

The MUW School of Education Educator Preparation Program Quality Assurance System



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



MUW School of Education

EPP Quality Assurance System for Continuous Improvement

A Guidebook for Implementation

Foreword

Message from the Dean of the School of Education

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

How to Use this Guidebook

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

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

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

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

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OVERVIEW OF THE UNIVERSITY

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

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

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

Total annual enrollment is 3,465 students, of which nearly 84 percent are from Mississippi.

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

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

Committed to an outstanding environment for students, faculty and staff, The W continues to earn honors for service, affordability and quality.

- U.S. News – No. 19 among public Southern regional universities, U.S. News & World Report Best Colleges Rankings
- Washington Monthly—No. 26 in national master’s public universities; No. 53 overall as a ‘Best Bang for the Buck’
- Great Colleges to Work For—Great Colleges to Work For, 5th year in a row, 4 years on Honor Roll
- President’s Higher Education Community Service Honor Roll—5 consecutive years
- RNtoBSN.org Best Hybrid Programs—No. 3 in the nation
- Diverse Issues in Higher Education—No. 7 nationally awarding bachelor of science nursing degrees to African-Americans

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

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

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

In addition, specific programs are accredited by the following:

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

HISTORY OF THE SCHOOL OF EDUCATION

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

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

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



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

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

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

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

The MUW Educator Preparation Program has been continuously accredited since 1921.

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

- B.S., Early Childhood Development (non-licensure)
- B.S., Elementary Education (K-6 licensure)

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

- B.S., Music (Vocal and Instrumental Performance) Education (K-12 licensure)
- B.S., Spanish Education (K-12 licensure)
- B.S., Theatre Education (K-12 licensure)
- B.S., English Education (7-12 licensure)
- B.S., Social Studies Education (7-12 licensure)
- B.S., Mathematics Education (7-12 licensure)
- B.S., Biology Education (7-12 licensure)
- B.S., Physical Science Education (7-12 licensure)

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

- M.Ed., Education (Curriculum & Instruction)
- MAT, Master of Arts in Teaching in Secondary Education

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

- 2 Full Professors
- 3 Associate Professors
- 4 Assistant Professors
- 1 Visiting Assistant Professors
- 5 Instructors

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

VISION STATEMENT

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

MISSION STATEMENT

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

GOALS AND OBJECTIVES

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

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

Objectives

- 1.1 Faculty research, develop, and implement high-quality, standards-based practices for implementation across the progression of the degree program(s) to foster continuous program improvement and support development of all teacher candidates through face-to-face (F2F) and web-based (WB) instructional platforms.
- 1.2 Faculty evaluate assessment and evaluation data as active participants in the Quality Assurance System to foster continuous program improvement and support development of all teacher candidates through face-to-face (F2F) and web-based (WB) instructional platforms.
- 1.3 Faculty maintain expertise in subject area(s) of emphasis and content area pedagogy through consistent participation in formal and informal professional development opportunities.
- 1.4 Faculty demonstrate masterful modeling of timeless and innovative instructional and classroom management strategies, assessment practices, and data-based decision-making skills across the progression of the program(s) to support development of all teacher candidates through F2F and WB instructional platforms.
- 1.5 Faculty actively pursue innovative, standards-based instructional technology practices to integrate into coursework across the progression of the program(s) for continuous improvement and to support development of all teacher candidates through F2F and WB instructional platforms.
- 1.6 Faculty engage in modeling professional dispositions and provide focused whole group and individualized coaching for these professional attributes across the progression of the program(s) to support development of all teacher candidates through F2F and WB instructional platforms; ongoing assessment of professional dispositions is conducted by faculty, clinical partners, and self-evaluation by students in all degree pathways.
- 1.7 Faculty actively collaborate with clinical faculty of partnership schools to ensure consistency in program performance expectations, evaluation of practice, and high-quality coaching methods across all levels of authentic clinical experiences to support development of all teacher candidates through F2F and WB instructional platforms.

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

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

Objectives

- 2.1** Faculty maintain expertise in the advising policy, processes, and services of the MUW Student Success Center, the Advising Program of each program in the EPP, and MUW Counseling Center to develop the professional educator and increase retention rates.
- 2.2** Faculty maintain expertise in current Education degree program(s) offerings and requirements as stated in the current MUW Bulletin and Teacher Education section of the Student Handbook.
- 2.3** Faculty employ the use of professional communication practices with advisees to ensure clarity, transparency, check for understanding, and follow-up documentation for all interaction with advisees: F2F or WB.
- 2.4** Faculty engage in the use of the Clinical Supervision model to support students in problem-solving for overcoming barriers and coaching them to success in the degree program(s) and foster reflective decision-making skill development, especially in regard to developing professional dispositions of students in all degree programs.
- 2.5** Faculty coordinate and lead F2F or WB programming (workshops, boot camps, etc.) outside of the classroom to support student success in progression through the degree program(s), achievement on licensure exams and other high stakes assessments or capstone projects to develop the professional educator and increase retention rates.
- 2.6** Faculty will sponsor/co-sponsor student chapters of professional organizations providing meaningful programming and support to develop the professional educator and increase retention rates.
- 2.7** Faculty provide consistent advising services by remaining the advisor of students in all degree programs from beginning of the academic advisor assignment period until program completion, unless extenuating circumstances exist (e.g., change of major, etc.)

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

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

- 3.1** EPP faculty and administration establish and maintain high-quality, mutually beneficial school-based partnerships to provide students with authentic, diverse clinical experiences.
- 3.2** EPP faculty and administration analyze available program data and consistently collaborate with school partners to garner feedback on student performance and program successes or concerns to work toward continuous program improvement while sustaining and strengthening partnerships.
- 3.3** EPP faculty and administration seek opportunities to serve school-based partners' needs through committee memberships, advisory boards, professional development services, assist with partner events on campus, provide expertise in student programming (e.g., science fair, spelling bee, reading fair.)
- 3.4** Faculty provide service and expertise within the MUW School of Education and the wider realm of the EPP through meaningful engagement with the programming offered through the Child and Parent Development Center and the Office of Innovation and Outreach.
- 3.5** The EPP's faculty actively engage with EPP collaborative and advisory or governance groups (e.g., Support and Advisory Council, Teacher Education Council, School of Education's Advisory Board, CPDC and O & I advisories).
- 3.6** In collaboration with other departments of the EPP, host annual events to engage the professional education community and the community-at-large.

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

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

- 4.1** Faculty serve and collaborate with the MUW Outreach and Innovation team for the implementation of Residency V (e.g., W-BEST Program) to support new graduates in their first year of teaching.
- 4.2** Faculty provide and advocate for high-quality graduate studies programming that meet the most critical teaching needs in the state of Mississippi.
- 4.3** Faculty collaborate with the MUW Outreach and Innovation to provide leadership for continuing education programming for those who wish to continue developing as professional educators.

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

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

- 5.1** Faculty participate in the development, monitoring, and implementation of the EPP recruitment program for all degree and certification pathways to increase enrollment.
- 5.2** Faculty actively recruit recent graduates by maintaining contact with them after placement and providing recruitment programming F2F or WB at school sites.
- 5.3** Faculty collaborate with regional administrators to identify potential graduate students and teacher assistants eligible for initial licensure programs to help administrators build capacity within the school district.
- 5.4** Faculty maintain current knowledge of available scholarships in the undergraduate and graduate programs.

CONCEPTUAL FRAMEWORK

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

The elements of the conceptual framework represent:

Diverse Educator Candidate Population (Foundation)

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

Educator Preparation Program Knowledge Base (Foundation)

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

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

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

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

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

Reflective Decision Making

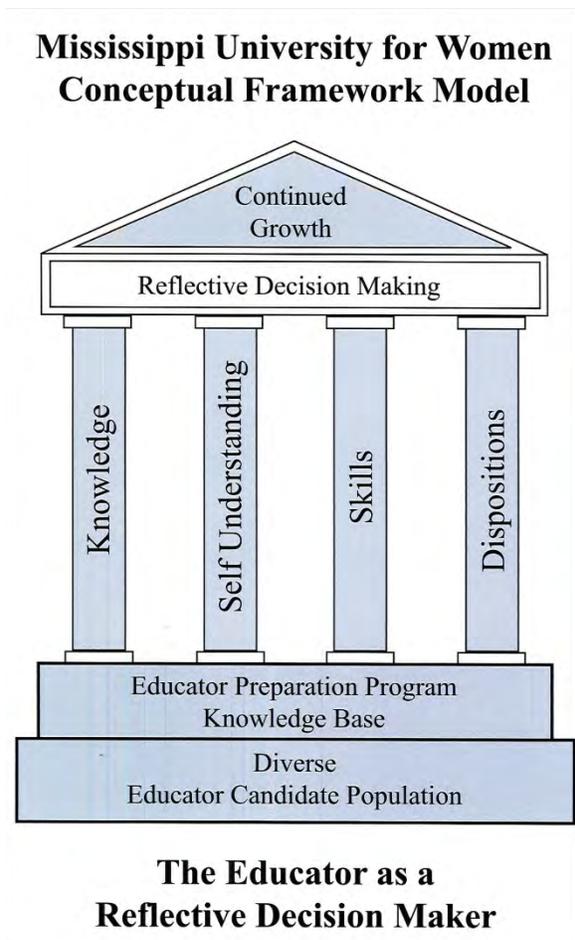
(Entablature resting on the Pillars in the model)

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

Continued Growth

(Pediment above the Entablature)

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



QUALITY ASSURANCE SYSTEM OVERVIEW

Position Statement

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

Commitment

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

Administration The EPP's leadership team is committed to bear responsibility for the development and oversight of the QAS.

Faculty The contributions of the EPP's faculty are valued; the faculty is committed to understanding the intent and importance of the QAS and following it for continuous improvement.

Staff The unique contributions of the staff required to implement the QAS are valued; the staff is committed to support the QAS process in collaboration with faculty.

Guiding Principles

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

PLANNING AND INSTITUTIONAL EFFECTIVENESS

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

EPP Review



State Level Accreditation:

The Mississippi Department of Education's [Division of Educator Preparation](#) is responsible for ensuring Educator Preparation Providers (EPPs) at Mississippi's institutions of higher education are producing high quality educators for the state's K-12 schools. Specifically, the Division is responsible for designing, coordinating, and conducting process and performance reviews and accreditation visits to ensure EPPs are meeting standards for program approval at the midpoint of the national accreditation cycle.

National Level Accreditation



In 2013, the National Council for the Accreditation of Teacher Education (NCATE) merged with Teacher Education Accreditation Council (TEAC) to form the [Council for the Accreditation of Educator Preparation](#) (CAEP). MUW is currently seeking continuous accreditation by CAEP.

ASSESSMENT AND EVALUATION DEVELOPMENT

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

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

Assessment Quality Review Template

Common Assessment	EPP/ Proprietary	CAEP Alignment	InTASC Alignment	Transition Point	Validity/ Reliability Technique Used	CAEP Sufficiency Level Met/Not met	Developers/ Stakeholders	Use of Data
Key Assessment #	EPP	CAEP Component #s	InTASC Standard #s	When in the progression is it used?	Content? Construct? Interrater/ observer?	Below, Sufficient, or Above	People involved in development, inputs, and quality processes	Purpose of Assessment and how used

ASSESSMENT AND EVALUATION PROCESS AND INSTRUMENTS

Initial Licensure Programs

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

Performance Assessment and Evaluation for Traditional Initial Licensure Programs			
TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
Introductory Block I	Lesson Plan Development	ED 302 Art & Sci of Teach	TIAI Domain I and II Average 1.0-1.5/3.0
	Impact on Student Learning	ED 306 Intro to Exceptional Child.	Impact Rubric Average 1.0-1.5/3.0
	Delivery of Instruction Video Reflection	ED 311 Residency I ELED ED 302 SEC/K12 ED	Video Ref Rubric= Average 1.0-1.5/3.0 SEC/K12 Video Ref Rubric= Average 1.0-1.5/3.0
	Professional Dispositions	ED 311 ELED ED 302 SEC/K12 ED	Dispositions Rubric= Average 1.0-1.5/3.0 SEC/K12 Dispositions Rubric= Average 1.0-1.5/3.0
	Time Sheet	ED 311 ELED ED 302 SEC/K12 ED	Minimum 40 clinical contact hours-ELED Minimum 10 clinical contact hours-SEC ED
	Professional Dispositions	ED 367 ELED ED 365 SEC/K12 ED	Dispositions Rubric= Average 1.5-2.0/3.0 SEC/K12 Dispositions Rubric= Average 1.5-2.0/3.0
	Time Sheet	ED 367 ELED ED 365 SEC/K12 Field Hours	Minimum 40 clinical contact hours-ELED Minimum 20 clinical contact hours-SEC ED
TRANSITION POINT	PERFORMANCE MEASURE(S) OR INSTRUMENTS(S)		PERFORMANCE TARGET
Admission to the Teacher Education Program	<ul style="list-style-type: none"> Background check ED 300: Education as a Profession ED 302: Art and Science of Teaching ED 361: Early Literacy Instruction I ED 362: Early Literacy Instruction II ED 366: Reading Assessment & Intervention Minimum GPA (3.0) ACT OR Praxis I OR Overall MUW minimum GPA Minimum hours of coursework (44) 		<ul style="list-style-type: none"> Background check=CLEAR* ED 300 grade=C or higher ED 302 grade=B or higher ED 361, 362, & 365=B or higher Minimum GPA 2.75 on 44 hours ACT=composite of 21 or higher* Praxis I= Reading 156, Writing 162, and Math 130* Overall MUW GPA=3.0 or higher <p>Admission standards required by the State of Mississippi.</p>

Performance Assessment and Evaluation for Traditional Initial Licensure Programs			
TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
Advanced Methods Block III	Lesson Plan Development	ED 335 Residency III ELED SEC ED Adv. Methods Course	TIAI Domains I and II Average 2.0-2.5/3.0
	Classroom Management Case Study	ED 401 Classroom Management	Case Study Rubric=70% mastery
	Delivery of Instruction Video Reflection	ED 335 ELED SEC/K12 ED Adv. Methods Course	Video Ref Rubric= Average 2.0-2.5/3.0 SEC/K12 Video Ref Rubric= Average 2.0-2.5/3.0
	Professional Dispositions	ED 335 SEC/K12 ED Adv. Methods Course	Dispositions Rubric= Average 2.0-2.5/3.0 SEC/K12 Dispositions Rubric= Average 2.0-2.5/3.0
	Time Sheet	ED 335 ELED SEC/K12 ED Adv. Methods Course	Minimum 80 clinical contact hours 20-25 clinical contact hours (varies by prog.)
TRANSITION POINT	PERFORMANCE MEASURE(S) OR INSTRUMENTS(S)		PERFORMANCE TARGET
Admission to Teacher Internship	<ul style="list-style-type: none"> Admission to Teacher Education TE Internship Application, Ethics Statement and Liability Insurance Overall GPA Additional Field Exp. Hours beyond Program Mississippi Teacher Intern 101 License English Comp I, English Comp II, Speech 101, Math 113 min. grade required All Professional ED Courses minimum grade required All Endorsement Area Courses minimum grade required 		<ul style="list-style-type: none"> TE Admit At least one semester prior; Completion of 84 Semester Hours Application submitted to Taskstream™ Minimum scores required by MS GPA=2.75 Hours=75 for SEC/K12 only 101 License issued prior to placement CORE courses= C ED courses= B or C as required/course Endorsement courses= C
TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
Internship Block IV	Lesson Plan Development	ED 406, 407, 409	Comprehensive TIAI average 2.5-3.0
	Impact on Student Learning	ED 351	Impact Rubric Average 2.5-3.0/3.0
	Delivery of Instruction Video Reflection	ED 406, 407, 409	Video Ref Rubric= Average 2.5-3.0/3.0 Video Ref Rubric= Average 2.5-3.0/3.0
	Professional Dispositions	ED 406, 407, 409	Dispositions Rubric= Average 2.5-3.0/3.0
	Professional Portfolio	ED 406, 407, 409	Portfolio Rubric= Average 3.0-4.0/5.0
	Time Sheet	ED 406, 407, 409	Minimum 200 clinical contact hours

SUMMARY LIST OF KEY ASSESSMENTS FOR INITIAL LICENSURE PROGRAMS

Performance Assessment and Evaluation for Alternate Initial Licensure Programs (MAT)			
TRANSITION POINT	PERFORMANCE MEASURE(S) OR INSTRUMENTS(S)	PERFORMANCE TARGET	
Admission to the Master of Arts in Teaching Program (MAT)	<ul style="list-style-type: none"> Bachelor's degree awarded Minimum GPA Professional References Praxis II Content Area Exam 	<ul style="list-style-type: none"> Bachelor's Degree Transcript 3.0/4.0 scale 3 Recommendation Letters Passing scores on the Praxis I Admission standards required by the State of Ms.	
TRANSITION POINT	PERFORMANCE ASSIGNMENT	COURSE	PERFORMANCE TARGET
MAT Introductory Block I	Lesson Plan Development	ED 549 Inst., Assess. Methods	TIAI Rubric Domains I and II=average 1.0-1.5
	Dispositions Self-Assessment	ED 549	Dispositions Rubric=average 2.0
MAT Internship Block II	Lesson Plan Development	ED 697	TIAI Rubric Domains I and II=average 2.0
	Impact on Student Learning	ED 697	Impact Rubric=2.0
	Delivery of Instruction Video Reflection	ED 697	Video Ref Rubric= average 2.0 Video Ref Rubric= average 2.0
	Professional Dispositions	ED 697	Dispositions Rubric= average 2.0
	Administrator Evaluation	ED 697	TGR=2.5/4.0
	Time Sheet	ED 697	Minimum 200 clinical contact hours
MAT Internship Block III	Lesson Plan Development	ED 697	TIAI Domain 1=2.5-3.0
	Impact on Student Learning	ED 697	Impact Rubric=2.5-3.0
	Delivery of Instruction Video Reflection	ED 697	Video Ref Rubric=2.5-3.0
	Professional Dispositions	ED 697	Dispositions Rubric=2.5-3.0
	Professional Portfolio	ED 697	Portfolio Rubric=3.0-4.0/5
	Administrator Evaluation	ED 697	TGR=2.5-3.5/4.0
	Time Sheet	ED 697	Minimum 200 clinical contact hours

#	Traditional Initial Licensure Programs	EPP Created	MS Collaborative Created	#	Alternate Initial Licensure Programs (MAT)
1.	3-day Lesson/Unit Plan (ED 302)	X		1.	3-day Lesson/Unit Plan (ED 549)
2.	Impact on Student Learning (ED 306 & 351)		X	2.	Impact on Student Learning ED 697
3.	Classroom Management Case Study (ED 401)	X		3.	Classroom Management Plan ED 697
4.	Professional Dispositions (ED 302 and ELED Residencies 1-4)		X	4.	Professional Dispositions (ED 697)
5.	5-day Lesson/Unit Plan (Advanced Methods)		X	5.	5-day Lesson/Unit Plan (ED 697)
6.	Delivery of Instruction Video Reflection (ED 302 and ELED Residencies 1-4)	X		6.	Delivery of Instruction Video Reflection (ED 697)
7.	Portfolio (ED 406, 407, 409)	OTHER* ←	OTHER* →	7.	Portfolio (ED 697)
8.	10 Day Lesson/Unit Plan (Internship)		X	8.	10 Day Lesson/Unit Plan (ED 697)
			OTHER** →	9.	Administrator Evaluation (ED 697)

*Other: The portfolio is evaluated using a rubric developed and validated by Association of American Colleges and Universities. It is designed to evaluate the quality of reflective skills.

**Other: The administrator evaluation is the Teacher Growth Rubric used to evaluate all Mississippi teachers.

KEY ASSESSMENT ASSIGNMENT DESCRIPTIONS FOR INITIAL LICENSURE PROGRAMS

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

#1 3-day Lesson plan/Unit Assignment

Evaluated in the ED 302 and the Elementary/Sec-K12 Advanced Methods Courses and ED 549 for MAT

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

Administration: This instrument (an abridged version of the TIAI Comprehensive Assessment—Indicators #1-18) is administered by the University Supervisor and the Mentor Teacher at the end of the ED 302 clinical experience/ED 311 ELED Residency. The two scores are averaged.

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

3-Day Unit Plan Guidelines

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

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

#2 Impact on Student Learning Assessment

Evaluated in ED 306 and ED 351: Educational Measurement Course and ED 697 for MAT

Rubric: Impact on Student Learning

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

Administration: This instrument is administered two times during the progression of the program by the instructors of ED 306 and ED 351. Teacher Candidates complete the assessment in the EPP’s clinical experiences associated with these two courses.

Success Indicator: At this introductory developmental level (ED 306), items rated 1.0-1.5 represent target by the Teacher Candidate; anything below 1.5 represents an area in need of improvement. At the Pre-professional developmental level (ED 351), items rated 2.0 represents target; anything below 2.0 represents an area in need of improvement.

Impact on Student Learning Assignment Guidelines

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

Rubric: Impact on Student Learning Rubric (Statewide Assessment)

#3 Classroom Management Case Study

Evaluated in the ED 401 Classroom Management Course and ED 697 for MAT

Purpose: To provide an assessment of Teacher Candidates' use of data, research, and intervention strategies to managing the learning environment.

Administration: This instrument is administered by the classroom management course instructor, during the advanced methods clinical placement (ELED/K12/SEC).

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

Case Study Assignment Guidelines

The Teacher Candidate should work collaboratively with the mentor teacher to choose one student and prepare a case study about him or her. The student should be one with some behavioral challenges.

The Teacher Candidate will document essential information about the student, conduct observations, administer interventions, collect pre- and post-intervention data, report results, and reflect on the next steps for the student.

Rubric: Classroom Management Case Study

#4 Professional Dispositions Assessment

Evaluated in Elementary Education Residencies, Secondary/K12 Clinical Courses, and Internship and ED 697 Internship for MAT

Rubric: EPP Professional Dispositions

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

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

Success Indicator: At this introductory developmental level (ED 302 SEC/K12 clinicals and ED 311 Residency), items rated 1.0-1.5 represent target by the Teacher Candidate; anything below 1.5 represents an area in need of improvement. At the advanced level, (Advanced Methods courses) items rated at 1.5-2.0 represent target; anything below 2.0 represents an area in need of improvement. At the pre-professional level (Internship/ED 697) items rated at 2.0-3.0 represent target; anything below 2.0 can be seen as an area in need of improvement. In ED 697, Dispositions are assessed 4 times throughout the two semesters.

Rubric: Professional Dispositions Key Assessment (Statewide Rubric)

#5 5-day Lesson plan/Unit Assignment

Evaluated in Advanced Methods Courses and ED 697

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

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

Success Indicator: At this advanced developmental level, items rated 1.5-2.0 represent target by the Teacher Candidate. Anything below 1.5 represents an area in need of improvement.

5-Day Unit Plan Guidelines

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

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

6-Instructional Video Reflection Assessment

Evaluated in ED 302, Elementary Education Residencies, Secondary/K12 Clinical Courses, Internship ED 697 Internship for MAT

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

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

Success Indicator: At this introductory developmental level (ED 302 SEC/K12 clinicals and ED 311 Residency), items rated 1.0-1.5 represent target by the Teacher Candidate; anything below 1.5 represents an area in need of improvement. At the advanced level, (Advanced Methods courses) items rated at 1.5-2.0 represent target; anything below 2.0 represents an area in need of improvement. At the pre-professional level (Internship) items rated at 2.0-3.0 represent target; anything below 2.0 can be seen as an area in need of improvement.

Video Self-Reflection Guidelines

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

Rubric: Video Self-Reflection Rubric

#7 Professional Portfolio Assessment

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

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

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

Evaluated in the Final Internship: ED 406, 407, 409 or ED 697 Internship for MAT

Rubric: Foundations and Skills for Lifelong Learning Value

Association of American Colleges and Universities (AAC&U). (2009). *Inquiry and analysis VALUE rubric*. Retrieved from <https://www.aacu.org/value/rubrics/inquiry-analysis>

#8 10 Day Lesson plan/Unit Assignment

Evaluated in-ED 406/407/409 and ED 697 Internship for MAT

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

Administration: This instrument is administered by the University Supervisor and the Mentor Teacher during the EPP's final internship semester. The two scores are averaged.

Success Indicator: At this pre-professional developmental level, items rated 2.0-2.5 represent target by the Teacher Candidate. Anything below 2.0 represents an area in need of improvement.

10-Day Unit Plan Guidelines

For this key assignment, the Teacher Candidate develops a 10-day Unit Plan of five-ten (5-10) lessons based on a standard, topic, theme, or skill/concept in the grade level/content area of the classroom in the clinical placement. The 10-day Unit Plan will have a content area(s) focus aligned with the requirements of the specific major of the Teacher Candidate.

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

#8 FOR MAT Administrator Evaluation

Evaluated in ED 697 Internship

Purpose: The TGR is a multi-faceted observation and evaluation 4-point scale tool used to evaluate and coach teachers in the following areas: lesson design, student understanding, culture and learning environment, and professional responsibilities. School building administrators conduct the evaluations

Administration: This instrument is administered by the school building administrator of the teacher candidate during both ED 697 Internships.

Success Indicator: This is a statewide instrument designed and validated by the Mississippi Department of Education.

Rubric: Mississippi Teacher Growth Rubric (TGR)

PROGRAM AND POST-GRADUATION EVALUATIONS FOR INITIAL LICENSURE PROGRAMS

MUW Teacher Education Program Evaluation

A survey administered to Program Completers during the final seminar of the internship semester (ED 406/407/409 and ED 697). The evaluation survey is delivered via web-based format in Taskstream™. The survey includes 27 questions rating how the completers feel that different areas/courses of the program prepared them. In addition, open-ended questions are provided to submit feedback on general strengths/weaknesses of the program, field-experiences, and core coursework taken at MUW.

The results of this survey are reviewed by the Leadership Team for dissemination of relevant findings to the Teacher Education Council.

MUW Mentor Teacher Evaluated by Teacher Intern

A survey administered to Program Completers during the final seminar of the internship semester (ED 406/407/409). The evaluation survey is delivered via web-based format in Taskstream™. The survey includes 10 questions rating how well the completers feel the Mentor Teacher's knowledge, skills, and dispositions provided a quality internship experience.

The results of this survey are reviewed by the Director of Field Experience for making determinations of Mentor Teacher selection and future training.

MUW Mentor Teacher Evaluated by University Supervisor

A survey administered to University Supervisors at the end of the internship semester (ED 406/407/409). The evaluation survey is delivered via web-based format in Taskstream™. The survey includes 10 questions rating how well the University Supervisor feels the Mentor Teacher's knowledge, skills, and dispositions provided a quality internship experience.

The results of this survey are reviewed by the Director of Field Experience for making determinations of Mentor Teacher selection and future training.

School Partner Site by University Supervisor

A survey administered to University Supervisors at the end of each semester to evaluate the School Partner Site in clinical-based courses (ED 311, 367, 335, and 406/407/409). The survey includes 10 questions rating the school partner's site focus on safety, support, and professionalism.

The results of this survey are reviewed by the EPP Accreditation Leadership Team to strengthen partnerships.

MUW University Supervisor Evaluated by Mentor Teacher

A survey administered to Mentor Teachers at the end of each semester to evaluate the University Supervisor in clinical-based courses (ED 311, 367, 335, and 406/407/409). The survey includes 15 questions rating the university supervisor's organization, support, and collegiality.

The results of this survey are reviewed by the EPP Accreditation Leadership Team (ALT) for making decisions for continuous improvement.

Mississippi Teacher Education Preparation Provider (EPP) Impact Survey

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

Although the response rate for this survey tends to be low, the results of this survey are reviewed by the EPP Assessment and Accreditation Committee for dissemination of relevant findings to the Teacher Education Council.

OTHER EPP ASSESSMENTS AND EVALUATION MEASURES

Title II

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

EPP Annual Report to MDE

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

MDE’s EPP Process and Program Review

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

CAEP Annual Reporting

This annual data collection includes an updating of the EPP profile, PK-12 program completers from the previous academic year, substantive changes in the program; CAEP impact measures for PK-12 learning, teaching effectiveness, satisfaction of employers, and satisfaction of completers; outcome measures for initial programs for graduation rates, licensure requirements met, hiring, and student loan default rates; program areas for improvement, weakness or stipulations; actions for continuous improvement. (AIMS)

Annual Reporting Measures (CAEP Components 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Components 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Components 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

Other Institutional Level Program Assessment & Evaluation Conducted

Annual Academic Program Review

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

Course Evaluations

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

EPP DATA COLLECTION AND ANALYSIS

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

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

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

Overview of Data Collection and Storage

The School of Education U drive on the server is designated as: **Edu Docs**. The EPP Assessment and Accountability Committee have access to the shared drive.

Main folders are organized by BUDGET, PARTNERS, PROGRAMS, and RELATED DOCUMENTS.

Programs folders are organized by Initial and Initial-MAT. All folders include the following sub-folders:

1. EPP Enrollment, Retention, and Demographics
2. TE Admit Data (GPAs, Licensure Test Scores, ACT)
3. Candidate Performance Data on Key Assessments
4. ETS Reports
5. CAEP Annual Report
6. MDE Annual Report (transitional, etc.)
7. Title II Reports
8. Clinical Partner Survey Data
9. EPP Report Card Data (impact, employer satisfaction...)
10. End of EPP Program Evaluation Data
11. Course Evaluations MUW Annual Academic Program Review Report

Partners Folder contains the following sub-folders:

1. School of Education Advisory Agendas and Minutes
2. Clinical Partner Committee Agendas and Minutes
3. TEC Agendas and Minutes

Budget Folder contains the following sub-folder:

1. EPP Budget

Other Related Documents located on U drive:

1. QAS
2. EPP Comprehensive Recruitment and Retention Plan
3. Agendas and Minutes from Statewide Collaborative Committees (MELFA, etc.)
4. Agendas and Minutes from MACTE
5. Agendas and Minutes from the EPP Assessment and Accreditation Committee (AAC)
6. Professional Education Course Syllabi
7. EPP Annual Report

SUMMARY OF EPP QAS PERSONNEL

QAS Workflow Functions	Collection & Reporting and Working Roles	System or Sources
QUALITY EVIDENCE		
Key Assessments for Initial Programs	Lead —EPP Initial Program Assessment Coordinator Support —EPP Faculty, TS Admin/Data Analyst Oversight —EPP Chair/Accreditation Coordinator	Taskstream™
Clinical Experience Surveys for Initial Programs	Lead —EPP Field Experience Coordinator Support —EPP Clinical course/Internship supervisors, Taskstream™ Admin/Data Analyst Oversight —Chair/Accreditation Coordinator	Taskstream™
End of Program Surveys for Initial Programs	Lead —EPP Chair Support — Taskstream™ Admin/Data Analyst Oversight —EPP Dean	Taskstream™
End of Course Surveys	Lead —EPP Chair Support —MUW Assessment Specialist Oversight —EPP Dean	EvalKit
Completer & Employer Surveys for Initial Programs	Lead —EPP Dean Support — Taskstream™ Admin/Data Analyst	MACTE
Feedback from Partnership Advisories/Councils	Lead —EPP Dean Support — Taskstream™ Admin/Data Analyst	Meeting Minutes
Other Quality Evidence: Praxis scores, MS Reading Foundations Exam, Transitional Data, Title II data, and Institutional data	Lead —EPP Dean Support — Taskstream™ Admin/Data Analyst	ETS MDE Title II TracDat/Nuventive Improve
WORKING GROUPS/COUNCILS/COMMITTEES PARTICIPATION		
EPP Assessment & Accreditation Committee	EPP Chair/Accreditation Coordinator serves as Committee Chair EPP Initial Programs Assessment Coordinator TS Admin/Data Analyst EPP Dean	EPP A & A Committee Minutes
EPP Statewide Collaborative for Field Experiences	EPP Field Experience Coordinator	Minutes
EPP Collaborative for EDL Programs	EPP EDL Coordinator	MELFA Minutes
MDE EPP Committees	EPP Chair	MDE Committee Minutes
MACTE	EPP Dean	MACTE Minutes
EPP Teacher Education Council	EPP Dean, serves as Chair EPP Field Exp Coordinator EPP Chair	TEC Minutes

DATA MANAGEMENT		
QAS Workflow Functions	Collection & Reporting and Working Roles	System or Sources
Taskstream™ Administration for Initial Programs	TS Administrator/Data Analyst <ul style="list-style-type: none"> • Initial Program Admissions & Student Follow-up • DRF Development/Assignments/Rubrics • Log-in/Access credentials • Monitoring of Data Inputs • Generation of Reports • End-user Troubleshooting 	Taskstream™
SYSTEMATIC REVIEW OF DATA for CONTINUOUS IMPROVEMENT		
Analysis of Reports for Initial Program Knowledge, Skills, and Dispositions	EPP Assessment and Accreditation Committee <ul style="list-style-type: none"> ➤ Each semester for recommendations to EPP and TEC 	Reports from Taskstream™
Analysis of Reports of Clinical Experience Surveys & EPP Operational Effectiveness	EPP Assessment and Accreditation Committee <ul style="list-style-type: none"> ➤ Each semester for recommendations to EPP and TEC 	Reports from Taskstream™
Analysis of EPP reports of Partnership feedback, completer, and employer	EPP Assessment and Accreditation Committee <ul style="list-style-type: none"> ➤ Each semester for recommendations to EPP and TEC 	Reports
Analysis of EPP Recruitment and Admissions Data	EPP Assessment and Accreditation Committee <ul style="list-style-type: none"> ➤ Annually for recommendations to EPP and TEC 	Institutional Reports
Analysis of other reports related to other Quality Evidence: Praxis scores, MS Reading Foundations Exam, Transitional Data, Title II data, and Institutional data	EPP Assessment and Accreditation Committee <ul style="list-style-type: none"> ➤ Annually for recommendations to EPP and TEC 	Reports

DATA MANAGEMENT TOOLS

Taskstream™

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

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

****Note:** Effective fall 2021, MAT, Sec/K12 Methods and graduate programs (beginning Spring 2022) use of Taskstream™ and migration of the end of program evaluations to Taskstream™ as part of the phase in.

Banner

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

TracDat/Nuventive Improve

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

EvalKit

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

SharePoint

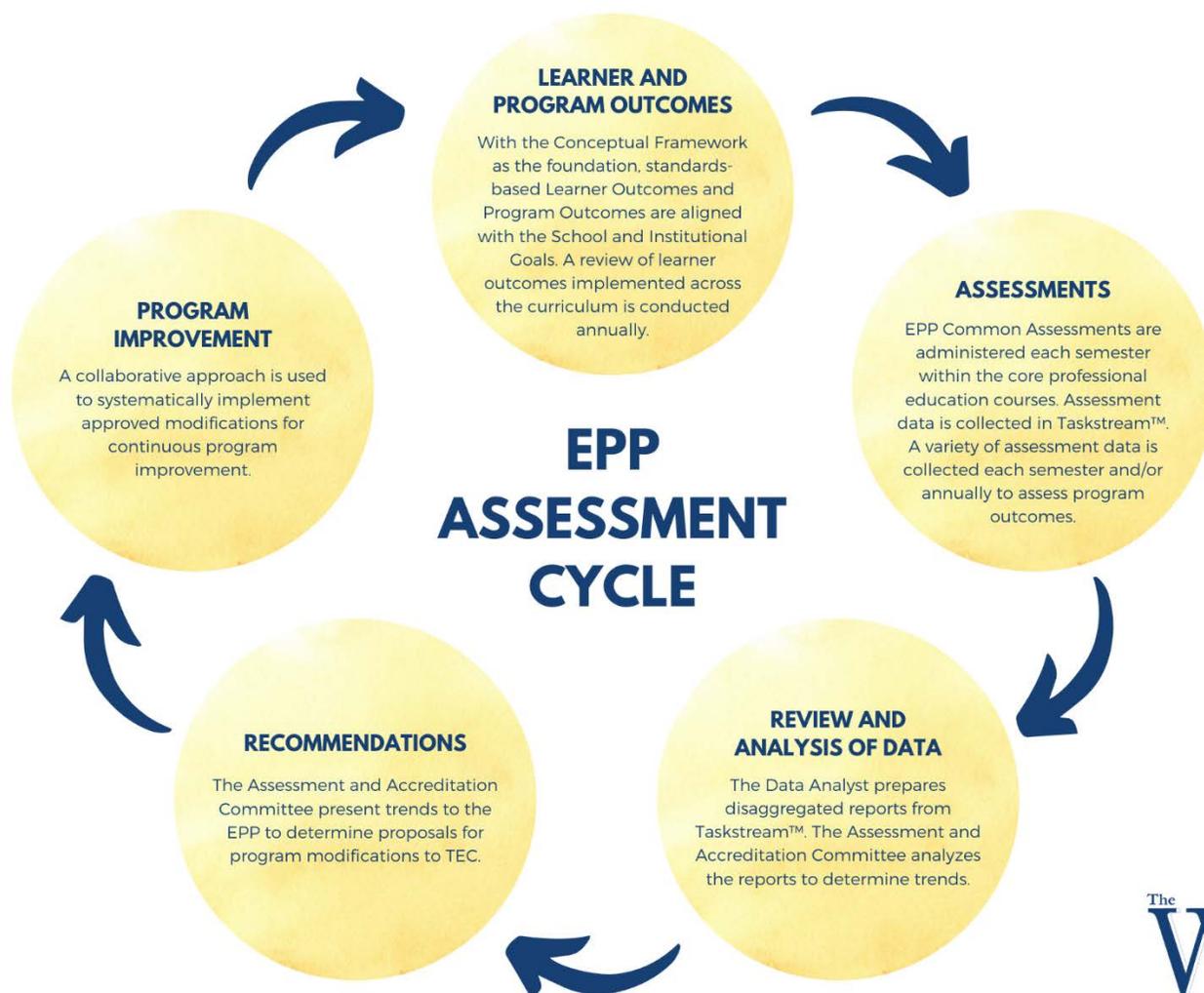
The Mississippi Department of Education uses SharePoint Online Access with the State's EPPs as a Collaboration website for document management and data/report submissions.

REPORTING, REFLECTION AND ACTION FOR CONTINUOUS IMPROVEMENT

The EPP Data Review Team (DRT) meets three times a year between academic terms. The DRT is comprised of the membership of the EPP Assessment and Accreditation Committee (AAC) and the EPP Accreditation Leadership Team (ALT). This comprehensive team reviews data and identifies trends that result from changes recommended by the Teacher Education Council (TEC) and implemented by the EPP as a result of the EPP's Continuous Improvement Process, outlined here: MUW EPP's Continuous Improvement Process.

The EPP Accreditation & Assessment Committee (AAC) meets every other month to discuss quality of data collection, the monitoring of data inputs, reporting, survey results, and other issues related to key assessments and rubrics. Once a semester, reports are generated by cohort and disaggregated by InTasc standard and/or other indicators or standards of performance, intended student outcomes, etc. as needed to determine trends. The committee determines trends to report to the EPP faculty.

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



SUMMARY OF DATA INPUTS AND USES

Data Inputs	Measure/Instrument	Stakeholder Review of Data	Documentation of Data Review, Analysis & Use	Steps to Propose Continuous Improvement
Program Admissions Criteria	State mandated GPA and standardized test scores	Data Analyst Graduate Faculty EPP Leadership	Taskstream™ Assessment & Accreditation Committee EPP/TEC Minutes	In accordance with state-mandated guidelines, faculty may propose modifications to the admissions requirements to EPP and then TEC for approval.
Candidate Performance/Key Assessments	EPP/Proprietary Key Assessments Licensure Exams	Data Analyst Teacher Ed Faculty Assessment & Accreditation Committee TEC	Taskstream™ ETS Reports Assessment & Accreditation Committee EPP/TEC Minutes Required Annual Reporting (MDE, CAEP, Title II)	Proposals for modifications to curriculum, assessments, clinical experiences, delivery modalities may be submitted to the EPP and then TEC for approval.
Clinical Partner Surveys	Clinical Partner Surveys (mentor teacher, university supervisors) Clinical Partner Advisory Committee Feedback	Data Analyst Teacher Ed Faculty Assessment & Accreditation Committee TEC	Taskstream™ Clinical Partner Advisory Minutes Assessment & Accreditation Committee EPP/TEC Minutes	
Completer Impact	MS EPP Report Card Indicators (completer and employer satisfaction, P-12 student achievement impact)	Data Analyst Teacher Ed Faculty Assessment & Accreditation Committee TEC School of Education Advisory	MS EPP Report Card Publication Assessment & Accreditation Committee EPP/TEC Minutes School of Education Advisory Minutes	
EPP Effectiveness	Admissions, Enrollment, Completion Data Candidate Performance & Demographic Data End of Program Evaluation Clinical Partner Evaluations MS EPP Report Card Course Evaluations Academic Review Results School of Education Advisory Feedback EPP Budget and Resources	Data Analyst Teacher Ed Faculty Assessment & Accreditation Committee TEC School of Education Advisory	Required Annual Reporting Faculty Performance Evaluations Assessment & Accreditation Committee EPP/TEC Minutes School of Education Advisory Minutes	

CONTINUOUS IMPROVEMENT PROCESS OVERVIEW

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

All data collected by the individual programs within the EPP are reviewed collectively by the **Data Review Team (DRT)**. The goal of the DRT is to review data to determine trends that are relevant to operations across the EPP. Two groups comprise the DRT, the **Assessment & Accreditation Committee (AAC)** and the **Accreditation Leadership Team (ALT)**.

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

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

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

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

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

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

https://www.muw.edu/images/MUW_EPPs_Continuous_Improvement_Process_-_QAS-Rev3.pdf

MASTER ASSESSMENT CALENDARS

EPP MASTER ASSESSMENT CALENDAR-INITIAL LICENSURE PROGRAMS			
MONTH	ASSESSMENT ACTIVITY	DUE DATE	RESPONSIBLE PARTY
August	Assessment & Accreditation Committee Meeting Department Meeting/Faculty Retreat	August	Department Chair
September	New Taskstream Accounts Established TEC Meeting Department Meeting	Sept	Data Analyst Dean Dept Chair
October	Midterm Taskstream Check for Key Assess Department Meeting Assessment & Accreditation Committee Meeting	Midterm	Data Analyst Dept. Chair
November	TE Admit Import New/Transfer/Readmits TEC Meeting Department Meeting	November 15-Begin Review	Data Analyst Dean Dept. Chair
December	Taskstream Check for Key Assess Clinical Partner Surveys EPP End of Program Evaluation ETS Test Score Import MAT TGR Assessment Teacher Candidate Clinical Exp Survey MT Qualifications Update Department Meeting Assessment & Accreditation Committee Meeting	End of Term	Data Analyst Dept. Chair Field Exp Coord
January	TEC Meeting Department Meeting	January	Dean Dept Chair
February	New Taskstream Accounts Established Assessment & Accreditation Committee Meeting	February	Data Analyst
March	TE Admit Midterm Taskstream Check for Key Assess TEC Meeting Department Meeting	March 15-Begin Review	Data Analyst Dept. Chair Dean
April	Assessment & Accreditation Committee Meeting Department Meeting	April	Dept. Chair
May	Import New/Transfer/Readmits Taskstream Check for Key Assess Clinical Partner Surveys EPP End of Program Evaluation ETS Test Score Import MAT TGR Assessment Teacher Candidate Clinical Exp Survey MT Qualifications Update TEC Meeting Department Meeting/Faculty Retreat	May	Data Analyst Dept. Chair Field Exp Coord Dean Dept. Chair
July	TE Admit Import New/Transfer/Readmits	July 15-Begin Review	Data Analyst

EPP MASTER ASSESSMENT CALENDAR-GRADUATE NON-LICENSURE MED

MONTH	ASSESSMENT ACTIVITY	DUE DATE	RESPONSIBLE PARTY
August	Assessment & Accreditation Committee Meeting Department Meeting/Faculty Retreat	TBA	Department Chair
September	TEC Meeting Department Meeting New Taskstream Accounts Established	TBA	Dean Department Chair Data Analyst
October	Assessment & Accreditation Committee Meeting Department Meeting/Faculty Retreat Midterm Taskstream Data Entry Check-Key Assess	TBA	Department Chair Data Analyst
November	Comprehensive Exams Import New, Trans, Re-admits TEC Meeting Department Meeting Clinical Partner Surveys Candidate Survey of Placement Experience	TBA	Graduate Coord/Dept. Chair Data Analyst Field Exp Coord
December	Assessment & Accreditation Committee Meeting Department Meeting ETS Test Scores Imported End of Graduate Program Evaluation Taskstream Data Entry Check-Key Assess	TBA	Department Chair Data Analyst
January	TEC Meeting	TBA	Dean Department Chair
February	Assessment & Accreditation Committee Meeting Department Meeting New Taskstream Account Established	TBA	Department Chair
March	TEC Meeting Midterm Taskstream Data Entry Check-key Assess	TBA	Dean Department Chair Data Analyst
April	Comprehensive Exams Assessment & Accreditation Committee Meeting Department Meeting	TBA	Graduate Coord Department Chair
May	TEC Meeting ETS Test Scores Imported End of Graduate Program Evaluation Taskstream™ Data Entry Check-Key Assess Clinical Partner Surveys Candidate Survey of Placement Experience	TBA	Dean Department Chair Data Analyst Field Exp Coord
July	Comprehensive Exams Import New, Trans, Re-admits ETS Test Scores Imported End of Graduate Program Evaluation Taskstream Data Entry Check-Key Assess Clinical Partner Surveys Candidate Survey of Placement Experience	TBA	Grad Coord/Dept Chair Data Analyst Field Exp Coord

EPP MASTER ASSESSMENT CALENDAR-POST GRADUATE

MONTH	ASSESSMENT ACTIVITY	DUE DATE	RESPONSIBLE PARTY
September	Results of EPP Report Card-Initial	September	Data Analyst/Department Chair
December	MDE Requests for Job Placements-Initial/Adv	December	Data Analyst
February	1st and 3rd year Completers-Initial	Mid-February	Data Analyst
March	Survey Sent to Employers-Initial	March	Data Analyst

EPP Report Card Survey for Completers, Employer Sat, Impact on Student Achievement

EPP MASTER ASSESSMENT CALENDAR-OTHER EPP

MONTH	ASSESSMENT ACTIVITY	DUE DATE	RESPONSIBLE PARTY
October	Title II Reporting School of Education Advisory Board Feedback	End of October Fall Meeting	Data Analyst/Dean Dean/Department Chair
February	Title II Resolutions	End of February	Data Analyst/Dean
March	MDE Annual Report	Mid-March	Data Analyst/Dean
April	CAEP Annual Report	End of April	Data Analyst/Dean

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

EPP MASTER ASSESSMENT CALENDAR-INSTITUTIONAL

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

SUSTAINING NOVICE TEACHERS AS PROFESSIONAL EDUCATORS

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

Induction Seminar

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

Cognitive Coaching

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

Mentoring Program

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

Professional Development

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

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

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

Evaluation of W-BEST

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

Quantitative data includes, but not limited to:

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

APPENDICES

APPENDIX A

SCHOOL OF EDUCATION WEBSITE – PROGRAM PLANNING TAB

- Annual Reporting Measures – ARM (Results for all eight common reporting measures, each linked)
- MS Common Instruments (Statewide EPP assessment instruments)
- TEC Minutes (Teacher Education Council)
- W-BEST (Post-graduation teacher support, originally “Residency V”)
- QAS (Quality Assurance System’s online posting)
- Continuous Improvement (QAS’s Assessment System’s companion flowchart graphic)
- Accredited Programs (EPP’s program offerings)
- Education Alumni Map (EPP’s 5-year graduates’ placements)

APPENDIX B

2021-2022 EPP TEACHER EDUCATION COUNCIL MEMBERSHIP

Marty Hatton
TEC Chair, School of Education Dean

Brian Anderson
College of Arts & Sciences Dean

Kelly Bennett
Director of Field Experience

Bob Fuller
Education Department Chair

Erin Kempker
*History, Political Science, & Geography
Department Chair*

Kendall Dunkelberg
*Languages, Literature, & Philosophy
Department Chair*

Julia Mortyakova
Music Department Chair

Bonnie Oppenheimer
Sciences & Mathematics Department Chair

David Carter
Theatre Department Chair

Christy Adams
*Curriculum Coordinator, LCSD
School District Representative/
Clinical Partnership Committee Liaison*

Cherie Antoinette Labat
*Superintendent, CMSD
School District Representative/
School of Education Advisory Board Liaison*

Vacant
Graduate Student

Vacant
Undergraduate Student

[PS 3533 TEC Governing Policy](#)

APPENDIX C

EPP CLINICAL PARTNERSHIP COMMITTEE

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

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

- A. Monitoring clinical teacher education practices for conformity to institutional philosophy, state and national standards, and responsiveness to educational needs.
- B. Reviewing EPP-specific data and providing data-informed feedback to guide collaborative review and responses for continuous improvement of clinical teacher education practices.
- C. Identifying and encouraging use of the most effective approaches to clinical teacher education practices.

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

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

**Mississippi University for Women
 EPP Clinical Partnership Committee (CPC)
 2021-2022**

Member	Position/Role	Affiliation
Dr. Bob Fuller, Chair	Chair, Department of Education	School of Education
Leigh Todd	Visiting Assistant Professor of Education	School of Education
Dr. Christy Adams	Curriculum & Instruction; TEC Liaison	Lowndes County School District
Ellen Bowles	Field Placement Mentor Teacher	Franklin Elementary School
Kristina Darrell	Field Placement Mentor Teacher	New Hope Middle School
Sarah Staggers	Field Placement Mentor Teacher	Armstrong Middle School
Laura Sylvest	Field Placement Mentor Teacher	New Hope Elementary School

APPENDIX D

SCHOOL OF EDUCATION ADVISORY BOARD

Section 1: School of Education Advisory Board Operating Procedures

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

- A. Monitoring collective and departmental practices for conformity to institutional philosophy, state and national standards, and responsiveness to educational needs with a specific focus on the feedback offered through the Board’s membership.
- B. Reviewing outcomes and trends, providing data-informed feedback as available, and guiding collaborative review and responses for continuous improvement of School-specific objectives.
- C. Identifying and encouraging use of the most effective approaches to meeting School-related objectives.

Section 2: Membership of the School of Education Advisory Board

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

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

**Mississippi University for Women
 School of Education Advisory Board
 2021-2022**

Member	Position/Role	Affiliation
Dr. Martin Hatton, Chair	Dean	School of Education (SOE)
Dr. Bob Fuller	Chair	Education Department (SOE)
Melinda Lowe	Director	Outreach & Innovation (SOE)
Penny Mansell	Director	Child & Parent Development Center (SOE)
Dr. Stephanie Duguid	Dean of Academic Instruction	Copiah-Lincoln Community College
Tori L. Hopper	Children’s & Teen Services and Programming Coordinator	Columbus-Lowndes Public Library System
Joni House	Principal	Annunciation Catholic School
Dr. Cherie Labat	Superintendent; TEC Liaison	Columbus Municipal School District
Dr. Susan McClelland	Director	LCSD Career Technology Center
Debbie Murray	Instructional Technology Coach	Columbus Municipal School District
Joni Nalley	Child & Youth Education Services - School Liaison	Columbus Air Force Base
Michelle Stevens	Head Principal	Hamilton School
Jermaine Taylor	Assistant Superintendent	West Point Consolidated School District

APPENDIX E

STANDARDS

InTASC MODEL CORE TEACHING STANDARDS FOR TEACHERS

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

Standard 1: Learner Development

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

Standard 2: Learning Differences

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

Standard 3: Learning Environments

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

Standard 4: Content Knowledge

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

Standard 5: Application of Content

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

Standard 6: Assessment

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

Standard 7: Planning for Instruction

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

Standard 8: Instructional Strategies

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

Standard 9: Professional Learning and Ethical Practice

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

Standard 10: Leadership and Collaboration

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

CAEP STANDARDS

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

Standard 1: Content and Pedagogical Knowledge

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

Standard 2: Clinical Partnerships and Practice

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

Standard 3: Candidate Quality, Recruitment, and Selectivity

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

Standard 4: Program Impact

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

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the

effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

MEPPA STANDARDS

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

STANDARD 1: Content Knowledge, Skills, and Dispositions

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

STANDARD 2: Assessment

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

STANDARD 3: Meaningful Field Experiences

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

STANDARD 4: Diversity and Differentiation of Instruction

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

STANDARD 5: Faculty Qualifications and Practice

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

STANDARD 6: Recruitment, Retention and Partnerships

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

MISSISSIPPI TEACHER GROWTH STANDARDS (TGR)

For a complete guide on the use of this evaluation instrument, please access the [Teacher Growth Rubric](#).

DOMAIN I: LESSON DESIGN

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

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

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

DOMAIN II: STUDENT UNDERSTANDING

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

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

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

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

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

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

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

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

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

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

Standard 8: The teacher engages in professional learning.

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

NBPTS CORE PROPOSITIONS

For complete information on the core propositions, please access [National Boards for Professional Teaching Standards Core Propositions](#) .

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

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

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

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

Proposition 5: Teachers are members of learning communities.

APPENDIX F

CURRICULUM CROSSWALK

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

MUW EPP CURRICULUM CROSSWALK FOR INITIAL PROGRAMS																																			
COURSE	INTASC Standards										MS Code of Ethics & Standards of Conduct	MEPPA Standards				CAEP Standards					ISTE Standards for Teachers							ASSIGNMENTS	RESEARCH SKILLS	CONTENT KNOWLEDGE	DIVERSITY	MS-CCRS	PORTFOLIO ARTIFACT	KEY ASSESSMENT USED	
	1	2	3	4	5	6	7	8	9	10		1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7								
62 Mod 2																																			
63 Mod 3																																			
64 Mod 4																																			
65 Mod 5																																			
66 Mod 6																																			
67 Mod 7																																			
68 Mod 8																																			
69 Mod 9																																			
70 Mod 10																																			
71 ED 401 Classroom Management																																			
72 Mod 1																																			
73 Mod 2																																			
74 Mod 3																																			
75 Mod 4																																			
76 Mod 5																																			
77 Mod 6																																			
78 Mod 7																																			
79 Mod 8																																			
80 Mod 9																																			
81 Mod 10																																			
82 ED 406/407/409 Internship																																			
83 14 Week Internship																																			
84 Seminar 1																																			
85 Seminar 2																																			
86 Seminar 3																																			
87 PROGRAM SPECIFIC PROFESSIONAL EDUCATION COURSES FOR ALL TRADITIONAL INITIAL PROGRAMS																																			
88																																			
ELEMENTARY EDUCATION																																			
90 ED 304 Principles of Early Childhood																																			
91 Mod 1																																			
92 Mod 2																																			

APPENDIX G

SUMMARY CURRICULUM MODIFICATIONS AND APPROVAL REQUIREMENTS

NOTE: Must be updated after each TEC meeting approving modifications.

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

Approvals for New and Modified Programs

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

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

For more information and resources about new or modified program approval access

[MDE OFFICE OF EDUCATOR PREPARATION](#) .

MUW UNDERGRADUATE CURRICULUM COUNCIL (MUW POLICY #3508)

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

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

For more information and resources about submitting proposals to UCC access [UCC](#).

MUW GRADUATE COUNCIL (MUW POLICY #3525)

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

For more information and resources about submitting proposals to Graduate Council access [MUW GRAD COUNCIL](#).

APPENDIX H

KEY ASSESSMENT RUBRICS AND EPP PROGRAM, CLINICAL, COMPLETER INSTRUMENTS

3-day UNIT PLAN RUBRIC (TIAI Indicators #1-18)

DOMAIN I: PLANNING AND PREPARATION							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	7	1	1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	The teacher candidate's objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	The teacher candidate's objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	The teacher candidate's objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	In addition to meets standard, the teacher candidate's objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
1.1	2	2	2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. *	The teacher candidate does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	The teacher candidate develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	In addition to meets standard, the teacher candidate provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.
<i>*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.</i>							
1.1	7	4	3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	The teacher candidate's instructional plans never integrate core content knowledge across and within subject areas.	The teacher candidate's instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	The teacher candidate's instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	In addition to meets standard, the teacher candidate's instructional plans include connections of content across disciplines. *
<i>*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.</i>							
1.5	8	2	4. The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development. *	The teacher candidate does not plan appropriate or sequential teaching procedures that include innovative	The teacher candidate's plans lack logical sequence and different teaching strategies.	The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures	In addition to meets standard, The teacher candidate multiple lesson plans cited research-based evidence.

				introductions and closures. Different teaching strategies are not utilized.		incorporate different teaching strategies that positively impact student learning and development.	
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**Examples include but are limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.*

DOMAIN I: PLANNING AND PREPARATION

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.3	6	3	5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development. *	The teacher candidate's plans do not indicate use of assessments that effectively evaluate student learning and development.	The teacher candidate's plans indicate use of assessments but not all are appropriate.	The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.	In addition to meets standard, the teacher candidate's assessments are performance-based to enhance critical thinking and problem solving.

**Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.*

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.5	7	6	6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding. *	The teacher candidate's plans do not include technology that will engage students.	The teacher candidate's plans lack logical use of technology.	The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	In addition to meets standard, the teacher candidate's multiple lesson plans utilize technology to enhance learning opportunities.

**Examples of technology include the implementation of digital learning programs using Ipad, Chromebooks, powerpoints, Smart Boards, Promethean Boards, cell phones, etc.*

DOMAIN II: ASSESSMENT

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

CA EP	InTA SC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	6	3	7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	The teacher candidate does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	The teacher candidate communicates assessment criteria and performance standards to the students. Fails to provide students with feedback.	The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. The teacher candidate provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement.*

**To meet the Exceeds Standard, intern must complete both stated requirements.*

CA EP	InTA SC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	6	3	8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	The teacher candidate does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	The teacher candidate uses formative and summative assessments but fails to differentiate learning experiences that accommodate the differences in learning and development of each learner in the group.	The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	In addition to meets standard, the teacher candidate conferences with individual students to assist with monitoring progress.

**Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.*

DOMAIN III: INSTRUCTION							
*Items 9 – 19 should reflect the teacher intern’s overall ability to effectively communicate with students and implement innovative lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson and unit plans and classroom observations.							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	5	4	9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction.	The teacher candidate does not use standard written, oral, and nonverbal communication in instruction.	The teacher candidate’s standard written, oral, and nonverbal communication is difficult to follow for students.	The teacher candidate uses standard written, oral, and nonverbal communication in instruction to engage students.	In addition to meets standard, the teacher candidate enriches conversation with expressive language and vocabulary to engage students.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	5	4	10. The teacher candidate provides explicit written and oral directions for instructional activities.	The teacher candidate does not provide explicit written and oral directions for instructional activities.	The teacher candidate provides written and oral directions for instructional activities that are not explicit.	The teacher candidate provides explicit written and oral directions for instructional activities.	In addition to meets standard, the teacher candidate uses concrete examples to model and to clarify tasks and concepts.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	2	2	11. The teacher candidate communicates positive expectations for learning for all students.	The teacher candidate does not communicate positive expectations for learning for all students.	The teacher candidate has difficulty communicating positive expectations for learning for all students.	The teacher candidate communicates positive expectations for learning for all students.	In addition to meets standard, the teacher candidate encourages all students to set positive expectations for themselves and peers.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	7	1. The teacher candidate conveys enthusiasm for teaching and learning for all students.	The teacher candidate does not convey enthusiasm for teaching and learning for all students.	The teacher candidate has difficulty conveying enthusiasm for teaching and learning for all students.	The teacher candidate conveys enthusiasm for teaching and learning for all students.	In addition to meets standard, the teacher candidate elicits enthusiasm from students.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	5	13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	The teacher candidate does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	The teacher candidate provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	In addition to meets standard, the teacher candidate enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.3	4	4	14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	The teacher candidate does not demonstrate content knowledge and how to teach the content.	The teacher candidate has difficulty demonstrating content and pedagogical knowledge.	The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	In addition to meets standard, the teacher candidate uses a variety of instructional methods to ensure an understanding of the content.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.3	8	4	15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	The teacher candidate does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	The teacher candidate has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard, the teacher candidate uses a variety of appropriate student-centered teaching strategies to impact student learning and development.

*Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.

DOMAIN III: INSTRUCTION							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	1	2	16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	The teacher candidate does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	The teacher candidate implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	The teacher candidate implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	In addition to meets standard, the teacher candidate cites research to support the planned learning experiences.
<i>*Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).</i>							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	5	4	17. The teacher candidate engages all students in critical thinking through higher-order questioning.*	The teacher candidate does not engage all students in critical thinking through higher-order questioning.	The teacher candidate relies on lower level questioning.	The teacher candidate engages all students in critical thinking through higher-order questioning.	In addition to meets standard, the teacher candidate provides opportunities for students to apply concepts in problem-solving and critical thinking.
<i>*Guiding questions need to be listed in lesson plans.</i>							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	8	4	18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.	The teacher candidate does not adjust instruction as needed based on student input, cues, and individual/group responses.	The teacher candidate elicits student input during instruction and attempts are made to adjust instruction based on student responses.	The teacher candidate elicits student input and adjusts instruction as needed based on student input, cues, and individual/group responses.	In addition to meets standard, the teacher candidate constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.

5-day UNIT PLAN RUBRIC (TIAI Comprehensive Rubric)

DOMAIN I: PLANNING AND PREPARATION

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

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	7	1	1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	The teacher candidate's objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	The teacher candidate's objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	The teacher candidate's objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	In addition to meets standard, the teacher candidate's objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
1.1	2	2	2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. *	The teacher candidate does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	The teacher candidate develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	In addition to meets standard, the teacher candidate provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.
<i>*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.</i>							
1.1	7	4	3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	The teacher candidate's instructional plans never integrate core content knowledge across and within subject areas.	The teacher candidate's instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	The teacher candidate's instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	In addition to meets standard, the teacher candidate's instructional plans include connections of content across disciplines. *
<i>*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.</i>							
1.5	8	2	4. The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development. *	The teacher candidate does not plan appropriate or sequential teaching procedures that include innovative introductions and closures. Different teaching strategies are not utilized.	The teacher candidate's plans lack logical sequence and different teaching strategies.	The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	In addition to meets standard, The teacher candidate multiple lesson plans cited research-based evidence.
<i>*Examples include but are limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.</i>							

DOMAIN I: PLANNING AND PREPARATION							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.3	6	3	5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development. *	The teacher candidate's plans do not indicate use of assessments that effectively evaluate student learning and development.	The teacher candidate's plans indicate use of assessments but not all are appropriate.	The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.	In addition to meets standard, the teacher candidate's assessments are performance-based to enhance critical thinking and problem solving.

*Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.5	7	6	6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding. *	The teacher candidate's plans do not include technology that will engage students.	The teacher candidate's plans lack logical use of technology.	The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	In addition to meets standard, the teacher candidate's multiple lesson plans utilize technology to enhance learning opportunities.

*Examples of technology include the implementation of digital leaning programs using Ipads, Chromebooks, powerpoints, Smart Boards, Promethean Boards, cell phones, etc.

DOMAIN II: ASSESSMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	6	3	7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	The teacher candidate does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	The teacher candidate communicates assessment criteria and performance standards to the students. Fails to provide feedback to students with feedback.	The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. The teacher candidate provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement.*

*To meet the Exceeds Standard, intern must complete both stated requirements.

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	6	3	8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	The teacher candidate does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	The teacher candidate uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group.	The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	In addition to meets standard, the teacher candidate conferences with individual students to assist with monitoring progress.

*Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.

DOMAIN III: INSTRUCTION

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	5	4	9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction.	The teacher candidate does not use standard written, oral, and nonverbal communication in instruction.	The teacher candidate's standard written, oral, and nonverbal communication is difficult to follow for students.	The teacher candidate uses standard written, oral, and nonverbal communication in instruction to engage students.	In addition to meets standard, the teacher candidate enriches conversation with expressive language and vocabulary to engage students.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	5	4	10. The teacher candidate provides explicit written and oral directions for instructional activities.	The teacher candidate does not provide explicit written and oral directions for instructional activities.	The teacher candidate provides written and oral directions for instructional activities that are not explicit.	The teacher candidate provides explicit written and oral directions for instructional activities.	In addition to meets standard, the teacher candidate uses concrete examples to model and to clarify tasks and concepts.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	2	2	11. The teacher candidate communicates positive expectations for learning for all students.	The teacher candidate does not communicate positive expectations for learning for all students.	The teacher candidate has difficulty communicating positive expectations for learning for all students.	The teacher candidate communicates positive expectations for learning for all students.	In addition to meets standard, the teacher candidate encourages all students to set positive expectations for themselves and peers.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	7	2. The teacher candidate conveys enthusiasm for teaching and learning for all students.	The teacher candidate does not convey enthusiasm for teaching and learning for all students.	The teacher candidate has difficulty conveying enthusiasm for teaching and learning for all students.	The teacher candidate conveys enthusiasm for teaching and learning for all students.	In addition to meets standard, the teacher candidate elicits enthusiasm from students.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	5	13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	The teacher candidate does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	The teacher candidate provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	In addition to meets standard, the teacher candidate enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.3	4	4	14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	The teacher candidate does not demonstrate content knowledge and how to teach the content.	The teacher candidate has difficulty demonstrating content and pedagogical knowledge.	The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	In addition to meets standard, the teacher candidate uses a variety of instructional methods to ensure an understanding of the content.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.3	8	4	15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	The teacher candidate does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	The teacher candidate has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard, the teacher candidate uses a variety of appropriate student-centered teaching strategies to impact student learning and development.

*Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.

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

DOMAIN III: INSTRUCTION							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	1	2	16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	The teacher candidate does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	The teacher candidate implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	The teacher candidate implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	In addition to meets standard, the teacher candidate cites research to support the planned learning experiences.
<i>*Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).</i>							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	5	4	17. The teacher candidate engages all students in critical thinking through higher-order questioning.*	The teacher candidate does not engage all students in critical thinking through higher-order questioning.	The teacher candidate relies on lower level questioning.	The teacher candidate engages all students in critical thinking through higher-order questioning.	In addition to meets standard, the teacher candidate provides opportunities for students to apply concepts in problem-solving and critical thinking.
<i>*Guiding questions need to be listed in lesson plans.</i>							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	8	4	18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.	The teacher candidate does not adjust instruction as needed based on student input, cues, and individual/group responses.	The teacher candidate elicits student input during instruction and attempts are made to adjust instruction based on student responses.	The teacher candidate elicits student input and adjusts instruction as needed based on student input, cues, and individual/group responses.	In addition to meets standard, the teacher candidate constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	10	9	19. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.*	The teacher candidate does not use family and/or community resources in instruction to impact student learning and development.	The teacher candidate attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	The teacher candidate uses family and/or community resources in instruction to impact student learning and development.	In addition to meets standard, the teacher candidate designs and organizes instruction to foster ongoing communication and high expectations for learners.
<i>*Examples include special guests, materials, extracurricular activities, etc.</i>							

DOMAIN IV: LEARNING ENVIRONMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	5	20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	The teacher candidate does not adjust the classroom environment to enhance positive peer relationships, motivation, and learning.	The teacher candidate has difficulty adjusting the classroom environment to enhance positive peer relationships, motivation, and learning.	The teacher candidate adjusts the classroom environment and delivers instruction to enhance positive peer relationships, motivation, and learning.	In addition to meets standard, the teacher candidate encourages students to develop self-monitoring skills.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	6	21. The teacher candidate attends to and delegates routine tasks.	The teacher candidate does not attend to and delegate routine tasks.	The teacher candidate attempts to attend to and delegate routine tasks but there is no consistency or established routine.	The teacher candidate attends to and delegates routine tasks.	In addition to meets standards, the teacher candidate has a systematic routine for attending to and delegating tasks.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	5	22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	The teacher candidate does not manage student behavior.	The teacher candidate has difficulty applying appropriate strategies in managing student behavior.	The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	In addition to meeting the standard, the P-12 students self-monitor their behavior.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	7	23. The teacher candidate creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	The teacher candidate does not create a culturally inclusive environment.	The teacher candidate has difficulty maintaining a culturally inclusive environment.	The teacher candidate creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	In addition to meets standard, the teacher candidate cultural inclusivity is evident in student interactions.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	7	6	24. The teacher candidate maximizes instructional time.	The teacher candidate does not maximize instructional time.	The teacher candidate has difficulty maximizing instructional time.	The teacher candidate maximizes instructional time.	In addition to meets standard, the teacher candidate’s transitions, routines, and procedures are executed in an efficient manner with minimal teacher direction.

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	10	9	25. The teacher candidate collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	The teacher candidate does not collaborate with professional colleagues to communicate with families about student learning and development.	The teacher candidate has difficulty collaborating with professional colleagues to communicate with families about student learning and development.	The teacher candidate collaborates with professional colleagues to communicate with families about student learning and development.	In addition to meets standard, the teacher candidate engages in ongoing professional learning opportunities with professional colleagues, & seeks information from experienced educators.

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

10-day UNIT PLAN RUBRIC (TIAI Comprehensive Rubric)

DOMAIN I: PLANNING AND PREPARATION

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

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	7	1	1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	The teacher candidate's objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	The teacher candidate's objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	The teacher candidate's objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	In addition to meets standard, the teacher candidate's objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
1.1	2	2	2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. *	The teacher candidate does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	The teacher candidate develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	In addition to meets standard, the teacher candidate provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.
<i>*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.</i>							
1.1	7	4	3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	The teacher candidate's instructional plans never integrate core content knowledge across and within subject areas.	The teacher candidate's instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	The teacher candidate's instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	In addition to meets standard, the teacher candidate's instructional plans include connections of content across disciplines. *
<i>*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.</i>							
1.5	8	2	4. The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development. *	The teacher candidate does not plan appropriate or sequential teaching procedures that include innovative introductions and closures. Different teaching strategies are not utilized.	The teacher candidate's plans lack logical sequence and different teaching strategies.	The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	In addition to meets standard, The teacher candidate multiple lesson plans cited research-based evidence.
<i>*Examples include but are limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.</i>							

DOMAIN I: PLANNING AND PREPARATION							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.3	6	3	5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development. *	The teacher candidate's plans do not indicate use of assessments that effectively evaluate student learning and development.	The teacher candidate's plans indicate use of assessments but not all are appropriate.	The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.	In addition to meets standard, the teacher candidate's assessments are performance-based to enhance critical thinking and problem solving.

*Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.5	7	6	6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding. *	The teacher candidate's plans do not include technology that will engage students.	The teacher candidate's plans lack logical use of technology.	The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	In addition to meets standard, the teacher candidate's multiple lesson plans utilize technology to enhance learning opportunities.

*Examples of technology include the implementation of digital leaning programs using Ipads, Chromebooks, powerpoints, Smart Boards, Promethean Boards, cell phones, etc.

DOMAIN II: ASSESSMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	6	3	7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	The teacher candidate does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	The teacher candidate communicates assessment criteria and performance standards to the students. Fails to provide feedback to students with feedback.	The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. The teacher candidate provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement.*

*To meet the Exceeds Standard, intern must complete both stated requirements.

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.2	6	3	8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	The teacher candidate does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	The teacher candidate uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group.	The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	In addition to meets standard, the teacher candidate conferences with individual students to assist with monitoring progress.

*Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.

DOMAIN III: INSTRUCTION

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	5	4	9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction.	The teacher candidate does not use standard written, oral, and nonverbal communication in instruction.	The teacher candidate's standard written, oral, and nonverbal communication is difficult to follow for students.	The teacher candidate uses standard written, oral, and nonverbal communication in instruction to engage students.	In addition to meets standard, the teacher candidate enriches conversation with expressive language and vocabulary to engage students.
1.1	5	4	10. The teacher candidate provides explicit written and oral directions for instructional activities.	The teacher candidate does not provide explicit written and oral directions for instructional activities.	The teacher candidate provides written and oral directions for instructional activities that are not explicit.	The teacher candidate provides explicit written and oral directions for instructional activities.	In addition to meets standard, the teacher candidate uses concrete examples to model and to clarify tasks and concepts.
1.1	2	2	11. The teacher candidate communicates positive expectations for learning for all students.	The teacher candidate does not communicate positive expectations for learning for all students.	The teacher candidate has difficulty communicating positive expectations for learning for all students.	The teacher candidate communicates positive expectations for learning for all students.	In addition to meets standard, the teacher candidate encourages all students to set positive expectations for themselves and peers.
1.1	3	7	3. The teacher candidate conveys enthusiasm for teaching and learning for all students.	The teacher candidate does not convey enthusiasm for teaching and learning for all students.	The teacher candidate has difficulty conveying enthusiasm for teaching and learning for all students.	The teacher candidate conveys enthusiasm for teaching and learning for all students.	In addition to meets standard, the teacher candidate elicits enthusiasm from students.
1.1	3	5	13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	The teacher candidate does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	The teacher candidate provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	In addition to meets standard, the teacher candidate enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
1.3	4	4	14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	The teacher candidate does not demonstrate content knowledge and how to teach the content.	The teacher candidate has difficulty demonstrating content and pedagogical knowledge.	The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	In addition to meets standard, the teacher candidate uses a variety of instructional methods to ensure an understanding of the content.
1.3	8	4	15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	The teacher candidate does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	The teacher candidate has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard, the teacher candidate uses a variety of appropriate student-centered teaching strategies to impact student learning and development.

*Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.

DOMAIN III: INSTRUCTION

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	1	2	16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	The teacher candidate does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	The teacher candidate implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	The teacher candidate implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	In addition to meets standard, the teacher candidate cites research to support the planned learning experiences.
<i>*Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).</i>							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	5	4	17. The teacher candidate engages all students in critical thinking through higher-order questioning.*	The teacher candidate does not engage all students in critical thinking through higher-order questioning.	The teacher candidate relies on lower level questioning.	The teacher candidate engages all students in critical thinking through higher-order questioning.	In addition to meets standard, the teacher candidate provides opportunities for students to apply concepts in problem-solving and critical thinking.
<i>*Guiding questions need to be listed in lesson plans.</i>							
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.4	8	4	18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.	The teacher candidate does not adjust instruction as needed based on student input, cues, and individual/group responses.	The teacher candidate elicits student input during instruction and attempts are made to adjust instruction based on student responses.	The teacher candidate elicits student input and adjusts instruction as needed based on student input, cues, and individual/group responses.	In addition to meets standard, the teacher candidate constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	10	9	19. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.*	The teacher candidate does not use family and/or community resources in instruction to impact student learning and development.	The teacher candidate attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	The teacher candidate uses family and/or community resources in instruction to impact student learning and development.	In addition to meets standard, the teacher candidate designs and organizes instruction to foster ongoing communication and high expectations for learners.
<i>*Examples include special guests, materials, extracurricular activities, etc.</i>							

DOMAIN IV: LEARNING ENVIRONMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	5	20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	The teacher candidate does not adjust the classroom environment to enhance positive peer relationships, motivation, and learning.	The teacher candidate has difficulty adjusting the classroom environment to enhance positive peer relationships, motivation, and learning.	The teacher candidate adjusts the classroom environment and delivers instruction to enhance positive peer relationships, motivation, and learning.	In addition to meets standard, the teacher candidate encourages students to develop self-monitoring skills.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	6	21. The teacher candidate attends to and delegates routine tasks.	The teacher candidate does not attend to and delegate routine tasks.	The teacher candidate attempts to attend to and delegate routine tasks but there is no consistency or established routine.	The teacher candidate attends to and delegates routine tasks.	In addition to meets standards, the teacher candidate has a systematic routine for attending to and delegating tasks.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	5	22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	The teacher candidate does not manage student behavior.	The teacher candidate has difficulty applying appropriate strategies in managing student behavior.	The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	In addition to meeting the standard, the P-12 students self-monitor their behavior.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	3	7	23. The teacher candidate creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	The teacher candidate does not create a culturally inclusive environment.	The teacher candidate has difficulty maintaining a culturally inclusive environment.	The teacher candidate creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	In addition to meets standard, the teacher candidate cultural inclusivity is evident in student interactions.
CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	7	6	24. The teacher candidate maximizes instructional time.	The teacher candidate does not maximize instructional time.	The teacher candidate has difficulty maximizing instructional time.	The teacher candidate maximizes instructional time.	In addition to meets standard, the teacher candidate’s transitions, routines, and procedures are executed in an efficient manner with minimal teacher direction.

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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

CAEP	InTASC	TGR	Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.1	10	9	25. The teacher candidate collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	The teacher candidate does not collaborate with professional colleagues to communicate with families about student learning and development.	The teacher candidate has difficulty collaborating with professional colleagues to communicate with families about student learning and development.	The teacher candidate collaborates with professional colleagues to communicate with families about student learning and development.	In addition to meets standard, the teacher candidate engages in ongoing professional learning opportunities with professional colleagues, & seeks information from experienced educators.

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

IMPACT ON STUDENT LEARNING RUBRIC

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
Contextual Factors				
<p>1.1. Community and school information</p> <p>The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p> <p><i>CAEP 1.1; INTASC 2; TGR 7</i></p>	<p>The TC does not discuss information for any of the areas about the community and school and/or the provided information is inaccurate.</p>	<p>The TC provides an incomplete or inaccurate description of characteristics of the community and school for any of the following areas: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p>	<p>The TC provides an accurate and comprehensive description for each of the following: information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p>	<p>The TC provides an accurate and comprehensive description for each of the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).</p> <p><i>The TC also discusses the following: Stability of the community; Political climate; Community support for education; and Other factors in the environment that impact education.</i></p>
<p>1.2. Classroom Information</p> <p>The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.)</p> <p><i>CAEP 1.1,1.5; INTASC 3; TGR 7</i></p>	<p>The TC describes inaccurate classroom factors related to the following: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate but incomplete description of the following classroom factors or the TC provides a narrow scope of descriptions for the following classroom factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p>	<p>The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).</p> <p><i>The TC also describes how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the classroom on a regular basis.</i></p>
<p>1.3. Student Characteristics</p> <p>The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences</p> <p><i>CAEP 1.1; INTASC 1.k, 2; TGR 2</i></p>	<p>The TC describes inaccurate or incomplete classroom and student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.</p>	<p>The TC provides an accurate but incomplete description of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.</p>	<p>The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests and learning differences.</p>	<p>The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.</p> <p><i>The TC also includes background information from parents/guardians and/or former teachers that is helpful in better understanding student characteristics.</i></p>
<p>1.4. Accommodations</p>	<p>The TC does not provide a rationale for</p>	<p>The TC provides an incomplete rationale for</p>	<p>The TC provides a rationale for instructional</p>	<p>The TC provides a thorough rationale for instructional</p>

<p>/Modifications for Planning, Instruction, and/or Assessment</p> <p>The teacher candidate (TC) describes his/her rationale for instructional planning to include how classroom and student characteristics influenced accommodations/modifications planning of instruction, implementation of instruction, and assessment/s. A chart is provided that identifies the student characteristics and accommodations/modifications.</p> <p>CAEP 1.1; INTASC 1; TGR 2</p>	<p>instructional planning based on classroom and student characteristics or does not discuss how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and assessment/s. A chart is not provided that identifies the student characteristics and accommodations /modifications.</p>	<p>instructional planning that includes classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and assessment/s. A chart is provided that identifies student characteristics and accommodations /modifications.</p>	<p>planning and includes implications for each of the classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and assessment/s. A chart is provided that identifies the student characteristics and accommodations /modifications.</p>	<p>planning and includes implications for each of the classroom and student characteristics and discusses how these characteristics influenced accommodations /modifications planning of instruction, implementation of instruction, and assessment/s. A chart is provided that identifies the student characteristics and accommodations /modifications.</p> <p><i>The TC's discussion also includes how the accommodations /modifications improved learning for individual students.</i></p>
<p>Learning Goals and Objectives for Unit and/or Group of Lesson</p>				
<p>2.1. & 2.2. MCCRS and Unit or Group of Lessons Topic and Learning Goals</p> <p>The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals.</p> <p><i>*MCCRS refers to the Mississippi College- and Career-Readiness Standards</i></p> <p>CAEP 1.4; INTASC 7; TGR 1</p>	<p>The TC does not identify MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and does not describe the lesson plans learning purposes/goals</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals but does not describe the lesson plans learning purposes/goals.</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals.</p>	<p>The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals.</p> <p><i>The TC also includes a chart/table that clarifies the standards and topics and describes how the overall learning goal supports previous goals and/or will support future learning goals.</i></p>
<p>2.3. Appropriateness of Objectives</p> <p>Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors.</p> <p>CAEP 1.4; INTASC 1; TGR 2</p>	<p>Daily learning goals and objectives are not aligned with MCCRS and do not reflect a connection to the real world or to the TC's research on community, school, or classroom factors. The objectives do not consider students' development, characteristics, experiences, skills, or prior learning.</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and the TC's research on community, school, and classroom factors but does not take into consideration knowledge of students' development, characteristics, experiences, skills, or prior learning.</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's research on factors including, but not limited to, knowledge of student' development, characteristics, experiences, skills, and prior learning.</p>	<p>Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's research on factors including, but not limited to, knowledge of students' development, characteristics, experiences, skills, and prior learning.</p> <p><i>The TC also discusses the use of instructional strategies to promote learning through the students' cognitive, linguistic, social, emotional, and physical developments.</i></p>

Assessment Plan				
<p>3.1. Assessment Plan Overview</p> <p>The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.</p> <p><i>CAEP 1.4; INTASC 6; TGR 3</i></p>	<p>The TC does not include an Assessment Plan Overview Table or assessments do not align with the daily objectives or accommodations/modifications are not included or are not based on individual student needs or contextual factors.</p>	<p>The TC provides an Assessment Plan Overview Table that is incomplete and does not include all daily assessments that match daily objectives AND/OR accommodations/modifications are not included based on individual student needs or contextual factors.</p>	<p>The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.</p>	<p>The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.</p> <p><i>The TC also discusses the alignment of assessments to objectives and includes a rationale for each modification based on individual needs of students or contextual factors.</i></p>
<p>3.2. Pre-Assessment and Summative Assessment</p> <p>The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery.</p> <p><i>CAEP 1.4; INTASC 6; TGR 3</i></p>	<p>The TC does not describe how the pre-assessment and summative assessment are administered, or how the assessments are aligned with daily objectives, or the criteria used to establish mastery, or the TC does not include copies of these assessments and scoring guides (rubrics, answer keys, etc.),</p>	<p>The TC provides incomplete descriptions of how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, or the criteria used to establish mastery. Copies of the pre- and post-assessments and scoring guides (rubrics, answer keys, etc.) are included.</p>	<p>The TC describes how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.), descriptions of when assessments will be administered, and the criteria used to establish mastery.</p>	<p>The TC describes how the pre-assessment and summative assessment are administered and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.), descriptions of when assessments will be administered, and the criteria used to establish mastery.</p> <p><i>The TC also describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance on assessments.</i></p>
<p>3.3. Daily Assessments (Formative Assessments)</p> <p>The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring.</p> <p><i>CAEP 1.4; INTASC 6; TGR 3</i></p>	<p>The TC does not provide a description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Daily assessments are not included.</p>	<p>The TC provides an incomplete or inaccurate description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of daily assessments (include scoring guides if applicable) are not all included or do not vary in type.</p>	<p>The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of all daily assessments (include scoring guides if applicable) are included.</p>	<p>The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of all daily assessments (include scoring guides if applicable) are included.</p> <p><i>The TC also describes how specific assessments address individual differences. (INTASC 6k)</i></p>
<p>3.4. Assessment Data</p> <p>The teacher candidate (TC) provides an assessment data table that documents individual performance on all assessments. Mastery criteria for each assessment is included for all students.</p> <p><i>CAEP 1.2; INTASC 6; TGR 3</i></p>	<p>The TC does not provide an assessment data table for keeping track of student performance on all assessments.</p>	<p>The TC provides an incomplete or unorganized assessment data table for keeping track of student performance on all assessments.</p>	<p>The TC provides an assessment data table that documents individual student's performance on all assessments. Mastery criteria for each assessment is included for all students.</p>	<p>The TC provides an assessment data table that documents individual student's performance on all assessments. Mastery criteria for each assessment is included for all students.</p> <p><i>The TC also discusses how students will be given opportunities to review and communicate about their own progress and learning. (INTASC 6q)</i></p>
<p>3.5. Communication of Assessment Results</p>	<p>The TC does not provide a plan for</p>	<p>The TC provides a plan for communicating assessment</p>	<p>The TC describes a plan for communicating</p>	<p>The TC describes a plan for communicating assessment</p>

<p>The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit.</p> <p>CAEP 1.2; INTASC 6; TGR 3</p>	<p>communicating assessment expectations, results, or feedback.</p>	<p>expectations, results, and feedback to all students, but the plan lacks a method for students to monitor their own progression through the unit.</p>	<p>assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit.</p>	<p>expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit.</p> <p><i>The TC also includes a variety of strategies for communicating feedback to all students.</i></p>
Instructional Design				
<p>4.1. Accommodations/modifications to Instruction Based on Pre-Assessment Data Analysis</p> <p>The teacher candidate (TC) analyzes pre-assessment data to determine accommodations /modifications to instruction with descriptions of the accommodations/modifications for the whole group, subgroups of students, or for individual students.</p> <p>CAEP 1.2; INTASC 7; TGR 2</p>	<p>The TC does not analyze pre-assessment data or use the results to identify patterns of student performance relative to learning goals and objectives and does not describe instructional modifications for the whole group, subgroups of students, or for individual students</p>	<p>The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives but does not describe instructional modifications for the whole group, subgroups of students, or for individual students.</p>	<p>The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students.</p>	<p>The TC analyzes pre-assessment data and uses results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students.</p> <p><i>The TC also provides a research-based rationale for the instructional accommodations/modifications for whole group, for subgroups, and individual students.</i></p>
<p>4.2. Differentiation</p> <p>The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students.</p> <p>CAEP 1.1; INTASC 2; TGR 4</p>	<p>The TC does not include differentiation of instruction for different levels of learners or learning differences based on contextual factors.</p>	<p>The TC provides a description of an instructional strategy utilizing differentiation based on students' skill levels, learning differences, multiple intelligences, but does not reference specific individual student characteristics as described in the contextual factors section.</p>	<p>The TC provides a description of an instructional strategy utilizing differentiation based on students' skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.</p>	<p>The TC provides a description of multiple instructional strategies utilizing differentiation based on students' skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.</p> <p><i>The TC also provides evidence that the instructional strategies are research-based.</i></p>
<p>4.3. Technology – Teacher Candidate</p> <p>The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of social networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p> <p>CAEP 1.5, 2.3; INTASC 8; TGR 6; ISTE 5, 6, 7</p>	<p>The TC did not use technology in the lesson plans to facilitate, create, track, analyze, and communicate student learning. The TC does not describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning but does not describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning.</p> <p>The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p>	<p>The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning.</p> <p>The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p> <p><i>The TC also describes how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.</i></p>

<p>4.4 Technology –Student Use</p> <p>The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.</p> <p><i>CAEP 1.5, 2.3; INTASC 8; TGR 6; ISTE 6</i></p>	<p>The TC does not describe how technology is used by students to research, create, communicate, and present and does not explain how students used technology to analyze, synthesize, and evaluate.</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present but does not explain how students used technology to analyze, synthesize, and evaluate.</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present.</p> <p>The TC explains how students used technology to analyze, synthesize, and evaluate.</p>	<p>The TC describes how technology is used by students to research, create, communicate, and present.</p> <p>The TC explains how students used technology to analyze, synthesize, and evaluate.</p> <p><i>The TC also describes how students used multiple forms of current technology to research, learn, create, communicate, and track student learning.</i></p>
<p>4.5. Plan for Parent/Guardian Communication</p> <p>The teacher candidate (TC) describes the plan for communicating with parents/guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.</p> <p><i>CAEP 1.1; INTASC 10; TGR 9; ISTE 7</i></p>	<p>The TC describes an incomplete plan for disseminating unit information and explaining how individual student progress was shared with parents/guardians. The TC does not provide evidence of communication with parents or guardians.</p>	<p>The TC describes an incomplete plan for disseminating unit/lesson information or explaining how individual student progress was shared with parents/guardians but does provide evidence of some communication with parents/ or guardians.</p>	<p>The TC describes the plan for disseminating unit/lesson information, explains how individual student progress was shared with parents/ guardians, and provides evidence of parent/guardian communication.</p>	<p>The TC describes a plan for disseminating unit/lesson information and communicating student progress to parents and/or guardians. The TC provides multiple pieces of evidence of consistent communication with parents or guardians.</p> <p><i>The TC also provides examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to their students' education.</i></p>
<p>Instructional Decision-Making</p>				
<p>5.1. Instructional Modifications Based on Needs of Students</p> <p>The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s.</p> <p><i>CAEP 1.2; INTASC 2; TGR 2</i></p>	<p>The TC does not describe modifications to instruction that are congruent with learning objectives or does not provide a complete rationale for those modifications based on student performance; or the TC does not provide a description of how the modification led students toward meeting objectives.</p>	<p>The TC describes modifications to instruction that are congruent with learning objectives but does not provide a complete rationale for those modifications based on student performance. The TC provides an incomplete description of how the modification led students toward meeting objectives.</p>	<p>The TC describes modifications to instruction that are congruent with learning objectives and provides a rationale of how those modifications are based on student performance during instruction. The TC provides a description of how the modifications assisted students with meeting the objectives.</p>	<p>The TC describes modifications to instruction that are congruent with learning objectives and provides a rationale of how those modifications are based on student performance. The TC provides a description of how the modifications led students toward meeting objectives.</p> <p><i>The TC also provides a research-based citation for modifications.</i></p>
<p>5.2. Instructional Differentiation or Modifications Based on Formative Assessments</p> <p>The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p> <p><i>CAEP 1.2; INTASC 6; TGR 3</i></p>	<p>The TC does not describe the use of formative assessment data or does not include examples of data-based modifications to instruction.</p>	<p>The TC gives an incomplete description of the use of formative assessment data and includes an example of modifications to instruction to accommodate individual differences in developmental and/or educational needs of students but does not cite student data as the basis for the modification.</p>	<p>The TC describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p>	<p>The TC describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p> <p><i>The TC also includes multiple examples of research-based modifications of instruction to accommodate individual needs of students.</i></p>
<p>Analysis of Student Learning</p>				

<p>6.1. Data Analysis</p> <p>The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work.</p> <p><i>CAEP 1.2; INTASC 6; TGR 3</i></p>	<p>The TC does not provide analyses for either whole class, subgroups, or individuals. Student work samples from each category are missing.</p>	<p>The TC provides an incomplete analysis. The TC provides analyses for either whole class, subgroups, or individuals. Student work samples from each category are provided.</p>	<p>The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance with samples of student work.</p>	<p>The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance with samples of student work.</p> <p><i>The TC also reflects on how the overall learning experiences were monitored throughout the unit or group of lessons.</i></p>
<p>6.2. Evidence and Interpretation of Impact on Student Learning</p> <p>The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p> <p><i>CAEP 1.2; INTASC 6; TGR 3</i></p>	<p>The TC does not use pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives</p>	<p>The TC uses pre- and post-assessment data to describe impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives but does not draw conclusions about the impact on student learning.</p>	<p>The TC uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p>	<p>The TC uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.</p> <p><i>The TC also provides multiple hypotheses for why students did or did not achieve mastery on the post-assessment.</i></p>

Reflection				
<p>7.1. Reflection on High Success/ Levels of Mastery</p> <p>The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning.</p> <p><i>CAEP 1.2; INTASC 9; TGR 8</i></p>	<p>The TC selects objective/s for which students were most successful but does not discuss factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were most successful and provides limited discussion of the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p> <p><i>The TC also includes the progression/next steps for instructional design and teaching for the targeted students with high student success.</i></p>
<p>7.2. Reflection on Low Success/ Levels of Mastery</p> <p>The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning.</p> <p><i>CAEP 1.2; INTASC 9; TGR 8</i></p>	<p>The TC selects objective/s for which students were the least successful but does not provide a discussion of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a limited discussion of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p>	<p>The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).</p> <p><i>The TC also includes research-based methods for planning or instructional strategies that could be utilized in future to positively impact student learning.</i></p>
<p>7.3. Implications for Future Instructional Design and Teaching</p> <p>The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.</p> <p><i>CAEP 1.2; INTASC 9; TGR 8</i></p>	<p>The TC does not discuss ideas for redesigning purposes, objectives, instruction, and assessments in future teaching.</p>	<p>The TC discusses ideas for redesigning purposes, objectives, instruction, and assessments in future teaching BUT they are inappropriate or there is no rationale provided explaining why these modifications would improve student learning.</p>	<p>The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.</p>	<p>The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.</p> <p><i>The TC also provides research-based evidence that supports these ideas.</i></p>
<p>7.4. Implications for Professional Development</p> <p>The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p> <p><i>CAEP 1.2; INTASC 9; TGR 8</i></p>	<p>The TC does not discuss professional learning goals or ideas for professional development to improve teaching.</p>	<p>The TC discusses one professional learning goal to improve teaching that emerged from insights learned from teaching the unit.</p>	<p>The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p>	<p>The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.</p> <p><i>The TC also identifies research based professional development to improve practice.</i></p>

VIDEO SELF-REFLECTION KEY ASSESSMENT

Criteria	CAEP, InTASC, and TGR	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
Instruction & Communication Providing appropriate explicit written and oral directions for instructional activities	CAEP 1.1: InTASC 5 TGR 4.9	Reflection does not include discussion to indicate that explicit written and oral directions were given for instructional activities.	Reflection includes minimal discussion to indicate that explicit written and oral directions were given for instructional activities.	Reflection includes discussion to indicate that explicit written and oral directions were given for instructional activities.	In addition to meets standard, reflection includes evidence that the intern enriches conversation with expressive language and vocabulary to engage students and uses concrete examples to model and to clarify tasks and concepts.
Content Knowledge & Differentiation Illustrating extensive content knowledge & ability to extend student learning	CAEP 1.3 InTASC 4 TGR 4.8	Reflection includes no discussion of the intern's level of content knowledge and how the intern extended student learning.	Reflection includes minimal discussion of the intern's level of content knowledge and how the intern extended student learning.	Reflection includes adequate discussion of the intern's level of content knowledge and how the intern extended student learning.	In addition to meets standard, reflection includes using a variety of instructional methods to ensure an understanding of content.
Content Application & Differentiation Effectively challenging students utilizing research-based strategies that are aligned with state standards.	CAEP 1.4 InTASC 5 TGR 1.2	Reflection includes no discussion of the intern's ability to effectively challenge students along with examples from this lesson with references to Blooms or DOK levels and state curricula frameworks.	Reflection includes minimal discussion of the intern's ability to effectively challenge students along with examples from this lesson with references to Blooms or DOK levels and state curricula frameworks	Reflection includes adequate discussion of the intern's ability to effectively challenge students along with examples from this lesson with references to Blooms or DOK levels and state curricula frameworks.	In addition to meets standard, reflection includes opportunities for students to apply concepts in problem-solving and critical thinking.
Personalized Learner Development Implementation of planned learning experiences that accommodate differences in developmental and individual needs of each learner.	CAEP 1.4 InTASC 1 TGR 1.2	The reflection does not show evidence of implementing planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	The reflection shows minimal evidence of implemented learning experiences but fails to accommodate the differences in developmental needs of each learner in the group.	The reflection shows adequate evidence that planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.	In addition to meets standard, reflection cites research to support the planned learning experiences.

Criteria	CAEP, InTASC, and TGR	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
<p>Classroom Management</p> <p>Utilization of multiple strategies to foster appropriate student behavior according to individual and situational needs.</p>	<p>CAEP 1.1 InTASC 3 TGR 3.5</p>	<p>Reflection includes no discussion of evidence of multiple strategies to foster appropriate student behavior according to individual and situational needs</p>	<p>Reflection includes minimal discussion of evidence of multiple strategies to foster appropriate student behavior according to individual and situation needs.</p>	<p>Reflection includes adequate discussion of evidence of multiple strategies to foster appropriate student behavior according to individual and situational needs.</p>	<p>In addition to meets standard, the reflection includes future changes to implement related to student behavior according to individual and situational needs.</p>
<p>Learning Environment</p> <p>Centering instruction around high expectations for student achievement</p>	<p>CAEP 1.1 InTASC Standard 2 TGR 1.2</p>	<p>The reflection does not show evidence of how the intern centered instruction around high expectations for student achievement.</p>	<p>The reflection paper shows minimal evidence of how the intern centered instruction around high expectations for student achievement.</p>	<p>The reflection shows adequate evidence of how the intern centered instruction around high expectations for student achievement.</p>	<p>In addition to meets standard, the reflection includes future changes to implement related to student behavior according to individual and situational needs.</p>
<p>Instructional Strategies</p> <p>Effectively adjusting instruction as needed based on student input, cues, and individual/group responses</p>	<p>CAEP 1.4 InTASC 8 TGR 2.4</p>	<p>Reflection does not include discussion of how the intern adjusts instruction as needed based on student input, cues, and individual/group responses.</p>	<p>Reflection includes minimal discussion of how the intern adjusts instruction as needed based on student input, cues, and individual/group responses.</p>	<p>Reflection includes adequate discussion of how the intern adjusts instruction as needed based on student input, cues, and individual/group responses.</p>	<p>In addition to meets standard, reflection includes evidence that intern constructs appropriate prompts to encourage student responses that expand and justify their reasoning and revises instruction based on student responses.</p>
<p>Professionalism & Instructional Strategies (Modeling)</p> <p>Exemplifying professionalism and utilizing and modeling effective writing skills</p>	<p>CAEP 1.1 InTASC 5 TGR 2.4</p>	<p>Writing does not exemplify professionalism and effective writing skills due to significant errors, many of which affect clarity of content.</p>	<p>Writing does not exemplify professionalism and effective writing skills due to multiple errors, some of which affect clarity of content.</p>	<p>Writing exemplifies professionalism and effective writing skills with minimal errors that do not affect clarity of content.</p>	<p>In addition to meets standard, there are no grammatical/mechanical errors.</p>

CLASSROOM MANAGEMENT CASE STUDY ASSESSMENT

Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
<p>1. The case study indicates the teacher candidate adjusts the classroom environment with appropriate interventions to address the behavioral concern. (InTASC 3, CAEP 1.1, TGR 5)</p>	<p>The case study indicates the teacher candidate does not adjust the classroom environment with appropriate interventions to address the behavioral concern.</p>	<p>The case study indicates the teacher candidate has difficulty adjusting the classroom environment with appropriate interventions to address the behavioral concern.</p>	<p>The case study indicates the teacher candidate adjusts the classroom environment and delivers coaching with appropriate interventions to address the behavioral concern.</p>	<p>In addition to meets standard, the case study indicates the teacher candidate encourages students to develop self-monitoring skills.</p>
<p>2. The case study indicates the teacher candidate attends to routine tasks seamlessly as the case study student is monitored. (InTASC 3, CAEP 1.1, TGR 6)</p>	<p>The case study indicates the teacher candidate does not attend to routine tasks as the case study student is monitored.</p>	<p>The case study indicates the teacher candidate attempts to attend to routine tasks as the case study student is monitored.</p>	<p>The case study indicates the teacher candidate attend to routine tasks seamlessly as the case study student is monitored.</p>	<p>In addition to meets standards, the case study indicates the teacher candidate supports the case study student by delegating tasks.</p>
<p>3. The case study indicates the teacher candidate uses relevant, research-based strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3, CAEP 1.1, TGR 6)</p>	<p>The case study indicates the teacher candidate does not manage student behavior.</p>	<p>The case study indicates the teacher candidate has difficulty applying relevant strategies in managing student behavior.</p>	<p>The case study indicates the teacher candidate uses relevant, research-based strategies to foster appropriate student behavior according to individual and situational needs.</p>	<p>In addition to meeting the standard, the P-12 case study student self-monitors his/her behavior.</p>
<p>4. The case study indicates teacher candidate’s approach to the case study aligns with a culturally inclusive environment that promotes fairness, safety, respect, and support for all students. (InTASC 3, CAEP 1.1, TGR 7)</p>	<p>The case study indicates teacher candidate’s approach to the case study does not create a culturally inclusive environment.</p>	<p>The case study indicates teacher candidate’s approach to the case study allows for difficulty maintaining a culturally inclusive environment.</p>	<p>The case study indicates teacher candidate’s approach to the case study creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students, including the case study student.</p>	<p>In addition to meets standard, the teacher candidate cultural inclusivity is evident in interactions with the case study student.</p>
<p>5. The case study indicates the teacher</p>	<p>The case study indicates the</p>	<p>The case study indicates the teacher</p>	<p>The case study indicates the teacher</p>	<p>In addition to meets standard, the teacher</p>

<p>candidate maximizes instructional time. (InTASC 7, CAEP 1.1, TGR 6)</p>	<p>teacher candidate does not maximize instructional time.</p>	<p>candidate has difficulty maximizing instructional time.</p>	<p>candidate maximizes instructional time.</p>	<p>candidate’s interventions with the case study student are ultimately efficient in manner with minimal teacher direction to the student.</p>
<p>6. The case study Student Profile is written based on reliable sources, provides a “picture” of the student stating facts, not opinions. (InTASC 10, CAEP 1.1, TGR 9)</p>	<p>The case study Student Profile is not included.</p>	<p>The case study Student Profile is based on anecdotes only lacking reliable sources and factual information, providing an unclear “picture” of the student.</p>	<p>The case study Student Profile is based on including available information from reliable sources.</p>	<p>In addition to meets standard, Student Profile includes a depth of reliable information such as standardized test results, grades, attendance, behavior record, social/emotional providing a clear “picture” of the student.</p>

Indicators	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
<p>7. The case study Log of Observed Behaviors and Interventions is complete with before and after intervention data for a minimum of the days required. (InTASC 10, CAEP 1.1, TGR 9)</p>	<p>The case study Log of Behaviors is not included.</p>	<p>The case study Log of Behaviors does not include the pre and post intervention data for the minimum number of days required.</p>	<p>The case study log of Behaviors provides complete data for pre and post interventions for the required number of days.</p>	<p>In addition to meets standard, the Log of Behaviors indicates notations of the Teacher Candidate identifying patterns of behavior.</p>
<p>8. The case study Data Representation is a properly labeled bar or line graph(s) to display the data collected BEFORE AND AFTER the interventions for each behavior area identified. (InTASC 10, CAEP 1.1, TGR 9)</p>	<p>The Data Graphic is not included.</p>	<p>The Data Graphic is a bar or line graph but does not include clear representation of the timeline, behaviors, and interventions.</p>	<p>The Data Graphic is a bar or line graph labeled and displays the timeline of behaviors and interventions.</p>	<p>In addition to meets standard, the Data Graphic indicates notations of trends identified.</p>
<p>9. The case study analysis of the data explains the graph(s), including the research-based interventions or other extraneous factors that occurred; explain either increase or decrease or no change of desired behaviors. (InTASC 10, CAEP 1.1, TGR 9)</p>	<p>The Data Analysis is not included.</p>	<p>The Data Analysis provides an explanation of all factors represented in the graph.</p>	<p>The Data Analysis provides an explanation of all factors represented in the graph and includes explanation of the research-based interventions or extraneous factors that occurred with further explanation of increase, decrease or no change of desired behaviors.</p>	<p>In addition to meets standard, the Data Analysis indicates an explanation of trends identified in the graphic.</p>
<p>10. The case study Summary and Recommendations encapsulate the overall experience and a reflection of the experience, framed by the rubric indicators and describes what the Teacher Candidate experienced conducting the case study and what the Teacher Candidate learned about him/herself, the student, including the recommendation of next steps for the student. (InTASC 10, CAEP 1.1, TGR 9)</p>	<p>The Reflective Summary and Recommendations are not included.</p>	<p>The Reflective Summary and Recommendations includes the overall experience and what the teacher candidate learned.</p>	<p>The Reflective Summary and Recommendations is written within the framework of the rubric indicators as an overview of the experience and reflects upon what was learned about self, student, and the recommendation of the next steps for the student.</p>	<p>In addition to meets standard, the Reflective Summary and Recommendations includes the teacher candidates' assessment of how he/she can transfer this experience to their first real-world classroom.</p>

<p>11. The Case Study uses standard written English, including grammar, spelling, usages of language. (InTASC 10, CAEP 1.1, TGR 9)</p>	<p>The case study does not include standard written English.</p>	<p>The case study is difficult to follow due to the teacher candidate's use of standard written English, including grammar, spelling, usages of language.</p>	<p>The case study uses standard written English, including grammar, spelling, usages of language.</p>	<p>In addition to meets standard, the case study enriches the understanding of the reader with expressive language and vocabulary.</p>
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PROFESSIONAL DISPOSITIONS KEY ASSESSMENT

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

DOMAIN II. CHARACTER DISPOSITIONS				
Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)	The teacher candidate does not exemplify honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate demonstrates an effort toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.
5. The teacher candidate accepts constructive criticism in a positive manner. (MCoE 1)	The teacher candidate is non-receptive and/or rejects constructive criticism.	The teacher candidate listens to constructive criticism, but disagrees with various comments, feedback, suggestions, and recommendations.	The teacher candidate accepts constructive criticism in a positive manner.	The teacher candidate accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth.
DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS				
Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner . (MCoE 4)	The teacher candidate shows bias against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher candidate plans one-size-fits-all instruction and makes little or no attempt to learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner .	The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.
7. The teacher candidate maintains a professional relationship with all students both inside and outside professional settings. (MCoE 4)	The teacher candidate exercises poor judgment when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.	The teacher candidate exhibits inappropriate speech, electronic communication, and/or actions that result/may result in a student feeling unsafe, endangered, threatened, or harassed.	The teacher candidate maintains a professional relationship with all students both inside and outside professional settings.	The teacher candidate models professionalism in all interactions with students and encourages students at every opportunity to treat each other with respect.

PRE-PROFESSIONAL PORTFOLIO ASSESSMENT

Indicator	Capstone 4	Milestones		Benchmark 1
		3	2	
Curiosity CAEP 1.5	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject .	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative CAEP 1.4	Completes required work, generates and pursues additional opportunities to expand knowledge, skills, and abilities.	Completes required work , identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence CAEP 1.3	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer CAEP 1.2	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection CAEP 1.1	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Other Surveys and Instruments in the QAS

EDUCATION PROGRAM COMPLETER SURVEY BY GRADUATING TEACHER CANDIDATE

SECTION A

Planning and Preparation

Rating my readiness for the Teacher Internship I felt:

1. Prepared to develop lessons that align with appropriate state curricula frameworks. (InTASC 7, CAEP 1.2, TGR 1)				RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	

2. Prepared to plan coherent lessons that connect the content across disciplines. (InTASC 7, CAEP 1.2, TGR 4)				RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	

3. Prepared to plan coherent lessons that connect content to what I know about my students' diverse backgrounds. (InTASC 2, CAEP 1.1, TGR 2)				RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well	

4. Prepared to identify strategies on how to best group students in a classroom based on my instructional goals. (InTASC 8, CAEP 1.5, TGR 2)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

5. Prepared to select materials, strategies, or activities to accommodate my students' diverse learning needs (including IEPs, English Language Learners, and high-performing students) (InTASC 2, CAEP 1.1, TGR 2)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

6. Prepared to develop coherent lessons that build connections for my students with the use of instructional technology. (InTASC 7, CAEP 1.5, TGR 6)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

7. Prepared to select learning tasks/activities that enhance active student engagement in lessons. (InTASC 3, CAEP 1.1, TGR 5)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

8. Prepared to plan coherent lessons that contain multiple informal and/or formal assessment strategies. (InTASC 6, CAEP 1.2, TGR 3)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

9. Prepared to plan coherent lessons that align my lesson objectives to the learning tasks/activities AND align to how I will measure student learning. (InTASC 6, CAEP 1.5, TGR 2)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

10. Prepared to explain how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives. (InTASC 6, CAEP 1.2, TGR 3)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

11. Your Comments about your readiness for planning and preparation:

Assessing Student Learning

Rating my readiness for the Teacher Internship I felt:

12. Prepared to communicate to students the learning targets and how my planned informal and formal assessments can provide evidence of student progress towards my lesson objectives. (InTASC 6, CAEP 1.2, TGR 3)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

13. Prepared to design informal and formal assessments that require students to demonstrate their understanding of the concepts, processes, or skills that have been taught. (InTASC 6, CAEP 1.3, TGR 3)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

14. Prepared to provide meaningful feedback to students about their academic performance. (InTASC 6, CAEP 1.2, TGR 3)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

15. Prepared to modify lessons based upon information gathered from student input, informal or formal assessment data. (InTASC 8, CAEP 1.4, TGR 4)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

16. Prepared to design and effectively use a variety of assessment tools (rubrics, checklists, portfolios, teacher-made tests, self-evaluation/peer-evaluation, presentations, etc.) (InTASC 6, CAEP 1.3, TGR 3)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

17. Your Comments about your readiness to assess student learning:

Instruction and Engaging Students in Learning

Rating my readiness for the Teacher Internship I felt:

18. Prepared to create and maintain a positive and challenging environment for learning that also promotes mutual respect among students. (InTASC 2, CAEP 1.1, TGR 2)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

19. Prepared to effectively use a variety of developmentally appropriate teaching strategies and activities that are linked to my lesson content and purpose. (InTASC 8, CAEP 1.3, TGR 4)			RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well

20. Prepared to effectively explain content clearly, and reinforce content in multiple ways or formats. (InTASC 4, CAEP 1.3, TGR 4)			RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well

21. Prepared to effectively use a wide range of meaningful instructional materials to address student needs and enrich lessons. (resources from community or family, supplemental texts/curricula) (InTASC 10, CAEP 1.1, TGR 9)			RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well

22. Prepared to create learning scenarios for all students to cooperate and collaborate to enhance learning. (InTASC 3, CAEP 1.1, TGR 5)			RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate 3=Very Well

23. Prepared to effectively use instructional technologies in a variety of ways to impact student learning and development. (InTASC 8, CAEP 1.3, TGR 4)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

24. Prepared to effectively use questioning techniques and student input to deepen and further learning. (InTASC 5, CAEP 1.4, TGR 4)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

25. Your Comments about your readiness to instruct and engage students in learning:	

Managing the Learning Environment

Rating my readiness for the Teacher Internship I felt:

26. Prepared to design and adjust the classroom environment that is inviting and positive. (InTASC 3, CAEP 1.1, TGR 5)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

27. Prepared to use organizational techniques to streamline the multi-tasking required in the classroom. (InTASC 3, CAEP 1.1, TGR 6)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

28. Prepared to create a classroom management plan/system that is logical and useful in a real-world setting. (InTASC 3, CAEP 1.1, TGR 5)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

29. Prepared to create a culturally responsive classroom environment fostering fairness, safety, respect, and support of others. (InTASC 3, CAEP 1.1, TGR 7)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

30. Prepared to design learning activities to optimize pacing and maximize instructional time. (InTASC 3, CAEP 1.1, TGR 5)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

31. Prepared to use a variety of strategies to encourage appropriate student behaviors.		RESPONSE
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(InTASC 3, CAEP 1.1, TGR 5)				RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well

32. Prepared to use a variety of strategies to address inappropriate student behaviors. (InTASC 3, CAEP 1.1, TGR 5)				RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well

33. Prepared to manage professional parent communication or conferences to share and collaborate on student progress. (InTASC 10, CAEP 1.1, TGR 9)				RESPONSE RATING
My Education Coursework	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well
Residencies/Clinical Hours	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well
Cooperating/Mentor Teachers	1= Not well	2=Less than Adequate	3=Adequate 4= More than adequate	3=Very Well

34. Your Comments about your readiness to manage the learning environment:

Becoming the Professional Educator

Rating my readiness for the Teacher Internship I felt:

35. Prepared to collaborate with professional colleagues (<i>mentor teachers, other school professionals, university instructors</i>) and fellow teacher candidates about planning, assessment, teaching, classroom management, and professionalism. (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

36. Prepared to uphold the Mississippi Educator Code of Ethics and Standards of Conduct concerning the protection of confidential information. (InTASC 10, CAEP 1.1, TGR 9, MCoE 9)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

37. Prepared to uphold the Mississippi Educator Code of Ethics and Standards of Conduct concerning use of sound judgment and maturity in all interactions with others. (InTASC 10, CAEP 1.1, TGR 9, MCoE 5)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

38. Prepared to uphold the Mississippi Educator Code of Ethics and Standards of Conduct by following all university and P-12 school policies. (InTASC 10, CAEP 1.1, TGR 9, MCoE 6)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

39. Prepared to uphold the Mississippi Educator Code of Ethics and Standards of Conduct by exemplifying honesty, integrity, tact, and fairness with all stakeholders. (InTASC 10, CAEP 1.1, TGR 9, MCoE 2)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

40. Prepared to uphold the Mississippi Educator Code of Ethics and Standards of Conduct by accepting constructive criticism in a positive and actionable manner. (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

41. Prepared to uphold the Mississippi Educator Code of Ethics and Standards of Conduct by providing fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (InTASC 10, CAEP 1.1, TGR 9, MCoE 4)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

42. Prepared to uphold the Mississippi Educator Code of Ethics and Standards of Conduct by maintaining a professional relationship with all students both inside and outside professional settings. (InTASC 10, CAEP 1.1, TGR 9, MCoE 4)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

43. Prepared to uphold the Mississippi Educator Code of Ethics and Standards of Conduct by not misusing public funds or properties for personal gain or advantage. (InTASC 10, CAEP 1.1, TGR 9, MCoE 7)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

44. Prepared to develop a professional portfolio demonstrating my knowledge, skills, and dispositions as an educator. (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Education Coursework	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Residencies/Clinical Hours	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	
Cooperating/Mentor Teachers	1= Not well 2=Less than Adequate 3=Adequate 4= More than adequate 3=Very Well	

45. Your Comments about your readiness to become a Professional Educator:

SECTION B

Feedback and Coaching

During the Teacher Internship experience this semester, how often did your mentor teachers/university supervisors do the following:

46. Provide constructive feedback on your lesson plans, performance, and professionalism in a timely manner. (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Mentor Teacher(s)	1= Never 2=Seldom 3=Sometimes 4= Often 3=Most of the time	
My University Supervisor	1= Never 2=Seldom 3=Sometimes 4= Often 3=Most of the time	

47. Meet with you to discuss your lesson plans, performance, and professionalism. (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Mentor Teacher(s)	1= Never 2=Seldom 3=Sometimes 4= Often 3=Most of the time	
My University Supervisor	1= Never 2=Seldom 3=Sometimes 4= Often 3=Most of the time	

48. Provide coaching and/or modeling to demonstrate ways to improve. (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Mentor Teacher(s)	1= Never 2=Seldom 3=Sometimes 4= Often 3=Most of the time	
My University Supervisor	1= Never 2=Seldom 3=Sometimes 4= Often 3=Most of the time	

49. Provide or refer you to information or tools to strengthen your teaching. (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Mentor Teacher(s)	1= Never 2=Seldom 3=Sometimes 4= Often 3=Most of the time	
My University Supervisor	1= Never 2=Seldom 3=Sometimes 4= Often 3=Most of the time	

50. Your Comments about the overall feedback and coaching you received:

Working Relationship

51. During the Teacher Internship experience this semester, I would describe my working relationship with my mentor teacher(s) and university supervisor as follows: (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Mentor Teacher(s)	1= Very Poor 2=Poor 3=Fair 4= Good 3=Very Good	
My University Supervisor	1= Very Poor 2=Poor 3=Fair 4= Good 3=Very Good	

52. During the Teacher Internship experience this semester, I would describe my mentor teacher(s) and university supervisor's timeliness in providing response to my inquiries or assignments as: (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Mentor Teacher(s)	1= Very Poor 2=Poor 3=Fair 4= Good 3=Very Good	
My University Supervisor	1= Very Poor 2=Poor 3=Fair 4= Good 3=Very Good	

53. During the Teacher Internship experience this semester, I would describe my mentor teacher(s) and university supervisor's accessibility as: (InTASC 10, CAEP 1.1, TGR 9, MCoE 1)		RESPONSE RATING
My Mentor Teacher(s)	1= Very Poor 2=Poor 3=Fair 4= Good 3=Very Good	
My University Supervisor	1= Very Poor 2=Poor 3=Fair 4= Good 3=Very Good	

54. Your Comments about the working relationship with the mentor teacher(s) and university supervisors:

55. Your Comments final overall comments regarding your experience in The MUW Teacher Education Program:

EVALUATION OF SCHOOL PARTNER SITE BY UNIVERSITY SUPERVISOR

SAFE AND ORDERLY SCHOOL OPERATIONS

During this clinical course/internship, the School Partner Site:

1. <i>The operational schedule and access to instructional technology provided sufficient opportunities for the candidate to perform and practice. (CAEP 2.3)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
2. <i>The school site had a safe and orderly environment conducive to P-12 student learning and the development of the teacher candidate. (CAEP 2.3)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
3. <i>The school site had a positive environment with clear expectations for faculty, staff, and students. (CAEP 2.3)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

COMMUNITY OF SUPPORT

During this clinical course/internship, the School Partner Site demonstrated:

4. <i>Positive collegiality among the administration, faculty and staff who demonstrate of spirit of support for the development of future educators. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
5. <i>A welcoming environment and hospitality to support the teacher candidate as a temporary member of the school family. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
6. <i>Support to the teacher candidate by an administrator (or designee) providing an orientation, tour, or other activity to introduce policy, procedures, and the uniqueness of the school. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

7. Guidance and support to the teacher candidate by an administrator (or designee) conducting an informal evaluation/walkthrough and providing feedback. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

8. Timely and developmental support by an administrator to those candidates who required improvement and/or adjustment in the clinical placement setting. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

9. Active, collaborative engagement in the planning of experiences and placement of teacher candidates. **If applicable, please specify in the comments. (CAEP 2.3)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

PROFESSIONALISM

During this clinical course/internship, the faculty and administration of School Partner Site:

10. Demonstrated professionalism as defined by the Mississippi Educator Code of Ethics and Standards of Conduct. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

Additional Comments:

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EVALUATION OF MENTOR TEACHER BY TEACHER CANDIDATE/INTERN

Organization

During this clinical course, the Mentor Teacher:

1. <i>Established a routine with me to conduct planning and feedback meetings. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

2. <i>Clearly explained to me information and realistic expectations. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

3. <i>Was consistent with scheduling and conducting observations. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

4. <i>Submitted scores and feedback to Taskstream in a timely manner. (CAEP 2.1)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

SUPPORT

During this clinical course, the Mentor Teacher:

5. <i>Presented him/herself as approachable on matters related to the clinical experience. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

6. <i>Demonstrated positive mentoring/coaching skills. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

7. <i>Provided explicit, thorough coaching and feedback to me that helped me in my development of content knowledge and pedagogical skills. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

8. <i>Provided explicit, thorough coaching and feedback to me that helped me in my development of classroom management. (CAEP 2.2)</i>	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

9. <i>Provided ample opportunity for me to teach. (CAEP 2.2)</i>	RESPONSE RATING

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
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10. Feedback and/or debriefing sessions were timely, effective and adequate in length to provide appropriate, specific feedback and discuss any immediate concerns. (CAEP 2.2)	RESPONSE RATING
---	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
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11. Collaborated with my University Supervisor to provide specific information, examples, or resources as needed to support my development. (CAEP 2.3)	RESPONSE RATING
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1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
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PROFESSIONALISM

Additional Comments:

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During this clinical course, the Mentor Teacher:

12. Demonstrated professional behaviors in alignment with the Mississippi Educator Code of Ethics and Standards of Conduct. (CAEP 2.2)	RESPONSE RATING
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1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
---	--

13. Acknowledged the value of my ideas, decision making in the planning and delivery of instruction and classroom management. (CAEP 2.2)	RESPONSE RATING
---	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
---	--

14. Was positive and encouraging regarding the education profession. (CAEP 2.2)	RESPONSE RATING
--	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
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15. Maintained an efficient, safe and orderly classroom environment. (CAEP 2.2)	RESPONSE RATING
--	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
---	--

EVALUATION OF MENTOR TEACHER BY UNIVERSITY SUPERVISOR

Organization

During this clinical course, the Mentor Teacher:

1. Established a routine with the candidate/intern to conduct planning and feedback meetings. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
2. Clearly explained information and realistic expectations to the candidate/intern in alignment with the goals of the experience. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
3. Was consistent with scheduling and conducting observations. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
4. Submitted scores and feedback to Taskstream in a timely manner. (CAEP 2.1)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

SUPPORT

During this clinical course, the Mentor Teacher:

5. Demonstrated positive mentoring/coaching skills. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
6. Provided explicit, thorough coaching and feedback to the candidate/intern assisting the candidate/intern's development of <u>professional dispositions</u>. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
7. Provided explicit, thorough coaching and feedback to the candidate/intern assisting the candidate/intern's development of <u>content knowledge and pedagogical skills</u>. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
8. Provided explicit, thorough coaching and feedback to the candidate/intern assisting the candidate/intern's development of <u>classroom management skills</u>. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
9. Provided ample opportunity for the candidate/intern to develop requisite teaching skills. (CAEP 2.2)	RESPONSE RATING

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
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10. Feedback and/or debriefing sessions were timely, effective and adequate in length to provide appropriate, specific feedback and discuss any immediate concerns. (CAEP 2.2)	RESPONSE RATING
---	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
---	--

11. Collaborated with the University Supervisor to provide timely information regarding any concerns and provided developmental support to the candidate/intern. (CAEP 2.3)	RESPONSE RATING
--	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
---	--

PROFESSIONALISM

During this clinical course, the Mentor Teacher:

12. Demonstrated professional behaviors in alignment with the Mississippi Educator Code of Ethics and Standards of Conduct. (CAEP 2.2)	RESPONSE RATING
---	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
---	--

13. Acknowledged the value of the candidate/intern's input. (CAEP 2.2)	RESPONSE RATING
---	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
---	--

14. Was positive and encouraging regarding the education profession. (CAEP 2.2)	RESPONSE RATING
--	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
---	--

15. Maintained an efficient, safe and orderly classroom environment. (CAEP 2.2)	RESPONSE RATING
--	------------------------

1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
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Additional Comments:

EVALUATION OF UNIVERSITY SUPERVISOR BY MENTOR TEACHER

Organization

During my service as a Mentor Teacher, this semester the University Supervisor:

1. Explained information on the field placement requirements. (CAEP 5.1, 5.5)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
2. Conducted a meet and greet with me and the teacher candidate/intern at the beginning of the placement. (CAEP 5.1, 5.5)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
3. Provided timely and helpful responses to my email or phone inquiries. (CAEP 5.1, 5.5)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
4. Scheduled formal observation visits. (CAEP 5.1, 5.5)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

SUPPORT

During my service as a Mentor Teacher this semester, the University Supervisor:

5. Solicited feedback from me about the teacher candidate/intern. (CAEP 2.1)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
6. Advocated for and encouraged the teacher candidate/intern. (CAEP 2.1)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
7. Collaborated with me to problem-solve as needed regarding the teacher candidate/intern progress. (CAEP 2.1)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	
8. Met with me and the teacher candidate/intern for review of progress and conduct coaching conversations. (CAEP 2.1)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

During my service as a Mentor Teacher this semester:

9. Participation in orientation and training increased my understanding of processes and expectations of the program. (CAEP 2.2)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

10. I understood the importance of collecting data and comments in the Taskstream database system. (CAEP 2.1)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

11. I felt supported by The W in my effective use of the Taskstream database system. (CAEP 2.1)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

COLLEGIALITY

During my service as a Mentor Teacher this semester, the University Supervisor:

12. Made him/herself available. (CAEP 5.5)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

13. Presented him/herself as approachable on matters related to the teacher candidate/intern. (CAEP 5.5)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

14. Presented him/herself as courteous. (CAEP 5.5)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

15. Maintained professionalism. (CAEP 5.5)	RESPONSE RATING
1= Strongly Agree 2=Agree 3=Disagree 4= Strongly Disagree 3=N/A	

Additional Comments:

QAS Process Annual Evaluation by EPP Accreditation Leadership Team (ALT)

Annually, at the close of the traditional academic year in late spring, each member of the ALT will provide an independent assessment of the EPP's QAS. The ALT will meet prior to the close of the fiscal year ending June 30 to compare independent assessments and discuss ways to improve the QAS for the upcoming year.

1. QAS Administration & Purpose	Sufficient	Insufficient	Comments
The point or points when QAS processes are administered during the preparation program are explicit.			
QAS processes are specified, comprehensive and appropriate.			
QAS processes are informative and unambiguous.			
2. QAS Content	Sufficient	Insufficient	Comments
QAS processes are explicitly aligned with aspects of the EPP's mission as well as CAEP, InTASC, national, professional, or state standards as appropriate.			
QAS processes are implemented in terms of data-informed best practices instead of opinions.			
3. QAS Data Quality	Sufficient	Insufficient	Comments
Data-informed trends are determined within a context of best practices and are triangulated across multiple groups to include clinical partnerships to increase accuracy of interpretation and relevance.			
QAS processes provide feedback to the EPP that is actionable.			
QAS provides evidence that processes are piloted to determine that users interpret them as intended and modifications are made as needed.			