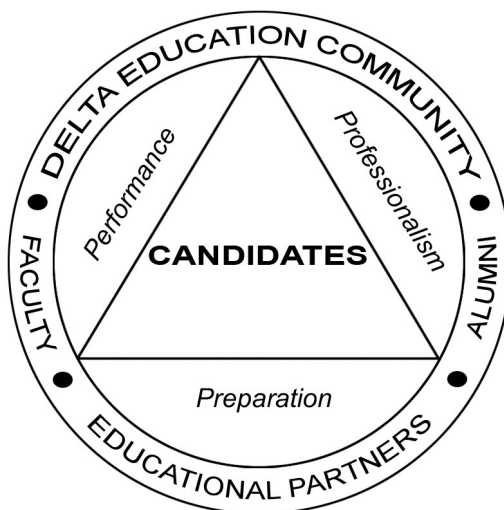


**DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION, ARTS, AND HUMANITIES**



**UNDERGRADUATE
TEACHER EDUCATION HANDBOOK**

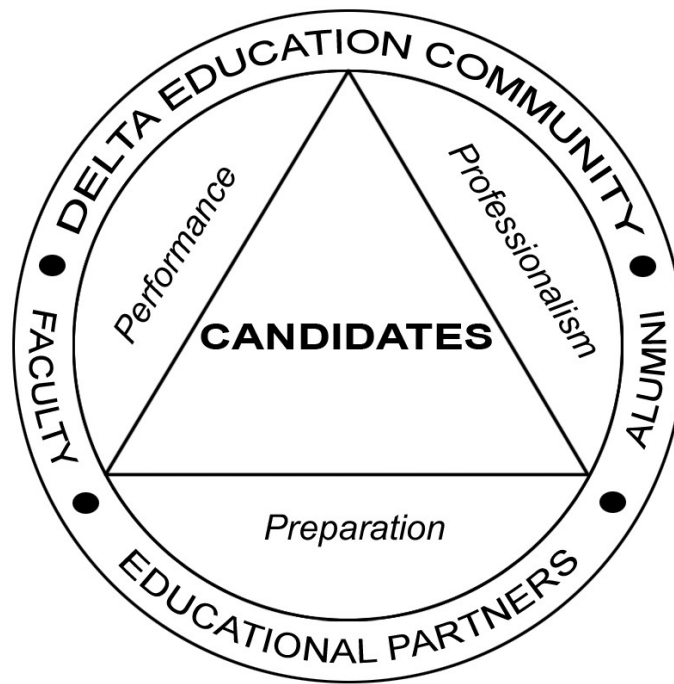
Revised Spring 2026

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Conceptual Framework
DELTA EDUCATION MODEL



Vision: The Delta State University College of Education, Arts, and Humanities promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. Education is a lifelong endeavor, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. Education is interactive and reflective, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. Education is culturally contextualized, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. Education is dynamic, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. Education is enhanced by technology, infused throughout programs and services. (GP5)

TEACHER EDUCATION AND INTERNSHIP AT DELTA STATE UNIVERSITY

CHAPTER 1. THE TEACHER EDUCATION PROGRAMS

INTRODUCTION

The undergraduate Teacher Education Programs at Delta State University has as its major objective the preparation of excellent teachers who serve the Mississippi Delta region and beyond. There are many criteria to be met in the accomplishment of this objective. Certain identifiable characteristics, qualifications, and standards for admission to and retention in the program are set forth in this publication.

The administrative control of Teacher Education is centered in the Professional Education Council. The Chair of the School of Teacher Education is the administrative chair for the Professional Education Council. Candidates who complete the appropriate curriculum in the prescribed sequence are eligible for Mississippi licensure. Since Delta State University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), recommended graduates may also be certified in any of the states which currently recognize CAEP accreditation.

Professional Education Council (PEC)

Delta State University's (DSU) Professional Education Council (PEC) shall serve as the governing authority for all professional education programs that prepare teachers and other P-12 school personnel. The general purpose of the PEC shall be to provide leadership in the process of educating and graduating professionals in the fields of teacher education, counselor education, and educational leadership who meet national standards and exhibit current best practices.

Goals: The goals of the PEC related to all initial and advanced professional education programs are:

- Ensure high-quality curriculum and instruction in all professional education programs;
- Provide leadership in the development, evaluation, and continuous improvement of all professional education programs;
- Assist in making policies that meet requirements of the Mississippi Department of Education (MDE), the Board of the Mississippi Institutions of Higher Learning (IHL), and the Council for the Accreditation of Educator Preparation (CAEP)

Responsibilities: The responsibilities of the PEC related to all initial and advanced professional education programs shall be to:

- Review and approve curriculum changes for all initial and advanced professional education programs;
- Advise and provide input regarding decision-making, partnerships, assessments, and other relevant areas of the programs.
- Assist in advisement and policy that ensures effective partnerships and high quality, varied clinical practices are central to preparation in conjunction with the Assessment Committee.
- Review and approve policies for all initial and advanced professional education programs (e.g., admission to the program, field/clinical experiences, program completion);
- Consider state and federal mandates and assist in implementing them into the curriculum;
- Respond to mandates of the DSU Academic Council/Cabinet;

- Review accreditation standards and processes to assist in maintaining quality programs through continuous improvement;
- Review data from the common key assessments for initial programs and data from the key assessments for each advanced program to identify trends over time, and to improve programs and candidates' performance;
- Adjudicate candidates appeals (admission to the program, field/clinical experience placements, program completion);
- Advise the dean of the College of Education, Arts, and Humanities on appropriate issues, as requested.

Organization: Members of the PEC shall be appointed annually by the Dean of the College of Education, Arts, and Humanities, in consultation with Chair of the School of Teacher Education and the Director of Clinical Experiences, Licensure, and Accountability. The Chair of the School of Teacher Education shall serve as Chair of the PEC.

Membership: The membership of the PEC shall consist of 17 voting members and two ex officio members:

- Three to five full-time faculty members from the College of Education, Arts, and Humanities;
- Three to five teachers from the P-12 schools inclusive of elementary and secondary;
- Three administrators from the P-12 schools;
- One representative from a community college;
- One business/community leader
- Chair of the School of Teacher Education;
- Director of Clinical Experiences, Licensure, and Accountability;
- One or two current candidate(s) enrolled in an initial professional education program;
- One current candidate enrolled in an advanced professional education program;
- Executive Director of the Delta Area Association (ex officio);
- Dean of the College of Education, Arts, and Humanities (ex officio).
- Assessment Director

Meetings: The meetings of the PEC shall be convened by the Chair of the School of Teacher Education. Meetings shall be held a minimum of two times each semester, usually in September, November, February, and April. Additional meetings shall be called as needed. A quorum shall be present in order to conduct official business of the PEC. The Chair of the PEC shall annually appoint a recorder of the minutes. The minutes shall be housed in the office of the Chair of the School of Teacher Education.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Candidates may indicate an interest in teacher education upon application for admission to Delta State University, and they are advised and counseled accordingly. Actual admission to the program is not attained until the junior year. In the junior year, candidates seeking admission to the program must take CUR 300: Survey of Education with Field Experiences or CUR 302: Orientation and Field Experiences or CEL 301: Introduction to Elementary Education. All candidates completing CUR 300 or CUR 302 or CEL 301 will be admitted through the Office of Clinical Experiences, Licensure, and Accountability to the program if all requirements are met at that time. Candidates failing to meet the requirements will be denied admission until such time that all requirements are met. Each candidate and his/her advisor are notified of the candidate's admission status, initially, when the candidate completes CUR 300 or CUR 302 or CEL 301. Candidate applications initially denied to the program are resubmitted for admission at a later date when all requirements for admission are met. Upper-level candidates may refile application for admission to the program at any time

and must follow the same admission process. Elementary education candidates may not enroll for senior level coursework until they meet all criteria for admission. All other candidates must be fully admitted to enroll for their internship.

The necessary “Application for Admission to Teacher Education” form and additional information about the Teacher Education Program may be secured from the Office of Clinical Experiences, Licensure, and Accountability. The application should be properly executed and filed with the Office of Clinical Experiences, Licensure, and Accountability, Post Office Box 3121, Delta State University, Cleveland, MS 38733.

Requirements for Admission to the Program:

1. Complete CUR 300, Survey of Education with Field Experiences; or CUR 302, Orientation and Field Experiences; or CEL 301, Introduction to Elementary Education with a C or better;
2. Submit an application for admission to the Teacher Education Program;
3. ;
4. Have a 3.0 grade point average on overall coursework, or a 3.0 on 60 hours of coursework, or receive a passing score on all three parts of the CORE exam, or receive an ACT composite score of 21 or better.
* Must maintain a minimum of a 2.60 GPA on overall coursework if using the ACT, CORE, or 3.0 on 60 hours.
5. Have a recommendation by majority of department/division faculty and program coordinator. (including evaluation of candidate dispositions);
6. Have documentation of candidate enrollment and participation in Anthology

Denied Admission – Appeals Process

If a candidate has been denied admission to the Teacher Education Program, the candidate has the right to appeal in the following order:

1. To the Director of Clinical Experiences, Licensure, and Accountability;
2. To the Chair of his/her respective Department or School;
3. To the Dean of the College of Education, Arts, and Humanities;
4. To the Undergraduate Attendance and Grievance Appeals Committee;
5. To the Vice President for Academic Affairs;

Should you desire to appeal, you must follow procedures outlined in the DSU Academic Grievance Policy for Undergraduates. This policy may be found under Academic Affairs on the DSU website at <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>. It is also listed below.

Academic Grievance Policy of Delta State University, which has been adapted from a grievance dealing with a specific course or instructor to a grievance for being denied admission to the Teacher Education Program.

Students who believe that they have been treated unfairly may appeal as follows:

1. The candidate will discuss the grievance with the Director of Clinical Experiences, Licensure, and Accountability, who in this case fulfills the role of the instructor, and seek a solution. This discussion, the first step of the grievance process, must take place no later than the last working day of the next regular term after the candidate has been denied admission to the Teacher Education Program.
2. If the problem is not resolved to the satisfaction of the student in conference with the Director of Clinical Experiences, Licensure, and Accountability, the candidate is entitled to submit an appeal in

writing (with documentation) to the Chair of the School of Teacher Education within fifteen working days of the date of the conference. Upon receiving a candidate appeal, the chair submits, within fifteen working days, a written request for a response in writing (with documentation) from the Director of Clinical Experiences, Licensure, and Accountability. The Director of Clinical Experiences, Licensure, and Accountability replies to the chair's request within fifteen working days. The chair notifies the candidate and Director of Clinical Experiences, Licensure, and Accountability in writing of his/her decision, within fifteen working days from the date the response is received from the Director of Clinical Experiences, Licensure, and Accountability. All documents must be retained for a minimum of three years; upon sending the response to the candidate and Director of Clinical Experiences, Licensure, and Accountability, the chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.

3. If the problem is not resolved to the satisfaction of the candidate, the candidate is entitled to submit an appeal in writing (with documentation) within fifteen working days of the date of the chair's written response to the Dean of the College of Education, Arts, and Humanities. The dean obtains the appeals folder from the Office of Academic Affairs and reviews the candidate's appeal and the corresponding responses from the Director of Clinical Experiences, Licensure, and Accountability and chair. The dean notifies the student and Director of Clinical Experiences, Licensure, and Accountability in writing of his/her decision with a copy to the chair, within fifteen working days from the date the appeal is received. All documents must be retained for a minimum of three years; upon sending the response to the candidate, Director of Clinical Experiences, Licensure, and Accountability, and chair, the dean will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
4. If the problem is not resolved to the satisfaction of the candidate, the candidate is entitled to submit a written request for a hearing with the Undergraduate Attendance and Grievance Appeals Committee within fifteen working days of the date of the dean's response. (Committee contact information available through the Office of Academic Affairs, 228 Kent Wyatt Hall, 662.846.4010). The Undergraduate Attendance and Grievance Appeals Committee chair schedules a hearing date, within fifteen working days from the date the request for hearing is received, and notifies the student, instructor, and chair, and the chair obtains the appeals file from the Office of Academic Affairs. Both parties may submit their cases in person to the committee. The Undergraduate Attendance and Grievance Appeals Committee notifies the student, Director of Clinical Experiences, Licensure, and Accountability, and chair in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing. All proceedings of the Undergraduate Attendance and Grievance Appeals Committee are confidential. All documents must be retained for a minimum of three years; upon the Committee's sending the response to the candidate, Director of Clinical Experiences, Licensure, and Accountability, chair, and dean, the Undergraduate Attendance and Grievance Appeals Committee chair will ensure that the complete appeals file is delivered to the Office of Academic Affairs.
5. If the problem is not resolved to the satisfaction of the candidate, the candidate is entitled to submit an appeal in writing to the Vice President for Academic Affairs within fifteen working days of the date of the Committee's notification. The Vice President for Academic Affairs reviews the appeals file. Within fifteen working days after receiving the appeal, the Vice President for Academic Affairs notifies the candidate, Director of Clinical Experiences, Licensure, and Accountability, and chair in writing of his/her decision which is final, with a copy to the appropriate dean and the chair of the Undergraduate Attendance and Grievance Appeals Committee. All documents must be retained for a minimum of three years; the Vice President for Academic Affairs will retain the appeals file in the Office of Academic Affairs.

Grievances shall not encompass the quality of instruction, the difficulty of testing, the rigor of grading, or the appropriateness of the course requirements. The judgment of what standards are appropriate resides with the instructor, unless there is compelling evidence that those standards are arbitrary or capricious.

At every step, the correspondences from the instructor, the chair, the dean, and the committee shall designate the date by which the next step, if indicated, shall be initiated by the candidate or respondent.

DIRECTED TEACHING INTERNSHIP

Teacher candidates preparing to teach in elementary schools, middle schools, or high schools are expected to set aside a full semester of their senior year for the directed teaching internship. The directed teaching internship is within schools approved by the Director of Clinical Experiences, Licensure, and Accountability and within the Delta Area Association for the Improvement of School (DAAIS) consortium. DAAIS is a consortium of Delta school districts that works closely with the university to positively impact education in the region. Most of the interns are placed in schools within the DAAIS region. More information on DAAIS can be found at Delta Area Association for Improvement of Schools - College of Education, Arts, and Humanities

The Director of Clinical Experiences, Licensure, and Accountability and its school partners jointly determine the placement of interns through a screening process. The P-12 school district's curriculum administrator (usually the superintendent or the personnel director) approves the specific placement of candidates as specified in the MOUs. Teacher candidates who wish to teach outside the DAAIS consortium must make written application to their advisor/division chair, stating the need to teach outside the approved school districts. This application will be presented to the Professional Education Council for approval or denial and then a cooperating teacher is selected through the same screening process as those candidates placed within the consortium area. Teacher candidates who teach outside the Cleveland area may live in the community where they complete their internship and pay their own expenses. Those teacher candidates who teach in the Cleveland area may live on campus but must provide their own transportation to the respective schools.

Teacher interns are at all times under the close supervision of a cooperating teacher and a university supervisor. A number of seminars for teacher candidates are scheduled on campus throughout the internship. These seminars are designed to help candidates throughout internship. **Attendance at each of these seminars is mandatory.** The university supervisors may ask specific teacher candidates to return to campus for other conferences as the need arises.

Written applications for internship must be filed with the Director of Clinical Experiences, Licensure, and Accountability. Candidate eligibility is determined at that time. It is the responsibility of the teacher candidate and the candidate's advisor to see that such application is filed prior to the internship semester. The Office of Clinical Experiences, Licensure, and Accountability has established the following deadlines for internship applications:

Fall Internship: Week of February 15th
Spring Internship: Week of September 15th

Applicants who fail to meet the required deadlines for internship must make an appointment with the Director of Clinical Experiences, Licensure, and Accountability to have their application considered.

Applicants for internship must be approved by the Office of Clinical Experiences, Licensure, and Accountability. **All requirements for internship must be met before a teacher candidate registers for the internship semester.**

Prerequisites for ALL teacher candidates:

1. Have met all requirements for admission to Teacher Education Program;
2. Senior standing (at least 87 semester hours);
3. An overall grade point average of 2.75 on all course work taken;
4. Completion of prerequisite courses as shown in catalog;

5. Submission of application for admission to the Directed Teaching Internship Program;
6. Recommendation by majority of department/division faculty, which includes at least a minimum score of two in each area on the dispositions rating scale and adhering to the Mississippi Educator Code of Ethics,
7. Satisfactorily pass a background check through Verified Credentials,
8. Score reports must be on file in CELA Office for PRAXIS II Specialty Area, and Principles of Learning and Teaching exams and the Foundations of Reading Exam (Elementary only).

Directed Teaching Internship Semester:

Elementary teacher candidates take the following coursework for the internship semester:

CEL 496 - Directed Teaching (9 hours)

K-12 teacher candidates (physical education and music) take the following work for the semester: CUR 498 - Directed Teaching (9 hours)

7-12 (English, mathematics, biology, and social studies) teacher candidates take the following work for the semester: CUR 498 - Directed Teaching (9 hours)

REQUIREMENTS FOR COMPLETION OF THE PROGRAM

In order to complete the Teacher Education Program and to qualify for Mississippi licensure, an applicant must have completed requirements for the appropriate degree, passed satisfactorily the minimum course requirements for the various fields indicated, completed teaching internship successfully, submit score reports for PRAXIS II Specialty Area, and Principles of Learning and Teaching exams and the Foundations of Reading Exam (elementary candidates only). These exams must also be taken prior to internship. If candidates did not pass licensure exams, they must have participated in remediation for licensure exams.

LICENSURE

A candidate who meets all requirements of the Teacher Education Program and for graduation at Delta State University and successfully passes all licensure exams is eligible for a five-year renewable teaching license in the candidate's specialized field by the Mississippi Department of Education.

All teacher candidates enrolled in an approved teacher education program in the State of Mississippi shall receive and provide signed acknowledgment of receiving the "Teacher Candidate Licensure Advisory" information and form provided by the Mississippi Department of Education. Approved programs shall provide teacher licensure information and a copy of the "Advisory" to these candidates as part of the program admissions process. A candidate-signed and dated "Advisory" form, shall be retained as a permanent part of candidate records and made available during program reviews and accreditation visits. The "Advisory" form for each teacher candidate is housed in the Office of Clinical Experiences, Licensure, and Accountability. This information and form is disseminated to teacher candidates who are enrolled in either CEL 301: Introduction to Education, CUR 302: Orientation and Field Experiences, or CUR 300: Survey of Education with Field Experiences.

FOLLOW-UP OF GRADUATES

The College of Education, Arts, and Humanities conducts a follow up study of all teacher education graduates in order to evaluate the effectiveness of graduates and the Delta State University teaching program. The University assures satisfactory performance from each of its teacher education graduates in their initial year of employment. Assistance from the University will be provided to graduates by Delta State University upon request from graduates or employers of graduates. Graduates are encouraged to contact the Director of Clinical Experiences, Licensure, and Accountability for technical and/or professional assistance at (662) 846-4405.

CHAPTER 2. PRE-INTERNSHIP (elementary candidates only)

Practice to Profession Partnership: Day 1 Ready Clinical Model

A Collaborative Effort between the School of Teacher Education, Delta State University and

the Cleveland School District, the Grenada School District, and the Jackson area partnership schools

Vision

The Practice to Profession Partnership Clinical Model promotes experiential learning in the K-6 setting through dynamic, scaffolded, and extended field experiences. This collaboratively-built model prepares teacher candidates in the areas of knowledge, skills, and professionalism necessary to positively impact student learning and build capacity to assume classroom responsibilities for a seamless transition into the profession.

Goals

Through the implementation of this clinical practice, the candidates will be able to accomplish the following goals:

G1: Develop competencies to positively impact all K-6 students. (InTASC Standards 1-7)

A. Curriculum

- a. Connect the curriculum to the MCCRS standards and content specific standards
- b. Interact with the curriculum in depth and on a variety of grade levels
- c. Develop plans to meet the needs of all children and plan for scaffolded support
- d. Integrate disciplines
- e. Display in-depth understanding of the content

B. Instruction

- a. Use a variety of instructional methods and materials for all content areas
- b. Differentiate instruction based on students' needs as indicated on IEP/504 modifications and Multi-Tiered Support System (MTSS) interventions
- c. Differentiate instruction for students with dyslexia, language barriers, and other academic challenges
- d. Monitor and adjust instruction throughout lessons
- e. Align instruction with curriculum and assessment
- f. Implement high-leverage and evidence-based practices
- g. Use a variety of higher-order thinking strategies and questioning

C. Assessment

- a. Develop appropriate formative and summative assessments that are technically sound and varied in approaches

- b. Analyze assessment data for instructional decision making
- c. Differentiate assessment based on students' needs as indicated on IEP/504 modifications and Multi-Tiered Support System (MTSS) interventions
- d. Differentiate assessment for students with dyslexia, language barriers, and other academic challenges

D. Management

- a. Establish a positive learning community
- b. Organize and maintain a safe, respectful, and productive learning environment including utilizing whole and small groups
- c. Implement positive behavior strategies
- d. Use low-profile interventions for inappropriate behaviors and follow school procedures for major infractions
- E. Non-instructional responsibilities
 - a. Adhere to school and classroom policies, procedures, and deadlines
 - b. Follow high-stakes testing protocols
 - c. Know health and safety standards and procedures for the classroom and school

G2: Work collaboratively with colleagues, professionals, community members, parents, and students (InTASC Standards 3, 9, 10)

- A. Participate in professional learning communities
- B. Improve teaching practices through the use of feedback
- C. Communicate effectively both orally and in writing
- D. Establish and maintain healthy relationships

G3: Display holistic knowledge of all students and the implications for teaching and Learning (InTASC Standards 1-3)

- A. Research the needs and backgrounds of each child to include all of the developmental domains and cultural responsiveness
- B. Employ engaging and motivating learning strategies based on knowledge of students

G4: Demonstrate professionalism (InTASC Standards 9, 10)

- A. Adhere to the MS Educator Code of Ethics, the professional dispositions for the Practice to Profession Partnership Clinical Model, and FERPA standards
- B. Maintain professional dress, hygiene, and conduct
- C. Use appropriate and professional communication, both orally and in writing
- D. Engage in ongoing self-reflection
- E. Use social media and cell phones in a manner that reflects school and district policy and preserves students' confidentiality
- F. Be punctual and dependable

G5: Use technology effectively (InTASC Standards 4, 5, 8)

- A. Identify and use appropriate technological resources for instruction
- B. Use technology effectively to communicate with colleagues, family, and the community
- C. Have students use technology for meaningful and engaging experiences including both the learning process and products

G6: Display passion and commitment to the teaching profession, students, and student

learning. (InTASC Standards 9, 10)

- A. Participate in school-based activities outside of the regular school hours
- B. Engage in professional learning opportunities and participate in professional learning organizations
 - a. Use evidence-based practices to enhance student learning
 - b. Stay abreast of current educational research
- C. Maintain appropriate and professional public presence
- D. Display enthusiasm for content and teaching
- E. Advocate for students' needs across school settings

Structure of the Pre-Internship Clinical Experience

- 1. Pre-Internship candidates (*Refers to Block II candidates*) in this clinical model will be first-semester seniors.
- 2. Pre-internship candidates will be enrolled in 18 credit hours. These credit hours consist of five elementary education courses and one internship course.
- 3. On Mondays and Wednesdays of each week, pre-internship candidates will have clinical placement at the partner school. It is during this time that they will participate as a team teacher in the classrooms where they are placed. They will be placed with a lower elementary mentor teacher (*Refers to the Cooperating Teacher at the School*) and an upper elementary mentor teacher. Candidates will spend the majority of their time with their primary placement mentor teacher. When needed for course assignments, the candidate will move to their upper or lower mentor teacher placement to complete the necessary planning, observations, and teaching.
- 4. On Tuesdays and Thursdays of each week, candidates will have college classes on campus or in the partner school. It is during this time that they will receive instruction on teaching pedagogy, strategies, and skills.
- 5. Fridays will be considered make-up days at the clinical school for candidates who miss any clinical hours.

Protocol for Candidate Selection for Eligibility for Partnership

- 1. Candidates develop a résumé complete with references by the submission deadline to the Office of Clinical Experiences, Licensure, and Accountability.
- 2. Office of Clinical Experiences, Licensure, and Accountability will forward all résumés to the partnership school Principal.
- 3. The partnership school principal will communicate with Office of Clinical Experiences, Licensure, and Accountability about the interview date.
- 4. The partnership school interview team will interview candidates.
- 5. The partnership school interview team will confer with DSU faculty to discuss candidate placements.
- 6. Office of Clinical Experiences, Licensure, and Accountability will notify candidates of placement.

Pre-Internship Protocol

- 1. Candidates develop a resume' complete with references by a given deadline each semester to the Office of Clinical Experiences, Licensure, and Accountability.
- 2. Office of Clinical Experiences, Licensure, and Accountability will forward all résumés to the partnership school Principal or leadership team member.

3. The partnership school interview team will interview candidates on a given day and time.
4. The partnership school leadership team and DSU elementary faculty jointly pair pre-interns with mentor teachers based on interview performance, dispositions, and mentor teacher characteristics.
5. Office of Clinical Experiences, Licensure, and Accountability will notify candidates of placements.
6. Candidates will attend the pre-internship orientation meeting with DSU faculty members on a given day and time.
7. Candidates will attend a “Walk-through” of the partnership school to become familiar with the school and the policies, procedures, and expectations of the school and the pre-internship.
8. First day of field experiences for candidates will be the first day of classes for DSU students each semester.

Expectations for Candidates for the Pre-Internship

Since the pre-internship period lasts only fifteen weeks, adjustments must be made very quickly. The following efforts and accomplishments on the part of the teacher candidates enable them to make a good beginning and set the stage for a successful experience:

First Few Days

1. Get acquainted with faculty members, including the guidance counselor, and other support staff.
2. Tour the building.
3. Become familiar with the library media center.
4. Learn the cafeteria routine, bus routines, and other assigned duties.
5. Read the student and faculty handbooks.
6. Learn students’ names.
7. Become familiar with the daily school and classroom schedules.
8. Learn the school’s policies governing such items as attendance, tardiness, Code of Ethics, technology use, fire drills, visitors in the school and classrooms, announcements, assemblies, and student activities.
9. Work with the cooperating teacher in setting up a schedule of activities for the entire term.

Remaining Days

1. Complete tasks listed in the Pre-internship checklist.
2. Confer with mentor teacher team during guided reflections.
3. Conference with candidates after evaluating their instruction, classroom management, or any other area needing guidance.

A pre-internship candidate is expected to attend faculty meetings, PTA meetings, assembly programs, and to participate in all school activities normally expected of classroom teachers. When appropriate and with the Mentor teacher’s consent, candidates are encouraged to visit other teachers in their own teaching field or grade level as well as in other fields and grade levels.

Pre-internship candidates must always keep in mind the fact they are members of the faculty and should conduct themselves in a manner benefiting the dignity of the profession, as well as adhering to the Mississippi Educator Code of Ethics and the DSU Dispositions Rating Scale.

NOTE: YOU ARE NOT TO WORK ON LESSON PLANS DURING YOUR SCHOOL DAY. DURING THE DAY, YOU SHOULD EITHER BE TEACHING, OBSERVING, OR ASSISTING WITH TEACHING. YOUR PLANNING PERIOD IS THE ONLY TIME DURING THE SCHOOL DAY IN WHICH YOU SHOULD WORK ON LESSON PLANS, INCLUDING THE TIAI AND ISL.

Elementary Teacher Education Checklist for Admission to Pre-Internship and Internship

The following checklist includes the tasks, assessments, and experiences each candidate must complete in order to be admitted to pre-internship, as well as the tasks, assessments, and experiences each candidate will complete during pre-internship that must be completed prior to being admitted to internship. Many of these represent major assessments that are used to evaluate and report to our accrediting body (the Council for Accreditation of Educator Preparation) the Elementary Education program's effectiveness with preparing candidates to become teachers who can positively impact K-6 students. Such assessments are underlined throughout the checklist.

Prior to admission to Teacher Education Pre-internship: the following must be completed before registering for CEL 317, CEL 318, CEL 497, CRD 326, and CEL 393

_____ Obtain **transcript evaluation** (transfer students only).

_____ Obtain a copy of **criminal background clearance**.

_____ **Prepare a résumé** for Pre-Internship Placement.

_____ Gain access to the OneNote ***Elementary Education*** program information.

_____ Read ***Course of Study Sheet for Elementary Education*** (front and back), and review as needed.

_____ Take **CEL 301** (if transferring with an Introduction to Education course, take CUR 302).

_____ Complete **Dispositions Self-Assessment**

_____ Decide on two **Concentration Areas**: 1) _____ 2) _____

_____ Take **CEL 310**, which must be completed prior to enrolling in CEL 317, CEL 318, and CEL 497.

_____ Complete **Application for Teacher Education** (during CEL 301 or CUR 302).

_____ Take and pass all three parts of the **Core Academic Skills for Educators (CORE) Test or have a 21 or above on the ACT, or an overall GPA of 3.0, or a 3.0 GPA on 60 hours of coursework.**

* Must maintain a minimum of a 2.60 GPA on overall coursework if using the ACT, CORE, or 3.0 on 60 hours.

_____ Apply for **graduation** (during CEL 315 or two semesters prior to student teaching semester).

_____ Earn **faculty recommendation**.

At this point, you have satisfied requirements for Teacher Education.

Prior to admission to Internship:
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_____ Successfully complete all **coursework**, maintaining 2.75 **Overall GPA**.

_____ Complete **Application to Internship** (during CEL 317 or CEL 318).

_____ Take and **submit Praxis II:**

#5622 **Principles of Learning and Teaching** (Computer-Based) with minimum score of 160

#5017 **Subject Assessment/Specialty Area** (Computer-Based) with minimum score of 153

_____ Take and submit the **Foundations of Reading Test** with a minimum score of 233 for elementary certification.

_____ Successfully complete the **Integrated Unit and Teaching with the TIAI Assessment** (during CEL 317 & CEL 318).

_____ Successfully complete **TIAI and ISL** (during CEL 497).

_____ Successfully complete the **Reading Case Study** (during CRD 326).

_____ Earn **faculty recommendation**.

At this point, the candidate has satisfied requirements for Internship.

Expectations for University Faculty Members

The university faculty members provide the link between the university and the cooperating school and teachers. The university faculty members are involved in orientation, supervision, evaluation, and overall concern for the program.

A faculty member or members will:

1. Make weekly visits to the partner school to communicate with candidates, evaluate their performance, or model/assist in instruction.
2. Communicate with mentor teachers and principal about teacher candidates' performance and course needs.

3. Conference with candidates and provide written feedback after evaluating their instruction, classroom management, or any other area needing guidance.
4. Plan for field experiences that correspond with course objectives.

Expectations for Mentor Teachers

A key person in the entire internship experience is the mentor teacher. The skills and methods of the mentor teacher become a part of the teacher candidate for years to come. In addition to being a successful and experienced teacher, the teacher must be dedicated to the profession and willing to assume the responsibility of working with a teacher candidate. Minimum requirements for the position of mentor teacher include a minimum of three years of experience in the classroom and no negative principal evaluations for a period of three years. Also, mentor teachers should be willing to accept the responsibilities of a supervisor including a willingness to participate in meetings specifically for mentor teachers.

The mentor teacher assumes joint responsibility for planning a worthwhile program of activities for the teacher candidate. Time spent in planning instruction pays off in a pleasant and successful experience for both the candidate and teacher. Planning actually begins before the candidate arrives, such as adjusting the schedule of classroom activities to include adequate experiences for the candidate. Mentor teachers should use their own judgment about how much information should be shared with candidates in the classroom.

After the candidate arrives, the task of the mentor teacher is to familiarize the candidate with the school environment and make the candidate feel a part of the staff. There is ample opportunity for this help during the first week of experiences. During this week the mentor teacher may call upon the candidate to participate in routine activities that will enable him/her to adjust quickly to assigned tasks. It is the responsibility of the mentor teacher to assist in ensuring that the candidate is completing all expected field experiences and to communicate with university faculty and the Office of Clinical Experiences, Licensure, and Accountability regarding candidates' progress.

In order to qualify to become a mentor teacher, the teacher must meet the following criteria:

Mentor Teacher Criteria and Qualifications **(Adapted with permission from Ohio University)**

Behavioral Characteristics (Dispositions) of Mentor Teachers **Professional Skills and Knowledge of Mentor Teacher**

- Demonstrates excellent classroom management skills
- Has excellent knowledge of pedagogy and subject matter
- Is able to articulate effective instructional strategies
- Produces results as revealed in strong evidence of student learning
- Meets Mississippi Teacher Standards at a high level
- Gets higher than expected performance from students by setting high expectations
- Uses technology effectively as a learning tool
- Involves parents in the learning process

Professional Skills and Knowledge of Mentor Teacher

- Exhibits strong commitment to the teaching profession
- Demonstrates care for all students
- Is a reflective practitioner who learns from mistakes, observes classroom practices

meticulously and helps others by asking questions that prompt reflection and deep understanding

Conveys enthusiasm and passion for teaching

Demonstrates a commitment to lifelong learning

Believes mentoring improves instructional practice

Is resilient, persistent and open minded

Exhibits good humor and resourcefulness

Interpersonal Skills of Mentor Teachers

Is trustworthy, exercising discretion and maintaining confidentiality as well as acting in ways that cultivate trusting professional relationships

Knows his or her students, interacts with them on the basis of an understanding of their lives and the impact of poverty on their lives

Easily establishes rapport and collaborates with others, including those from diverse cultures

Offers critiques in a positive and productive manner

Is eager to share information and ideas with colleagues

Is willing to learn new teaching strategies from protégés

Pre-Internship Clinical Experience Checklist (Elementary)

This checklist represents experiences which are closely aligned with the pre-internship curriculum and the InTASC standards. This instrument was originally developed jointly by DSU faculty and Bell School faculty and later revised by DSU faculty and Hayes Cooper Center Faculty. Each candidate is expected to complete all experiences by the end of the pre-internship semester. Candidates will not receive credit for CEL 496 without full completion and verification of these experiences.

The list is not in chronological order. After each task is completed, write the date it was completed and have your mentor teacher verify the completion by initialing and writing any necessary notes. For each task completed, there should be a reflection and/or documentation to verify the completion of the task.

<u>Task</u>	<u>Date</u>	<u>Teacher Initials</u>	<u>Notes</u>
1. Keep a guided observation/reflection log			
2. Assist in the administration of a dyslexia screener for K/1st grade			
3. Assist in making accommodations for students based on IEPs.			
4. Attend MTSS meetings			
5. Adjust a lesson plan based on IEP needs			

6. Plan and implement a lesson using differentiated instruction			
7. Plan and implement a lesson using the co-teaching model			
8. Plan and implement a lesson in each of the content areas			
9. Develop and implement a cumulative review/assessment			
10. Develop and use a rubric and a checklist			
11. Administer a progress monitoring probe (MTSS)			
12. Assist in record keeping (grades, attendance, etc)			
13. Develop and lead a center/small group instruction each week			
14. Participate in duty responsibilities (recess, lunch, bus, etc.)			
15. Lead morning work activities weekly			
16. Assist in classroom rules and procedures			
17. Attend school PD trainings after school			
18. Attend a parent/family event or program			
19. Attend school and district grade level and PLC meetings			
20. Use technology during instruction to impact student learning			
21. Integrate technology into lessons weekly			
22. Create a bulletin board or door display each month			

23. Attend a parent/teacher conference			
24. Participate in at least one school committee			
25. Teach individual students, small groups, or whole class virtual lessons			
26. Weekly feedback session with clinical faculty (guided conferences)			
27. Video 1 lesson and self-evaluate			
28. Organize and setup the classroom environment			
29. Get evaluated using the Professional Growth Rubric by DSU faculty or clinical principal			
30. Assist in preparing for a reading or science fair			
31. Assist in a group family involvement night			
32. Assist in planning and attend a field trip			
33. Identify students with health needs and learn about protocols			
34. Know protocols for fire drills, tornado drills, and accidents.			
35. Know protocols for major behavior issues including paperwork and procedures			
36. Know SPED services of the school			
37. Plan and implement a tutoring session with an ELL student			
38. Provide weekly interventions			

39. Proctor a high stakes test (simulated or real)			
40. Assist with the beginning and/or end of the year responsibilities			
41. Display cultural responsiveness while interacting with students, colleagues, and family			
42. Document evidence of following MS Code of Ethics			

Evaluation of Pre-Internship

Effectiveness of the pre-internship's impact will be gauged using candidate reflection and K-6 student outcome data (state test scores), as well as results from units of studies taught by the candidates. In addition, a survey will be conducted at mid-term and at the end of the semester to seek input from the university faculty, school principal, mentor teachers, and pre-internship candidates. The pre-internship (Day-1) Clinical Model implementation will be revised based on the feedback data received from the surveys as well as from the student outcome data.

The following Redesign of Curriculum Experiences Evaluation Chart will be used to evaluate the Day-1 Clinical Model experiences that occur during the pre-internship semester.

Redesign of Curriculum Experiences Evaluation Chart

The following alignment demonstrates that relationship between courses, field experiences and outcomes.

Course number references below are as follows:

CEL 317: Principles and Techniques of Teaching in Early Childhood,

CEL 318: Principles and Techniques of Teaching in the Middle Grades,

CEL 496: Directed Teaching in the Elementary School

CEL 497: Diagnosis and Evaluation of student achievement in the Elementary School,

CEL 393: Classroom Management

CRD 326: Diagnosis and Remediation of Reading Difficulties

<i>G1: Develop competencies to positively impact all K-6 students. (InTASC Standards 1-7)</i>			
Objectives	Experience	Course Connection	Evaluation
A. Curriculum a. Connect the curriculum to the MCCRS standards	Develop standards-based lesson plans to include goals, objectives, introduction,	CEL 317, CEL 318, CEL 497, CRD 326	Rubrics, scoring guides, and/or checklists as well as assessments

and content specific standards+ b. Interact with the curriculum in depth and on a variety of grade levels c. Develop plans to meet the needs of all children and plan for scaffolded support d. Integrate disciplines e. Display in-depth understanding of the content	study/learning with guided and independent practice, culmination, and assessment (a, b, e) • Develop integrated thematic units to include remedial and enrichment components (a, b, c, d, e) • Develop lessons based on individual students' needs (a,c,e)	• CEL 317, CEL 318, CEL 497 • CEL 317, CEL 318, CEL 497, CRD 326	
B. Instruction a. Use a variety of instructional methods and materials for all content areas b. Differentiate instruction based on students' needs as indicated on IEP/504 modifications and Multi-Tiered Support System (MTSS) interventions c. Differentiate	• Delivery of instruction that incorporates a variety of methods and materials (a, d, e, f, g) • Adapt and deliver instruction to meet the needs of academically and/or linguistically diverse students (b, c, d, e, f)	• CEL 317, CEL 318, CEL 497, CRD 326 • CEL 317, CEL 318, CEL 497, CRD 326	• Rubrics, scoring guides, and/or checklists as well as assessments

instruction for students with dyslexia, language barriers, and other academic challenges d. Monitor and adjust instruction throughout lessons e. Align instruction with curriculum and assessment f. Implement high-leverage and evidence-based practices g. Use a variety of higher-order thinking strategies and questioning			
C. Assessment a. Develop appropriate formative and summative assessments that are technically sound and varied in approaches b. Analyze assessment data for instructional decision making c. Differentiate assessment based on students' needs as indicated on IEP/504	• Construct formative and summative assessments within their units and lesson plans (a) • Analyze assessment data, reflect on performance, and modify subsequent lessons/units based on results (b) • Modify assessments for students with academic and/or linguistic diversities (a, c, d)	• CEL 317, CEL 318, CEL 497 • CEL 317, CEL 318 CRD 326 • CEL 317, CEL 318, CRD 326	Rubrics, scoring guides, and/or checklists as well as assessments

modifications and Multi-Tiered Support System (MTSS) interventions d. Differentiate assessment for students with dyslexia, language barriers, and other academic challenges			
D. Management a. Establish a positive learning community b. Organize and maintain a safe, respectful, and productive learning environment including utilizing whole and small groups c. Implement positive behavior strategies d. Use low-profile interventions for inappropriate behaviors and follow school procedures for major infractions	- Working with individuals, small groups, and whole class (b, c, d) - Incorporate community building activities (a, b)	- CEL 317, CEL 318, CRD 326, CEL 393 - CEL 317, CEL 318, CRD 326, CEL 393	Checklists and rubrics
E. Non-instructional responsibilities a. Adhere to school and classroom policies,	- Read and follow the school handbook (a,c) - Work cooperatively with the school test coordinator/cooperating teacher to implement school testing (b)	- CEL 496 - CEL 496	Pre-internship checklist/observation log

procedures, and deadlines			
b. Follow high-stakes testing protocols			
c. Know health and safety standards and procedures for the classroom and school			

G2: Work collaboratively with colleagues, professionals, community members, parents, and students (InTASC Standards 3, 9, 10)

Objectives	Experiences	Course Connection	Evaluation
A. Participate in professional learning communities	Attend and participate in PLC meetings	CEL 496	Pre-internship checklist/observation log
B. Improve teaching practices through the use of feedback	- Reflect on teaching/ experiences - Conference with clinical faculty and/or university faculty	- CEL 496, CRD 326 - CEL 317, CEL 318, CRD 326	Pre-internship checklist/observation log
C. Communicate effectively both orally and in writing	Effectively communicate with students, faculty, and parents throughout experiences	CEL 317, CEL 318, CEL 497, CEL 496	Rubrics and/or checklists
D. Establish and maintain healthy relationships	Build rapport with children, colleagues, faculty, and parents	CEL 317, CEL 318, CEL 496, CRD 326	Pre-internship checklist/observation log

G3: Display holistic knowledge of all students and the implications for teaching and learning (InTASC Standards 1-3)

Objectives	Experiences	Course Connection	Evaluation
A. Research the needs and backgrounds of each child to include all of the developmental domains and cultural responsiveness	Document the contextual factors of the children	CEL 317, CEL 318, CEL 497, CRD 326	Checklists and/or rubrics Pre-internship checklist/observation log
B. Employ engaging and motivating learning	Apply the contextual	CEL 317, CEL 318,	Checklists and/or rubrics

strategies based on knowledge of students	factors of the children throughout lessons	CEL 497, CRD 326	Pre-internship checklist/observation log
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G4: Demonstrate Professionalism (<i>InTASC Standards 9, 10</i>)			
Objectives	Experiences	Course Connection	Evaluation
A. Adhere to the MS Educator Code of Ethics, the professional dispositions for the Practice to Profession Partnership Clinical Model, and FERPA standards	Read and follow the MS Educator Code of Ethics, the professional dispositions for the Practice to Profession Partnership Clinical Model, and FERPA standards	CEL 317, CEL 318, CEL 496, CEL 497, CRD 326, CEL 393	Pre-internship checklist/observation log
B. Maintain professional dress, hygiene, and conduct	Follow school district dress code as well as university expectations	CEL 317, CEL 318, CEL 496, CEL 497, CRD 326, CEL 393	dispositions rating scale
C. Use appropriate and professional communication, both orally and in writing	Effectively communicate with students, faculty, and parents throughout experiences	CEL 317, CEL 318, CEL 497, CEL 496	Rubrics and/or checklists
D. Engage in ongoing self-reflection	Keep up with the observation/reflection log	CEL 496	Pre-internship checklist/observation log
E. Use social media and cell phones in a manner that reflects school and district policy and preserves students' confidentiality	Follow school/district handbook policy as well as university expectations	CEL 317, CEL 318, CEL 496, CEL 497, CRD 326, CEL 393	Dispositions rating scale
F. Be punctual and dependable	Follow school/district handbook policy as well as university expectations	CEL 317, CEL 318, CEL 496, CEL 497, CRD 326, CEL 393	Dispositions rating scale

G5: Use technology effectively (<i>InTASC Standards 4, 5, 8</i>)			
Objectives	Experiences	Course Connection	Evaluation

A. Identify and use appropriate technological resources for instruction	Plan and implement lessons that incorporate a variety of technology resources	CEL 317, CEL 318, CEL 393, CEL 497, CRD 326	Rubrics/checklists
B. Use technology effectively to communicate with colleagues, family, and the community	Use communication and instructional apps, email, and other technological outlets	CEL 496	Pre-internship checklist/observation log
C. Have students use technology for meaningful and engaging experiences including both the learning process and products	Use technology to develop a student project	CEL 496	Pre-internship checklist/observation log

G6: Display passion and commitment to the teaching profession, students, and student learning. (InTASC Standards 9, 10)

Objectives	Experiences	Course Connection	Evaluation
A. Participate in school-based activities outside of the regular school hours	Attend family nights, faculty and PLC meetings, PTO meetings, etc	CEL 496	Pre-internship checklist/observation log
B. Engage in professional learning opportunities and participate in professional learning organizations a. Use evidence-based practices to enhance student learning b. Stay abreast of current educational research	- Join at least one professional organization (optional) attend a professional organization conference or meeting and utilize resources to impact student learning	- CEL 496 - CEL 496	Pre-internship checklist/observation log
C. Maintain appropriate and professional public presence	Apply the MS Code of Ethics and university dispositions to after school behaviors	CEL 496	Dispositions rating scale

D. Display enthusiasm for content and teaching	Deliver lessons and communicate with colleagues with enthusiasm	CEL 317, CEL 318, CEL 496, CEL 497, CRD 326	Checklists/rubrics
E. Advocate for students' needs across school settings	- Know SPED services of the school and utilize when appropriate - Identify students with health needs and identify protocols	- CEL 496 - CEL 496	Pre-internship checklist/observation log

The pre-internship mentor teacher mid-term feedback form below is completed by the mentor teachers on each of their pre-internship candidates. The forms are sent to the partnership school Team for review. Then, the forms are forwarded to the Director of Clinical Experiences, Licensure, and Accountability who shares the feedback with the elementary education faculty members. This form is used only for feedback to notify faculty if a conference with any candidate is needed.

PRE-INTERNSHIP MENTOR TEACHER MID-TERM FEEDBACK FORM

CEL 496

Pre-Internship Candidate _____

Mentor Teacher's Signature _____

School _____ **Grade/subject** _____

CEL 496 Instructor _____

INDICATOR	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
Initiative/Enthusiasm	_____	_____	_____
Planning of Lessons	_____	_____	_____
Knowledge of subject	_____	_____	_____
Discipline	_____	_____	_____
Classroom Management	_____	_____	_____
Evaluation of Student Performance	_____	_____	_____
Communication	_____	_____	_____

Attendance/Punctuality _____

Appearance _____

Interpersonal Skills _____

Requests conference with CEL 496 Instructor _____

Comments:

**Delta State University
Day 1 Ready Clinical Model
Pre-Internship Clinical Experience
Mentor Teacher/Pre-Intern Candidate Conference Log**

Date	Conference Notes	Signatures	
		Mentor Teacher	Candidate

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CHAPTER 3. THE DIRECTED TEACHING INTERNSHIP PROGRAM

DEFINITION

At Delta State University, the directed teaching internship is defined as that period of the undergraduate Teacher Education Program in which the candidate registers for internship and devotes a full day for the entire

semester to actual classroom experience in a particular school. This semester is preceded by various professional courses which prepare the teacher candidate for the internship experience. The teacher candidate observes, assists, and gradually directs many of the same activities engaged in by the cooperating teacher. This work is closely supervised by the principal, cooperating teacher, and university supervisor.

The clinical experiences, licensure, and accountability website <https://www.deltastate.edu/education-arts-humanities/clinical-experience-licensure-accountability/> is accessible for teacher candidates, cooperating teachers and supervisors with detailed information on the directed teaching internship program.

TERMINOLOGY

Terms and definitions used in conducting clinical experiences across Educator Preparation Programs (EPPs):

Teacher Candidate – the university student who is engaged in internship.

Cooperating School – the school which is not controlled or supported by the university, but which does provide facilities for professional laboratory experiences in a teacher education program.

Mentor Teacher – the regular classroom teacher who supervises pre-interns at a partnership school.

Cooperating Teacher – the person who teaches children in the regular classroom setting, and who also supervises teacher candidates and provides feedback and guidance while the candidate is in the field. The cooperating teacher is trained in the Teacher Intern Assessment Instrument and Dispositions Rating Scale and scores candidates using these instruments.

University Supervisor – the university representative responsible for supervising a teacher candidate or a group of teacher candidates in order to ensure all clinical experiences are completed and data are collected. University supervisors also ensure that interns are adhering to all InTASC and CAEP standards.

Director of Clinical Experiences, Licensure, and Accountability – the person designated by the University with the administrative responsibility for organizing and coordinating the University's program of directed teaching internship.

Teacher Intern Assessment Instrument (TIAI) and Impact on Student Learning assignment (ISL) –

The TIAI is a state-wide assessment created through collaboration with other Mississippi EPP representatives. All candidates are scored using the TIAI instrument in the areas of planning and preparation, assessment, instruction, learning environment, professional responsibilities, and management. In order to receive a passing grade in internship, each candidate must pass each indicator in the TIAI.

The ISL is a comprehensive, state-wide assessment completed by all teacher candidates that allows them to demonstrate proficiency in developing, implementing, and evaluating a TIAI unit. Components of the ISL include the following: contextual factors, learning objectives, assessment plan, design for instruction, instructional decision making, analysis of student learning, and reflection and self-evaluation. In order to receive a passing grade in internship, each candidate must pass all components of the ISL.

DIRECTED TEACHING INTERNSHIP SCHEDULES

Internship schedules are cooperatively planned by the university staff to meet the differing needs of the elementary and special area programs. The transition from these academic programs to the schools' classrooms

requires different and interactive processes supported by cooperating teachers and university staff members. To ensure appropriate student support, schedules provide for a brief orientation period at the beginning of each semester. After teacher candidates report to their assigned schools on the first day of the K-12 semester, and begin internship, periodic seminar sessions with university staff are scheduled on the university campus to maintain continuity during the internship semester.

The Director of Clinical Experiences, Licensure, and Accountability distributes schedules to university staff, school principals, and cooperating teachers. Accompanying the schedules is specific information and suggested procedures for elementary, secondary, and special areas programs. This includes, but is not limited to, data collection methods, continuing education unit applications, cooperating teacher information forms, and tax forms.

THE ROLE OF THE DIRECTOR OF CLINICAL EXPERIENCES, LICENSURE, AND ACCOUNTABILITY

Records of teacher candidates are kept in the Office of Clinical Experiences, Licensure, and Accountability. The Director of Clinical Experiences, Licensure, and Accountability serves as a liaison between the cooperating schools and Delta State University.

The Director of Clinical Experiences, Licensure, and Accountability has the responsibility to see that every candidate who registers for pre-internship and internship has been properly screened and approved. After candidates make application for internship, the Director of Clinical Experiences, Licensure, and Accountability makes the initial contact with the cooperating school administration concerning placement of teacher candidates. Minimum requirements for the position of cooperating teacher include a minimum of three years' experience in the classroom; preparation through an approved teacher education program, and no negative evaluations for a period of three years. The school district then nominates a panel of qualified cooperating teachers. The selected cooperating teachers must be willing to attend cooperating teacher trainings provided by the Office of Clinical Experiences, Licensure, and Accountability. The Director of Clinical Experiences, Licensure, and Accountability sends a fax or email to superintendents of cooperating districts concerning placement of interns (student teachers). The Director may request specific nominated teachers, grade levels, and/or schools within districts. Superintendents and/or personnel directors must recommend only specific teachers who have been through the nominations process. The Director of Clinical Experiences, Licensure, and Accountability assumes the ultimate responsibility for interns in the field.

All clinical experiences are tracked through the Clinical Experience Request forms filed in the Office of Clinical Experiences, Licensure, and Accountability. The Office of Clinical Experiences, Licensure, and Accountability collects demographic data and conducts an annual review of placement with regard to the following facets:

- Equal presence in upper and lower grades
- Diverse school settings (Charter schools, regular public schools, urban settings, rural setting)
- Diverse student populations (race/ethnicity, socioeconomic status, special needs, English language learners)

The review is conducted to ensure that all teacher candidates are immersed in experiences that reflect the realities of P-12 classrooms while being supported by university and clinical faculty. The review also exposes overuse of a particular school or district which may result in interruption of the school's learning environment and/or under usage of a site that would yield valuable experiences for the candidates.

The Director of Clinical Experiences, Licensure, and Accountability and program coordinators also work collaboratively with appropriate local school personnel to ensure that candidate placement provides the opportunity to demonstrate proficiency in diverse settings that reflect the realities of the P-12 classroom. Access to such diverse settings is facilitated by the Delta Area Association for the Improvement of Schools (DAAIS)

consortium. Though this consortium provides an array of diverse settings, much of the region is characterized by rural low socioeconomic settings.

To provide more diversity among the school settings for the teacher candidates, partnerships have been formed with schools outside of the DAAIS region. This enables teacher candidates to examine the contextual factors of diverse settings that impact and influence classroom instruction. Partnerships also provide DSU candidates with experiences in high-performing schools and settings that demonstrate exemplary practices with instructional technology. The College of Education, Arts, and Humanities continues to seek new partners who will collaborate to provide diverse field experience settings for the candidates.

Ongoing and regular dialogue with the superintendents and school boards represented by DAAIS occurs through periodic meetings, professional association conferences, and site visits. Throughout field experiences and clinical practice, program coordinators, site supervisors, and the Director of Clinical Experiences, Licensure, and Accountability maintain continuous communication to ensure the success of candidates.

THE ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor provides the link between the university and the participating school districts. The university supervisor is involved in orientation, supervision, evaluation, and overall concern for the program.

Individualized teacher education programs are managed by university supervisors who are trained in the TIAI and the ISL and experienced in various fields of specialization. All elementary teacher candidates are under the direct supervision of staff members who have specialized in elementary education.

For secondary and K-12 interns, every subject matter department in the university with curricula in teacher education provides at least one supervisor to work with the teacher candidates from the candidate's department.

Minimum requirements for the selection of university supervisors include appropriate professional experience for grade levels supervised, ability to demonstrate effective teaching strategies and methods, willingness to assume the roles expected of a mentor, ability to work as a team member and facilitate professional learning, and training with evaluation of the Teacher Intern Assessment Instrument (TIAI) and the Impact on Student Learning assignment (ISL).

The university supervisor is expected to visit each teacher candidate a **minimum** of **FIVE** times (one visit per month for August through December in fall internship and January through May for spring internship) while the teacher candidate is actually teaching a class. The university supervisor has the responsibility for evaluating the teacher candidate using the TIAI and the ISL. Through observations of the teacher candidate engaged in instruction, the university supervisor provides at least five evaluations (one evaluation per month) with oral and written feedback to ensure that the teacher candidate passes all parts of the TIAI and the ISL. The supervisor is required to document five formal evaluations of the candidate in Anthology using the TIAI scoring guide. In addition, the supervisor is required to document two evaluations of the ISL in Anthology using the ISL rubrics. In some cases, a teacher candidate may pass all the indicators during one visit, while other teacher candidates may require further observations to satisfactorily complete all the indicators. Regardless, additional visits are made to all candidates each month to continue to provide feedback to the teacher candidates. Lesson plans and records of work are checked during each visit. Requests for observation of specific lessons may be made at any time by the cooperating teacher or teacher candidate. The cooperating teacher or teacher candidate may call for a conference with the university supervisor when the need arises. At the end of each month, the university supervisor submits a monthly report to the CELA director detailing the evaluations that took place that month and any concerns noted for each intern. The university supervisor and cooperating teacher are responsible for assessing the candidates' dispositions and recording the evaluation in Anthology using the dispositions rating scale.

Responsibilities of University Supervisor:

1. Read the Teacher Education Handbook and plan to attend scheduled Supervisor trainings regarding supervision of teacher interns, TIAI, ISL, and Anthology.
2. Meet with teacher interns when they are on campus for seminars at the beginning of the semester to clarify expectations, responsibilities, etc. Emphasize appropriate methods of communication to be used between the supervisor and teacher intern (preference of emails, phones, fax, etc.)
3. Make initial contact with all cooperating teachers within the first week of internship whether through email or phone calls to ensure good communication throughout the semester.
4. Visit teacher intern at least once within the first 3 weeks of internship to evaluate the teaching of a lesson. Use the TIAI scoring guide to evaluate the lesson and provide written and oral feedback to the teacher intern after the lesson.
5. During visits to the teacher intern, the DSU supervisor and the cooperating teacher should conference and share information on evaluation results and the teacher intern's teaching performance, personal responsibilities, and professional development.
6. Direct the preparation of the TIAI unit and ISL, schedule consecutive dates for teaching the unit, and verify approval of the TIAI unit by the cooperating teacher **before** allowing the teacher intern to begin teaching the unit.
7. Evaluate the teacher intern during the teaching of the TIAI unit using the TIAI scoring guide. Conference with the teacher intern concerning the results of the lesson taught. The TIAI evaluation will need to be submitted on Anthology by the first of December and the first of May along with the other four evaluations.
8. Evaluate your teacher interns' dispositions and submit the evaluation on Anthology by the first of December and the first of May.
9. **Submit monthly reports to the CELA Office for each intern.**
10. Submit the Teacher Intern Final Grade report in Banner (MyDSU) by the first of December and the first of May.

THE ROLE OF THE PRINCIPAL

The principal plays a vital role in the directed teaching internship program. A major responsibility of the principal is to coordinate each teacher candidate's work in such a manner that the teacher candidate not only receives maximum benefits from classroom experiences but also makes contributions to the total school program.

The principal formally introduces the teacher candidate to the faculty and staff and extends a welcome to attend faculty meetings, assembly programs, and other school functions. Following an initial orientation, the principal encourages immersion in the school by visiting and observing classes, participating in activities, and learning about administrative tasks, roles of guidance counselors, and library services. As an instructional leader, the principal also observes and evaluates performance of the teacher candidate. The teacher candidate should feel that he/she is a valued associate member of the school's staff.

THE ROLE OF THE COOPERATING TEACHER

The day to day leader for the entire internship experience is the cooperating teacher. The skills and methods of the cooperating teacher become a part of the teacher candidate's repertoire for years to come. In addition to being a successful and experienced teacher, the teacher must be dedicated to the profession and willing to assume the responsibility of working with a teacher candidate. Minimum requirements for the position of cooperating teacher include a minimum of three years' experience in the classroom; preparation through a traditional NCATE/CAEP approved teacher education program, no negative evaluations for a period of three years, and a nomination selection from the district as a cooperating teacher.

The cooperating teacher assumes full responsibility for planning a worthwhile program of activities for the teacher candidate. Time spent in planning pays off in a pleasant and successful experience for both the candidate and teacher. Planning actually begins before the teacher candidate arrives, such as adjusting the schedule of classroom activities to include adequate experiences for the teacher candidate. By studying the resume in the teacher candidate's folder, the cooperating teacher learns something about the candidate's background, interests, and prior experiences.

After the teacher candidate arrives, the task of the cooperating teacher is to familiarize the teacher candidate with the school environment and make the candidate feel a part of the staff. There is ample opportunity for this help during the first week of observation. During this week the cooperating teacher may call upon the teacher candidate to participate in routine activities that will enable him/her to adjust quickly to assigned tasks. A teacher candidate is expected to attend faculty meetings, PTA meetings, assembly programs, and to participate in all school activities normally expected of classroom teachers. They are encouraged to visit other teachers in their own teaching field or grade level as well as in other fields and grade levels. It is the responsibility of the cooperating teacher to plan a program of activities which include these experiences and assures maximum benefits to the teacher candidate.

For the first week in the classroom, the teacher candidate should become familiar with the school. During this week the teacher candidate should observe, teach one lesson, and study carefully the following:

1. Classroom routine
2. Assignments
3. Scheduling of class work
4. Questions and problems
5. Methods of instruction
6. Discipline
7. Provisions for individual differences
8. Reaction of individual students
9. Lesson plans used by the cooperating teacher

After the teacher candidate becomes familiar with the routine of the school, the candidate is ready for exploratory experiences with students, such as library work and various other student activities. Success with these experiences indicates that the teacher candidate is ready for more advanced experiences, including studying the cooperating teacher's records and reports, grading papers, working with individual students, and making preliminary lesson plans. The cooperating teacher has the responsibility of evaluating the intern on a daily basis and providing daily oral and written feedback on candidate progress. The cooperating teacher is responsible for documenting **three** formal evaluations (second, third, and fourth month) of the intern's planning and skill in instruction through the use of the TIAI scoring guide in Anthology to provide written feedback. The cooperating teacher is also responsible for assessing the candidate's dispositions and recording this evaluation in Anthology as well.

Responsibilities of Cooperating Teacher:

1. Work with the intern in planning a schedule of activities for the entire term. This includes a gradual release of responsibility of teaching duties to the student teacher.
2. The intern should follow the attached calendar, attending seminars and other meetings on campus as scheduled.
3. Attend cooperating teacher training at Delta State, the Muse Center in Pearl, or via Zoom. The dates are on the internship calendar. At that time, turn in your application for CEU credit(s).
4. As the intern begins writing lesson plans, the cooperating teacher should **approve each lesson plan at least 24 hours in advance of the teaching of that plan. Initialing each written lesson plan indicates approval by the cooperating teacher. NO INTERN SHOULD BE ALLOWED TO TEACH A LESSON THAT HAS NOT BEEN APPROVED.** At some point each day, the cooperating teacher should conference with the intern, giving feedback on lessons taught.
5. Sign the documentation of days calendar at the end of each month with your intern.
6. Complete the Mid-Term assessment on your intern – **DUE BY THE MIDDLE OF OCTOBER or THE MIDDLE OF MARCH** in the Office of Clinical Experience, Licensure and Accountability. Mail to Office of Clinical Experience, Licensure and Accountability, Box 3121 DSU, Cleveland, MS 38733 or fax to 662.846.4402 or email it to the CELA Director.
7. Work with the intern in planning the Teacher Intern Assessment Instrument (TIAI) unit and the Impact on Student Learning assignment (ISL). Approve the unit before it is given to the university supervisor.
8. Evaluate the intern during the teaching of the TIAI unit and two additional formal evaluations during the semester. This evaluation will need to be submitted on Anthology by the first of December and the first of May.
9. Complete the dispositions assessment on your intern before the end of the semester. This evaluation will need to be submitted on Anthology by the first of December or the first of May.

The director of CELA monitors the effectiveness of cooperating teachers. Feedback is provided to the director from university supervisors. If deficiencies are noted, the director of CELA meets with the school principal and/or school district administration to discuss deficiencies and makes necessary adjustments to the intern's placement.

LESSON PLANS FOR THE TEACHER CANDIDATE

Each teacher candidate must use the approved lesson plan guide for lesson planning and copies of the plan should be available to the university supervisor on each visit. If the university supervisor should arrive in the middle of a lesson, he/she should ask for the lesson plans at the end of the period so that the teacher candidate and the lesson are not disrupted. Lesson plans will also be submitted in Canvas each week to the University Supervisor. All lesson plans should contain the following:

1. Mississippi College and Career Readiness Standards
2. Main ideas/Goals
3. Objectives (Enrichment and Remedial)
4. Instructional Procedures and Learning Activities (including questions that will be asked of the students)
5. Materials/Resources
6. Evaluation

THE ROLE OF THE TEACHER CANDIDATE

Every effort is made to prepare teacher candidates, both academically and psychologically, for the task ahead. Since internship is a new experience for the candidates, some tension and misgivings may be felt. This reaction is not unusual, even among the best students, and need not be cause for alarm. The well-prepared teacher candidates have confidence in their ability to change from college students to classroom teachers

without difficulty. The teacher candidates are looking forward to the challenge and opportunity of proving their own worth.

Any deficiencies in subject matter knowledge and skills must be overcome by hard work on the part of the candidate. It may mean long hours of studying outside the school day. The cooperating teacher cannot supply the knowledge for the teacher candidate. Teacher candidates must display the dispositions of good teachers at all times. **Dispositions have been reinforced throughout the teacher candidate's programs and must be continued throughout internship. Failure to abide by the Dispositions Rating Scale may result in dismissal from the teacher education program and/or internship. Teacher candidates must also follow the MS Educator Code of Ethics. Failure to uphold the Code of Ethics may result in dismissal from the teacher education program and/or internship.**

The First Few Days:

Since the internship experience lasts for one semester, adjustments must be made very quickly. The following efforts and accomplishments on the part of the teacher candidates enable them to make a good beginning and set the stage for a successful experience:

1. Get acquainted with other faculty members, including the guidance counselor.
2. Tour the building.
3. Become familiar with the library media center.
4. Learn the cafeteria routine.
5. Read the DSU Teacher Education Handbook, student handbook, school paper, yearbook, etc.
6. Make a seating chart of students and learn their names.
7. Become familiar with the daily schedule.
8. Learn the school's policies governing such items as attendance, tardiness, fire drills, visitors in the school and classrooms, announcements, assemblies, and student activities.
9. Learn the school's policy with regard to grouping students.
10. Work with the cooperating teacher in setting up a schedule of activities for the entire term.
11. Create a MECCA account through MDE and apply for the Pre-Service Teaching License.

Teacher candidates must always keep in mind the fact they are members of the faculty and should conduct themselves in a manner benefiting the dignity of the profession.

The following guidelines are to be strictly adhered to at all times:

1. Be prompt in getting to the classroom and in carrying out all assigned tasks.
2. Be courteous to the students.
3. Report as early as possible to the principal, cooperating teacher, university supervisor, and Office of Clinical Experiences, Licensure, and Accountability any absences caused by unavoidable circumstances.
4. Establish formal and professional relationships with students. Require them to call you "Mr.," "Miss", or "Mrs." Expect the same respect and courtesy of them that the cooperating teacher does.
5. Dress in a professional manner appropriate for a teacher and follow the school's dress code.
6. Change locations in the classroom every day to better observe both students and the cooperating teacher.
7. Always be prepared. Work should be prepared more than twenty-four hours ahead of the class. Prepare to take charge of the class at any time when the cooperating teacher may be unexpectedly absent from the room. Students are indulgent and overlook occasional errors and poor knowledge of subject matter, but they soon lose confidence and respect for a teacher candidate who is habitually unprepared. Outstanding teachers in a school system always spend much time getting ready for their work. They do not rely on last minute preparation of their lesson or inspirations of the moment.
8. Find things to do. Show initiative and creativeness. Do not make it necessary for the cooperating teacher to tell you everything that you should do. Make yourself useful; you get out of supervised

teaching what you put into it. The following activities may suggest ways in which you can fit into the classroom situation smoothly and helpfully:

- a. Putting assignments on the board
 - b. Preparing reference material or demonstration equipment
 - c. Taking attendance
 - d. Checking and passing out papers
 - e. Preparing bulletin boards
 - f. Assisting with record keeping
 - g. Checking physical condition of the room including light, heat, bookshelves, activity tables, etc.
9. Refrain from gossiping about the school, teachers, or students. Occurrences in the classroom and matters discussed in conferences with the cooperating teacher should be treated confidentially.
 10. Use discretion when introducing controversial issues in class and always check with your cooperating teacher before doing so.
 11. Cell phones should not be used during school hours in classroom or school.
 12. Acquaint yourself with the textbooks and materials used in the classroom, as well as the community and its resources.
 14. Get to know your students. Try to adjust all work to their mental level while holding them to a high standard.
 15. When the cooperating teacher has charge of the class, time should be spent in observation and looking for specific classroom behaviors.
 16. Spend at least eighteen hours on multi-level observation outside of your own classroom.
 17. Record yourself teaching at least one lesson.
 18. If your teaching situation is unsatisfactory, take the problem to the cooperating teacher, university supervisor, or Director of Clinical Experiences, Licensure, and Accountability. Do not discuss it on the campus or in the dormitory.
 19. Follow the school's policies on dress code, drug, tobacco, and alcohol use, and any other relevant policies.
 20. Follow the school's policies on social media use and any type of media releases.

Personal appearance is the teacher candidate's own responsibility. Candidates owe it to themselves to look their best at all times. Such essentials as professional dress and appearing well groomed, attending to both neatness and personal hygiene, constitute a regular part of daily preparation and must never be neglected. Teacher candidates are expected to follow the dress code for teachers and other professionals in the school to which they are assigned.

The Final Week:

During the final week teacher candidates must be very careful to return all books borrowed from the library or the cooperating teacher and turn in all grades, reports, or other work from classes. Each teacher candidate is responsible for the following:

1. Complete and total the time sheet.
2. Obtain the cooperating teacher's signature on the documentation of days calendar.
3. Check to be sure the cooperating teacher has completed all evaluations in Anthology.

All teacher candidates return to the Delta State University campus for a final seminar after completion of internship. At this time they complete a licensure application and are briefed on job possibilities and can meet with the Director of Clinical Experiences, Licensure, and Accountability and their university supervisors to complete any necessary forms or turn in any other needed documentation.

Responsibilities Throughout the Semester:

1. Observe the cooperating teacher for the first few days, learning student names, procedures, routines, etc.
 2. Begin by teaching one lesson/subject per week and progress to full-day teaching within seven weeks.
 3. Compile a notebook (physical or electronic) of plans taught and a log of observation and teaching times and submit lesson plans weekly in Canvas.
 4. Prepare lesson plans using the DSU guide or other guide as approved by the university supervisor. NOTE: Begin with the long form and only move to the short form when approval has been given by the DSU supervisor. ALL LESSON PLANS MUST BE APPROVED AND INITIALED BY YOUR COOPERATING TEACHER AT LEAST 24 HOURS BEFORE YOU TEACH THE PLAN. YOU MAY NOT TEACH A LESSON THAT HAS NOT BEEN APPROVED BY YOUR COOPERATING TEACHER.
- Prepare extra activities in case any lesson runs short. Come to school “over-prepared” with content related activities for students.
5. Prepare your TIAI unit along with your ISL ensuring all components are met, including integration of diversity and technology. The TIAI must be approved by the cooperating teacher and then given to the university supervisor at least two weeks before teaching the unit. The cooperating teacher and/or the supervisor have the right to delay the teaching of the TIAI if the unit is not adequately prepared.
 6. Prepare the ISL to use in planning the TIAI.
 9. Submit your weekly reports to your DSU supervisor on **Thursday** of each week, either by fax, email, or in Canvas, according to supervisor preference. Record days attended and days absent on the monthly documentation of days calendar.
 9. At the end of the semester, make sure your cooperating teacher has turned in all of your required paperwork in Anthology.

ACTUAL TEACHING EXPERIENCE

When the teacher candidate has developed enough poise and confidence for teaching, the cooperating teacher permits the candidate to teach a single class for which the teacher candidate has planned. After several days of teaching a single class, the teacher candidate should add additional classes until the candidate moves to full time teaching. How fast the teacher candidate moves to full time teaching is determined by the candidate and the cooperating teacher. The number of hours actually taught by a teacher candidate and the exact time for teaching must be governed by existing conditions in the school and the classroom. The more hours a teacher candidate is able to teach, the better. The teacher candidate must, at a minimum, teach all classes of the cooperating teacher for a full week (5 consecutive days by the end of the semester).

The cooperating teacher should require that all lesson plans and units be prepared in ample time (24 hours in advance) to be checked and revised before they are used by the teacher candidate. **No candidate should be allowed to teach a lesson that has not been approved.** This procedure enables the cooperating teacher to determine strengths and areas of improvement before the crucial moment of instruction by the teacher candidate.

The cooperating teacher is encouraged to leave the room for brief periods of time after he/she feels the teacher candidate is capable of handling the situation adequately. The teacher candidate needs ample opportunity to develop initiative and use good judgment. This suggestion does not mean that the teacher candidate is to be left alone for an extended period of time, nor with classes that may be difficult to control. Classes should not be turned over to a teacher candidate on a moment's notice, except in the case of an emergency. The cooperating teacher is responsible for problems which may arise in the class, even though the cooperating teacher may be out of the room at the time.

Daily conferences should be scheduled by the cooperating teacher to include planning for the following day and week, along with discussion of the progress, strengths, and areas of improvements of the teacher candidate. The cooperating teacher will work with the candidate to ensure that he/she is regularly involved with parents and community stakeholders.

All teacher candidates' absences should be reported immediately to the Office of Clinical Experiences, Licensure, and Accountability and to the university supervisors. There are only three excused absences in internship and all absences beyond the three excused absences must be made up. **Extended absences demand a withdrawal from the program for that semester.** The cooperating teacher has complete authority over the teacher candidate at school. Reasonable requests, suggestions, or requirements must be respected by the teacher candidate. These regulations are made to help develop a thoroughly qualified teacher. Refusal to comply is grounds for dismissal from the Teacher Education Program.

EVALUATION

Delta State University has the "Credit or No-Credit" system of evaluating teacher candidates. When the teacher candidate successfully completes his/her program, he/she will be a well-prepared teacher. Each new teacher will have successfully passed all indicators in the TIAI and the ISL.

The cooperating teacher submits a recommendation, a dispositions rating, a midterm evaluation, **three** teaching evaluations, and a final evaluation on the teacher candidate. Each supervisor submits a recommendation, a dispositions rating, two ISL ratings, **five** teaching evaluations, and a final grade report. These evaluations and a time log are considered when determining a credit or no-credit grade. If supervisors and/or cooperating teachers have documented failure to master the indicators in the TIAI and ISL, intense remediation is provided to the candidate by the cooperating teacher and the supervisor. If, however, after remediation, the candidate continues to fail indicators on the TIAI and/or ISL, the candidate may be removed from internship. A remediation plan for the candidate is then drafted and agreed upon by the Director of Clinical Experiences, Licensure, and Accountability, the Chair of Teacher Education, the supervisor, and the candidate's advisor on campus. The candidate must successfully complete the remediation plan in order to enter into internship in a subsequent semester.

In addition, teacher candidates must maintain satisfactory scores on the Dispositions Rating Scale and must abide by the MS Educator Code of Ethics and Standards of Conduct in order to successfully complete internship and/or the teacher education program.

Time Line for Internship Semester

A **suggested** time line for your internship semester is as follows:

Weeks 1 and 2: Attend staff development sessions with your cooperating teacher. Assist your cooperating teacher in preparing the classroom for students. Orient yourself to the school and classroom. Work with individual students, learn classroom routines, and discuss plans, duties, and activities with the cooperating teacher.

Week 3: Continue observing in the classroom. Plan and teach at least two lessons this week. Conference with your cooperating teacher. Begin to assume some classroom responsibilities. Discuss possible TIAI/ISL topics and schedule a tentative date to begin teaching the TIAI.

Weeks 4-5: Assume more teaching responsibilities by teaching multiple periods and/or lessons. Continue conferencing with the cooperating teacher and your university supervisor to evaluate your performance as a teacher. Work on TIAI and ISL. Observe at least 2 hours in other grade levels and/or subject areas.

Weeks 6-7: Continue to teach multiple lessons each week with conferences with your cooperating teacher and supervisor. Observe/teach at least 2 hours in other grade levels and/or subject areas.

Weeks 8- 9: Submit your TIAI/ISL to your cooperating teacher **and then** to your university supervisor for approval. Finalize date to begin teaching the TIAI/ISL. Continue teaching multiple lessons. Observe/teach at least 2 hours in other grade levels and/or subject areas.

Weeks 10 – 11: Successfully teach TIAI/ISL unit with evaluations from your cooperating teacher and DSU supervisor. Submit last two sections of ISL (analysis section and reflection section) to your DSU supervisor. Continue to assume more and more teaching responsibilities each week. For at least 5 days, assume complete responsibility for the classroom, carrying out all teaching and other duties your cooperating teacher normally assumes. Observe/teach at least 2 hours in other grade levels and/or subject areas.

Weeks 12 - 17: Continue to teach lessons as assigned by your cooperating teacher. For at least 5 days, assume complete responsibility for the classroom, carrying out all teaching and other duties your cooperating teacher normally assumes. Observe/teach at least 2 hours in other grade levels and/or subject areas.

Month of December and/or May: TIAI/ISL and dispositions evaluations are due in Anthology by supervisors and cooperating teachers. Continue to teach lessons as assigned by your cooperating teacher and continue to teach lessons in other grade levels/subject areas. Make sure you have submitted everything your supervisor and the Office of Clinical Experiences, Licensure, and Accountability needs. Make sure your cooperating teacher has turned in everything on Anthology and in hard copy to the Office of Clinical Experiences, Licensure, and Accountability.



2022 Initial Level Standards

Standard 1: Content and Pedagogical Knowledge

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

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

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

R2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Standard 3: Candidate Recruitment, Progression, and Support

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

R3.1 Recruitment The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

R3.2 Monitoring and Supporting Candidate Progression The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

R3.3 Competency at Completion The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Standard 4: Program Impact

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

R4.1 Completer Effectiveness The provider demonstrates that program completers:

- effectively contribute to P-12 student-learning growth

AND

- apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

R4.2 Satisfaction of Employers The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

R5.1 Quality Assurance System The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

R5.2 Data Quality The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

R5.3 Stakeholder Involvement The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

R5.4 Continuous Improvement The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Standard 6: Fiscal and Administrative Capacity

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

R6.1 Fiscal Resources The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.

R6.2 Administrative Capacity The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.

R6.3 Faculty Resources The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

R6.4 Infrastructure The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.

****Only For EPPs seeking access to Title IV funds****

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

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

InTASC STANDARDS

InTASC standards are aligned with the TIAI indicators and delineate the knowledge, skills and dispositions expected of beginning teachers.

THE LEARNER AND LEARNING

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.

CONTENT KNOWLEDGE

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.

INSTRUCTIONAL PRACTICE

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.

PROFESSIONAL RESPONSIBILITY

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.

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)	
DOMAIN I: PLANNING AND PREPARATION	
1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	
2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. * Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic statuses, gender, language, religion, sexual identification, and/or geographic origin.	
3. Integrates core content knowledge across and within subject areas in lessons when appropriate.	
4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development. * Examples include but are limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.	
5. Plans indicate the use of appropriate assessments that effectively evaluate student learning and development. * Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.	
6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding. * Examples of technology include the implementation of digital learning programs using iPads, Chromebooks, PowerPoints, Smart Boards, Promethean Boards, cell phones, etc.	
DOMAIN II: ASSESSMENT	
7. Communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	
8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group. * Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.	
DOMAIN III: INSTRUCTION	
9. Uses standard written, oral, and nonverbal communication in instruction.	
10. Provides explicit written and oral directions for instructional activities.	
11. Communicates positive expectations for learning for all students.	
12. Conveys enthusiasm for teaching and learning for all students. .	

13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.
14. Demonstrates content knowledge and an understanding of how to teach the content.
15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development. * Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulations, etc.
16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group. * 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.
17. Engages all students in critical thinking through higher-order questioning. * Guided questions need to be listed in lesson plans.
18. Adjusts instruction as needed based on student input, cues, and individual/group responses.
19. Uses family and/or community resources in instruction to impact student learning and development. * Examples include guests, materials, extracurricular activities, etc.
DOMAIN IV: LEARNING ENVIRONMENT
20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.
21. Attends to and delegates routine tasks.
22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.
23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.
24. Maximizes instructional time.
DOMAIN V: PROFESSIONAL RESPONSIBILITIES
25. Collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development. * Examples include documented evidence such as PLCs, data meetings, newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.

Purpose: To provide a comprehensive assessment (both formative and summative) of the teaching practice of teacher candidates.

Administration: This instrument is administered by clinical instructors and/or university supervisors during each field experience placement.

Success Indicator: Items rated at the “Meets Standard” level represent successful teaching practice by the teacher candidate.

Anything below “Meets Standard” can be seen as an area in need of improvement.

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Teacher Intern _____

Semester/Year: _____

Check one: 1st Placement: _____ 2nd _____

Placement: _____

Grade Level/Subject: _____

Evaluator: _____

Check one: Classroom Mentor Teacher ____ University Supervisor ____

School: _____

Date(s) Evaluation Completed: _____

The TIAI has been aligned to InTASC Standards, CAEP Standards, & Mississippi Educator Performance Growth System/Teacher Growth Rubric (TGR).

DOMAIN I: PLANNING AND PREPARATION

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	1	1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	Objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	Objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	Objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	In addition to meets standard, objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom’s Taxonomy).

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	Does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each	Develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	In addition to meets standard, provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.

				learner in the group.			
*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
RI.2	4	4	3. Integrates core content knowledge across and within subject areas in lessons when appropriate.	Instructional plans never integrate core content knowledge across and within subject areas.	Instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	Instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	In addition to meets standard, instructional plans include connections of content across disciplines.*
*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
RI.3	8	2	4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	Does not plan appropriate or sequential teaching procedures that include innovative introductions and closures. Different teaching strategies are not utilized.	Plans lack logical sequence and different teaching strategies.	Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	In addition to meets standard, multiple lesson plans cited research-based evidence.
*Examples include but are limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

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

*Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	6	2.5, 4.4	6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	Plans do not include technology that will engage students.	Plans lack logical use of technology.	Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	In addition to meets standard, multiple lesson plans utilize technology to enhance learning opportunities.

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

SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

DOMAIN II: ASSESSMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	7. Communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	Does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	Communicates assessment criteria and performance standards to the students. Fails to provide students with feedback.	Communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. Provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement.*

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

SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	Does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	Uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group.	Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	In addition to meets standard, conferences with individual students to assist with monitoring progress.
*Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

DOMAIN III: INSTRUCTION

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	4	9. Uses standard written, oral, and nonverbal communication in instruction.	Does not use standard written, oral, and nonverbal communication in instruction.	Standard written, oral, and nonverbal communication is difficult to follow for students.	Uses standard written, oral, and nonverbal communication in instruction to engage students.	In addition to meets standard, enriches conversation with expressive language and vocabulary to engage students.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	4	10. Provides explicit written and oral directions for instructional activities.	Does not provide explicit written and oral directions for instructional activities.	Provides written and oral directions for instructional activities that are not explicit.	Provides explicit written and oral directions for instructional activities.	In addition to meets standard, uses concrete examples to model and to clarify tasks and concepts.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
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R1.1	2	2	11. Communicates positive expectations for learning for all students.	Does not communicate positive expectations for learning for all students.	Has difficulty communicating positive expectations for learning for all students.	Communicates positive expectations for learning for all students.	In addition to meets standard, encourages all students to set positive expectations for themselves and peers.
SCORES COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	7	12. Conveys enthusiasm for teaching and learning for all students.	Does not convey enthusiasm for teaching and learning for all students.	Has difficulty conveying enthusiasm for teaching and learning for all students.	Conveys enthusiasm for teaching and learning for all students.	In addition to meets standard, elicits enthusiasm from students.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	In addition to meets standard, enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.2	4	4	14. Demonstrates content knowledge and an understanding of how to teach the content.	Does not demonstrate content knowledge and how to teach the content.	Has difficulty demonstrating content and content pedagogical knowledge.	Demonstrates content knowledge and an understanding of how to teach the content.	In addition to meets standard, uses a variety of instructional methods to ensure an understanding of the content
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

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CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	2.5, 2.6, 2.7, 4.4, 4.5, 4.6	15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	Does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	Has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard, uses a variety of appropriate student-centered teaching strategies to impact student learning and development.

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

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	1	2	16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	Does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	Implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	Implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	In addition to meets standard, cites research to support the planned learning experiences.

*Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.2	5	4	17. Engages all students in critical thinking through higher-order questioning.*	Does not engage all students in critical thinking through higher-order questioning.	Relies on lower level questioning.	Engages all students in critical thinking through higher-order questioning.	In addition to meets standard, provides opportunities for students to apply concepts in problem-solving and critical thinking.

*Guiding questions need to be listed in lesson plans.

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	18. Adjusts instruction as needed based on student input, cues, and individual/group responses.	Does not adjust instruction as needed based on student input, cues, and individual/group responses.	Elicits student input during instruction and attempts are made to adjust instruction based on student responses.	Elicits student input and adjusts instruction as needed based on student input, cues, and individual/group responses.	In addition to meets standard, constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	10	9	19. Uses family and/or community resources in instruction to impact student learning and development.*	Does not use family and/or community resources in instruction to impact student learning and development.	Attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	Uses family and/or community resources in instruction to impact student learning and development.	In addition to meets standard, designs and organizes instruction to foster ongoing communication and high expectations for learners.
*Examples include special guests, materials, extracurricular activities, etc							
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

DOMAIN IV: LEARNING ENVIRONMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	Does not adjust the classroom environment to enhance positive peer relationships, motivation, and learning.	Has difficulty adjusting the classroom environment to enhance positive peer relationships, motivation, and learning.	Adjusts the classroom environment and delivers instruction to enhance positive peer relationships, motivation, and learning.	In addition to meets standard, encourages students to develop self-monitoring skills.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	6	21. Attends to and delegates routine tasks.	Does not attend to and delegate routine tasks.	Attempts to attend to and delegate routine tasks but there is no consistency or established routine.	Attends to and delegates routine tasks.	In addition to meets standards, has a systematic routine for attending to and delegating tasks.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	Does not manage student behavior.	Has difficulty applying appropriate strategies in managing student behavior.	Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	In addition to meeting the standard, students self-monitor their behavior.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	7	23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	Does not create a culturally inclusive environment.	Has difficulty maintaining a culturally inclusive environment.	Creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	In addition to meets standard, cultural inclusivity is evident in student interactions.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	6	24. Maximizes instructional time.	Does not maximize instructional time.	Has difficulty maximizing instructional time.	Maximizes instructional time.	In addition to meets standard, transitions, routines and procedures are executed in an efficient manner with minimal teacher direction.
SCORES AND COMMENTS ON EFFECTIVENESS							
Formative Assessment Score:				Summative Assessment Score:			
Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

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DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	10	9	2.4, 4.3	25. Collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	Does not collaborate with professional colleagues to communicate with families about student learning and development.	Has difficulty collaborating with professional colleagues to communicate with families about student learning and development.	Collaborates with professional colleagues to communicate with families about student learning and development.	In addition to meets standard, engages in ongoing professional learning opportunities with professional colleagues, and seeks advice/information from experienced educators.

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

SCORES AND COMMENTS ON EFFECTIVENESS

Formative Assessment Score:	Summative Assessment Score:
Formative Assessment Comments/Evidence:	Summative Assessment Comments/Evidence:

STATEWIDE IMPACT ON STUDENT LEARNING ASSIGNMENT

Purpose

The Impact on Student Learning assignment gives the teacher candidate the opportunity to:

- Determine the impact of instruction on all students' learning,
- Use assessments to make research-based informed decisions about instruction,
- Analyze and communicate students' performance results, and
- Reflect on teaching performance.

Quality of Work

- **The assignment should exemplify professionalism and effective writing and/or communication skills. This includes correct grammar, usage, and mechanics**
- **All necessary documentation is provided within the assignment.**
- **Overall, the assignment demonstrates evidence of organization and well planning.**

Overview of the Method – Impact on Student Learning

The teacher candidate will use the assigned internship placement class and/or a group of students to determine the impact of his/her teaching on student learning. The teacher candidate will use 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 will analyze the data to determine the impact on student learning.

Assessment Information

- Pre-assessments measure students' understanding and performance on a set of skills and objectives. Results from pre-assessments are used to inform, plan, and guide instruction. Need to include your pre-assessment tool and data results.
- Formative assessments focus on students' understanding and performance of the skill(s) during instruction. Data from formative assessments influence instruction. Need to have two formative assessment results.
- Post-assessments (summative) evaluate students' understanding and performance of a set of skills or objectives at the conclusion of the unit and/or lessons. Post-assessments can include a variety of formats. Need to include post-assessment tool and data results.

Unit/Lesson Plans

Prior to planning the unit and/or lessons, the teacher candidate will conduct at least one pre-assessment. After conducting the pre-assessment/s, the teacher candidate will record the pre-assessment/s data in a spreadsheet and analyze this data to inform the planning of the unit/or lessons.

Contextual Factors

The teacher candidate will collect contextual factors about students, the school, and the learning community. The teacher candidate will analyze the contextual factors to inform the unit and/or lesson planning.

Adjusting Instruction to Meet Student Needs

During instruction, administer multiple formative assessments and evaluate the data from these assessments to adapt instruction throughout the unit and/or lessons. Document how data from formative assessments were used to effectively plan, implement, and change instruction when necessary.

After implementing the unit and/or lessons, the teacher candidate will administer a post-assessment (summative) to determine the impact of instruction on student learning. The teacher candidate will record the post-assessment (summative) data in a spreadsheet and analyze the data to determine areas taught effectively, areas for improvement, and to determine if all students in the class were provided with equitable learning experiences.

The teacher candidate will analyze data from pre-assessments, formative assessments, and post- assessments (summative) to determine the impact on student learning for the unit and/or lessons.

Assignment Components

Contextual Factors

Purpose for Step 1:

Consider the learning environment and contextual factors that may have an impact on the teaching-learning process. Discuss characteristics about the school, classroom, and individual student needs that should be considered as instructional plans are developed. List accommodations/modifications that will be made to instructional planning and implementation based on contextual information of the assigned classroom.

Task:

Discuss the relevant contextual factors including community and school information, classroom information, student characteristics, and accommodations/modifications for planning, instruction, and assessment/s. Include any supports and challenges that impact instruction and student learning. Discuss any implications and accommodation/modifications needed for instruction based on contextual factors.

Prompt:

In the discussion on contextual factors, include the following:

- **1.1. Community and school information**
 - Discuss the community and school information:
 - geographic location
 - community/school population (diversity, race, ethnicity, culture, gender, etc.)
 - socio-economic status (SES; ex: free/reduced lunch, Title I school, etc.)
 - type of school (locale, grade levels, and any other pertinent characteristics)
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas for discussion, which could include community support for education and other factors in the environment that impact education.
- **1.2. Classroom information**
 - Discuss the classroom information:
 - physical features and arrangement of the classroom
 - availability of technology, equipment, and resources
 - extent of parental/guardian involvement
 - grouping practices (whole group, small group, pairs, etc.)
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas for discussion, which could include but are not limited to how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the room on a regular basis.
- **1.3. Student characteristics – Related to the Students and Learning Environment**
 - Discuss the following required areas for student characteristics:
 - grade/age level
 - gender
 - race/ethnicity/culture
 - special needs
 - achievement/developmental/skill levels
 - language (English, ESL, ELL)
 - interests, learning differences, and any other pertinent information
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas for discussion, which could include but are not limited to background information and/or

characteristics of specific students that should be considered when planning and implementing instruction.

Learning Goals and Objectives for Unit and/or Group of Lessons

Purpose for Step 2:

Plan appropriate and challenging learning purposes/goals and develop measurable and observable objectives for the unit of study or group of lessons. Consider different levels of Bloom's Taxonomy and Depth of Knowledge (DOK) when planning measurable objectives.

Task:

Using the Mississippi College- and Career-Readiness Standards (MCCRS), establish a topic for the unit or group of lessons and an overall learning purpose/goal. Once the unit or group of lessons learning purpose/goal is established, determine daily learning purposes/goals for each day in the unit or group of lessons.

Note: Develop measurable and observable objectives for each day. Ensure that all objectives are measurable, student-oriented, developmentally appropriate, and written in clear and understandable terms. Daily objectives should be written at different levels of Bloom's Taxonomy/DOK. Example: A unit or lessons should not have daily objectives all written on the Knowledge level of Bloom's Taxonomy or DOK 1. Vary the levels of Bloom's Taxonomy/DOK used in the unit or lessons to challenge students on different levels.

Prompt:

In your discussion, include the following:

- **2.1. MCCRS chosen standard(s) and unit or group of lessons topic and learning goals**
 - List the chosen standard(s) from the MCCRS content area of study.
 - List the topic for the unit or group of lessons. If the unit or group of lessons addresses only part of the MCCRS standard(s), explain what part of the standard(s) is to be addressed and the rationale for addressing only part of the standard(s) in the unit topic.
 - Describe the unit or group of lesson plans purposes/goals and how it relates to the MCCRS standard/s.
 - Justify your reasoning for choosing the overall unit or group of lesson plans purpose/goal.
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to how the overall learning goal supports previous goals and/or will support future learning goals.
 - In order to receive a three, Exceeds Standard, on the rubric, consider using a chart/table for Step 2. An example is provided after section 2.2.
- **2.2. Appropriateness of objectives**
 - Describe how objectives are aligned with MCCRS and connect to and help students make sense of the real world.
 - Discuss why the objectives are appropriate in terms of the students' development, pre-requisite knowledge, skills, experiences, and other needs of students as indicated in the Contextual Factors.
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to the use of instructional strategies to promote learning through the students' cognitive, linguistic, social, emotional, and physical developments.

For Step 2 of the Assignment for Impact on Student Learning, provide a chart/table to illustrate the relationship between each daily objective and Bloom’s Taxonomy Level/DOK. You may choose to use a table such as the one below for this step of the assignment.

Unit or Lesson Plans Overview

Grade and Subject Area			
MSCCRS Standard			
Unit or Lesson Topic			
Unit or Group of Lessons Purpose/Goal			
Day	Objective/s	Bloom’s/DOK Level	Assessment (Will be completed in Step 3)
1			
2			
3			

Assessment

Purpose for Step 3:

Plan assessments that align with the chosen MCCRS standard, unit or group of lessons, and daily objectives that will be used to monitor student progress toward the purposes/goals and objectives.

Task:

Design an assessment plan to monitor student progress toward mastering objectives. Plan a pre-assessment, a variety of formative assessments, and a post-assessment (summative). Discuss how students' progress was monitored and how assessment results were communicated to students.

Prompt:

In your discussion, include the following:

- **3.1. Assessment plan overview**
 - Provide an overview of the assessment plan. The purpose of this overview is to depict the alignment between purposes/goals, objectives, and assessments to meet the individual needs of students based on contextual factors as identified in Step 1.
 - Provide a chart/table to illustrate the relationship between each purpose/goal, daily objective, and daily assessment. You may continue the table that you used for Step 2 of assignment (example below).

Assessment Plan Overview

	Objective	Bloom's /DOK Level	Assessment	Accommodations/Modifications (if needed)
Pre-assessment				
Formative Assessments	• • • • •	• • • • •	• • • • •	
Post-assessment (Summative)				

- Vary assessments by type. Instead of giving a quiz or the same type of assessment every day, use a variety of assessments.
- Make sure each daily assessment assesses the objective for that day. Example: If your daily objective asks students to list and describe each stage of the water cycle, then your assessment should be something that requires them to do exactly that.

- Describe the need for the accommodations/modifications based on individual needs of students based on contextual factors, for each accommodation/modification to an assessment listed. If no accommodation/modification is necessary for an assignment, state that.
- Include accommodations/modifications that may be made to the pre- and post-assessments (summative) to meet the needs of individual students based on the contextual factors.
- In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to alignment to objectives and includes a rationale for each accommodation/modification based on individual needs of students or contextual factors.

Example: The following daily assessment **DOES** assess the daily objective.

Daily Purpose	Daily Objective	Daily Assessment
Physical characteristics of cats	The student will (TSW) compare and contrast physical characteristics of 2 different species of cats.	Create a Venn diagram of 2 different species of cats from around the world comparing and contrasting physical attributes. (Graded for accuracy)

Example: The following daily assessment **DOES NOT** assess the daily objective.

Daily Purpose	Daily Objective	Daily Assessment
Physical characteristics of cats	TSW compare and contrast physical characteristics of 2 different species of cats.	Draw a picture of one species of cat and include in your picture physical features for that species of cat.

- **3.2. Pre-assessment and post-assessment (summative assessment)**
 - Include copies of the pre-assessment and post-assessment (summative) and scoring guides (example: scoring rubric, answer key, etc.). Include any prompts, and/or student directions that may be needed.
 - Provide descriptions of the pre- and post-assessments (summative), how they are aligned with daily objectives, and when they will be administered.
 - Establish criteria that will be used to determine mastery for pre- and post-assessments (summative) that indicate high expectations (example: mastery = 75% or higher on the assessment).
 - Describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance on assessments.
- **3.3. Daily assessments (formative assessments)**
 - Include evidence of the daily assessments (formative assessments) that will be used each day (examples: quizzes, journal prompts, exit tickets, observation checklists, etc.) and scoring guides (answer key, checklist, rubric, etc.).
 - Use multiple methods of assessments by type (example: Avoid using a journal prompt each day.).
 - Describe how student progress using daily assessments will be tracked during the unit.

- Explain the reasoning for selecting the daily assessments that will be used during the unit or lessons.
- In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to describing how specific assessments address individual differences.
- **3.4. Assessment data**
 - Create a student assessment data table for tracking individual student progress on the pre-assessment, two formative (daily) assessments, and the post-assessment (summative) in an organized and easy to read format.
 - Establish criteria for determining mastery or non-mastery on the assessment for each assessment in your data table. (Example: mastery = 75% or higher on the assessment). Describe this after your table.
 - Ensure that each daily assessment reflects mastery or non-mastery of the daily objective and is recorded on the table. An example of a table is provided below, but your data might be presented in a different format.
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to how students will be given opportunities to review and communicate about their own progress and learning.

The type of data you collect will determine the best format for presenting it.

Example of a Student Assessment Data Table

Student Names	Pre-Assessment		Informal Assessment #1 (Day 1 Objective)		Informal Assessment #2 (Day 2 Objective)		Post-Assessment		Learning Gains from Pre- to Post-Assessment	
	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	Mastery or Non-Mastery	%	Mastery or Non-Mastery	
Student 1										
Student 2										
Class Percentages										

▪ **3.5 Communication of assessment results**

- Discuss a plan for communicating individual assessment expectations to the students.
- Discuss a plan for communicating individual assessment results and feedback to students. Include how students will know they are progressing throughout the unit and upon completion of the unit.
- Describe a plan for encouraging students to monitor their own progression throughout the unit or lesson and take responsibility for their own learning.
- In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to a variety of strategies for communicating feedback to all students.

Instructional Design

Purpose for Step 4:

Consider the contextual factors, characteristics of the classroom, individual students, and design appropriate instruction that utilizes research-based strategies and technology to help students master objectives for the unit of study.

Task:

Provide the instructional unit or group of lessons or an overview of the unit or group of lessons. Describe the pre-assessment results and implications based on the pre-assessment results. Describe instructional strategies that engage students in critical thinking, problem solving, and provide differentiated instruction to meet the needs of diverse students as outlined in Step 1 (contextual factors). Describe research-based strategies and technology that will be used throughout the lesson. Describe a plan for communicating individual student progress to parent/guardians.

Prompt:

In your discussion, include the following:

▪ **4.1. Accommodations/modifications to instruction based on pre-assessment data analysis**

- Analyze student performance relative to the learning goals and objectives, after administering and evaluating the pre-assessment.
- Create a table to help analyze the data. In the table, record students' responses (correct or incorrect) or scores to individual questions on the pre-assessment or to groups of questions based on the objective assessed.
- Determine patterns in the data that will show implications for making accommodations/modifications to instruction once student responses are recorded.
- Describe any pattern found that will guide instruction. Examples of patterns that may be shown in the data may include:
 - Fewer than half of the students correctly answered a certain question or cluster of questions assessing a specific objective.
 - Most students correctly answered a question or cluster of questions assessing a specific objective.

- A particular subgroup of students performed in a certain way (list it) that
 - would require certain accommodations/modifications (remediation or
 - enrichment).
 - In order to receive a three, Exceeds Standard, on the rubric, consider including a research-based findings/contextual information for the instructional accommodations/modifications for whole group, for subgroups, and individual students.
 - **4.2. Differentiation**
 - Describe at least one example from your unit or group of lessons plans where you developed a meaningful and authentic learning experience that includes differentiation. Describe how you differentiated the instruction to accommodate developmental and individual needs of each learner in the group.
 - Ensure that the activity is learner-centered and provides differentiation to meet the specific needs of individual students as described in the contextual factors (e.g. ELL, inclusivism, cultural relevance, special needs. . .).
 - In order to receive a three, Exceeds Standard, on the rubric, consider providing citations of research-based strategies/procedures (citation for a source of a peer-reviewed journal article, textbook, etc.) that describes the instructional strategy used in the unit or group of lessons.
 - **4.3. Technology – teacher candidate**
 - Describe how technology is used to facilitate and analyze student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, mentoring, and collaboration including the use of social networks in instruction).
 - Describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating and not just by playing games online.
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to how multiple forms of current technology are used by the TC to research, learn, create, communicate, and track student learning.
 - **4.4. Technology – student use**
 - Describe how students use technology for learning and understanding. Students should use technology to research, create, communicate, and present. Students should use technology to facilitate higher level skills such as analyzing, synthesizing, and evaluating and not just by playing games online.
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to how multiple forms of current technology are used by the students to research, learn, create, and communicate.
 - **4.5. Plan for parent/guardian communication**
 - Describe the plan for disseminating general information about the unit or group of lessons and how specific information about individual student progress was provided to parents/guardians.(Include what information was provided to

- parents/guardians and how it was shared with them (i.e. technology, phone-app, paper copy).
- Provide copies of any parent/guardian communication (such as a newsletter) created for the unit or group of lessons.
- In order to receive a three, Exceeds Standard, on the rubric, consider providing examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to the students' education.

Instructional Decision-Making

Purpose for Step 5:

Reflect on professional practices including differentiating instruction, modifying instruction, and communicating with students.

Task:

Describe how teaching strategies were modified during instruction based on student behavior, questions, responses, and/or performance. Describe how learning experiences were differentiated or modified based on formative assessment data analysis. Describe communication with students regarding their progress.

Prompt:

In your discussion, include the following:

- **5.1. Instructional modifications based on needs of students**
 - Describe and provide an example of how teaching and/or learning strategies were modified from the original plan to meet the needs of students based on student performance during instruction. (Examples: changing from groups of 4 to pairs, modifying an activity from the original lesson plan, deleting something from the lesson plan or adding something to the lesson plan, etc.)
 - Justify your reasoning for making this accommodation/modification and give specific student behaviors, questions, and/or responses that prompted you to make the accommodation/modification.
 - Describe how the accommodation/modification led students toward meeting objectives.
 - In order to receive a three, Exceeds Standard, on the rubric, consider providing specific examples of student behaviors, questions AND responses that justify the instructional modification(s).
- **5.2. Instructional differentiation or modifications based on formative assessments**
 - Describe how formative assessment data were analyzed.
 - Provide at least one example of how assessment data analysis led to differentiate or modify a specific learning experience of a previously planned activity to accommodate differences in developmental and/or educational needs of students.
 - In order to receive a three, Exceeds Standard, on the rubric, consider including multiple examples of research-based modifications of instruction to accommodate individual needs of students.

Analysis of Student Learning

Purpose for Step 6:

Use assessment results to analyze student learning.

Task:

Use assessment data to analyze student learning. Analyze student learning gains for the whole class, subgroups, and individual students. Provide evidence of impact on student learning and draw conclusions on overall student learning gains.

Prompt:

In your discussion, include the following:

- **6.1. Data Analysis -Student Assessment Data**
 - Record student scores/progress on all assessments using your student assessment data table created in Step 3. Calculate the percentage (out of 100) for each assessment (where applicable) AND calculate the percentage of mastery for the entire class. Describe the data results based on the following categories: whole class, subgroups (ex: gender, performance/ability level, language, age range, etc.), and individuals.
 - **Whole Class** - Consider the following:
 - Analyze the degree to which mastery was attained by the entire class.
 - What did your analysis of the students' learning gains tell you about the degree of mastery of each objective?
 - What did the analysis of the learning gains tell you about the degree to which your overall purpose was achieved?
 - Discuss specific evidence from pre- and post-assessment (summative) data to support your response.
 - **Subgroups** – Consider the following:
 - Select a group characteristic (ex: performance/ ability level, language, age-range, etc.). Provide a rationale for the selection of this characteristic.
 - Compare pre- and post-assessment (summative) results for the subgroup chosen. Summarize what the data show about student learning gains and include specific evidence used to support your response.
 - **Individual Students** – Consider the following:
 - Select two students who demonstrated different levels of performance and explain why it is important to understand and analyze the learning of these students.
 - Use pre-assessment, formative, and post-assessment (summative) data with examples of the student' work to draw conclusions about the extent of these students' learning gains.
 - **Include samples of student work.** Copies of pre-assessments, formative assessments, and post-assessments (summative) should be included.
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to reflections on how

the overall learning experiences were monitored throughout the unit or group of lessons.

- **6.2. Evidence and interpretation of impact on student learning**
 - Describe evidence of impact on student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives using pre- and post-assessment (summative) data.
 - Include evidence of specific instruction/activities during the unit that may have led to that impact on student learning gains noted in pre- and post-assessment data.
 - Draw conclusions on overall student learning gains using all assessment data.
 - Provide evidence that includes details and reasoning for conclusions drawn.
 - In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to multiple hypotheses for why students did or did not achieve mastery on the post-assessment.

Reflection

Purpose for Step 7:

Reflect on student success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development.

Task:

Reflect on student learning and possible reasons for high or low success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development you engaged in or plan to seek to engage in to improve your performance as a teacher.

Prompt:

In your discussion, include the following:

- **7.1. Reflection on high success/levels of mastery**
 - Select the objective(s) for which students were most successful. Provide two or more possible reasons for student success.
 - Reflect on 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) in your discussion.
 - Discuss how planning and implementation of instruction could have led to student success.
 - In order to receive a three, Exceeds Standard, on the rubric, consider next steps for progression/next steps for instructional design and teaching for the targeted students with high student success.
- **7.2. Reflection on low success/levels of mastery**
 - Select the objective(s) for which students were least successful. Provide two or more possible reasons for the lack of student success.

- Reflect on 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) in your discussion.
- In order to receive a three, Exceeds Standard, on the rubric, consider additional areas of discussion, which could include but are not limited to research-based methods for planning and instructional strategies to continue to enhance student learning in the future to positively impact student learning.
- **7.3. Implications for future instructional design and teaching**
 - Provide ideas for redesigning purposes/goals, objectives, instruction, and/or assessments in future teaching, and provide a rationale explaining why these ideas for modifications would improve student learning.
 - Include implications for redesigning the current unit or group of lessons and explain any implications that can be generalized to planning and teaching overall.
 - In order to receive a three, Exceeds Standard, on the rubric, consider providing research-based evidence to support your claims.
- **7.4. Implications for professional development**
 - Describe at least two professional learning goals that emerged from your implementation and review of the unit or group of lessons.
 - Identify two specific steps to meet these learning goals, including professional development, to improve your teaching, planning, and assessing in the area(s) identified.
 - In order to receive a three, Exceeds Standard, on the rubric, consider identifying research based professional development to improve practice.

STATEWIDE IMPACT ON STUDENT LEARNING RUBRIC

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
Contextual Factors				
<u>1.1. Community and school information</u> 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). CAEP R1.1; INTASC 2; TGR 7	The TC does not discuss information for any of the areas about the community and school and/or the provided information is inaccurate.	The TC provides an incomplete or inaccurate description of characteristics of the community and school for any of the following areas: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides an accurate and comprehensive description for each of the following: information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides an accurate and comprehensive description for each of the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). <i>The TC also discusses the following: Community support for education and Other factors in the environment that impact education.</i>

<u>1.2. Classroom Information</u> The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.) CAEP R1.1,R1.3; INTASC 3; TGR 7	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.).	The TC provides an accurate but incomplete description of the following classroom factors or the TC provides a narrow scope of descriptions for the following classroom factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.). <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>
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<u>1.3. Student Characteristics</u> 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 <i>CAEP R1.1; INTASC 1, 2; TGR 2</i>	The TC describes inaccurate or incomplete classroom and student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.	The TC provides an accurate but incomplete description of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.	The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests and learning differences.	The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences. <i>The TC also includes background information from parents/guardians and/or teachers that is helpful in better understanding student characteristics.</i>
Learning Goals and Objectives for Unit and/or Group of Lessons				
<u>2.1. MCCRS and Unit or Group of Lessons Topic and Learning Goals</u> 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	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	The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals but does not describe the lesson plans learning purposes/goals.	The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson	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.

justifies the lesson plans learning purposes/goals. <i>*MCCRS refers to the Mississippi College- and Career-Readiness Standards</i> CAEP R1.3; INTASC 7; TGR 1	lesson plans learning purposes/goals		plans learning purposes/goals.	<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>
2.2. Appropriateness of Objectives Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors. CAEP R1.1, R1.3; INTASC 1; TGR 2	Daily learning goals and objectives are not aligned with MCCRS and do not reflect a connection to the real world or to the TC's research on community, school, or classroom factors. The objectives do not consider students' development, characteristics, experiences, skills, or prior learning.	Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and the TC's research on community, school, and classroom factors but does not take into consideration knowledge of students' development, characteristics, experiences, skills, or prior learning.	Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's contextual information/findings on factors including, but not limited to, knowledge of student' development, characteristics, experiences, skills, and prior learning.	Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's contextual information/findings on factors including, but not limited to, knowledge of students' development, characteristics, experiences, skills, and prior learning. <i>The TC also includes objectives that demonstrate differentiation using Bloom's/DOK levels.</i>
Assessment Plan				
3.1. Assessment Plan Overview The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK	The TC does not include an Assessment Plan Overview Table or assessments do not align with the daily objectives	The TC provides an Assessment Plan Overview Table that is incomplete and does not include all daily assessments that match	The TC provides an Assessment Plan Overview Table that includes varying daily assessments with	The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that

levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors. CAEP R1.3; INTASC 6; TGR 3	or accommodations/modifications are not included or are not based on individual student needs or contextual factors.	daily objectives AND/OR accommodations/modifications are not included based on individual student needs or contextual factors.	Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors/findings.	match objectives and includes accommodations/modifications based on individual needs of student or contextual factors/findings. <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/findings.</i>
<u>3.2. Pre-Assessment and Summative Assessment</u>	The TC does not describe how the pre-assessment and summative	The TC provides incomplete descriptions of how the pre-assessment and summative	The TC describes how the pre-assessment and summative assessment	The TC describes how the pre-assessment and summative assessment are

The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery. CAEP R1.3; INTASC 6; TGR 3	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.),	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.	are administered, how the assessments are aligned with daily objectives, and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered.	administered and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered. <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>
<u>3.3. Daily Assessments (Formative Assessments)</u> 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. CAEP R1.3; INTASC 6; TGR 3	The TC does not provide a description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments are not included.	The TC provides an incomplete or inaccurate description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are not all included or do not vary in type.	The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are included.	The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are included. <i>The TC also describes how specific assessments address individual differences. (INTASC 6k)</i>

<u>3.4. Assessment Data</u> The teacher candidate (TC) provides an assessment data table that documents individual performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students. <i>CAEP R1.3; INTASC 6; TGR 3</i>	The TC does not provide an assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessments.	The TC provides an incomplete or unorganized assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessments.	The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students.	The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students. <i>The TC also discusses how students will be given opportunities to review and communicate about their own progress and learning. (INTASC 6q)</i>
<u>3.5. Communication of Assessment Results</u> 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. <i>CAEP R1.3; INTASC 6; TGR 3</i>	The TC does not provide a plan for communicating assessment expectations, results, or feedback.	The TC provides a plan for communicating assessment expectations, results, and feedback to all students, but the plan lacks a method for students to monitor their own progression through the unit.	The TC describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit.	The TC describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit. <i>The TC also includes a variety of strategies for</i>

				<i>communicating feedback to all students.</i>
Instructional Design				
4.1. <u>Accommodations/modifications to Instruction Based on Pre-Assessment Data Analysis</u> 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. CAEP R1.3; INTASC 7; TGR 2	The TC does not analyze pre-assessment data or use the results to identify patterns of student performance relative to learning goals and objectives and does not describe instructional modifications for the whole group, subgroups of students, or for individual students	The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives but does not describe instructional modifications for the whole group, subgroups of students, or for individual students.	The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students. <i>The TC also provides a research-based findings/contextual information for the instructional accommodations/modifications for whole group, for subgroups, and individual students.</i>	
4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or procedures to	The TC does not include evidence of research-based strategies or procedures to	The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate	The teacher candidate (TC) provides evidence of research-based strategies or procedures	The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate

differentiate learning for all students. CAEP R1.1; INTASC 2; TGR 4	differentiate learning for all students.	learning for all students based on students' skill levels, learning differences, multiple intelligences, and does not reference specific individual student characteristics as described in the contextual factors' sections.	to differentiate learning for all students based on students' skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections.	learning for all students based on students' skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors' sections. <i>The TC also provides citations that the instructional strategies are research-based.</i>
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4.3. Technology – Teacher Candidate The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating. CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 2.5, 2.6, 2.7, 4.4, 4.5, 4.6	The TC did not use technology in the lesson plans to facilitate, create, track, analyze, and communicate student learning. The TC does not describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning but does not describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating. <i>The TC also describes how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.</i>
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<u>4.4 Technology –Student Use</u> 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. CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 2.6, 4.5	The TC does not describe how technology is used by students to research, create, communicate, and present and does not explain how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present but does not explain how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. <i>The TC also describes how students used multiple forms of current technology to research, learn, create, communicate, and track student learning.</i>
<u>4.5. Plan for Parent/Guardian Communication</u> 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. CAEP R1.1, R1.4; INTASC 9, 10; TGR 9; ISTE 2.7, 4.6	The TC describes an incomplete plan for disseminating unit information and explaining how individual student progress was shared with parents/guardians. The TC does not provide evidence of communication with parents or guardians.	The TC describes an incomplete plan for disseminating unit/lesson information or explaining how individual student progress was shared with parents/guardians but does provide evidence of some communication with parents/ or guardians.	The TC describes the plan for disseminating unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.	The TC describes a plan for disseminating unit/lesson information and communicating student progress to parents and/or guardians. The TC provides multiple pieces of evidence of consistent communication with parents or guardians. <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>

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

				<i>to accommodate individual needs of students.</i>
Analysis of Student Learning				
<u>6.1. Data Analysis</u> 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. CAEP R1.3; INTASC 6; TGR 3	The TC does not provide analyses for either whole class, subgroups, or individuals. Student work samples from each category are missing.	The TC provides an incomplete analysis. The TC provides analyses for either whole class, subgroups, or individuals. Student work samples from each category are provided .	The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance with samples of student work.	The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance with samples of student work. <i>The TC also reflects on how the overall learning experiences were monitored throughout the unit or group of lessons.</i>
<u>6.2. Evidence and Interpretation of Impact on Student Learning</u> 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	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,	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 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,	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.

progress, or failed to master objectives. CAEP R1.3; INTASC 6; TGR 3	or failed to master objectives	the impact on student learning.	made progress, or failed to master objectives.	<i>The TC also provides multiple hypotheses for why students did or did not achieve mastery on the post-assessment.</i>
Reflection				
<u>7.1. Reflection on High Success/ Levels of Mastery</u> 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. CAEP R1.4; INTASC 9; TGR 8	The TC selects objective/s for which students were most successful but does not discuss factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were most successful and provides limited discussion of the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). <i>The TC also includes the progression/next steps for instructional design and teaching for the targeted students with high student success.</i>
<u>7.2. Reflection on Low Success/ Levels of Mastery</u> The teacher candidate (TC) selects objective/s for which students were the least successful and discusses	The TC selects objective/s for which students were the least successful but does not provide a discussion of factors that	The TC selects objective/s for which students were the least successful and provides a limited discussion of factors that might have had	The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors	The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had

factors that might have had an impact on student learning. CAEP R1.4; INTASC 9; TGR 8	might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual 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).	an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). <i>The TC also cites and describes research-based methods for planning or instructional strategies that could be utilized in future to positively impact student learning.</i>
<u>7.3. Implications for Future Instructional Design and Teaching</u> 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. CAEP R1.4; INTASC 9; TGR 8	The TC does not discuss ideas for redesigning purposes, objectives, instruction, and assessments in future teaching.	The TC discusses ideas for redesigning purposes, objectives, instruction, and assessments in future teaching BUT they are inappropriate or there is no rationale provided explaining why these modifications would improve student learning.	The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.	The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning. <i>The TC also cites and describes research-based evidence that supports these ideas.</i>

<u>7.4. Implications for Professional Development</u> 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. <i>CAEP R1.4; INTASC 9; TGR 8</i>	The TC does not discuss professional learning goals or ideas for professional development to improve teaching.	The TC discusses one professional learning goal to improve teaching that emerged from insights learned from teaching the unit.	The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.	The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas. <i>The TC also identifies research based professional development to improve practice.</i>
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**DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION, ARTS, AND HUMANITIES**

**PROFESSIONAL DISPOSITIONS RATING SCALE
UNDERGRADUATE PROGRAMS**

Student Name _____
Rater _____ Date _____

Circle One Program: Art Elementary English Mathematics Music P. E. Science Social Science

Directions: Use the appraisal scale to rate each of the indicators under the three domains. There are seven indicators in all.

Appraisal Scale:
0 – Unacceptable 1 – Needs Improvement
2 – Meets Standard 3 – Exceeds Standard

PROFESSIONAL DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure. (InTASC 9; MCoE 9)	The teacher candidate reveals confidential information concerning students and/or colleagues.	The teacher candidate unknowingly reveals confidential information concerning students and/or colleagues.	The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	The teacher candidate protects confidential information concerning colleagues and/or students unless the law requires disclosure and encourages others to do the same.
2. The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (InTASC 10; MCoE 5)	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	The teacher candidate lacks maturity and/or sound judgment that results in one or more interactions with colleagues.	The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.

	promising of special treatment in order to influence professional decisions of colleagues.}			
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. (InTASC 9; MCoE 6)	The teacher candidate fails to follow all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher candidate lacks an understanding of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and uses teachable moments or planned instruction to reinforce school policy.

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 at least three times: Domains I and II during pre-candidacy by instructor, and Domains I, II, and III during candidacy by clinical educators (EPP- and/or P-12-school-based one formative and one summative)

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

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

DOMAIN II. CHARACTER DISPOSITIONS

	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. (InTASC 9; 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. (InTASC 10; 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.
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DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

	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. (InTASC 9; 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. (InTASC 9; 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.

My signature below indicates that the dispositions assessment system was explained to me by the faculty and that I received a copy for my reference. I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Candidate's signature _____

Date _____

Protocol for Dispositions Undergraduate Programs

1. Candidates will be introduced to the *Dispositions Rating Scale* during CEL 301, *Introduction to Elementary Education*, CUR 300, *Survey of Education with Field Experiences*, or CUR 302, *Orientation and Field Experiences*. During these courses, candidates will self-assess using the scale, with focused observations and assignments related to clinical experiences serving as a frame of reference. The instructor will also evaluate the candidate using the scale and will review both assessments, followed by a conference with the candidate to review the assessments and discuss strengths/weaknesses/discrepancies in perspectives.
2. The Dispositions Rating Scale will be reviewed each semester at mandatory informational meetings.
3. A flag form will be placed in each candidate's folder for documenting both deficiencies and exemplary practices/dispositions.
4. Dispositions will be taught and reinforced throughout all courses in the program. Faculty who note a deficiency or deficiencies or evidence of strengths in a candidate relevant to a disposition area(s) will enter this information on the appropriate flag form, providing details related to the reason for the concern or commendation.
5. Faculty will hold conferences with students regarding the development of dispositions as candidates move through their programs.
6. Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment points.
7. Upon request for admission to teacher education, and again upon request for admission to student internship, faculty will meet to review each candidate's progress with respect to the development of appropriate dispositions for teaching. The faculty will consult flag forms and entertain faculty concerns at these times.
8. Based upon the number and severity of disposition weaknesses/deficiencies, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.
9. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
10. If the deficiency(ies) persist(s), the faculty will meet to consider whether the candidate should continue in the program.
11. The Dispositions Rating Scale will be reviewed during the first on-campus seminar during internship. The interns will receive a copy of it and will sign a form stating they will maintain the dispositions during their internship.
12. The form will also be used by the university supervisor and cooperating teacher during the directed teaching semester. Each will submit the forms to the Office of Clinical Experiences, Licensure, and Accountability for inclusion in the candidate's file. The university supervisor and cooperating teacher will consult with the Director of Office of Clinical Experiences, Licensure, and Accountability and faculty should a deficiency(ies) threaten the successful completion of directed teaching.

Delta State University
College of Education, Arts, and Humanities
Disposition Flag – Deficiency (Red)/Warning (Yellow) (circle one)

Directions: In the space provided, please write an explanation of the issues as it relates to the disposition checklist and the action taken, with name of person reporting and date. Please note that students should be aware of any notes being made to their file related to the dispositions they evidence in relation to the CEAH programs.

Name of Candidate: _____

Program: _____

Protocol Followed: ☐ Conference with Student ☐ Written Plan for Improvement
Date Protocol Followed: _____

Issue Related to Disposition(s)	Action Taken	Signature of Faculty Member/Date

Delta State University
College of Education, Arts, and Humanities
Disposition Flag – Exemplary (Green)

Directions: In the space provided, please write an explanation of the issues as it relates to the disposition checklist and the action taken, with name of person reporting and date. Please note that students should be aware of any notes being made to their file related to the dispositions they evidence in relation to the CEAH programs.

Name of Candidate: _____

Program: _____

Issue Related to Exemplary Disposition(s)	Action Taken	Signature of Faculty Member/Date

Delta State University
College of Education, Arts, and Humanities
Protocol for the MS Educator Code of Ethics and Standards of Conduct
Undergraduate Programs

1. Candidates will be introduced to the MS Educator Code of Ethics and Standards of Conduct during CEL 301, *Introduction to Elementary Education*, CUR 300, *Survey of Education with Field Experiences*, or CUR 302, *Orientation and Field Experiences*. During these courses, candidates will sign a form stating that they understand the MS Educator Code of Ethics and Standards of Conduct and promise to abide by it throughout the Teacher Education Program which includes all clinical experiences.
2. The MS Educator Code of Ethics and Standards of Conduct will be reviewed each semester at mandatory informational meetings.
3. At any point in the program, a flag form (red for deficiency, or yellow for warning) can be placed in a candidate's folder for documenting deficiencies relating to the MS Educator Code of Ethics and Standards of Conduct.
4. The Code of Ethics and Standards of Conduct will be taught and reinforced throughout all courses in the program. Faculty who note a deficiency or deficiencies in a candidate relevant to a standard(s) will enter this information on the appropriate flag form, providing details related to the reason for the concern.
5. Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment/transition points.
6. Upon request for admission to teacher education, and again upon request for admission to student teaching, faculty will meet to review each candidate's progress with respect to the MS Educator Code of Ethics and Standards of Conduct. The MS Educator Code of Ethics and Standards of Conduct will be used at these two assessment points. The faculty will consult flag forms and entertain faculty concerns at this time.
7. Based upon the number and severity of weaknesses/deficiencies relating to the MS Educator Code of Ethics and Standards of Conduct, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.
8. Faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
9. If the deficiency(ies) persist(s), faculty will meet to consider whether the candidate should continue in the program.
10. The MS Educator Code of Ethics and Standards of Conduct will be reviewed again during the first on-campus seminar during internship. The interns will receive a copy of it and will sign a form stating they will abide by it during their internship.
11. Interns will complete a quiz that reviews the MS Educator Code of Ethics and Standards of Conduct. This data will be collected and analyzed.

12. Instructions will be provided to the interns on how the MS Educator Code of Ethics and Standards of Conduct are directly linked to their MS Pre-Service Teacher License, and if for any reason they fail to follow it, they are subject to losing their license.

Delta State University
College of Education, Arts, and Humanities
MS Educator Code of Ethics and Standards of Conduct Flag –
Deficiency (Red)/Warning (Yellow) (circle one)

Directions: In the space provided, please write an explanation of the issues as it relates to the MS Educator Code of Ethics and Standards of Conduct and the action taken, with name of person reporting and date. Please note that students should be aware of any notes being made to their file related to the standards they evidence in relation to the CEAH programs.

Name of Candidate: _____

Program: _____

Protocol Followed: ☐ Conference with Student ☐ Written Plan for Improvement

Date Protocol Followed: _____

Issue Related to MS Educator Code of Ethics and Standards of Conduct	Action Taken	Signature of Faculty Member/Date

DESCRIPTION TERM: **Mississippi Educator Code of Ethics and Standards of Conduct**

ADOPTION DATE: April 17, 1998

CODE: 1717

REVISION: January 20, 2011

Mississippi Educator Code of Ethics and Standards of Conduct

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

1.1. Ethical conduct includes, but is not limited to, the following:

1. Encouraging and supporting colleagues in developing and maintaining high standards
2. Respecting fellow educators and participating in the development of a professional teaching environment
3. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
4. Providing professional education services in a nondiscriminatory manner
5. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
6. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children.

1.2. Unethical conduct includes, but is not limited to, the following:

1. Harassment of colleagues

2. Misuse or mismanagement of tests or test materials
3. Inappropriate language on school grounds or any school-related activity
4. Physical altercations
5. Failure to provide appropriate supervision of students and reasonable disciplinary Actions

Standard 2. Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

2.1. Ethical conduct includes, but is not limited to, the following:

1. Properly representing facts concerning an educational matter in direct or indirect public expression
2. Advocating for fair and equitable opportunities for all children
3. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2. Unethical conduct includes, but is not limited to, the following

1. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:

1. employment history, professional qualifications, criminal history, certification/recertification
2. information submitted to local, state, federal, and/or other governmental agencies
3. information regarding the evaluation of students and/or personnel
4. reasons for absences or leave
5. information submitted in the course of an official inquiry or investigation

2. Falsifying records or directing or coercing others to do so

Standard 3. Unlawful Acts

An educator shall abide by federal, state, and local laws and statutes and local school board policies.

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4. Educator/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

4.1. Ethical conduct includes, but is not limited to, the following:

1. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement

for students

2. Nurturing the intellectual, physical, emotional, social and civic potential of all students
3. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
4. Creating, supporting, and maintaining a challenging learning environment for all students

4.2. Unethical conduct includes, but is not limited to the following:

1. Committing any act of child abuse
2. Committing any act of cruelty to children or any act of child endangerment
3. Committing or soliciting any unlawful sexual act
4. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
5. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
6. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with a student.

Examples of these acts may include but not be limited to:

1. sexual jokes
2. sexual remarks
3. sexual kidding or teasing
4. sexual innuendo
5. pressure for dates or sexual favors
6. inappropriate touching, fondling, kissing or grabbing
7. rape
8. threats of physical harm
9. sexual assault
10. electronic communication such as texting
11. invitation to social networking
12. remarks about a student's body
13. consensual sex

Standard 5. Educator Collegial Relationships

An educator should always maintain a professional relationship with colleagues, both in and outside the classroom

5. Unethical conduct includes but is not limited to the following:

1. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
2. Harming others by knowingly making false statements about a colleague or the school system
3. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
4. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status

5. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues

Standard 6. Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs

6.1. Ethical conduct includes, but is not limited to, the following:

1. Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice

6.2. Unethical conduct includes, but is not limited to, the following:

1. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs

2. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.

3. Being on school premises or at a school-related activity involving students while documented using tobacco.

Standard 7. Public Funds and Property

An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

7.1. Ethical conduct includes, but is not limited to, the following:

1. Maximizing the positive effect of school funds through judicious use of said funds

2. Modeling for students and colleagues the responsible use of public property

7.2. Unethical conduct includes, but is not limited to, the following:

1. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain

2. Failing to account for funds collected from students, parents or any school-related function

3. Submitting fraudulent requests for reimbursement of expenses or for pay

4. Co-mingling public or school-related funds with personal funds or checking accounts

5. Using school property without the approval of the local board of education/governing body

Standard 8. Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

8.1. Ethical conduct includes, but is not limited to, the following:

1. Insuring that institutional privileges are not used for personal gain
2. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

8.2. Unethical conduct includes, but is not limited to, the following:

1. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
2. Tutoring students assigned to the educator for remuneration unless approved by the local school board
3. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. *(This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service)*

Standard 9. Maintenance of Confidentiality

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1. Ethical conduct includes, but is not limited to, the following:

1. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
2. Maintaining diligently the security of standardized test supplies and resources

9.2. Unethical conduct includes, but is not limited to, the following:

1. Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.
2. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
3. Violating other confidentiality agreements required by state or local policy

Standard 10. Breach of Contract or Abandonment of Employment

An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

10. Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the school board
- Refusing to perform services required by the contract.

**STATEMENT OF ACKNOWLEDGEMENT -
MISSISSIPPI EDUCATOR CODE OF ETHICS AND STANDARDS OF CONDUCT
DISPOSITIONS RATING SCALE
TEACHER EDUCATION AND TEACHER CANDIDATE HANDBOOK**

I have read and been given adequate instruction concerning the Mississippi Educator Code of Ethics and Standards of Conduct, Delta State University College and Education and Human Sciences Dispositions Rating Scale, and the Delta State University College of Education, Arts, and Humanities Teacher Education and Teacher Candidate Handbook.

I agree to abide by the Code of Ethics and Standards of Conduct, the Dispositions Rating Scale, and the guidelines, policies, and procedures in the Teacher Education and Teacher Candidate Handbook throughout my education courses, field experiences, and internship. I understand that any violation pertaining to the standards, policies, or procedures in any of the aforementioned documents may result in my dismissal from internship and from the Teacher Education Program at Delta State University and revocation of my Pre-Service Teacher License.

Teacher Intern Signature _____

Printed Name _____

Date _____