



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

COOPERATING TEACHER MANUAL

EDUCATIONAL FIELD EXPERIENCES

Table of Contents

Welcome Letter	3
Professional Education Unit Mission Statement	5
Roles and Responsibilities of Cooperating Teachers	7
Cooperating Teachers' FAQ	13
District Teacher Candidate Contract	15
Legal Status of Teacher Candidates	17
Cooperating Teacher's Weekly Checklist	19/21
Tk20 Guide	23
Teacher Candidate Grade Sheets	
SoE Grade Sheets	25
Secondary and K-12 Grade Sheets	27
In-Class Evaluation	29
Teacher Intern Assessment Instrument (TIAI)	37
Professional Dispositions Evaluation	49
Protocol Guidelines for Cooperating Teachers	51
Teacher Candidate Concern Form	53
University Supervisor Evaluation of Placement	55
Teacher Candidate Evaluation of Cooperating Teacher	57
Mentor Teacher Scholarship Application Procedure.....	59
Mentor Teacher CEU Application Procedure.....	61



College of Education and Human Sciences
Educational Field Experiences

118 College Dr. #5028
Hattiesburg, MS 39406
Tel: 601.266.4571
Fax: 601.266.4427

Welcome!

Thank you for your interest in becoming a Cooperating Teacher for The University of Southern Mississippi. The teacher candidate experience is the final undergraduate component of the USM teacher education program. The primary goal of teacher candidacy is to provide opportunities for prospective teachers to develop and strengthen the skills and competencies needed to become effective teachers by combining theoretical and practical dimensions of teaching. We appreciate your interest in partnering with Southern Miss to develop outstanding educators.

Your knowledge, experiences, and skills are crucial to this student's potential as a successful teacher. It is important that you nurture and support the teacher candidate's efforts in a positive manner. This teacher candidate is a novice, not an experienced teacher. Constructive criticism is both welcomed and appropriate; so are praise, encouragement, and positive reinforcement. For additional information about the roles, responsibilities, and expectations of a Cooperating Teacher, please refer to pages 9-14 of this document.

Please feel free to contact your teacher candidate's University Supervisor or the Director of Field Experiences as needed. In the meantime, enjoy your teacher candidate. Thank you for sharing your time, classroom, and expertise in such an important and worthwhile way.

Warm regards from Southern Miss,

Anne E. Sylvest

Dr. Anne E. Sylvest
Director, Educational Field Experiences



Professional Education Unit Conceptual Framework

The Professional Education Unit's Conceptual Framework is consistent with the University's historical roots as a normal college, its mission, and its future. The University, since our founding in 1910, has been committed to the outstanding preparation of teachers, counselors, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the mission of the Unit is fivefold: a) educate the whole student; b) prepare high quality teachers and leaders for Mississippi classrooms; c) conduct innovative, relevant research; d) promote a healthier region; and e) enhance cultural understanding.

The Unit has embedded knowledge, skills, and dispositions throughout its teacher education program to prepare students to become creative, bold, and determined educational leaders who possess the power of knowledge to inform, to inspire, to transform lives, and to empower a community of learners.

ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS

A. Introduction

Student teachers consistently rank the student teaching experience among the most valuable components of their teacher education programs. In large part, this is a tribute to the dedication and quality of you, the cooperating teacher. Selection as a cooperating teacher is tacit endorsement of your competence as a teacher, commitment to students, skill in human relations, and commitment to prepare future educators.

B. Expectations

The Student Teacher expects:

- The opportunity to learn by observing your teaching;
- Assistance in learning to plan for instruction;
- Provision of specific suggestions for improvement;
- Recognition of demonstrated improvement and strengths;
- A gradual induction into full teaching responsibilities;
- Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level;

The University Supervisor and Director expect:

- A positive attitude in working for the benefit of the student teacher;
 - A commitment to follow university and departmental guidelines in structuring the student teacher's experience;
 - Regular reporting of the student teacher's progress;
 - **Early alert** about any concern (pg. 47);
 - Mutual confidence and open communication regarding the student teacher's progress;
 - Support in ensuring the student teacher's timely completion of responsibilities.
 - A qualified teacher will supervise the student teacher in the event of the cooperating teacher's absence (see Substituting/Absence of Cooperating Teacher section);
 - Scheduling, in advance, a minimum of 2 formal observations for evaluation purposes. The Teacher Intern Assessment Instrument (TIAI) will be used for these formative evaluations. Each evaluation should include a pre-conference and a post-conference with the teacher candidate. Please enter the results in Tk20.
 - Communication with the university supervisor concerning the teacher candidate's progress. Typical areas of concern may include, but are not limited to:
 - a. Deficiencies in subject matter,
 - b. Unprofessional dress or speech,
 - c. Lack of preparation concerning teacher assignments,
 - d. Tardiness or absenteeism,
 - e. Inflexibility in terms of acceptance of constructive criticism, and
 - f. Unprofessional relationships with students or colleagues.
- If concerns persist, complete the Teacher Candidate Concern Form and fax to Educational Field Experiences, 601-266-4427.
- Completion of Tk20 portfolio assessments by the last day of the student teaching experience.

C. Responsibilities

1. **Planning for the Arrival of the Student Teacher**
The student teacher is accorded the same status as associate teachers. The cooperating teacher should assemble materials and equipment which might include:
 - Instructional materials including textbooks, manuals, and curriculum guides;
 - Desk or table for individual use;
 - Name of student teacher on classroom door and chalkboard along with that of the teacher;
 - Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information;
 - Confidentiality guidelines according to school and district policies;
 - Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems;
 - Parking permit or lunch permission instructions (if required).

2. **Communicate and assure parents of the positive experience for the pupils and your responsibilities in the classroom.**

3. **The Cooperating Teacher Welcomes the Student Teacher**
The initial days of student teaching are crucial for the student teacher. Each cooperating teacher should ensure that the student teacher feels welcome. Introductions to teachers and staff members, as well as other personnel employed in the school, are important. The student teacher should know about the building and grounds, matters of school routine, and appropriate working relationships with other members of the school staff.
 - Encourage the teacher candidate to observe other classes and to attend appropriate faculty meetings, PTO meetings, professional meetings, and I.E.P. meetings.
 - Explain record keeping procedures: attendance reports, report cards, grade books, grading practices, and cumulative folders.
 - Except in emergencies, make certain the teacher candidate knows far enough ahead of time to prepare for all teaching assignments with lesson plan development.
 - Provide the teacher candidate with continuous constructive feedback, suggestions, and encouragement.

4. **The Cooperating Teacher Introduces the Student Teacher into the Classroom**
A desk or table is always useful for the student teacher. The student teacher should be introduced to the students in a way that encourages them to respond to the student teacher as a classroom teacher.

D. Guidance: A Checklist

Many cooperating teachers who have worked with us in the past have felt that a brief checklist is useful in reminding them of their responsibilities. We hope that this checklist, covering the cooperating teacher's role in the student teaching program, will prove helpful to both inexperienced and experienced cooperating teachers. It is a guide and not all suggestions may apply to all situations.

We recommend that this checklist be reviewed prior to the arrival of the student teacher, as well as periodically throughout the student teaching experience.

Preparing for the Coming of the Student Teacher

I Have:

- ___ 1. Familiarized myself with all the available background information on my student teacher.
- ___ 2. Worked with my principal and with other staff and faculty to make my student teacher feel welcome and accepted.
- ___ 3. Prepared my class (or classes) for the coming of "another teacher".
- ___ 4. Arranged for a desk or table, mailbox, parking space, roll and plan book, computer access and other basic necessities for my student teacher.
- ___ 5. Prepared a collection of pertinent information and material that my student teacher will be working with early in the program. (Examples might include: county and school policy statements including FERPA, class routines, school-wide forms, manuals and texts, report card, long-range and short-range plans, etc.).
- ___ 6. Made tentative plans for my student teacher's early observation of other teachers, initial teaching and participatory experiences, and orientation to the school building.

Observations

I Have:

- ___ 1. Helped my student teacher identify specific competencies to look for throughout all observations of teaching.
- ___ 2. Provided my student teacher with time, during the first three weeks of the program, to examine data from the academic records of the students he or she will be working with and to become familiar with the various services the school provides.
- ___ 3. Observed my student teacher very closely during his or her first participatory and teaching experiences, attempting to identify any difficulties.

- ___4. Observed my student teacher consistently throughout the entire experience to provide continuing, specific feedback and evaluation.

Planning for Teaching

I Have:

- ___1. Provided my student teacher with the opportunity to study my own long-range and daily plans.
- ___2. Helped my student teacher develop plans for his or her early teaching experiences.
- ___3. Followed the practice of cooperative development of lesson plans for each new phase or class as my student teacher assumes additional responsibility.
- ___4. Examined my student teacher's lesson plans, have given my student teacher feedback about them, and have recorded weekly in Tk20.
- ___5. Encouraged my student teacher, throughout the program, to evaluate his or her own plans immediately after using them with a particular focus on student learning aligned with the State Standards and Common Core.

Conferences

I Have:

- ___1. Set a time daily to confer with my student teacher.
- ___2. Made conferences both reinforcing and corrective.
- ___3. Encouraged my student teacher to ask questions and to discuss all observed teaching.

Teaching

I Have:

- ___1. Provided a gradual induction into teaching for my student teacher.
- ___2. Planned early teaching experiences for my student teacher that promise maximum chance of success.
- ___3. Considered the demonstrated readiness of my student teacher in determining the amount of responsibility he or she assumes throughout the program.
- ___4. Allowed my student teacher the flexibility to choose his or her own teaching methods, that achieved student learning.
- ___5. Encouraged initiative and creativity on the part of my student teacher.

Evaluation

I Have:

- ___ 1. Provided for on-going evaluation in relation to the Teacher Intern Assessment Instrument (TIAI), making sure my student teacher knows exactly where he or she stands in relation to strengths and weaknesses at every stage of the program.
- ___ 2. Given my student teacher both specific suggestions for improvement and specific praise for his or her successes.
- ___ 3. Given my student teacher much opportunity to reflect on and evaluate his or her own teaching in relation to student learning.

Personal and Professional Relations with My Student Teacher

I Have:

- ___ 1. Respected the personal integrity of my student teacher.
- ___ 2. Accepted my student teacher as both a student and a fellow professional.
- ___ 3. Encouraged my student teacher to express his or her opinions and ideas and to discuss freely any professional issues.
- ___ 4. Assisted my student teacher in developing suitable professional dispositions and relationships.

Classroom Management and Discipline

I Have:

- ___ 1. Instructed my student teacher in methods of classroom management.
- ___ 2. Given the student teacher my full support when it was necessary for him or her to take disciplinary action.
- ___ 3. Encouraged my student teacher to try his or her own ideas for maintaining discipline.
- ___ 4. Assisted my student teacher in such a way that he or she will not “lose face” when classroom problems occur.

Other Considerations

I Have:

- ___ 1. Encouraged my student teacher to observe and participate in extracurricular and community/parent activities.
- ___ 2. Helped my student teacher learn to manage the routine tasks of a teacher: keeping a register, recording grades, carrying out special duties, securing resource materials, and using technology for instruction and classroom management.

- ___3. Helped my student teacher become familiar with the characteristics and resources of the school and of the community from which the pupils are drawn.
- ___4. Helped my student teacher learn about the school's curriculum and how it is organized for instruction.

COOPERATING TEACHERS' FREQUENTLY ASKED QUESTIONS

- 1. How much observation by the Teacher Candidate is necessary prior to teaching?**
It varies, but involve your Teacher Candidate immediately, giving responsibility for routine procedures right away (such as taking roll and working one-on-one with students).
- 2. How soon should the Teacher Candidate assume full teaching responsibility?**
The Teacher Candidate can assume teaching responsibilities as soon as you feel secure in the competence, eagerness, and professional maturity demonstrated. The teacher candidacy period should involve two to three weeks of full teaching responsibility per experience.
- 3. Should the Teacher Candidates have a daily lesson plan?**
Absolutely! The Teacher Candidate should develop a plan for each class taught. It **MUST** be reviewed not only by you for suggestions and recommendations, but it must also receive your approval prior to the actual lesson.
- 4. Can the Teacher Candidate utilize my lesson plans for teaching purposes?**
Yes, at the early stage of teaching, this approach is not only acceptable, but also desirable. Teacher Candidates are required to expand considerably upon the lesson plan format used in most districts. Your plans may serve as a basis for the lesson, but USM requirements must still be met.
- 5. Should I leave the room while the Teacher Candidate is teaching?**
This question requires a conditional yes. Attempt to maintain a proper balance between leaving and remaining in the classroom. When you are not in the room, a Teacher Candidate should know where you are and be able to quickly retrieve you if an emergency arises.
- 6. How often are conferences necessary?**
Conferences should be held on a daily basis at minimum. A daily opportunity for sharing is essential for adequate cooperating and idea exchange to occur. In addition, formal pre-conferences and post-conferences should occur prior to and just after formal evaluations using the TIAI.
- 7. Can a Teacher Candidate be used as a substitute teacher?**
No, a Teacher Candidate cannot legally assume the role of substitute teacher. Teacher candidacy is designed to enhance classroom teaching skills under the supervision of a qualified, licensed Cooperating Teacher who provides supervision and guidance at all times.

THE LEGAL STATUS OF TEACHER CANDIDATES

What does Mississippi Law state?

The 1973 Mississippi legislature passed the following legislation concerning Teacher Inters:

AN ACT TO PROVIDE FOR STUDENT TEACHERS AND CANDIDATES AND TO PRESCRIBE THEIR DUTIES.

As used in this act, “student teacher” or “Candidate” shall mean a student enrolled in an institution of higher learning approved by the State Board of Education for teacher-training and who is jointly assigned by such institution of higher learning and a board of education to student-teach or Candidate under the direction of a regularly employed certified teacher, principal, or other administrator. Whenever in this act “board of education” is referred to and the school that a student teacher or Candidate is assigned to does not have a board of education, such term shall refer to the person or governing body that administers such school.

1. § 37-132-3. Responsibility of Cooperating Teacher.

It shall be the responsibility of a Cooperating Teacher, in conjunction with the principal or other administrator and the representative of the teacher preparation institution, to assign to the Teacher Candidate responsibilities and duties that will provide adequate preparation for teaching. Teacher candidacy may include duties granted to a certificated teacher under the rules and regulations of such board of education and any other part of the school program for which either the Cooperating Teacher or the principal is responsible.

2. § 37-132-5. Powers and duties of a student.

A Teacher Candidate under the supervision of a certificated teacher, principal, or other administrator shall have the protection of the laws accorded the certificated teacher, principal, or other administrator, and shall, while acting as such Teacher Candidate, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teachers.

Teacher Candidates also have the same protection of the law accorded certified teachers. (i.e.: protection against sexual harassment or assault,).

Do legal requirements exist for selection of Cooperating Teachers?

Yes. The University of Southern Mississippi requires licensure and 3 years of teaching experience in the area they will supervise, participation in a Teacher Candidate Supervisory Training workshop or REF 680, the recommendation of the principal and/or district contact person, and voluntary participation in the mentorship of our Teacher Candidates. In addition, we ask districts to offer mentoring opportunities to their most experienced and exemplary teachers, to assure that strong role models are chosen to guide our Candidates into the profession.

What are the legal duties and responsibilities of Teacher Candidates?

Candidates assume responsibilities in varying degrees, according to the agreements made between the schools and universities. In Mississippi, Teacher Candidates are granted responsibilities identical to those of regular teachers. They are to follow the same rules and regulations of the schools in which they have their experiences. Each person is responsible for his/her own negligent acts and thus, teachers are responsible for their action in relationships to their pupils.

At The University of Southern Mississippi: We expect our Teacher Candidates to act as professional and responsible individuals, but mentors have the ultimate responsibilities for the classroom. We strongly encourage every Teacher Candidate to obtain personal liability insurance.

Can Teacher Candidates be used as substitutes?

No Teacher Candidate shall be used and/or paid as a substitute teacher while completing their candidacy responsibilities for another certified teacher. The law protects the candidacy as a time to gain the final knowledge, skills, and dispositions necessary for professional success and polish.

At The University of Southern Mississippi: We state that Candidates may assume full responsibility for teaching in classrooms where they are assigned, if the schools supply substitutes when the Cooperating Teachers are absent. Candidates cannot be paid for that day of substitute work, and administrators should be aware that their schools remain responsible/liable for their students, not the Teacher Candidates.

Some additional things to remember:

1. Teacher Candidates are advised to report to the Cooperating Teacher if they suspect abuse.
2. Candidates are **never** allowed to participate in corporal punishment or be witness to corporal punishment.
3. Cooperating Teachers should not send Candidates alone to supervise the playground, study hall, lunchroom, or any other place with a large number of children, especially in the first four weeks of the teaching experience. In fact, Cooperating Teachers may not want to leave their Teacher Candidates completely alone at any time, since Cooperating Teachers are responsible by law for the well-being of their pupils.
4. Please be alert for and deter any improper advances by or to your students.

Source: MS Laws, 1973 ch. 343, § 1(b & c), eff from and after passage (approved March 22, 1973).

A teacher Candidate applicant shall not be eligible to participate in field experiences sponsored by the University of Southern Mississippi if fingerprinting or criminal records checks disclose a criminal history of conviction, pending indictment, guilty plea or plea of nolo contendere, whether misdemeanor or felony, that bears upon an individual's fitness to have responsibility for the safety and well-being of children, including but not limited to the following offenses: possession, sale or distribution of drugs, murder, manslaughter, robbery, rape (capital or statutory), sexual battery, sexual assault, kidnapping, assault with intent to ravish, exploitation of a child, contributing to the delinquency of a child, child abuse, child neglect, condonation of child abuse or neglect, abandonment or desertion of a child, fondling, carnal knowledge of a child, child molestation, incest, child endangerment, endangering the welfare of a child, sodomy or unnatural intercourse, adultery or fornication between teacher and pupil, neglect of a vulnerable adult, sexual or physical abuse of a vulnerable adult, sexual servitude of a minor, human trafficking, obscenity, filming another without permission where there is an expectation of privacy, arson, larceny, burglary, gratification of lust or aggravated assault which has not been reversed on appeal or for which a pardon has not been granted, or any other offense resulting in a conviction in another jurisdiction which, if committed in this state, would be deemed to be such a crime without regard to its designation elsewhere; or any conviction of conspiracy to commit, accessory to commission, or attempt to commit any offense listed in this section.



Cooperating Teacher Checklist ~ Fall 2018 Part I

Deadline	Task	Directions
August 27-September 5	Cooperating Teacher Information	1. Log onto Tk20, using the link provided in the email from Dr. Debbie Stoulig.
Weekly	Attendance Accurate reporting of attendance is vital.	1. Click on Absentee/Tardy Form 2. Enter any absence, tardy, and/or early dismissal and reason for each 3. At end of experience, if there are none, type N/A in grade box at the bottom of form and SAVE
Weekly	Check lesson plans This should be completed each week.	1. Click on Lesson Plan Form 2. Click Add; type in weekly beginning and ending dates 3. Scroll over to answer 3 questions with Yes or No a. Corrections made? b. Alignment with curriculum? c. Approved for teaching?
By September 15	TIAI Training (Prezi) <i>As of fall 2016, TIAI training is required by MDE for all mentor teachers in the state.</i>	1. Go to: http://training.education.olemiss.edu/ a. Choose a username (all lower case) and password b. Use your school email address c. University affiliation: The University of Southern Miss 2. Complete the Prezi training 3. Save a copy of certificate verifying completion of training 4. Follow instructions in Tk20 to send to USM
By September 28	In-Class Evaluation (with University Supervisor present)	1. Click on In-Class Evaluation-First Review 2. Enter scores in Tk20 and click SAVE 3. Discuss scores and ways to improve with student teacher
By October 5	In-Class Final Evaluation (with University Supervisor present)	1. Click on In-Class Evaluation-CT Final Evaluation 2. Enter scores in Tk20 and click SAVE 3. Discuss scores and ways to improve with student teacher
By October 5	Summative Evaluation of Teacher Candidate	1. Click on Dispositions Evaluation 2. Enter information and click SAVE
If needed: Contact US first	Candidate Concern Form	1. Click on Candidate Concern Form 2. Enter information and click SAVE
By October 5	Final Submission	1. Type N/A in all grade boxes at bottom of each form 2. After all forms are complete and no flags appear, click Submit

Mentor Teacher Responsibilities



Feedback: Provide daily feedback to the student teacher; praise what is effective and make suggestions for improvement; help the student teacher progress.



Plan Ahead: Work ahead with the student teacher; plan lessons during the week **before** they will be taught; leave time for the student teacher to prepare and ask questions of you.



Offer Resources: Make the student teacher aware of online and physical resources available; share your expertise as well as your materials.



Communicate with Supervisor: Email or phone the supervisor with any questions or concerns as soon as they arise; do not wait until an evaluation visit to express concerns.



Cooperating Teacher Checklist ~ Fall 2018 Part II

Deadline	Task	Directions
October 15-22	Cooperating Teacher Information	1. Log onto Tk20, using the link provided in the email from Dr. Debbie Stoulig.
Weekly	Attendance Accurate reporting of attendance is vital.	2. Click on Absentee/Tardy Form 3. Enter any absence, tardy, and/or early dismissal and reason for each 4. At end of experience, if there are none, type N/A in grade box at the bottom of form and SAVE
Weekly	Check lesson plans This should be completed each week.	1. Click on Lesson Plan Form 2. Click Add; type in weekly beginning and ending dates 3. Scroll over to answer 3 questions with Yes or No a. Corrections made? b. Alignment with curriculum? c. Approved for teaching?
By November 2	TIAI Training (Prezi) <i>As of fall 2016, TIAI training is required by MDE for all mentor teachers in the state.</i>	a. Go to: http://training.education.olemiss.edu/ b. Choose a username (all lower case) and password c. Use your school email address d. University affiliation: University of Southern Miss 2. Complete the Prezi training 3. Print certificate verifying completion of training 4. Upload to Tk20
By November 2	In-Class Evaluation (with University Supervisor present)	1. Click on In-Class Evaluation-First Review 2. Enter scores in Tk20 and click SAVE 3. Discuss scores and ways to improve with student teacher
By November 28	In-Class Final Evaluation (with University Supervisor present)	1. Click on In-Class Evaluation-CT Final Evaluation 2. Enter scores in Tk20 and click SAVE 3. Discuss scores and ways to improve with student teacher
By November 28	Summative Evaluation of Teacher Candidate	1. Click on Dispositions Evaluation 2. Enter information and click SAVE
By November 28	Evaluation of Student Teaching Experience	1. Click on Cooperating Teacher Survey 2. Enter information and click SAVE
By November 28	Teacher Intern Assessment Instrument	1. Click on Teacher Intern Assessment Instrument 2. Enter scores in Tk20 and click SAVE 3. Discuss scores and ways to improve
If needed: Contact US first	Candidate Concern Form	1. Click on Candidate Concern Form 2. Enter information and click SAVE
By November 30	Final Submission	1. Type N/A in all grade boxes at bottom of each form 2. After all forms are complete and no flags appear, click Submit

Mentor Teacher Responsibilities



Feedback

Provide daily feedback to the student teacher; praise what is effective and make suggestions for improvement; help the student teacher progress.



Plan Ahead

Work ahead with the student teacher; plan lessons during the week **before** they will be taught; leave time for the student teacher to prepare and ask questions of you.



Offer Resources

Make the student teacher aware of online and physical resources available; share your expertise as well as your materials.



Communicate with Supervisor

Email or phone the supervisor with any questions or concerns as soon as they arise; do not wait until an evaluation visit to express concerns.

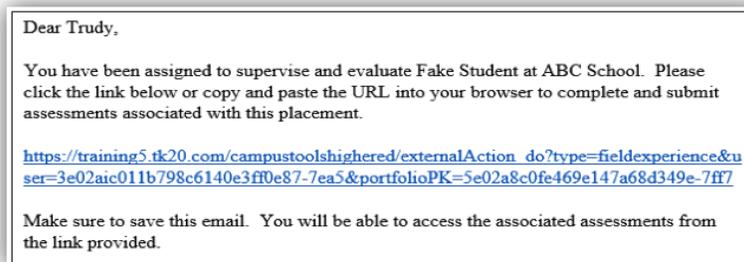
Tk20 Guide

Tk20 URL: <https://usm.tk20.com>

As a Cooperating Teacher, one of your tasks will be to complete evaluations on your candidate's performance during their student teaching semester. Tk20 Campus Tools HigherEd Software Assessment Program allows you to review the candidate's Lesson Plan artifacts and complete your assessments.

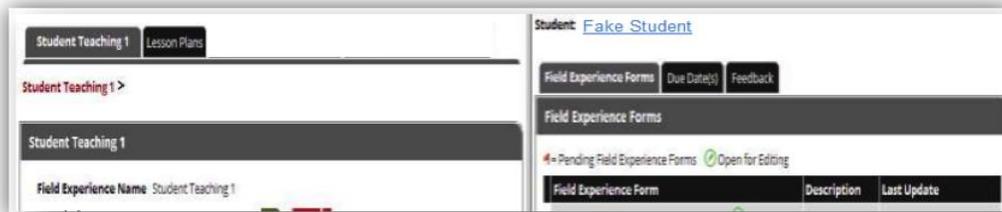
Logging into Tk20

- Log into Tk20 by clicking on the hyperlink in the message that was sent to you.



This link will bypass the standard username/password login configuration. The hyperlink provided will open a split screen.

- On the left, you will be able to view the binder's description, due dates, site/placement information, and any attached standards and the candidate's lesson plans.
- On the right, you will be able to view the binder's assessment tool(s).



Note(s):

- A  will be present beside any unsaved assessments.
- A  will be present by all assessments that are open for editing.
- If the  is not present, then roll your mouse over the assessment to see when it will be available.

School of Education Teacher Candidate First Experience Grade Sheet

<u>COOPERATING TEACHER</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
In-Class Evaluation (1 st review)	100	_____
In-Class Evaluation (2 nd review)	100	_____
EPP Professional Dispositions	42	_____
Cooperating Teacher Total Points	242	_____

<u>UNIVERSITY SUPERVISOR</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
In-Class Evaluation (1 st review)	100	_____
In-Class Evaluation (2 nd review)	100	_____
TIAI (Formative)	0	_____
EPP Professional Dispositions	42	_____
Supervisor Total Points	242	_____

<u>PROFESSIONAL PORTFOLIO</u>		
<u>Lesson Plans</u>		
Lesson Plans	88	_____
<u>Student Learning</u>		
Assessment of Student Growth	88	_____
Video Reflection	84	_____
<u>InTASC Journal Entries</u>		
InTASC Entries 1, 2, 3	56	_____
<u>Professionalism</u>		
Ethics & Professional Conduct	50	_____
First Week of School Packet	50	_____
PRAXIS Scores (PLT and Content) loaded into Tk20	0	_____
Pre-Survey	5	_____
Resumé	36	_____
Portfolio Total Points	457	_____

<u>PROFESSIONAL PERFORMANCE EVALUATION</u>		
Follows MDE/University/EFE/District policies and procedures (for each infraction)	- 25 to -100	_____
<u>Additionally, a violation of the MS Teacher Code of Ethics can result in immediate dismissal from the program.</u>		
Failure to meet deadlines (for each assignment for each day late)	- 10	_____
Receives supervisors' (CT and/or US) critique in a professional manner (for each infraction)	- 25	_____
PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence)	- 25 to -100	_____
Attendance (for each ½ day absence, tardy, early leave and/or improper notification)	- 25/-50	_____
<u>All student teachers must be in their placement schools a minimum of 60 days during their student teaching semester. If this minimum is not met, makeup days will be required to meet the 60 days.</u>		
All excused absences must be approved by the Director and University Supervisor.		
Total Professional Points Deducted		_____

Total Possible Points = 941

TOTAL POINTS EARNED THIS EXPERIENCE: _____

For each missing assignment in the portfolio, regardless of point value, a letter grade deduction will occur.

SCALE FOR 941

- A = 847 - 941 (90%-100%)
- B = 753 - 846 (80%-89%)
- C = 659 - 752 (70%-79%)
- Below 659 = Failure (Below 70%)

School of Education Teacher Candidate Second Experience Grade Sheet

<u>COOPERATING TEACHER</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
In-Class Evaluation	100	_____
In-Class Evaluation	100	_____
EPP Professional Dispositions	42	_____
TIAI	75	_____
Cooperating Teacher Total Points	317	_____

<u>UNIVERSITY SUPERVISOR</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
In-Class Evaluation	100	_____
In-Class Evaluation	100	_____
EPP Professional Dispositions	42	_____
TIAI (Summative)	75	_____
Supervisor Total Points	317	_____

<u>PROFESSIONAL PORTFOLIO</u>		
<u>Lesson Plans</u>		
Lesson Plans	88	_____
<u>Student Learning</u>		
Assessment of Students' Academic Growth	88	_____
Video Reflection	84	_____
<u>InTASC Journal Entries</u>		
InTASC Journal Entries 4 & 5	36	_____
<u>Professionalism</u>		
Post-Survey	5	_____
Portfolio Total Points	301	_____

<u>PROFESSIONAL PERFORMANCE EVALUATION</u>		
Follows MDE/University/EFE/District policies and procedures (for each infraction)	- 25 to -100	_____
<u>Additionally, a violation of the MS Teacher Code of Ethics can result in immediate dismissal from the program.</u>		
Failure to meet deadlines (for each assignment for each day late)	- 10	_____
Receives supervisors' (CT and/or US) critique in a professional manner (for each infraction)	- 25	_____
PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence)	- 25 to -100	_____
Attendance (for each ½ day absence, tardy, early leave and/or improper notification)	- 25/-50	_____
<u>All student teachers must be in their placement schools a minimum of 60 days during their student teaching semester. If this minimum is not met, makeup days will be required to meet the 60 days.</u>		
All excused absences must be approved by the Director and University Supervisor.		

Total Professional Points Deducted _____

Total Possible Points = 935

TOTAL POINTS EARNED THIS EXPERIENCE: _____

For each missing assignment in the portfolio, regardless of point value, a letter grade deduction will occur.

SCALE FOR 935

- A = 842 - 935 (90% - 100%)
- B = 748 - 841 (80% - 89%)
- C = 655 - 747 (70% - 79%)
- Below 655 = Failure (Below 70%)

SECONDARY/K-12 TEACHER CANDIDATE FIRST EXPERIENCE GRADE SHEET

<u>COOPERATING TEACHER</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
In-Class Evaluation (1 st review)	100	_____
In-Class Evaluation (2 nd review)	100	_____
EPP Professional Dispositions	42	_____
Cooperating Teacher Total Points	242	_____

<u>UNIVERSITY SUPERVISOR</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
In-Class Evaluation (First review)	100	_____
In-Class Evaluation (Final review)	100	_____
EPP Professional Dispositions	42	_____
TIAI (Formative)	0	_____
Supervisor Total Points	242	_____

<u>PROFESSIONAL PORTFOLIO</u>		
<u>Lesson Plans</u>		
Lesson Plans	88	_____
<u>Student Learning</u>		
Assessment of Student Growth	88	_____
Video Reflection	84	_____
<u>InTASC Entries</u>		
InTASC Journal Entries 1-5	92	_____
<u>Professionalism</u>		
Ethics & Professional Conduct	50	_____
Resumé	36	_____
Pre-Survey (required, but no points are assigned)	5	_____
Portfolio Total Points	443	_____
DEPARTMENT'S SPA ACTIVITIES **	Portfolio Total Points	500 _____

<u>PROFESSIONAL PERFORMANCE EVALUATION</u>		
Follows MDE/University/EFE/District policies and procedures (for each infraction)	- 25 to -100	_____
<u>Additionally, a violation of the MS Teacher Code of Ethics can result in immediate dismissal from the program.</u>		
Failure to meet deadlines (for each assignment for each day late)	- 10	_____
Receives supervisors' (CT and/or US) critique in a professional manner (for each infraction)	- 25	_____
PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence)	- 25 to -100	_____
Attendance (for each ½ day absence, tardy, early leave and/or improper notification)	- 25/-50	_____
<u>All student teachers must be in their placement schools a minimum of 60 days during their student teaching semester. If this minimum is not met, makeup days will be required to meet the 60 days.</u>		
All excused absences must be approved by the Director and University Supervisor.		

Total Professional Points Deducted _____

Total Possible Points = 927

TOTAL POINTS EARNED THIS EXPERIENCE: _____

****Total Possible Points with SPA = 1427**

For each missing assignment in the portfolio, regardless of point value, a letter grade deduction will occur. All work must be submitted on Tk20 no later than the final PDS day of each experience, unless the supervisor has given you specific due dates during the semester.

GRADE EARNED THIS EXPERIENCE: _____

SCALE FOR 927

A = 834 - 927 (90%-100%)
 B = 742 - 833 (80% - 89%)
 C = 649 - 741 (70% - 79%)
 Below 649 = Failure (Below 70%)

SCALE FOR 1427**

A = 1284 - 1427 (90%-100%)
 B = 1142 - 1283 (80% - 89%)
 C = 999 - 1141 (70% - 79%)
 Below 999 = Failure (Below 70%)

SECONDARY/K-12 TEACHER CANDIDATE SECOND EXPERIENCE GRADE SHEET

<u>COOPERATING TEACHER</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
In-Class Evaluation	100	_____
In-Class Evaluation	100	_____
EPP Professional Dispositions	42	_____
TIAI (Summative)	75	_____
Cooperating Teacher Total Points	317	_____

<u>UNIVERSITY SUPERVISOR</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
In-Class Evaluation	100	_____
In-Class Evaluation	100	_____
EPP Professional Dispositions	42	_____
TIAI (Summative)	75	_____
Supervisor Total Points	317	_____

<u>PROFESSIONAL PORTFOLIO</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
<u>Lesson Plans</u>		
Lesson Plans	88	_____
<u>Student Learning</u>		
Assessment of Student Growth	88	_____
Video Reflection	84	_____
<u>InTASC Journal Entries</u>		
InTASC Entries 1-5	92	_____
<u>Professionalism</u>		
Post-Survey	5	_____
Portfolio Total Points	357	_____
DEPARTMENT'S SPA ACTIVITIES **	Portfolio Total Points 500	_____

<u>PROFESSIONAL PERFORMANCE EVALUATION</u>		
Follows MDE/University/EFE/District policies and procedures (for each infraction)	- 25 to -100	_____
<u>Additionally, a violation of the MS Teacher Code of Ethics can result in immediate dismissal from the program.</u>		
Failure to meet deadlines (for each assignment for each day late)	- 10	_____
Receives supervisors' (CT and/or US) critique in a professional manner (for each infraction)	- 25	_____
PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence)	- 25 to -100	_____
Attendance (for each ½ day absence, tardy, early leave and/or improper notification)	- 25/-50	_____
<u>All student teachers must be in their placement schools a minimum of 60 days during their student teaching semester. If this minimum is not met, makeup days will be required to meet the 60 days.</u>		
All excused absences must be approved by the Director and University Supervisor.		
Total Professional Points Deducted		_____

Total Possible Points = 991 **TOTAL POINTS EARNED THIS EXPERIENCE: _____**

****Total Possible Points with SPA = 1491**

For each missing assignment in the portfolio, regardless of point value, a letter grade deduction will occur. All work must be submitted on Tk20 no later than the final PDS day of each experience, unless the supervisor has given you specific due dates during the semester.

SCALE FOR 991
 A = 892 - 991 (90% - 100%)
 B = 793 - 891 (80% - 89%)
 C = 694 - 792 (70% - 79%)
 Below 694 = Failure

SCALE FOR 1491**
 A = 1342 - 1491 (90% - 100%)
 B = 1193 - 1341 (80% - 89%)
 C = 1044 - 1192 (70% - 79%)
 Below 1044 = Failure



IN-CLASS EVALUATION

PURPOSE:

This instrument is used by the university supervisor and cooperating teacher to evaluate the teacher candidate during the formal observation evaluation. The evaluation is completed a minimum of 4 times during student teaching (a minimum of 2 times in each experience). The evaluators will discuss with the teacher candidate the results of each observation with the goal of improving the teaching performance.

Note:

- If candidates have made provisions for meeting indicators in their lesson plans, but through no fault of their own are unable to provide in-class use of an indicator, a grade of "4" is awarded.
- The teacher candidate is expected to teach the entire lesson including routine tasks.

ANTICIPATORY SET*

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
1. Candidate has materials and equipment ready; class begins on time. (CAEP 1.1; InTASC 1)	1 Materials are missing; class is delayed.	2 Materials are not readily available and are not aligned to the lesson or the learner. Class may be delayed.	3 Materials are ready are aligned to the goals of the lesson. Class begins on time.	4 Materials aligned to the goals of the lesson include supplemental options for early finishers and remediation. Class begins on time.
2. Candidate activates prior knowledge. (CAEP 1.1; InTASC 4)	1 Candidate does not activate prior knowledge or preview the lesson.	2 Candidate provides a review or preview without involving the students.	3 Candidate activates prior knowledge through a review or preview, guiding students to make connections to prior learning or experiences.	4 Candidate activates prior knowledge through a review or preview that actively involves all students so that they make connections to prior learning or experiences.

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
3. Candidate states purpose and plan/procedures to identify expectations for the learner. (CAEP 1.1; InTASC 4)	1 Candidate omits purpose and plan.	2 Candidate states purpose and plan at the beginning of the lesson.	3 Candidate states purpose and plan at the beginning of the lesson including expectations for student learning.	4 Candidate states purpose and plan at the beginning of the lesson including expectations for student learning and provides opportunities for students to restate in their own language the expectations for student learning.
4. Candidate relates the importance/relevance of the lesson through examples that connect content to real life. (CAEP 1.1; InTASC 4)	1 Candidate fails to state the importance/relevance.	2 Candidate relates the importance/relevance presented out of sequence.	3 Candidate relates importance/relevance of the lesson through examples that connect content to real life.	4 Candidate relates importance/relevance of the lesson and provides opportunities for students to supply examples that connect content to their lives.

CONTENT AND PEDAGOGY*

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
5. Candidate demonstrates content knowledge. (CAEP 1.1; InTASC 4)	1 Content is inaccurate.	2 Content is accurate, but does not meet the learning objective requirements.	3 Content is accurate and meets the learning objective requirements.	4 Content is accurate, meets the learning objective requirements, and presented through multiple representation.
6. Candidate sequences topics/procedures appropriately for the flow of the lesson. (CAEP 1.1; InTASC 5)	1 Sequencing of topics/procedures is out of order for the lesson or confusing to the students.	2 Sequencing of topics/procedures is in order, but lesson lacks connection from one task/activity to the next.	3 Sequencing of topics/procedures is in order and each task/activity is connected.	4 Sequencing of topics/procedures is in order; each task/activity is connected and allow for flexibility of pacing based on student response.

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
7. Candidate uses a variety of teaching methods/strategies. (CAEP 1.1; InTASC 8)	1 Teaching methods/strategies lack variety and are not aligned with content and lesson objectives.	2 Teaching methods/strategies may be varied, but alignment may not match objectives, content, and/or students.	3 Teaching methods/strategies are varied and are aligned with content and objectives.	4 Teaching methods/strategies are varied, aligned with content and objectives, and encourage higher order thinking through relevant practice.
8. Candidate supports student learning through models, materials, samples, and rubrics. (CAEP 1.1; InTASC 8)	1 Candidate provides learning experiences that lack modeling, materials, samples, and/or rubrics.	2 Candidate provides models, materials, samples, and/or rubrics, but may be insufficient to meet learner objectives.	3 Candidate provides models, materials, samples, and/or rubrics that support student learning.	4 Candidate provides models, materials, samples, and rubrics that support student learning and provides opportunities for student to supply and/or create models and/or samples.
9. Candidate gives clear verbal, written, and/or nonverbal directions. (CAEP 1.1; InTASC 5)	1 Candidate's directions are insufficient; students may appear confused; candidate may not respond appropriately to questions.	2. Candidate's directions are provided, though some may be inappropriate or confusing; candidate responds to questions.	3 Candidate's directions are clear and concise; students' questions are addressed independently or in a whole group as needed. Provisions for early finishers are provided (if needed).	4 Candidate's directions are clear, concise, and complete; candidate anticipates and addresses misunderstandings. Provisions for early finishers are provided (if needed).
10. Candidate provides relevant practice. (CAEP 1.1; InTASC 8)	1 Candidate provides practice that is irrelevant to lesson objective.	2 Candidate provides practice that results in limited success for students to meet learning objectives.	3 Candidate provides relevant practice for students to meet learning objectives.	4 Candidate provides relevant practice and seizes opportunities for additional practice brought about through "teachable moments" for students to meet learning objectives.

11. Candidate monitors learning activity and checks for student understanding. (CAEP 1.1; InTASC 8)	<p>1</p> <hr/> Candidate fails to monitor learning activity and check for understanding; remains stationary most of the time.	<p>2</p> <hr/> Candidate monitors learning activity.	<p>3</p> <hr/> Candidate monitors learning activity and checks for understanding while circulating around the room.	<p>4</p> <hr/> Candidate monitors learning activity and checks for understanding while circulating around the room. Provides clarification and appropriate feedback when necessary.
12. Candidate incorporates questioning strategies that build discussion. (CAEP 1.1; InTASC 8)	<p>1</p> <hr/> Candidate fails to utilize questioning strategies.	<p>2</p> <hr/> Candidate uses basic recall questions.	<p>3</p> <hr/> Candidate uses a variety of questioning strategies and includes probing questions to guide student responses.	<p>4</p> <hr/> Candidate uses a variety of questioning strategies that include probing and higher order questions that lead to critical thinking. Additional questions are built on student responses.
13. Candidate provides for the variability of learners through multiple means of representation of content, multiple uses of strategies for engagement, and multiple forms of student expression (e.g. text, pictorial, groups, individualized preferences, etc.) (CAEP 1.1; InTASC 7)	<p>1</p> <hr/> Candidate provides only one means of representation of content, one strategy for engagement, and one form of student expression.	<p>2</p> <hr/> Candidate provides multiple means of representation of content, but only provides one strategy for engagement or one form of student expression.	<p>3</p> <hr/> Candidate provides for the variability of learners through multiple means of representation of content and multiple uses of strategies for engagement, and multiple forms of student expression.	<p>4</p> <hr/> Candidate allows students to choose among representation, engagement, and expression opportunities to meet their individualized needs and preferences.
14. Candidate makes provision for differentiation, remediation needs, and/or early finishers. (CAEP 1.1; InTASC 7)	<p>1</p> <hr/> Candidate fails to make provisions for individual learner needs.	<p>2</p> <hr/> Candidate makes provisions but misses cues for individual learner needs (differentiation, remediation needs, and/or early finishers).	<p>3</p> <hr/> Candidate anticipates the need for remediation and early finishers and makes provisions for the situations ahead of the lesson; candidate is responsive to needs as they arise during the lesson.	<p>4</p> <hr/> Candidate anticipates the need for remediation and early finishers and makes provisions for the situations ahead of the lesson; candidate is responsive to needs as they arise during the lesson. Students are provided a variety of choices and modalities to represent learning.

15. Candidate provides appropriate closure to lesson. (CAEP 1.1; InTASC 5)	1	2	3	4
	Candidate fails to provide a closure.	Candidate provides closure, but it is rushed.	Candidate provides closure including a summary of the lesson's main points and restates the lesson's relevance.	Candidate provides guiding questions such that students summarize the lesson's main points and supply an explanation of the lesson's relevance.

ASSESSMENT*

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
16. Candidate uses a variety of formative assessments during the lesson. (CAEP 1.1; InTASC 6)	1	2	3	4
	Candidate fails to use any type of assessment.	Candidate's assessment is inappropriate for the lesson or not aligned with the objectives.	Candidate uses a variety of formative assessments aligned to the lesson objectives.	Candidate's assessments are appropriate to the lesson, aligned with the objectives, aligned to standards, and expectations for performance criteria are clearly stated.

CLASSROOM MANAGEMENT*

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
17. Candidate paces instructional time. (CAEP 1.1; InTASC 2)	1	2	3	4
	Candidate's instructional time is lost due to unnecessary delays, undesirable digressions from the topic, and/or ineffective transitions between activities.	Candidate's pacing may have some unnecessary delays, undesirable digressions from the topic; involvement may be below expectations, and/or ineffective transitions between activities.	Candidate's pacing utilizes all class time, transitions are smooth, and students are on task throughout the lesson.	Candidate's pacing utilizes all class time, transitions are smooth, and students are on task throughout the lesson. If needed, re-direction of students is positive and results in increased student interaction. Students' questions are handled such that instruction is enhanced.

18. Candidate provides a positive environment for risk-taking for all students. (CAEP 1.1; InTASC 3)	1 Candidate provides a negative learning environment.	2 Candidate shows favoritism and/or inconsistent learning environment.	3 Candidate provides a positive environment for risk-taking for all students.	4 Candidate sustains an environment which motivates, facilitates learning, and encourages creativity and academic risk-taking.
19. Candidate maintains proper classroom management and discipline through positive remarks and reinforcements. (CAEP 1.1; InTASC 3)	1 Candidate attempts classroom management and discipline through negative remarks and/or reinforcement.	2 Candidate conveys unclear behavioral expectations.	3 Candidate demonstrates proper classroom management and discipline through positive remarks and reinforcements.	4 Candidate's classroom management procedures result in students taking responsibility for their behavior and encourages students to learn in a task-oriented environment.
20. Candidate demonstrates actions consistent with the belief that all students are valued; can learn; and are not limited by ability level, ESL, race, culture, gender, and religion. (CAEP crosscutting theme of diversity) (CAEP 1.1; InTASC 2)	1 Candidate exhibits preferential treatment to one or more students to the exclusion of others.	2 Candidate is sensitive to diversity yet misses obvious opportunities to incorporate diversity in the lesson.	3 Candidate demonstrates actions consistent with the belief that all students are valued and can learn.	4 Candidate ensures an inclusive learning environment that enables each learner to succeed capitalizing on individual differences and diverse cultures.

INTERPERSONAL SKILLS*

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
21. Candidate exhibits and sustains enthusiasm for teaching and learning. (CAEP 1.1; InTASC 3)	1 Candidate lacks enthusiasm for teaching and learning.	2 Candidate exhibits moments of enthusiasm for teaching and learning, but does not sustain the momentum.	3 Candidate exhibits and sustains enthusiasm for teaching and learning.	4 Candidate's high level of enthusiasm increases the students' motivation to learn through an exciting and

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
				engaging presentation of the lesson.
22. Candidate practices patience and exhibits professional dispositions. (CAEP 1.1; InTASC 9)	1. Candidates lacks patience and professional dispositions.	2 Candidate exercises inconsistency with patience and professional dispositions.	3 Candidate practices patience and exhibits professional dispositions.	4 Candidate practices patience and exhibits professional dispositions that encourage active engagement in learning, and self-motivation of the learner.
23. Candidate demonstrates proficiency in oral communication. (CAEP 1.1; InTASC 5)	1 Candidate has frequent errors in oral communication.	2 Candidate's oral communication leads to student misunderstanding.	3 Candidate demonstrates proficiency in oral communication.	4 Candidate demonstrates proficiency in oral communication and encourages students to practice good oral communication skills.
24. Candidate demonstrates proficiency in written communication. (CAEP 1.1; InTASC 5)	1 Candidate has frequent errors in written communication.	2 Candidate's written communication leads to student misunderstanding.	3 Candidate demonstrates proficiency in written communication.	4 Candidate demonstrates proficiency in written communication and encourages students to practice good writing skills.
25. Candidate responds positively to students' input and/or questions during the lesson. (CAEP 1.1; InTASC 5)	1 Candidate responds negatively or does not respond to students.	2 Candidate is inconsistent in responding or giving feedback.	3 Candidate responds to students' input and/or questions during the lesson using positive feedback.	4 Candidate responds to students' input with verbal or nonverbal feedback that increases student interaction.



TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

- Purpose:** To provide a comprehensive assessment (both formative and summative) of the teaching practice of teacher candidates.
- Administration:** This instrument is administered by mentor teachers and/or University Supervisors, once formative and once summative, 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 _____

Semester/Year: _____

Check one: 1st Experience: _____ 2nd Experience: _____

Grade Level/Subject: _____

Evaluator: _____

Check one: Classroom Mentor Teacher _____ University Supervisor _____

School: _____

Date(s) Evaluation Completed: _____

Note: Classroom Mentor Teachers may take up to two weeks to complete the Formative and Summative Teacher Intern Assessments for assigned teacher interns. University Supervisors will schedule classroom evaluation visits with teacher interns twice each placement. Additional visits will be made if needed. 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
1.2	7	1	1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	The teacher candidate's objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	The teacher candidate's objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	The teacher candidate's objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	In addition to meets standard, the teacher candidate's objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
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
1.1	2	2	2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	The teacher candidate does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	The teacher candidate develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	In addition to meets standard, the teacher candidate provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.
*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
1.1	7	4	3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	The teacher candidate's instructional plans never integrate core content knowledge across and within subject areas.	The teacher candidate's instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	The teacher candidate's instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	In addition to meets standard, the teacher candidate's instructional plans include connections of content across disciplines.*
*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
1.5	8	2	4. The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	The teacher candidate does not plan appropriate or sequential teaching procedures that include innovative introductions and closures. Different teaching strategies are not utilized.	The teacher candidate's plans lack logical sequence and different teaching strategies.	The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	In addition to meets standard, The teacher candidate multiple lesson plans cited research-based evidence.
*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
1.3	6	3	5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	The teacher candidate's plans do not indicate use of assessments that effectively evaluate student learning and development.	The teacher candidate's plans indicate use of assessments but not all are appropriate.	The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.	In addition to meets standard, the teacher candidate's assessments are performance-based to enhance critical thinking and problem solving.

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

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
1.5	7	6	6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	The teacher candidate's plans do not include technology that will engage students.	The teacher candidate's plans lack logical use of technology.	The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	In addition to meets standard, the teacher candidate's multiple lesson plans utilize technology to enhance learning opportunities.

*Examples of technology include the implementation of digital learning programs using 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
1.2	6	3	7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	The teacher candidate does not communicate assessment criteria or performance standards to the students or provide feedback to students about academic performance.	The teacher candidate communicates assessment criteria and performance standards to the students. Fails to provide students with feedback.	The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about their academic performance.	Student input is sought in developing assessment criteria. The teacher candidate provides clear and actionable feedback that helps the student understand what s/he did well and provides guidance for improvement.*
*To meet the Exceeds Standard , intern must complete both stated requirements.							
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
1.2	6	3	8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	The teacher candidate does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	The teacher candidate uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group,	The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	In addition to meets standard , the teacher candidate conferences with individual students to assist with monitoring progress.
*Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.							
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
1.1	5	4	9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction.	The teacher candidate does not use standard written, oral, and nonverbal communication in instruction.	The teacher candidate’s standard written, oral, and nonverbal communication is difficult to follow for students.	The teacher candidate uses standard written, oral, and nonverbal communication in instruction to engage students.	In addition to meets standard, the teacher candidate enriches conversation with expressive language and vocabulary to engage students.
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
1.1	5	4	10. The teacher candidate provides explicit written and oral directions for instructional activities.	The teacher candidate does not provide explicit written and oral directions for instructional activities.	The teacher candidate provides written and oral directions for instructional activities that are not explicit.	The teacher candidate provides explicit written and oral directions for instructional activities.	In addition to meets standard, the teacher candidate uses concrete examples to model and to clarify tasks and concepts.
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
1.1	2	2	11. The teacher candidate communicates positive expectations for learning for all students.	The teacher candidate does not communicate positive expectations for learning for all students.	The teacher candidate has difficulty communicating positive expectations for learning for all students.	The teacher candidate communicates positive expectations for learning for all students.	In addition to meets standard, the teacher candidate encourages all students to set positive expectations for themselves and peers.
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
1.1	3	7	12. The teacher candidate conveys enthusiasm for teaching and learning for all students.	The teacher candidate does not convey enthusiasm for teaching and learning for all students.	The teacher candidate has difficulty conveying enthusiasm for teaching and learning for all students.	The teacher candidate conveys enthusiasm for teaching and learning for all students.	In addition to meets standard, the teacher candidate elicits enthusiasm from students.
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
1.1	3	5	13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	The teacher candidate does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	The teacher candidate provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	In addition to meets standard, the teacher candidate enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
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
1.3	4	4	14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	The teacher candidate does not demonstrate content knowledge and how to teach the content.	The teacher candidate has difficulty demonstrating content and content pedagogical knowledge.	The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	In addition to meets standard, the teacher candidate uses a variety of instructional methods to ensure an understanding of the content.
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
1.3	8	4	15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	The teacher candidate does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	The teacher candidate has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard , the teacher candidate uses a variety of appropriate student-centered teaching strategies to impact student learning and development.

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

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
1.4	1	2	16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	The teacher candidate does not implement planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	The teacher candidate implements learning experiences, but fails to accommodate the differences in developmental needs of each learner in the group.	The teacher candidate implements planned learning experiences that accommodate differences in developmental and individual needs of each learner in the group.	In addition to meets standard , the teacher candidate cites research to support the planned learning experiences.

*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
1.4	5	4	17. The teacher candidate engages all students in critical thinking through higher-order questioning.*	The teacher candidate does not engage all students in critical thinking through higher-order questioning.	The teacher candidate relies on lower level questioning.	The teacher candidate engages all students in critical thinking through higher-order questioning.	In addition to meets standard, the teacher candidate provides opportunities for students to apply concepts in problem-solving and critical thinking.

*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
1.4	8	4	18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.	The teacher candidate does not adjust instruction as needed based on student input, cues, and individual/group responses.	The teacher candidate elicits student input during instruction and attempts are made to adjust instruction based on student responses.	The teacher candidate elicits student input and adjusts instruction as needed based on student input, cues, and individual/group responses.	In addition to meets standard, the teacher candidate constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.

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
1.1	10	9	19. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.*	The teacher candidate does not use family and/or community resources in instruction to impact student learning and development.	The teacher candidate attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	The teacher candidate uses family and/or community resources in instruction to impact student learning and development.	In addition to meets standard, the teacher candidate designs and organizes instruction to foster ongoing communication and high expectations for learners.

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

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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

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



PROFESSIONAL DISPOSITIONS

- Purpose:** To ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance (attitude and behavior)
- Administration:** This instrument is administered 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

	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. (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. (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 promising of special treatment in order to influence professional decisions of colleagues.}	The teacher candidate lacks maturity and/or sound judgment that results in one or more interactions with colleagues.	The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	The teacher candidate demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.
3. The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	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	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

	tobacco while in any professional setting.			teachable moments or planned instruction to reinforce school policy.
--	--	--	--	---

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

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

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

Protocol Guidelines for Cooperating Teachers

A contractual agreement exists between the University of Southern Mississippi and each school district in which USM Teacher Candidates are placed. A protocol is stipulated in the contract to protect the school district and the Teacher Candidate. A successful teacher candidacy experience is the goal for every Teacher Candidate and cooperating teacher, and effective communication is the key to any successful candidacy experience. While it is rare, there are instances when a Teacher Candidate and/or the school would be best served by removing the Teacher Candidate from the assigned placement. Removal of a Teacher Candidate from a school placement is very serious, and in most instances affects the Candidate's graduation from the university; therefore it is always a last choice measure. Guidelines for addressing Teacher Candidate concerns follow.

1. At the first point of a concern regarding a Teacher Candidate's professional knowledge, skills, or disposition: speak with the Teacher Candidate about the concern. If you are unsure how to address the issue or simply want useful input, contact the University Supervisor. You may wish to speak with a school administrator about the situation for additional guidance.
2. If the concern continues, inform the Teacher Candidate and fill out the *TC Concern Form*. Send a fax copy of the *TC Concern Form* to the Educational Field Experiences (EFE) office. The fax number is: 601.266.4427.
3. Notify the University Supervisor, if you have not already done so, that you are filling out and faxing a *TC Concern Form* to EFE.
4. As soon as EFE is notified, the University Supervisor and Teacher Candidate are contacted by the Director of EFE.
5. A plan is developed with the Cooperating Teacher, University Supervisor, Director, and Teacher Candidate to resolve the concern.
6. If the concern continues and/or substantive and timely progress has not been made by the Teacher Candidate to alleviate the concern, then the Cooperating Teacher, school administrator, University Supervisor, Teacher Candidate, and Director will meet to discuss the situation.
7. The outcome of the meeting will result in continuation in the program, removal for the current school placement, and/or enrollment in a remediation program administered by EFE.



University Supervisor Evaluation of Placement

Purpose: The University Supervisor Evaluation of Placement collects data on the supervisor's perception of the candidate's placement during student teaching. Items 1-8 are related to responsibilities of the cooperating teacher during student teaching and measure the university supervisor's perception of the effectiveness of the cooperating teacher's ability to assess and encourage the teacher candidate to create a positive impact on all students' learning and development. Data will be utilized by the Professional Education Unit to evaluate university supervisor's perception of the candidate's placement. Aligned with CAEP Standards 2.1 Clinical Partnerships and 2.2 Clinical Educators.

The following scale will be used to indicate how much you agree or disagree with each of the following statements about the cooperating teacher.

- 1 = STRONGLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = STRONGLY AGREE

1. The cooperating teacher maintained an attitude of friendly helpfulness and encouragement.
5 4 3 2 1
2. The cooperating teacher appeared to be a good role model for the teacher candidate.
5 4 3 2 1
3. The cooperating teacher monitored and evaluated required lesson plans.
5 4 3 2 1
4. The cooperating teacher communicated with the university supervisor regarding continuous assessments of the teacher candidate, identifying strength/weaknesses and offering suggestions/asking advice to improve teaching. 5 4 3 2 1
5. The cooperating teacher outlined activities, suggested material/technology to enhance the teacher candidate's experience. 5 4 3 2 1
6. The cooperating teacher encouraged the teacher candidate to participate in the total school program.
5 4 3 2 1
7. I was satisfied with the assistance provided by the cooperating teacher. 5 4 3 2 1
8. I would recommend this cooperating teacher for future teacher candidates. 5 4 3 2 1



TEACHER CANDIDATE EVALUATION OF COOPERATING TEACHER

Purpose: *The Teacher Candidate Evaluation of Cooperating Teacher collects data on the teacher candidate's perception of their placement during student teaching. Items 1-9 are related to responsibilities of the cooperating teacher during student teaching and measure the teacher candidate's perception of the effectiveness of the mentorship. Data will be utilized by the Professional Education Unit to evaluate teacher candidate's perception of their placement. Aligned with CAEP Standards 2 Clinical Partnerships and 4.2 Teacher Effectiveness.*

Using the following scale, mark your answers regarding the professional preparation you received in the Teacher Education Program at USM:

1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEUTRAL 4 = AGREE 5 = STRONGLY AGREE

1. *My Cooperating Teacher communicated with me regarding continuous assessments to improve my teaching.* 5 4 3 2 1
2. *My Cooperating Teacher discussed my evaluations and offered suggestions or advice to improve my teaching effectiveness during this experience.* 5 4 3 2 1
3. *My Cooperating Teacher encouraged me to use critical thinking to enhance students/performance during this experience.* 5 4 3 2 1
4. *My Cooperating Teacher encouraged me to demonstrate creativity in my teaching to enhance students' performance during this experience.* 5 4 3 2 1
5. *My Cooperating Teacher encouraged me to include multiculturalism in my teaching to enhance students' performance during this experience.* 5 4 3 2 1
6. *My Cooperating Teacher encouraged me to include diversity in my teaching to enhance students' performance during this experience.* 5 4 3 2 1
7. *My Cooperating Teacher encouraged me to utilize technological skills in my teaching to enhance students' performance during this experience.* 5 4 3 2 1
8. *My Cooperating Teacher encouraged me to demonstrate creativity in my teaching to enhance students' performance during this experience.* 5 4 3 2 1
9. *My Cooperating Teacher had a positive impact on developing my knowledge, skills, and professional dispositions during this experience.* 5 4 3 2 1



College of Education and Human Sciences
Educational Field Experiences

MENTOR TEACHER SCHOLARSHIP FORM

Name: _____ Date: _____
Last (Maiden) First Middle Initial

Social Security: _____ Student ID: _____

Mailing Address: _____
Street, P.O. Box, Route #, Apt. # City State Zip

E-Mail Address: _____ Phone: _____

School: _____ Principal: _____ Phone: _____

School District: _____ Subject: _____ Grade Level: _____

**# Semester Hours Requested
(6 hours maximum):**

- _____ Graduate
- _____ Undergraduate
- _____ Continuing Education
- _____ Online

Year/Semester:

- _____ Fall
- _____ Spring
- _____ Summer

Campus:

- _____ Hattiesburg
- _____ Long Beach

USM Course Registration Date: _____

Have you previously registered for a Mentor Teacher Scholarship? Yes ___ No ___ If so, what year? _____

Please return this form to: **Attn: Mentor Teacher Scholarship
Educational Field Experiences
118 College Drive #5028
Hattiesburg, MS 39406-5028**

1. Supervision of a teacher candidate (student teacher) qualifies you to apply for a scholarship through Educational Field Experiences (EFE) for coursework at Southern Miss. If granted a scholarship, you are still responsible for the payment of online, lab, parking, late registration, interest, and certain specialty course fees.
PLEASE NOTE: Scholarship application forms will be date stamped upon arrival to EFE. Scholarships will be awarded based upon:
 - a. available funds;
 - b. a first-come, first-served basis; and
 - c. a maximum of 2 scholarships (6 credit hours) per applicant per semester.
2. It is important to register for your course with the University before you submit the scholarship form to EFE. Once you have submitted your scholarship form, please contact EFE for confirmation that it has been received.
3. Registration for the course is completed through standard USM registration channels. If you need assistance with registration, please contact the College of Education and Psychology Dean's Office at (601) 266-4224.
PLEASE NOTE: Processing the Mentor Teacher Scholarship form with EFE does not enroll you in a Southern Miss course.
4. Scholarship awards will be determined no later than the first two weeks of class.
5. EFE will notify you via email if your scholarship is awarded.
6. If you get a bill, please do not ignore it. Call EFE at (601) 266-4572 for clarification and support.

TO: Cooperating Teachers

FROM: Anne Sylvest, Ph.D.
Director

DATE: July 21, 2017

RE: Mentor Teacher CEU Application Procedure

We consider the partnership between Southern Miss and our mentor teachers/school districts as an invaluable aspect of our teacher education program. We certainly want to do everything possible to strengthen that partnership and to support our mentor teachers. To that end, we now offer Mentor Teachers the option of receiving five (5) CEUs for hosting a Southern Miss student teacher. Please note the criteria for receiving the five CEUs, effective Fall 2017, as outlined below.

1. Supervision of a teacher candidate (student teacher) qualifies a mentor teacher to apply for five CEUs through Educational Field Experiences. A mentor may choose either five CEUs or a course scholarship.
2. In order to be awarded the five CEUs
 - a. A mentor must meet the following qualifications according to the contract USM holds with your school district:
 - i. Hold a standard teaching license
 - ii. Have three consecutive years of positive teaching evaluations
 - iii. Positively impact student learning
 - iv. Attend a Mentor Teacher Training Workshop (available online after spring, 2018)
 - v. Mentor a USM student teacher in your field of licensure
 - vi. Voluntarily accept the responsibilities of a mentor teacher (observing, conversing, critiquing, working collaboratively, evaluating, etc.)
 - b. Receive positive ratings from the USM University Supervisor and the student teacher:
 - i. Meet frequently with student teacher throughout the experience to plan and critique lessons.
 - ii. Provide daily feedback to the student teacher; praise what is effective and make suggestions for improvement; help the student teacher progress.
 - iii. Work with your student teacher to plan, conduct, and analyze data for the student teacher's *Assessment of Students' Academic Growth* assignment.
 - iv. Offer resources – online and physical; share your expertise as well as your materials.
 - v. Email or phone the University Supervisor with any questions or concerns as soon as they arise.
 - c. Complete the Teacher Intern Assessment Instrument (TIAI) online certification training and upload your certificate to your Tk20 binder.
3. To apply for CEU credit, complete the application found in Tk20. The application can be accessed by following these steps:
 - a. Close the evaluation binder by clicking the close button found on the page listing the evaluations.
 - b. In the left side menu, click on "Applications."
 - c. Click the green "+Create New Application" button.
 - d. Complete short application.
 - e. Send email to EFE stating that application has been submitted. (denise.crozier@usm.edu)

Contact Information

Dr. Anne Sylvest, Director

Educational Field Experiences
University of Southern Mississippi
118 College Drive, Box #5028
Hattiesburg, MS 39406-0001

Phone: 601.266.4571

Fax: 601.266.4427

E-Mail:

Anne.Sylvest@usm.edu