating Committee (AACC). Trends, themes, or recurring issues identified through this review are shared with appropriate EPP faculty and leadership for discussion and, when warranted, program improvement.

Complaints Submitted to CAEP

In addition to the EPP's internal complaints and concerns process, Teacher Candidates have the right to submit concerns or complaints directly to the Council for the Accreditation of Educator Preparation (CAEP) if they believe the EPP has not addressed their concerns appropriately. CAEP can be reached at 1140 19th Street NW, Suite 400, Washington, DC 20036 or caep@caepnet.org. Any concern submitted to CAEP and subsequently received by the EPP will be documented in the secure Teacher Candidate Complaints and Concerns tracker and reviewed through the appropriate EPP process. This ensures that concerns received through internal or external channels are documented, reviewed, and addressed consistently and transparently.

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 as they begin the professional education sequence and navigate program expectations, requirements, and associated clinical learning experiences. Through seminars, discussions, and assignments, Teacher Candidates become familiar with licensure pathways, professional standards, program progression, and essential resources designed 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, add-on endorsements, and licensure requirements.
- Introduces PeopleGrove, the EPP’s centralized system for managing candidate performance, assessment, program progression, and clinical and field placement information.
- Provides guidance on clinical learning experiences, program requirements, and the pre-professional portfolio.
- Provides opportunities for Teacher Candidates to ask questions, connect with EPP faculty and support personnel, and develop a clearer understanding of expectations throughout the program.

ED 302: Art and Science of Teaching

This gateway course introduces Teacher Candidates to foundational concepts of teaching and learning, including instructional design, pedagogy, professional practice, and the role of the educator.

- A minimum grade of B is required.
- May be taken concurrently with ED 200 or immediately after.
- Introduces foundational knowledge and skills that Teacher Candidates will apply and further develop throughout subsequent professional education coursework and clinical learning experiences.
- Supports Teacher Candidates in preparing for progression through the Teacher Education Program and eventual admission to Teacher Education.

Music Education Experiences with Children or Youth Documentation

Music Education Teacher Candidates must document a minimum of 75 hours of experience working with children or youth prior to admission to Teacher Internship. The purpose of this requirement is to provide Teacher Candidates with meaningful experience interacting with children and youth and developing familiarity with the responsibilities of educators and instructional leaders.

Required hours may be accumulated through approved clinical learning experiences embedded within the Teacher Education Program and through other experiences approved by the EPP. Teacher Candidates are responsible for maintaining appropriate documentation of completed hours and submitting required documentation as part of the Teacher Internship application process.

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 Clinical Learning 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.

Teacher Education Program Fees

Teacher Candidates are assessed program fees at designated points in the Teacher Education Program to support required educational technology, assessment, instructional resources, background screening, and clinical learning experience needs. These fees help ensure that candidates have access to the systems, resources, and experiences necessary for successful program completion, clinical preparation, accreditation requirements, and licensure preparation. The following undergraduate Teacher Education Program fees apply for the 2026-2027 academic year:

- **ED 302: Educational Technology & Field Experience Fee: \$551.09.** This fee supports required educational technology and program resources, including PeopleGrove, EdPuzzle,

Teaching Channel, instructional materials, Mentor Teacher professional learning resources, and the required background check.

- **ED 452: Educational Assessment Fee: \$590.69.** This fee supports required educational technology, assessment, and program resources, including PeopleGrove, EdPuzzle, Teaching Channel, instructional materials, and Mentor Teacher professional learning resources.

Program fees are based on current technology, assessment, instructional, clinical, and operational costs and are subject to change. Teacher Candidates should consult current university fee information and course registration materials for the most current charges.

Financial Literacy and Student Loan Repayment Resources

Teacher Candidates are encouraged to become familiar with financial literacy resources and student loan repayment or forgiveness programs that may be available to educators. Eligibility requirements, funding availability, and program guidelines may change; therefore, candidates should review current information and seek guidance before making financial decisions based on a particular program.

Educator-specific opportunities may include:

- **Assistant Teacher Apprenticeship:** Eligible Assistant Teachers may have access to financial support and other benefits through approved teacher apprenticeship pathways while completing requirements toward educator licensure.
- **Critical Needs Teacher Forgivable Loan Program (CNTF):** This Mississippi financial aid program may provide forgivable loans to eligible students preparing to teach in designated critical-need subject areas or geographic areas, subject to current state eligibility requirements and funding availability.

Additional federal student loan repayment, forgiveness, or relief options may also be available to eligible educators. Because these programs and requirements can change, Teacher Candidates should consult current state and federal resources when considering repayment or forgiveness options.

For information about educator-specific financial support opportunities, Teacher Candidates should contact the School of Education Navigator or their Department Chair. For questions regarding financial aid, federal student loans, or general loan repayment and forgiveness options, candidates should contact the MUW Office of Financial Aid.

Professional Education Courses

To be recommended by Mississippi University for Women for educator licensure, Teacher Candidates must complete all education (ED) courses above the 200 level at MUW.

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 clinical learning experience and must be treated as a full-time professional commitment. The requirements of this semester include:

- Enroll in ED 466 (EE) or ED 421 (ECE) and the appropriate Teacher Internship course (9 hours).
- No additional coursework is permitted without prior approval from the Director of Field Experiences.
- 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, with the exception of ED 302, which requires a grade of B or better. Elementary Education majors must also earn a C or higher in all concentration courses used for licensure.

Requests for exceptions to Teacher Education Program policies and appeals of eligible program decisions are addressed through the *Appeals and Readmission* process described in this handbook.

Background Check Policy for Clinical Learning Experiences

All Teacher Candidates must complete a criminal background check through the EPP-approved provider before participating in clinical learning experiences. Background checks from other sources are not accepted. Information and instructions for completing the required background check are provided to Teacher Candidates through the School of Education. Teacher Candidates who need background check information or instructions should contact the School of Education Navigator.

- Background check results must be received and cleared before a Teacher Candidate may participate in a clinical learning experience placement.
- Teacher Candidates who are not enrolled in the Teacher Education Program for one or more semesters must complete a new background check before returning to clinical learning experiences.
- If an incident occurs after completion of the background check but before or during a clinical learning experience placement, the Teacher Candidate must report the incident immediately to the Director of Field Experiences.
- Failure to complete or maintain the required background check clearance may prevent participation in clinical learning experiences and may affect the Teacher Candidate's ability to progress in the Teacher Education Program.

Background Check and Conduct Restrictions

Certain circumstances may prevent a Teacher Candidate from participating in clinical learning experiences and may affect the Teacher Candidate's ability to progress in the Teacher Education Program. These may include:

- Refusal to complete or maintain the required background check clearance.
- A conviction related to sexual misconduct, drugs, violence, crimes against children, or other conduct that may affect eligibility for participation in clinical learning experiences or educator licensure.
- Conduct that may violate the Mississippi Educator Code of Ethics and Standards of Conduct.

When concerns arise, the EPP will review the circumstances and determine appropriate next steps in accordance with program, university, clinical partner, and applicable state requirements. Restrictions on participation in a clinical learning experience do not, by themselves, constitute dismissal from the Teacher Education Program.

Clinical Learning Experience Requirements

Clinical learning is an essential component of MUW's Teacher Education Program. Teacher Candidates engage in progressively more intensive experiences in authentic educational settings throughout the program, allowing them to connect coursework with practice and develop the knowledge, skills, and professional dispositions required of effective educators.

Clinical learning experiences may include observation, interaction with individual students and small groups, instructional planning and delivery, assessment, classroom management, collaboration with school-based professionals, reflective practice, and increasingly independent teaching responsibilities. Experiences are intentionally designed to increase in complexity as Teacher Candidates progress toward Teacher Internship.

All clinical learning experiences are considered professional experiences. Teacher Candidates are expected to meet the professional, ethical, attendance, communication, and conduct expectations established by MUW and the assigned clinical partner.

All Teacher Candidates complete required observation-based clinical learning experiences in foundational professional education coursework. Additional clinical learning requirements vary by licensure program. Elementary Education and Early Childhood Education Teacher Candidates complete their primary clinical learning experiences through the Education Residency sequence, while Music Education Teacher Candidates complete additional clinical learning experiences embedded within designated professional education and music methods courses. All initial licensure programs culminate in Teacher Internship.

All Teacher Candidates

Course	Clinical Learning Experience Requirement
ED 200: Education as a Profession	Minimum 10 observation hours in a K-12 classroom
ED 204: Principles of Early Childhood Learning	Minimum 5 observation hours in an ECE classroom

Music Education Teacher Candidates

In addition to the foundational field experiences required of all Teacher Candidates, Music Education Teacher Candidates complete clinical learning experiences embedded within designated professional education and music methods courses.

Course	Clinical Learning Experience Requirement
ED 306: Introduction to Special Education	Minimum 10 hours in a K-12 classroom
ED 390: Classroom Management & Student Accommodations & Interventions	Minimum 10 hours in a K-12 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

Elementary & Early Childhood Education Teacher Candidates

Elementary Education and Early Childhood Education Teacher Candidates complete progressive clinical learning experiences through the Education Residency sequence. Residency experiences provide structured opportunities for Teacher Candidates to move from foundational observation and guided participation to increasingly active instructional practice in authentic classroom settings.

Course	Clinical Learning Experience Requirement
ED 311: Education Residency I	Minimum 40 hours in an assigned classroom
ED 367: Education Residency II	Minimum 40 hours in an assigned classroom
ED 435: Education Residency III	Minimum 80 hours in an assigned classroom

Teacher Internship

All initial licensure Teacher Candidates complete a culminating Teacher Internship in which they engage in sustained clinical practice and progressively assume the responsibilities of a classroom teacher under the guidance of a Mentor Teacher and University Supervisor.

Course	Clinical Learning Experience Requirement
ED 404: Teacher Internship: Early Childhood Education	Minimum 60 full days in the classroom/480+ hours
ED 406: Teacher Internship: Elementary Education	Minimum 60 full days in the classroom/480+ hours
ED 407: Teacher Internship: K-12	Minimum 60 full days in the classroom/480+ hours

MUW Clinical Learning Model

MUW's Clinical Learning Model provides a developmental progression of clinical learning experiences that moves Teacher Candidates from foundational observation and guided participation to increasingly independent instructional practice and, ultimately, full-time Teacher Internship.

For Elementary and Early Childhood Education Teacher Candidates, this progression is embedded within the Education Residency sequence:

- **Residency I: Foundations of Clinical Learning:** Teacher Candidates develop foundational skills through guided observation, interaction with learners, reflection, and structured clinical learning experiences.
- **Residency II: Applied Clinical Learning:** Teacher Candidates apply developing knowledge and skills through increasingly active participation in instructional planning, teaching, assessment, classroom management, and reflective practice.
- **Residency III: Intensive Clinical Learning:** Teacher Candidates assume increased instructional responsibility and demonstrate readiness for the sustained professional responsibilities required during Teacher Internship.
- **Teacher Internship: Extensive Clinical Practice:** Teacher Candidates engage in sustained, full-time clinical practice and progressively assume the responsibilities of a classroom teacher under the guidance of a Mentor Teacher and University Supervisor.

Music Education Teacher Candidates complete clinical learning experiences embedded throughout their professional education and music methods coursework. These experiences similarly progress from observation and guided participation to instructional practice and culminate in full-time Teacher Internship.

Clinical Learning Experience Placements

Clinical learning experience placements are coordinated through the Office of Field Experiences in collaboration with MUW's school and community partners. The Director of Field Experiences works with program faculty, course instructors, and clinical partners, as appropriate, to support placements that align with program requirements and provide meaningful opportunities for Teacher Candidates to develop and demonstrate professional knowledge, skills, and dispositions. Teacher Candidates are expected to:

- Complete clinical learning experiences at the site and within the timeframe approved or assigned by the EPP.
- Follow all placement procedures and communication expectations established by the Office of Field Experiences, course instructor, University Supervisor, and/or clinical partner, as applicable.
- Maintain professional attendance, punctuality, communication, conduct, and confidentiality throughout the clinical learning experience.
- Complete required clinical learning activities and documentation throughout the designated course or experience rather than postponing requirements until the end of the semester.
- Contact the appropriate university representative promptly if circumstances arise that may affect attendance, participation, or successful completion of the clinical learning experience.

Teacher Candidates may not independently arrange, change, or discontinue an assigned clinical learning experience placement without approval from the appropriate EPP personnel. Requests involving placements outside MUW's established clinical partnerships must be discussed with and approved through the Office of Field Experiences.

Changes in a Teacher Candidate's major, licensure pathway, enrollment status, employment, or other circumstances may affect clinical learning requirements or placement availability. Teacher Candidates should notify their advisor and the Office of Field Experiences promptly when such changes occur.

Reporting Child Abuse

Mississippi law requires any person who has reasonable cause to suspect that a child is abused or neglected to make an immediate report to the Mississippi Department of Child Protection Services (MDCPS). This legal responsibility applies to Teacher Candidates participating in clinical learning experiences and cannot be transferred to a Mentor Teacher, school administrator, University Supervisor, or other individual.

Teacher Candidates who know of or reasonably suspect child abuse, neglect, sexual abuse, human trafficking of a minor, or another circumstance requiring a report to MDCPS must:

- Make the required report immediately to MDCPS by calling the statewide 24-hour Child Abuse Hotline at 1-800-222-8000 or by using the online reporting system available through the MDCPS website.
- Follow any applicable emergency procedures when a child appears to be in immediate danger.
- After fulfilling the legal reporting obligation, promptly notify the appropriate school administrator and the MUW Director of Field Experiences that a report has been made. Teacher Candidates should not disclose unnecessary confidential details beyond those required by applicable policy or law.
- Cooperate with any subsequent procedures required by MDCPS, the clinical partner, or MUW while maintaining appropriate confidentiality.

Teacher Candidates should not attempt to investigate suspected abuse or neglect themselves or delay making a report while seeking confirmation from another individual. When reasonable cause for

suspicion exists, the responsibility of the Teacher Candidate is to report the concern to the appropriate agency.

Reports may be made without the reporter identifying themselves; however, MDCPS encourages reporters to provide contact information so additional information may be obtained if necessary. Mississippi law provides protections for individuals who make required reports in good faith. Additional information and online reporting are available through the [Mississippi Department of Child Protection Services \(MDCPS\)](#).

Clinical Learning Experience Placement Removal

A Teacher Candidate may be removed from a clinical learning experience placement when circumstances prevent the candidate from continuing successfully or appropriately in the assigned setting. Reasons for removal may include, but are not limited to, concerns related to professional performance or dispositions, failure to meet clinical learning requirements, violation of EPP or clinical partner expectations, or circumstances affecting the safety or well-being of students or others.

Removal from a clinical learning experience placement may affect the Teacher Candidate's ability to complete the associated course and/or progress in the Teacher Education Program. Following removal, the Director of Field Experiences, in consultation with appropriate university personnel, will determine the next steps based on the circumstances of the removal, applicable course and program requirements, and university policy.

A Teacher Candidate removed from a clinical learning experience placement is not guaranteed an alternative placement during the same semester. Any resulting course withdrawal, grade, tuition, or financial aid implications will be governed by current MUW policies and applicable deadlines. Teacher Candidates are responsible for consulting with their academic advisor and other appropriate university offices regarding the academic or financial consequences of removal.

Removal for Unacceptable Performance or Professional Dispositions

When concerns arise regarding a Teacher Candidate's performance, professional dispositions, or ability to meet the expectations of a clinical learning experience, the concerns should be addressed promptly by the appropriate clinical partner and university personnel. Depending on the nature of the concern, this may include the Mentor Teacher, school administrator, course instructor, University Supervisor, Director of Field Experiences, Department Chair, and/or Dean of the School of Education.

When appropriate, the Teacher Candidate will meet with relevant university and clinical partner personnel to discuss the identified concerns and expectations for improvement. An Improvement Plan may be developed to document specific areas of concern, required actions, expected outcomes, available support, and a timeline for demonstrating improvement. The Teacher Candidate Improvement Plan and Professional Dispositions are included in Appendix C.

The Teacher Candidate will be asked to sign the Improvement Plan to acknowledge receipt and understanding of the expectations. A Teacher Candidate's refusal to sign does not invalidate the plan; the refusal will be documented.

The completed Improvement Plan will be submitted to the Office of Field Experiences and maintained as part of the Teacher Candidate's program records. Progress will be monitored by the appropriate university and clinical partner personnel. If the Teacher Candidate demonstrates satisfactory improvement within the established timeline, the candidate may continue in the clinical learning experience under appropriate supervision.

If the Teacher Candidate does not demonstrate sufficient improvement or fails to meet the requirements of the Improvement Plan, the EPP may remove the Teacher Candidate from the clinical learning experience placement and/or take additional action consistent with Teacher Education Program and university policies.

Immediate Removal from a Clinical Learning Experience

A Teacher Candidate may be removed immediately from a clinical learning experience when continued participation may compromise the safety or well-being of students or others, when a serious concern regarding professional conduct arises, or when the Teacher Candidate is alleged to have engaged in conduct that may violate the Mississippi Educator Code of Ethics and Standards of Conduct, MUW policies, clinical partner policies, or applicable law.

Immediate removal from a clinical learning experience is a protective action and does not, by itself, constitute dismissal from the Teacher Education Program. When immediate removal is necessary, the Teacher Candidate must discontinue participation in the clinical learning experience until the matter has been reviewed and the candidate has been notified of the appropriate next steps.

The Director of Field Experiences will coordinate review of the circumstances with appropriate university and clinical partner personnel. The Teacher Candidate will be informed of the concern and provided an opportunity to respond, as appropriate. Documentation and other relevant information will be reviewed before a determination is made regarding the candidate's continued participation in the clinical learning experience. Following review, the EPP may determine that the Teacher Candidate:

- May return to the clinical learning experience with no additional action;
- May continue or return with additional support, conditions, and/or an Improvement Plan;
- Must be reassigned to another clinical learning experience placement, when appropriate and available;
- Is removed from the clinical learning experience placement and unable to complete the associated course during the current semester; and/or
- May be subject to additional action under Teacher Education Program or university policies.

When a decision results in removal from a clinical learning experience placement or other action affecting the Teacher Candidate's progression in the Teacher Education Program, the candidate will be notified in writing and provided information regarding any applicable appeal process.

Appeal of Clinical Learning Experience Removal

A Teacher Candidate may appeal a decision that results in removal from a clinical learning experience placement or otherwise affects the candidate's progression in the Teacher Education Program. Appeals must be submitted in writing in accordance with the Teacher Education Program appeals process described in the Appeals and Readmission section of this handbook.

The written appeal should clearly identify the decision being appealed, explain the basis for the appeal, and include any relevant documentation or information the Teacher Candidate wishes the committee to consider. Submission of an appeal does not authorize the Teacher Candidate to return to a clinical learning experience while the appeal is under review.

The Teacher Candidate will be notified in writing of the outcome of the appeal and any conditions, requirements, or next steps resulting from the decision.

Transition Points in Teacher Education

MUW's Teacher Education Program uses formal Transition Points to monitor Teacher Candidate progression from foundational preparation through program completion and recommendation for educator licensure. These checkpoints ensure that Teacher Candidates meet established academic, professional, clinical learning, and licensure-related requirements before advancing to subsequent stages of the program.

Teacher Candidates are responsible for monitoring their progression requirements, completing required applications and documentation by established deadlines, and working closely with their academic advisor and appropriate EPP personnel throughout the program. Refer to Appendix B for the Education Program Progression checklist.

Transition Point I: Admission to Teacher Education

Admission to Teacher Education is a formal milestone that occurs after Teacher Candidates have completed the required foundational preparation and demonstrated readiness to advance in the Teacher Education Program. Teacher Candidates must be formally admitted to Teacher Education before progressing into coursework and clinical learning experiences for which admission is a prerequisite. Requirements for admission to Teacher Education include:

- Completion of a minimum of 44 semester hours.
- Minimum overall GPA of 2.50.
- Minimum grade of C in ED 200: Education as a Profession.
- Minimum grade of B in ED 302: Art and Science of Teaching.
- Satisfaction of the applicable admission testing requirement through one of the pathways approved by the Mississippi Department of Education. See *Admission Testing Requirements* for additional information.
- Completion of the Teacher Education application and required notifications and supporting documentation.
- Completion and clearance of the required criminal background check.

Teacher Education applications are reviewed after applicable coursework, grades, and other admission requirements have been verified. Teacher Candidates are notified of their admission status through their MUW email.

Retention in Teacher Education

Admission to Teacher Education does not guarantee continued progression. Teacher Candidates must maintain the academic, professional, clinical learning, and licensure-related standards required by MUW, the EPP, and the Mississippi Department of Education throughout the remainder of the program. To remain in good standing, Teacher Candidates must:

- Maintain a minimum 2.50 GPA at MUW and overall.
- Earn the minimum required grade in all professional education, major, concentration, and/or endorsement coursework, as applicable.
- Maintain all licenses, clearances, and other documentation required for participation in the Teacher Education Program and clinical learning experiences.
- Demonstrate satisfactory performance in coursework and clinical learning experiences.
- Demonstrate professional dispositions and conduct consistent with EPP expectations and the Mississippi Educator Code of Ethics and Standards of Conduct.
- Continue to meet applicable university, EPP, clinical partner, and Mississippi Department of Education requirements.

Concerns regarding a Teacher Candidate's academic performance, professional dispositions, clinical learning performance, or program requirements may result in additional support, an Improvement Plan, probation or other conditions on continued progression, removal from a clinical learning experience, or removal from the Teacher Education Program, as appropriate.

Removal from Teacher Education

A Teacher Candidate may be removed from the Teacher Education Program when the candidate no longer meets required academic or professional standards, fails to satisfy conditions established for continued progression, or engages in conduct warranting removal under EPP or university policy.

Reasons for removal may include, but are not limited to:

- Failure to maintain required GPA or course-grade requirements.
- Failure to maintain required licensure, background clearance, or other program eligibility requirements.
- Repeated or serious professional disposition concerns.
- Failure to demonstrate satisfactory progress following documented intervention or an Improvement Plan.
- Serious or repeated violations of the Mississippi Educator Code of Ethics and Standards of Conduct, MUW policies, clinical partner policies, or applicable law.
- Conduct or performance that prevents successful completion of required clinical learning experiences or other program requirements.

When removal from Teacher Education is being considered, the Teacher Candidate will be notified of the concern and provided information regarding the applicable review and appeal process.

Appeals and Readmission

Teacher Candidates may appeal eligible decisions affecting admission, continued progression, removal, or readmission within the Teacher Education Program or request an exception to an applicable Teacher Education Program policy. To initiate an appeal or request for exception:

- Submit a written appeal to the Office of Field Experiences within thirty (30) days of the decision or circumstance giving rise to the request.
- Clearly identify the decision or policy being appealed and explain the basis for the appeal or requested exception.
- Include relevant documentation or other information the Teacher Candidate wishes to have considered.

The appeal will be reviewed through the Teacher Education Program appeals process by the appropriate EPP committee. The committee may request additional information or meet with the Teacher Candidate when necessary to evaluate the request. The Teacher Candidate will be notified in writing of the decision and any conditions, requirements, or next steps resulting from the review. If readmission or continued progression is approved, conditions may be established to support and monitor the Teacher Candidate's successful progression in the program.

GPA deficiencies related to admission to Teacher Education or admission to Teacher Internship are not eligible for appeal or exception. Submission of an appeal does not authorize a Teacher Candidate to resume participation in a clinical learning experience or otherwise advance in the program while the appeal is under review unless specifically authorized by the EPP.

Transition Point II: Admission to Teacher Internship

Admission to Teacher Internship occurs during the semester preceding the Professional Semester and verifies that the Teacher Candidate has completed the academic, professional, and clinical

learning requirements necessary to begin sustained, full-time clinical practice. Requirements for admission to Teacher Internship include:

- Admission to Teacher Education at least one semester before applying for Teacher Internship.
- Completion of a minimum of 84 semester hours, including all required education coursework.
- Minimum overall GPA of 2.50.
- Minimum MUW GPA of 2.50.
- Minimum grade of C in all coursework specified for admission to Teacher Internship in Appendix B.
- Completion of all required clinical learning experiences and documentation.
- For Music Education Teacher Candidates, documentation of the required 75 hours of experience working with children or youth.
- Current liability insurance as required by the EPP.
- Valid Mississippi Pre-Service 101 Teacher License.
- Current required background check clearance.
- Satisfactory professional dispositions and program standing.
- Completion of the Teacher Internship application and all required documentation during the semester preceding Teacher Internship.
- Approval for Teacher Internship by the Director of Field Experiences.

Teacher Candidates may not begin Teacher Internship until all admission requirements have been satisfied and the Internship placement has been approved.

Transition Point III: Exit from Teacher Internship

Transition Point III verifies successful completion of Teacher Internship and the Teacher Candidate's readiness to complete the educator preparation program. Successful completion is based on demonstrated teaching performance, professional dispositions, completion of Internship requirements, and satisfactory clinical practice. Requirements include:

- Successful completion of all required Professional Semester coursework, including the applicable Teacher Internship course and required concurrent coursework.
- Minimum grade of C in each required Professional Semester course
- Satisfactory completion of required EPP assessments and evaluations.
- Acceptable performance on the Teacher Intern Assessment Instrument (TIAI).
- Acceptable performance on the Professional Dispositions Evaluation.
- Completion and submission of required Internship assignments, documentation, time records, and evaluations.
- Satisfactory recommendation by the University Supervisor and Director of Field Experiences.

Successful completion of Teacher Internship satisfies the culminating clinical practice requirement of the Teacher Education Program. Teacher Candidates must also satisfy all remaining program, university, and Mississippi Department of Education requirements applicable to program completion and recommendation for educator licensure.

Transition Point IV: Program Completion and Licensure Recommendation

Transition Point IV verifies that the Teacher Candidate has completed the requirements of the approved educator preparation program and identifies the additional requirements that must be satisfied before MUW may recommend the candidate for educator licensure.

Program Completion and Graduation

To complete the Teacher Education Program and be eligible for graduation, Teacher Candidates must:

- Successfully complete all coursework and degree requirements specified in the applicable program of study.
- Successfully complete all required Professional Semester coursework, including Teacher Internship and applicable concurrent coursework.
- Meet the minimum institutional and overall GPA requirements established for program completion.
- Successfully complete all required clinical learning experiences and Teacher Internship requirements.
- Complete required EPP assessments, evaluations, documentation, and program-completion requirements.
- Satisfy all applicable MUW graduation requirements.

Recommendation for Educator Licensure

Completion of the degree does not, by itself, constitute eligibility for recommendation for educator licensure. Before MUW may recommend a Teacher Candidate for educator licensure, the candidate must:

- Successfully complete the approved educator preparation program.
- Meet all licensure assessment requirements established by the Mississippi Department of Education. See *Mississippi Licensure Assessment Requirements* for additional information.
- Complete all licensure applications, documentation, and other requirements established by the Mississippi Department of Education.
- Satisfy any additional state requirements applicable to the requested license or endorsement.
- Receive verification and recommendation for licensure from authorized EPP personnel.

A Teacher Candidate may be eligible to graduate after satisfying all university degree and program-completion requirements even if all requirements for educator licensure have not yet been completed. MUW cannot recommend a Teacher Candidate for educator licensure until all applicable Mississippi Department of Education requirements have been satisfied.



EDUCATOR PREPARATION PROGRAM TRANSITION POINTS MUW SCHOOL OF EDUCATION

1

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 ED 200 & grade of B or higher in ED 302
- Passing Praxis Core Academic Skills for Educators scores or an ACT composite score of 21+ OR a minimum GPA of 3.0 on the last 60 credit hours
- Completion of 12 content-area hours (7-12/K-12 only)
- Completed Teacher Education application & Handbook Review form
- Official transcript review

2

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

3

Transition Point III: Exit from Teacher Internship

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

4

Transition Point IV: Program Completion & Licensure

- Completion of all coursework & field experiences
- Minimum 2.5 GPA (overall)
- Final degree audit approved by the Registrar
- Submission of required documents & assessments to MDE
- Program recommendation by Director of Field Experiences

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

DEADLINES

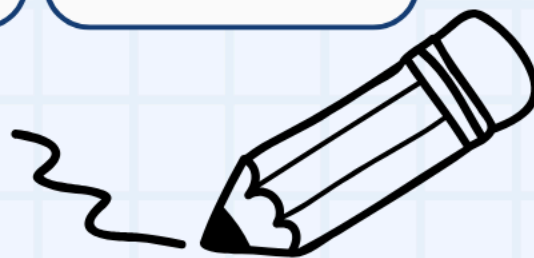
Pay attention to the due dates of applications, submissions, etc. Missing a due date can delay your progress.

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 is the culminating clinical practice experience of MUW's Teacher Education Program. It is a full-time, supervised experience in an approved educational setting that allows Teacher Candidates to apply and demonstrate the knowledge, skills, and professional dispositions developed throughout their educator preparation program.

During Teacher Internship, Teacher Interns progressively assume the responsibilities of a classroom teacher under the guidance of a Mentor Teacher and University Supervisor. MUW faculty, university supervisors, school administrators, Mentor Teachers, and Teacher Interns work collaboratively to support candidate development and readiness for professional practice.

Teacher Internship integrates instructional planning, teaching, assessment, classroom management, reflection, professional collaboration, and engagement with the school community. Teacher Internship experiences emphasize:

- Sustained teaching that connects theory with professional practice.
- Increasing responsibility for planning, instruction, assessment, and classroom management.
- Reflection and professional growth through structured feedback, supervision, and coaching.
- Professional collaboration with Mentor Teachers, University Supervisors, school personnel, students, and families.
- Active participation in the professional responsibilities and activities of the assigned school.

Teacher Internship is completed during the Professional Semester, and enrollment requires formal admission to Teacher Internship. Teacher Interns complete the appropriate Internship course for their licensure program:

- ED 404: Teacher Internship—Early Childhood Education (9 credit hours)
- ED 406: Teacher Internship—Elementary Education (9 credit hours)
- ED 407: Teacher Internship—K-12 (9 credit hours)

Additional Professional Semester Coursework

Teacher Candidates complete additional coursework during the Professional Semester as required by their program of study. Elementary Education Teacher Candidates complete ED 466 concurrently with Teacher Internship, and Early Childhood Education Teacher Candidates complete ED 421 concurrently with Teacher Internship. Teacher Candidates should refer to their program of study and Appendix B for all Professional Semester requirements.

Teacher Internship Goals

The goal of Teacher Internship is to prepare Teacher Interns to demonstrate the knowledge, skills, professional dispositions, and reflective decision-making necessary for effective beginning teaching. Through sustained clinical practice, Teacher Interns develop increasing independence, professional judgment, adaptability, and responsibility for student learning. Teacher Internship provides opportunities to:

- Plan and implement instruction aligned with appropriate learning standards and objectives.
- Use developmentally and instructionally appropriate teaching strategies to support student learning and engagement.
- Establish and maintain effective classroom management and learning environments.
- Develop, administer, analyze, and use assessment information to guide instructional decisions.
- Differentiate instruction and respond to the strengths and needs of diverse learners.
- Communicate and collaborate effectively and professionally with students, families, colleagues, administrators, and other members of the school community.
- Demonstrate professional dispositions, ethical conduct, reliability, and responsibility.

- Use feedback, reflection, and evidence of student learning to evaluate and improve professional practice.
- Participate appropriately in the broader professional responsibilities and activities of the assigned school.

Teacher Internship Placements

Teacher Internship placements are coordinated by the Director of Field Experiences in collaboration with MUW's clinical partners and appropriate program faculty. Placements are selected to provide Teacher Interns with high-quality clinical practice aligned with the grade range, content area, and requirements of the candidate's licensure program.

Teacher Interns are placed in schools with an established clinical partnership or other arrangement approved by the EPP. Placement decisions consider program and licensure requirements, the quality and appropriateness of the clinical setting, Mentor Teacher qualifications, prior clinical learning experiences, and available placement opportunities.

When required by the licensure program, Teacher Interns may complete clinical practice across more than one classroom, grade level, or setting to ensure appropriate experience across the applicable licensure range. Placement structures are determined by the EPP in accordance with program and state requirements.

Assistant Teacher Placements

Teacher Candidates who are employed as Assistant Teachers may be approved to complete Teacher Internship in their employing classroom when the setting meets all Teacher Internship and licensure requirements. The school must be appropriately accredited, and the Teacher Candidate's assigned classroom must be within the grade range and subject area for which the candidate is seeking licensure. The placement must be reviewed and approved by the Director of Field Experiences before the Teacher Internship begins. Employment as an Assistant Teacher does not automatically qualify a classroom as an approved Teacher Internship placement.

Teacher Interns may communicate placement preferences; however, a specific school, district, Mentor Teacher, grade level, or geographic location cannot be guaranteed. The Director of Field Experiences coordinates and approves Teacher Internship placements in collaboration with clinical partners.

Once confirmed, a Teacher Internship placement is a professional assignment. Teacher Interns may not independently arrange, change, or discontinue an Internship placement. Any concerns or requests involving a placement must be directed to the Director of Field Experiences and addressed through established EPP procedures.

Responsibilities of the Teacher Internship Team

Teacher Internship is a collaborative clinical practice experience supported by the Teacher Intern, Mentor Teacher, school administration, University Supervisor, and Director of Field Experiences. Each member of the Internship team contributes to the Teacher Intern's professional growth, successful completion of program requirements, and readiness for professional practice.

Teacher Intern Responsibilities

Teacher Interns are expected to conduct themselves as professional educators throughout the Internship and to assume increasing responsibility for planning, instruction, assessment, classroom

management, and other professional responsibilities appropriate to the Internship setting. Teacher Interns are expected to:

- Become familiar with and follow the policies, procedures, schedules, expectations, and professional standards of the Internship site and MUW.
- Maintain professional attendance, punctuality, dress, communication, conduct, and confidentiality.
- Establish and maintain positive, professional relationships with the Mentor Teacher, University Supervisor, students, families, administrators, and other school personnel.
- Prepare and submit lesson plans and other required instructional materials sufficiently in advance for review and feedback.
- Participate actively in instructional planning, teaching, assessment, classroom management, and other professional responsibilities appropriate to the Internship setting.
- Participate in faculty meetings, professional development, school activities, and other professional responsibilities as appropriate.
- Seek, receive, and apply feedback from the Mentor Teacher and University Supervisor to improve professional practice.
- Maintain timely communication with the Mentor Teacher and University Supervisor regarding progress, questions, concerns, absences, or circumstances that may affect the Internship.
- Complete and submit required Internship assignments, assessments, evaluations, time records, and other documentation by established deadlines.
- Attend and participate fully in required Teacher Internship seminars and other EPP activities.
- Demonstrate the professional dispositions, ethical conduct, reflective practice, and responsibility expected of a Teacher Candidate in MUW's Educator Preparation Program.
- Return all materials, resources, equipment, and other property belonging to the Internship site or MUW at the conclusion of the experience.

Mentor Teacher Responsibilities

Mentor Teachers serve as instructional mentors, professional role models, and collaborative partners in the development of Teacher Interns. Through modeling, coaching, observation, feedback, and evaluation, Mentor Teachers support Teacher Interns as they assume increasing responsibility for professional practice. Mentor Teachers are expected to:

- Welcome and orient the Teacher Intern to the classroom, school, students, routines, policies, procedures, curriculum, and available instructional resources.
- Establish clear expectations for the Internship and communicate regularly with the Teacher Intern regarding responsibilities, progress, and areas for growth.
- Model effective, ethical, and professional teaching practices.
- Provide appropriate opportunities for the Teacher Intern to assume increasing responsibility for planning, instruction, assessment, classroom management, and other professional responsibilities.
- Review lesson plans and instructional materials in advance and provide timely, constructive feedback.
- Observe the Teacher Intern regularly and provide ongoing coaching, feedback, and opportunities for reflection.
- Complete required evaluations and other Internship documentation accurately and by established deadlines.
- Communicate regularly with the University Supervisor regarding the Teacher Intern's progress, strengths, concerns, and support needs.
- Notify the University Supervisor promptly when concerns arise regarding the Teacher Intern's performance, professional dispositions, attendance, conduct, or ability to meet Internship expectations.

- Collaborate with the University Supervisor and other EPP personnel, as appropriate, to support the Teacher Intern's successful development and completion of the Internship.

Principal Responsibilities

School principals or their designees support Teacher Internship by helping establish a professional environment in which Teacher Interns can develop and demonstrate the knowledge, skills, and dispositions expected of beginning educators. Principals or their designees are expected to:

- Support the orientation and integration of the Teacher Intern into the school community.
- Promote appropriate opportunities for the Teacher Intern to participate in professional learning, faculty activities, and other school responsibilities.
- Support the Mentor Teacher and Teacher Intern in maintaining an effective clinical practice experience.
- Communicate significant concerns involving the Teacher Intern's performance, conduct, safety, or professional responsibilities to the University Supervisor and/or Director of Field Experiences.
- Collaborate with MUW personnel, as appropriate, in addressing concerns or circumstances that may affect the Teacher Intern's successful completion of Internship.

University Supervisor Responsibilities

University Supervisors serve as the primary university-based mentors and evaluators for Teacher Interns and as liaisons among the Teacher Intern, Mentor Teacher, clinical partner, and EPP.

University Supervisors are expected to:

- Establish and maintain regular communication with the Teacher Intern and Mentor Teacher throughout the Internship.
- Provide orientation and guidance regarding Internship expectations, requirements, assessments, and evaluation procedures.
- Conduct required observations and supervisory visits in accordance with EPP and program expectations.
- Observe the Teacher Intern's professional practice and provide timely, specific, constructive written and verbal feedback.
- Support the Teacher Intern in using feedback and reflection to strengthen instructional practice and professional growth.
- Review required Internship documentation, assignments, assessments, and evaluations as appropriate.
- Collaborate with the Mentor Teacher to monitor the Teacher Intern's progress and identify strengths, concerns, and areas requiring additional support.
- Address concerns promptly and communicate with the Director of Field Experiences when circumstances may affect the Teacher Intern's performance, placement, or successful completion of Internship.
- Participate in the development and monitoring of a Teacher Candidate Improvement Plan when additional structured support is warranted.
- Complete required evaluations and submit Internship documentation by established deadlines.

Director of Field Experiences Responsibilities

The Director of Field Experiences provides EPP-level coordination and oversight of Teacher Internship placements and works collaboratively with Teacher Interns, University Supervisors, Mentor Teachers, school administrators, program faculty, and clinical partners to support high-quality clinical practice. The Director of Field Experiences is expected to:

- Coordinate and approve Teacher Internship placements in accordance with program, licensure, EPP, and clinical partner requirements.

- Verify that placement settings and Mentor Teachers meet applicable requirements.
- Communicate Internship procedures, expectations, timelines, and responsibilities to Teacher Interns and members of the Internship team.
- Coordinate University Supervisor assignments and provide guidance and support related to supervision responsibilities.
- Maintain communication with clinical partners and support effective university-school partnerships.
- Monitor Internship documentation, evaluations, and other required records in collaboration with appropriate EPP personnel.
- Respond to placement concerns and coordinate appropriate support, intervention, reassignment, or removal procedures when necessary.
- Collaborate with program faculty, University Supervisors, Mentor Teachers, administrators, and other university personnel when concerns arise regarding a Teacher Intern's performance, professional dispositions, conduct, or progression.
- Support implementation and documentation of Teacher Candidate Improvement Plans when warranted.
- Ensure completion of required Internship documentation and verification of Internship requirements for program progression and completion.
- Support EPP review of Internship data for continuous improvement of clinical practice and educator preparation.

Teacher Internship Policies

Lesson Plans

Teacher Interns must prepare lesson plans for all lessons taught during Internship. Plans must be submitted to the Mentor Teacher and University Supervisor sufficiently in advance to allow time for review and feedback before instruction.

- Lesson plans must be submitted in advance and approved before teaching.
- Growth in instructional planning based on feedback should be evident as Internship progresses.
- See TIAI Domain I for applicable evaluation criteria.

Attendance & Absences

Teacher Interns follow the full schedule of their approved Internship site and are expected to attend all required school functions associated with the Internship experience. Absences must be documented and approved in advance whenever possible. Allowed absences during Teacher Internship include:

- **Personal Days:** Up to three (3) days per semester.
- **Interview Day:** One (1) day for employment or graduate school interviews.
- **Professional Day:** Approved professional conferences or activities; does not count against personal days.

For anticipated absences, Teacher Interns must submit the Teacher Intern Absence Form (see Appendix C) at least five (5) days in advance. For unexpected absences, the Teacher Intern must notify the Mentor Teacher and University Supervisor as soon as possible. Make-up days may be required when absences affect completion of Internship requirements.

Teacher Internship & Employment

Teacher Internship is a full-time clinical practice experience and requires Teacher Interns to fulfill all responsibilities associated with their approved Internship placement and required Professional Semester coursework. Enrollment in coursework beyond the requirements of the Professional

Semester or employment outside the Internship setting must not interfere with the Teacher Intern's ability to meet Internship requirements and may require prior approval by the EPP.

Internship requirements, schedules, and expectations will not be modified solely to accommodate outside employment or additional coursework.

Legal Status & Professional Conduct

Teacher Interns are professional participants in their assigned educational settings and are expected to comply with all applicable MUW, EPP, clinical partner, ethical, and legal requirements throughout Internship. A Teacher Intern's employment status, if applicable, does not alter the professional expectations or requirements of Teacher Internship. Teacher Interns must:

- Adhere to the Mississippi Educator Code of Ethics and Standards of Conduct and all applicable professional expectations.
- Follow the policies and procedures of MUW, the EPP, and the approved Internship site.
- Maintain appropriate professional boundaries, confidentiality, communication, conduct, and use of student information.
- Perform only duties and responsibilities appropriate to the Teacher Intern's approved role and Internship placement.
- Follow applicable school and district procedures regarding student supervision, discipline, special education meetings, confidential records, and other professional responsibilities.
- Immediately report suspected child abuse or neglect as required by Mississippi law and the procedures described in the Reporting Suspected Child Abuse or Neglect section of this handbook.

Teacher Interns may not administer corporal punishment. Questions concerning duties that may exceed the Teacher Intern's approved role should be directed to the Mentor Teacher, University Supervisor, and/or Director of Field Experiences before assuming the responsibility whenever circumstances permit.

Teacher Internship Seminars

Teacher Interns are required to participate in Teacher Internship seminars and other EPP-designated professional learning activities scheduled during the Internship semester. These experiences provide professional development, program support, opportunities for reflection and collaboration, and preparation for program completion, licensure, and entry into the teaching profession.

Attendance and active participation are required. Teacher Interns are responsible for reviewing the Internship schedule in advance and making appropriate arrangements with their Mentor Teacher, school administrator, employer, or other applicable personnel to attend required activities.

Teacher Internship Evaluation & Grading

Teacher Intern performance is assessed throughout Internship using multiple measures of professional knowledge, instructional practice, impact on student learning, reflection, and professional dispositions. Evaluation includes formal and informal observations, feedback from the Mentor Teacher and University Supervisor, required EPP assessments, Internship assignments and documentation, and other measures established by the applicable Internship course.

Teacher Interns are expected to demonstrate satisfactory performance and continued professional growth throughout the Internship. Successful completion requires meeting the minimum grade and performance requirements established for the Internship course and Educator Preparation Program.

Evaluation results are used to provide feedback, identify areas for growth, determine successful completion of Internship requirements, and inform EPP continuous improvement.

Withdrawal or Removal from Teacher Internship

A Teacher Intern who is considering withdrawal from Teacher Internship should consult the University Supervisor, Director of Field Experiences, academic advisor, and other appropriate university personnel before taking action. Withdrawal may affect academic progress, graduation, financial aid, licensure eligibility, and the timing of a future Internship placement.

A Teacher Intern may be removed from an Internship placement or from continued participation in Internship when performance, professional dispositions, conduct, safety concerns, failure to meet program requirements, or other circumstances prevent successful continuation of the clinical practice experience.

Removal from an Internship placement does not automatically guarantee reassignment or a subsequent placement during the same semester. Decisions regarding continued enrollment, course completion, future placement, and program progression will be made in accordance with EPP and university policies. See *Clinical Learning Experience Placement Removal, Removal for Unacceptable Performance or Professional Dispositions, Immediate Removal from a Clinical Learning Experience, and Appeal of Clinical Learning Experience Removal* for additional information.

Graduation & Licensure

Successful completion of Teacher Internship is a required component of program completion but does not, by itself, constitute completion of all graduation or educator licensure requirements. Teacher Candidates must satisfy all university degree requirements to be eligible for graduation. Requirements for recommendation for educator licensure are established by the Mississippi Department of Education and may include required assessments, documentation, applications, and other licensure requirements.

A Teacher Candidate may be eligible to graduate upon completion of all university degree requirements even if all requirements for educator licensure have not yet been satisfied. However, MUW cannot recommend a candidate for educator licensure until all applicable Mississippi Department of Education requirements have been met.

Teacher Candidates are responsible for monitoring graduation and licensure requirements and completing required applications and documentation by established deadlines. See *Mississippi Licensure Assessment Requirements and Transition Point IV: Program Completion and Licensure Recommendation* for additional information.

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.



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.



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																																			
Admission to MUW	All paperwork concerning admission to MUW can be secured from & must be returned to the Office of Admissions .																																				
Declaration of Major	Elementary & Early Childhood Education majors, contact your advisor, the Education Student Navigator. Music Education majors should contact the Music department for an academic advisor. <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:																																	
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Core Classes	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 MUW Academic Calendar for advising dates.																																				
Admission to Teacher Education (TE)	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>. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #b0c4de;"> <th style="width: 75%;">Teacher Education Admissions Checklist</th> <th style="width: 25%;">Date Completed</th> </tr> </thead> <tbody> <tr><td>PeopleGrove 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 and a minimum overall GPA of 2.50</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. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #b0c4de;"> <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"> - Test scores must be no more than 5 years old at the time of initial admission. - MUW GPA for previous 60 credit hours (includes all transfer credit applied to current transcript): _____ </td></tr> <tr> <td>ACT</td> <td>Composite:</td> <td></td> </tr> </tbody> </table> </td><td></td></tr> <tr> <td></td></tr> </tbody> </table>	Teacher Education Admissions Checklist	Date Completed	PeopleGrove 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 and a minimum overall GPA of 2.50		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 style="background-color: #b0c4de;"> <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"> - Test scores must be no more than 5 years old at the time of initial admission. - MUW GPA for previous 60 credit hours (includes all transfer credit applied to current transcript): _____ </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			- Test scores must be no more than 5 years old at the time of initial admission. - MUW GPA for previous 60 credit hours (includes all transfer credit applied to current transcript): _____			ACT	Composite:				
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Admission to Teacher Internship (TI)	The application for Teacher Internship is provided around the mid-term of each semester. Please see your academic advisor or contact the School of Education for access. <table border="1"> <thead> <tr> <th colspan="6">Teacher Internship Admissions Checklist</th> <th>Date Completed</th> </tr> </thead> <tbody> <tr> <td colspan="6">Admission to Teacher Education (<i>at least one semester before applying for Internship</i>)</td> <td></td> </tr> <tr> <td colspan="6">Completion of 84 Semester Hours (<i>must include all required ED courses</i>)</td> <td></td> </tr> <tr> <td colspan="6">Application for Teacher Internship (semester before TI)</td> <td></td> </tr> <tr> <td colspan="6">Liability Insurance (instructions in TI application)</td> <td></td> </tr> <tr> <td colspan="6">Overall Minimum GPA of 2.50</td> <td></td> </tr> <tr> <td colspan="6">MUW Minimum GPA of 2.50</td> <td></td> </tr> <tr> <td colspan="6">Mississippi Pre-service 101 License Issued</td> <td></td> </tr> <tr> <td colspan="6">75 Hours of Working with Children (Music Education only)</td> <td></td> </tr> <tr> <td colspan="7">Minimum Grade of "C" in the following courses (ALL majors):</td> </tr> <tr> <td>EN 101</td> <td>EN 102</td> <td>COM 101</td> <td>MA 113+</td> <td>ED Courses</td> <td>Conc./End. Courses</td> <td></td> </tr> <tr> <td colspan="7">Minimum Grade of "C" in the following courses (EE majors):</td> </tr> <tr> <td colspan="3">MA 111</td> <td colspan="3">MA 112</td> <td></td> </tr> </tbody> </table>	Teacher Internship Admissions Checklist						Date Completed	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 (Music Education 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			
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Licensure Application	Licensure Application Checklist		Date Completed
	Official transcript sent to MDE (<i>The degree date must be present on the transcript. Visit the MUW Transcript 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 the Praxis II: Early Childhood Education: Foundational Knowledge and Content exam (<i>ECE only</i>)		
	Satisfactory scores on MS Foundations of Reading Exam (<i>EE only</i>)		
	Satisfactory score of respective Praxis II Subject Area Exam (<i>Music education majors only</i>)		
	Complete licensure recommendation in MECCA		
Post Graduation	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.		
	If you have any issues obtaining your license after the Director of Field Experiences has recommended you in MECCA, please contact the MDE Licensure department 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.		

Early Childhood Education Plan of Study

Name:	MUW ID:
GPA:	EID:

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

Name:	MUW ID:	Concentration/s:
GPA:	EID:	Endorsement/s:

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

Teacher Candidate:	Date:
MUW ID Number:	Course:
Infraction Number (<i>circle the infraction # in THIS course</i>): 1 2 3	

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

Explanation of Infraction (<i>provide documentation, if applicable</i>):

Required Signatures

Teacher Candidate:	Date:
Course Instructor:	Date:

- 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)
Punctuality & Attendance 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.
Preparedness 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.
Appearance 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.
Communication Skills (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.
Work Ethic & Initiative 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.
Adaptability 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.
Collaboration & Teamwork 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.
Ethical Conduct 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.
Professional Boundaries 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.
Reflective Practice 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.
Commitment to Student Growth 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:
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Category	Unprofessional (0)	Participating (1)	Professional (2)	Highly Professional (3)
Punctuality & Attendance 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.
Preparedness 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.
Appearance 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.
Communication Skills (includes email, Canvas, & in-person conversations) 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.
Work Ethic & Initiative 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.
Adaptability 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.
Collaboration & Teamwork 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.
Ethical Conduct 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.
Professional Boundaries 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.
Reflective Practice 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.
Commitment to Student Growth 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

Teacher Candidate:	Date:
MUW ID Number:	Course:

(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

Start Date of Improvement Plan	
Teacher Candidate Comments	
Course Instructor Comment	

Required Signatures

Teacher Candidate:	Date:
Course Instructor:	Date:
DoE Chair:	Date:

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.**

Teacher Candidate:	Date:
MUW ID Number:	Course:

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?	_____ Yes _____ No* *If not, a recommendation for removal from the program should be noted below in the comments.				

Improvement Plan Evaluation Discussion

Teacher Candidate Comments	
Course Instructor Comments	
DoE Chair Comments	

Required Signatures

Teacher Candidate:	Date:
Course Instructor:	Date:
DoE Chair:	Date:

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
Mobility CAEP: R1.1, R1.3 InTASC: 3 MSCoE: 4	Criteria: Physical ability to navigate various classroom and school settings with ease Examples: • Moves independently around the classroom, facilitating group work and supporting individual students • Walks, stands, sits, and occasionally crouches or stoops during instructional and supervisory activities • Participates actively in school events, field trips, and other physical activities as required
Motor Skills CAEP: R1.1, R1.3 InTASC: 3 MSCoE: 4	Criteria: Sufficient fine and gross motor skills to manage classroom materials, technology, and hands-on learning activities Examples: • Writes legibly and efficiently on whiteboards or with technology for instructional purposes • Uses and demonstrates educational tools and materials (e.g., science kits, manipulatives) to engage students • Operates classroom technology (computers, projectors, smartboards) easily to support instruction
Communication CAEP: R1.1-R1.4 InTASC: 1-10 MSCoE: 1, 2, 4, 5, 8, 9	Criteria: Clear, articulate, and effective oral and written communication for diverse audiences Examples: • Delivers instructions clearly and responds to questions, ensuring all students understand learning objectives • Writes lesson plans, student reports, and parent communications in a concise and accessible way • Adapts language and tone for different age groups and needs, showing respect and understanding
Interpersonal Skills CAEP: R1.1, R1.4 InTASC: 10 MSCoE: 1, 2, 4, 5, 8, 9	Criteria: Ability to engage with students, instructors, Mentor Teachers, cooperating school personnel, and peers with respect, patience, and adaptability Examples: • Builds rapport with students, demonstrating empathy and encouragement • Collaborates with instructors and Mentor Teachers constructively to create a supportive learning environment • Works cooperatively with peers
Sensory Skills CAEP: R1.1, R1.3 InTASC: 3 MSCoE: 4	Criteria: Functional visual, auditory, and tactile abilities to monitor and support student learning and safety Examples: • Observes student body language and non-verbal cues to assess understanding of potential issues • Listens to and responds to classroom sounds (e.g., student questions, emergency alarms) to maintain a safe environment • Uses tactile feedback (as appropriate) when working with younger children in hands-on activities or guidance
Organizational Skills CAEP: R1.1-R1.4 InTASC: 7 MSCoE: 1, 4, 9	Criteria: Ability to effectively plan, arrange, and manage resources and time Examples: • Organizes lesson plans, student materials, and resources to optimize learning time • Maintains accurate records of student performance and instructional progress • Uses time efficiently to cover required content, ensuring lessons remain focused and on track
Emotional Stability and Stress Management CAEP: R1.1-R1.4 InTASC: 9 MSCoE: 1, 2, 4, 9	Criteria: Demonstrates resilience, emotional stability, and the ability to manage stress effectively Examples: • Remains calm and composed in challenging situations, such as managing classroom disruptions • Demonstrates patience when working with students with diverse behavioral or learning needs • Reflects on experiences to manage stress, seeking professional development or support when needed

Critical Thinking and Problem Solving CAEP: R1.1-R1.3 InTASC: 1-10 MSCoE: 1, 2, 4, 9	Criteria: Ability to assess situations and make effective instructional and behavioral decisions Examples: - Analyzes student data to adapt lesson plans and address learning gaps - Implements proactive solutions for classroom challenges, such as addressing student misbehavior with positive reinforcement strategies - Reflects on and adjusts teaching strategies based on student feedback and performance outcomes
Adaptability and Flexibility CAEP: R1.1-R1.3 InTASC: 1-10 MSCoE: 1, 2, 4, 9	Criteria: Willingness to adapt teaching methods, materials, and approaches to meet the needs of diverse learners Examples: - Adjusts lesson plans spontaneously to address student interests or unexpected learning needs - Modifies instructional techniques for students with varying learning styles or abilities - Responds constructively to feedback, making appropriate changes
Technological Proficiency CAEP: R1.1-R1.3 InTASC: 3, 8 MSCoE: 1, 4	Criteria: Ability to integrate and use technology effectively for instruction and communication Examples: - Uses educational software, digital assessments, and classroom management apps to enhance student engagement - Stays updated with emerging technologies and applies them thoughtfully to meet learning objectives
Cultural Competence and Inclusivity CAEP: R1.1 InTASC: 2, 5, 9 MSCoE: 1, 4	Criteria: Awareness and respect for cultural, linguistic, and individual diversity in the classroom Examples: - Uses inclusive language and promotes a classroom culture that respects all backgrounds - Implements culturally relevant teaching practices, recognizing students' unique experiences and strengths - Adapts teaching materials and examples to reflect diverse perspectives and student identities
Professional Responsibility and Ethics CAEP: R1.4 InTASC: 9, 10 MSCoE: 1-10	Criteria: Consistent demonstration of ethical conduct, punctuality, and responsibility Examples: - Arrives on time, prepares for each class, and models professionalism for students - Adheres to school policies and standards, including maintaining confidentiality with student information - Adheres to the <i>Mississippi Educator Code of Ethics: Standards of Conduct</i>

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.

Teacher Candidate Signature:	Date:
School of Education Administrator Signature:	Date:

APPENDIX D

Program & Key Assessments

Teacher Candidates are evaluated through three (3) 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 (Music)
Educational Philosophy	Educational Philosophy Rubric	ED 302, Methods courses, Internship
Reflective Teaching Analysis	Reflective Teaching Analysis Rubric	ED 302 (Music); 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