Undergraduate Handbook for
Field Experiences and Student Teaching

Elementary Education • Secondary Education • Special Education

Revised: August 2017

* Revisions may be ongoing throughout the year. The current handbook may be found live on the School of Education homepage (link on “student handbooks”). Go to http://education.olemiss.edu/
PREFACE

The handbook for undergraduate field experiences clarifies policies, expectations and guidelines for individuals involved in field experiences, senior practicum and student teaching in the teacher education programs at The University of Mississippi School of Education. This handbook is prepared for teacher education candidates, clinical instructors, administrators and University supervisors.

THE STUDENT ADVISING AND FIELD EXPERIENCE (SAFE) OFFICE IS LOCATED IN THE GUYTON ANNEX, ROOM 112. COMMUNICATION CONCERNING FIELD EXPERIENCES SHOULD BE DIRECTED TO:

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Email: cdmisita@olemiss.edu
The University of Mississippi does not discriminate against any student protected by law based on race, color, religion, sex, national origin, disability, age, veteran status, sexual orientation, or genetic information.

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Introduction

Undergraduate and graduate programs in the professional education unit offer learning experiences that promote the acquisition of knowledge, skills and dispositions to facilitate lifelong learning in an interactive and diverse society. The unit provides research-based experiences infused with technology as a teaching and learning tool. The five components of the conceptual framework provide a foundation for preparing candidates who can positively impact students to be productive and caring citizens:

- Effective Communicators
- Problem Solvers
- Lifelong Learners
- Users of Technology
- Advocates for Diverse Learners

The teacher education faculty at The University of Mississippi are delighted that you have selected teaching as a professional career. It is the belief of our faculty that the elementary, secondary, and special education programs prepare you for entry into the teaching profession and assist you in developing the concept of teaching as a facilitative process.

The University of Mississippi complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law based on race, color, religion, sex, national origin, disability, age, veteran status, sexual orientation, or genetic information.

Created in 1903, the School of Education (SOE) at The University of Mississippi is dedicated to the preparation of persons for effective leadership and service in the school, home, and community. The central mission of the SOE is to improve the quality of life in Mississippi, the region, and the nation through the preparation of professionals for educational institutions. Specifically, the SOE prepares reflective professionals who positively and effectively interact with persons diverse in race, culture, gender, age, ability and/or developmental level. To accomplish this mission, the SOE has developed professional programs based on essential knowledge and skills, research findings and sound professional practice. The SOE’s conceptual framework and vision attest to the commitment of faculty and staff whose dedication and scholarly pursuits create curricular models and a spirit of innovation that will prepare reflective professionals who have the knowledge, skills and dispositions to facilitate lifelong learning in an interactive and diverse society.

Mission

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond. (Approved November 7, 2014)

Vision

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others. (Approved October 10, 2014)
The University of Mississippi School of Education has identified a set of five learning outcomes that teacher education candidates must meet based on the conceptual framework of *Educators as Reflective Professionals*.

**Outcomes:**

- **Lifelong Learners** who take responsibility for their own learning and continuously foster their professional renewal

- **Problem Solvers** who develop solutions to improve the educational environment for all students

- **Effective Communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning

- **Users of Technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning

- **Advocates for Diverse Learners** who appreciate, promote, and model the values of diversity
Interstate Teacher and Assessment and Support Consortium
(InTASC)
Core Teaching Standards

Standard #1: **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, as well as designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: **Learning Environments.** The teacher works with others to create environments that foster individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.

Standard #4: **Content Knowledge.** The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.

Standard #5: **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

Standard #6: **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher’s and learners’ decision making.

Standard #7: **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.

Standard #8: **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard #9: **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community) and adapts practice to meet the needs of the learner.

Standard #10: **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.

*Council of Chief State School Officers (April 2011)*
Overview of Field Experiences

The field-based experiences are planned so that the knowledge, theories and practices taught in the University classroom are applied in meaningful ways at selected points in the program. During the professional education common-core coursework, teacher education candidates are required to observe and teach in selected classrooms, interview teachers and reflect on lessons taught. Candidates develop and refine understanding of teaching and learning as a facilitative process and begin to apply principles of developmental/constructivist theory through instructional practice. Learning about effective teaching, developing professional dispositions and participating in field-based experiences provide candidates the opportunity to work directly with practitioners and school students at varying grade and developmental levels. Interaction with teaching candidates in all three program areas within the common core is purposefully planned to allow for discussion of similarities and differences within field experiences. Field experiences begin with Introductory Field Experiences during the teacher education candidate’s junior year. The candidate then moves to the Year-Long Internship which includes the senior practicum and student teaching semesters. Teacher education candidates must have diverse placements for their field experiences. Field experiences should be completed in schools/districts and grade levels that are diverse in demographics and student population. Candidates will be placed in schools identified as Network of Partner Schools sites (NPS).

Network of Partner Schools: Definition
Network of Professional School sites (NPS) are specifically structured schools in which the P-12 school and higher education faculty collaborate to:
- Provide introductory, practicum and student teaching field experiences
- Support and enable the professional development of school and higher education faculty
- Support and enable inquiry directed at the improvement of practice
- Support and enhance student achievement

Network of Partner Schools (NPS) require the institutional commitment of colleges and universities, school districts and teacher organizations (NCATE, 2002, p. 55).

Selection of Network of Partner Schools
Network of Partner School (NPS) sites are used for field-based and clinical experiences for the elementary, secondary and special education programs. School districts have been identified as sites on the basis of the following criteria:
- Schools that have developed and implemented programs recognized professionally as significant
- Schools committed to focus on programs for a diverse population of students and exhibit such populations
- Schools with classroom teachers who are selected to become clinical instructors by their district and the University teacher education faculty because they demonstrate outstanding professional leadership, excellence in teaching and model facilitative learning consistent with the teacher education knowledge base, “Educators as Reflective Professionals”
• Schools with classroom teachers who exhibit a desire for continuing growth and professional development of all their teachers
• Schools committed to assuming responsibility for continuing growth and professional development
• Schools committed to nurturing future professionals as part of their mission
• Schools with clinical instructors who have received training by University supervisors and the Student Advising and Field Experience office (SAFE)
• Schools committed to exploring and generating new knowledge about teaching and learning
• Schools in locations with a history of community support and potential for extending that support
• Schools located in North and North Central Mississippi where clustering of University students is possible

Criteria for Selection of Clinical Instructors
The following criteria are used for selection of clinical instructors:
• Teacher commitment to professional development and to improvement of the NPS partnership
• Expressed interest in professional growth and development
• Ability to exhibit facilitative behaviors which focus on meaningful student learning
• Three years classroom teaching experience
• Ability to interact constructively with a variety of persons such as administrators, colleagues, public school students, University teacher education candidates, University faculty, parents and community members
• Recommendation of NPS administrators
• Recommendation of University faculty

Role of the Principal
The principal is the academic administrator and instructional leader of the school site to which the candidate is assigned. It is the function of the principal to:
• Work closely with the superintendent, Coordinator of Field Experience, and the University supervisor in placing candidates with appropriate clinical instructors
• Orient the faculty and staff about the University’s program and remind them to adhere to the policies and regulations of the University and the school site agreement
• Accept candidates as faculty members and interpret policies to them as one would any new faculty member
• Communicate with University personnel the progress of teaching candidate
Role of the Clinical Instructor
The primary responsibilities of the clinical instructor are to model effective research-based instruction and provide candidates opportunities to implement best practice. Each clinical instructor should:

- Become familiar with information related to the teacher education candidate and the field experience requirements as stated in the Field Experience Handbook.
- Prepare k-12 students for the arrival of the teacher education candidate.
- Provide the teacher education candidate a copy of school site policies and a current school site calendar.
- Provide and discuss information on your background and philosophy with the teacher education candidate.
- Provide the teacher education candidate with copies of texts and materials that will be used and discuss assignments and responsibilities.
- Introduce the candidate to students and other members of the faculty.
- Help the teacher education candidate become familiar with the site facilities.
- Provide the teacher education candidate with a place to work, preferably a desk or table in a location conducive to authority and respect from the students.
- Demonstrate and consistently model appropriate teacher dispositions.
- Provide direct supervision of teacher education candidate’s field experiences.
- Provide specific feedback and suggestions to teacher candidates.
- Explain the rationale for instructional decisions made in the classroom.
- Complete all field experience paperwork and submit to the university in a timely manner.

Role of the University Supervisors
The primary responsibility of the University supervisor is to assist the candidates in developing teaching competency. Each University supervisor should:

- Provide orientation sessions and information for candidates and clinical instructors.
- Communicate with the clinical instructor and teacher candidate regularly.
- Document all forms of communication including emails, phone calls and face-to-face visits.
- Be available as a resource person for clinical instructors and candidates.
- Report to the program coordinator any problems concerning a candidate.
- Help candidates analyze and reflect on their teaching experiences.
- Alert the candidate to any deficiencies which could lead to an incomplete or failing grade in field experiences and report such to the program coordinator.
- Be alert for any problems that may develop between the candidate and clinical instructor.
- Organize the collection of all forms and assessment system data for each field placement.
- Hold exit conferences with candidates at the conclusion of each semester.
Role of the Teacher Candidate
The primary responsibility of the teacher candidate is to develop effective teaching and management skills by showing initiative and assisting the clinical instructor in the assigned classroom. In addition to the required assignments, the following responsibilities are expected for all teacher education candidates during field experiences:

- Arrive promptly and sign in
- Wear your University ID
- Dress professionally
- Exhibit communication skills in oral and written language that reflect Standard English
- Respect the rules and regulations of the cooperating school
- Follow school safety and health regulations
- Report any problems/concerns to University faculty
- Treat conferences and classroom events with confidentiality and professionalism
- Express interest and enthusiasm
- Participate in classroom activities
- Observe, analyze and reflect on classroom and school activities
- Tutor individual students
- Instruct small groups
- Prepare instructional materials
- Check assignments
- Assist with supervision
- Assist teachers as requested
- Teach small group and/or whole class lessons

Role of the Student Advising and Field Experience (SAFE) Office
The SAFE office serves as the liaison between the various teacher education programs in scheduling and implementing arrangements for all undergraduate field experiences. The SAFE office is responsible for proper administration of the field experience program by providing overall leadership and direction for the program. The SAFE office will:

- Implement all approved standards and policies governing field experiences, Senior Practicum, and Student Teaching
- Check applications of candidates who wish to enroll in student teaching and ascertain that applicants meet qualifications for senior practicum and student teaching
- Work with candidates, supervisors, and site administrators in the placement of candidates for all field experience placement
- Prepare forms and materials necessary for the administration of the program.
- Coordinate the Bank Credit Hour Program
SOE Policies and Guidelines

As beginning professionals, teacher education candidates are expected to fulfill many requirements and responsibilities during their field experience placements. In the following sections, both general and specific guidelines are detailed.

Placement
Teacher education candidates will be placed in schools that are identified as Network Partner School partnership sites or schools that are included in the North Mississippi Education Consortium. A list of these schools may be provided by the Student Advising and Field Experience (SAFE) office.

Senior Practicum Candidates will not be placed in a school building if an immediate family member is attending or employed in the school building being considered. Parents, siblings, spouses, children (including stepchildren) and in-laws are considered immediate family members. If the relative is a central office employee, the candidate will be placed in another district. Candidates will not be placed in the high school from which they graduated.

All candidates must be assigned a clinical instructor by the SAFE office before beginning any field experience requirements. Failure to complete the field experience application and/or background check in a timely manner will result in a disposition infraction.

Placement Changes
If the clinical instructor, student teacher, University supervisor, or Principal feels that any other member of the student teaching triad is not meeting individual role responsibilities, that concern should be discussed promptly. Should this discussion not clarify or resolve the problem, the concerned individual should contact the student teaching program coordinator. Sometimes a mismatch occurs, and an alternative placement may be needed; however, all consequences of this change should be considered. This should not be looked upon as a failure by those involved. Changes in student teaching placements should usually be made with the full participation of all individuals involved. The University of Mississippi, Field Experience Coordinator, must make any placement changes.

Placement at Schools with Relatives
Teacher Education Candidates may be placed in the same school district where a relative attends or works. However, teacher candidates may not be placed in the same school where a relative attends or works. It is the candidates’ responsibility to disclose if they have been placed at a school where relative attends or works. If a candidate is found to be placed at a school where a relative attends or works, they will be removed from the placement and have to complete their student teaching in the next semester.

School Policies
Teacher education candidates are expected to adhere to the same rules and regulations practiced by the school personnel in the school to which they are assigned. Candidates must become familiar with all school policies and regulations for field experience placements.
Teacher education candidates are expected to adhere to the same daily schedule as the clinical instructors. In regard to holidays and other special scheduling, candidates should adhere to the K-12 school schedule. In addition to observing, tutoring and teaching, candidates are expected to share duties with the clinical instructor as requested.

*Teacher education candidates must not use cell phones or any other personal communication device for any purpose during the time they are in the school and/or classroom. Personal email communication or text messaging must not take place while in your assigned field experience classroom.*

**Student Teachers as Substitute Teachers**
Student Teachers are *not* licensed and their legal authority in the classroom is limited. Therefore, student teachers may not serve as substitute teachers. If the Clinical Instructor member is absent, teacher candidates may assume classroom duties while a substitute is present. In case of an emergency, however, the candidate may stay with the class to which he/she is assigned until a substitute arrives. The Coordinator of Field Experience must approve any exceptions. This is a University of Mississippi policy and is intended to protect the cooperating school system and its students as well as the student teacher.

**Student Teachers as Proctors for State and National Testing**
Student Teachers are *not* allowed to be a proctor for state and national testing as Mississippi Department of Education requires testing administrators to attend Mississippi Assessment Program (MAP) staff development training.

**Attendance & Punctuality for Field Experiences**
Attendance and punctuality are important parts of professionalism. University supervisors/instructors will provide specific information concerning absences and tardiness in individual courses.

All teacher education candidates are expected to begin Field Experiences on the designated date. Permission to begin field experiences early will not be granted. Make-up days are provided at the end of each field experience. Excessive absences and tardiness may result in forfeiting the privilege of completing field experiences.

**Dress**
Teacher education candidates are professionals and models for students. Candidates are expected to dress professionally. Jeans, shorts and t-shirts are not appropriate dress. Professional clothing such as neat slacks, skirts, blouses and dress shirts or sport shirts are acceptable in all school sites.

**Confidentiality**
Be aware that anything said, written or heard in a school site about colleagues, teachers, students or a student’s family should not be discussed outside the school. Be discreet in your own
comments. Negative statements, whether consciously or unconsciously made, can be seriously damaging to all parties concerned and are inappropriate.

Transportation
Since school sites are located within driving distance to the University, teacher education candidates enrolled in field experiences are expected to make their own transportation arrangements. Most schools have designated parking spaces for teacher education candidates. Check with the school secretary regarding parking space.

Corporal Punishment
A University of Mississippi School of Education candidate may not use or serve as an official witness to corporal punishment. The regular staff of the school should carry out extreme measures used for disciplinary purposes. The disciplining of students is the responsibility of the clinical instructor.

Safety
Candidates should be alert to any hazards to students in instructional and lab activities. Safety instructions should be a vital part of planning any student activity. Physical education, playgrounds, and lab activities are due special attention. Any school activity must be properly supervised and students appropriately cautioned about hazards.

Lesson Plans
Candidates are expected to plan for the teaching/learning process. Candidates must utilize a variety of effective instructional strategies in order to meet the diverse needs of their students. Such planning will include lesson plans, small group instruction, and whole group instruction.

Termination of Field Experiences
The School of Education reserves the right to terminate any teacher education candidate whose behavior is not consistent with the professional standards embodied in the teacher education program. The Chair of the Department of Teacher Education, Program Coordinator, University supervisor, principal and the clinical instructor of the candidate concerned are responsible for making such determinations. Should termination of field experience occur, the candidate has the right to appeal the decision to the Dean of the School of Education.

Background Checks
All candidates must have a background check performed prior to beginning field experiences. The Student Advising and Field Experience (SAFE) office will provide information to candidates prior to field experiences in EDCI 352 and/or EDRD 355. Instructions for having background checks conducted can be found on the School of Education’s website. The charge for the background check is $40.00. **Only background checks performed through the School of Education will be accepted.** The background check is good throughout the candidate’s tenure in his or her degree program unless the candidate has a break in enrollment. Specifically, if a candidate is not enrolled in classes for two consecutive semesters, the candidate must have another background check performed. Even though only one background check is required, candidates are required to inform the Office of Field Experiences if they have violated the law after the background check is performed. Failure to disclose this information could result in the
candidate being dismissed from the teacher education program. *Student teachers placed in DeSoto County Schools are required to complete a second background check through the school district.*

All background checks will be evaluated and used as one of the measures to determine if candidates possess the dispositions essential for success as a future educator. If a criminal history is detected, the candidate will be required to meet with a committee to discuss the violation. At this meeting, the candidate will be informed of his/her status as a candidate in the Teacher Education Program at the University of Mississippi. If the committee recommends dismissal, the candidate will have the option to appeal the decision to the Dean of the School of Education within three days of the decision.

**Insurance**

Education candidates must show proof of liability insurance during orientation week or prior to entering a K-12 classroom during the senior year.

**Assessment and Evaluation of Field Experiences**

University instructors and University supervisors will evaluate assignments and observations completed during field placements. Clinical instructors will also provide information and evaluation of teacher education candidates’ knowledge, skills, and dispositions. Evaluation forms are found in the appendices of this handbook. In order to document activities, accomplishments, and progress during field experiences and related coursework, teacher education candidates will complete portfolio requirements (found in the appendices of this handbook). Evaluation is a continuous process and should be viewed as a routine, essential part of growth. To be effective, evaluation should focus on concern for a candidate’s progress in particular and improvement of teaching in general. The evaluation of the candidate is based on the competencies and indicators, which measure the ability of the candidate to plan carefully and effectively, to implement the plan and to interact with the students for whom the plan was made. However, it must be remembered that the candidate is a potential teacher, not an experienced one. Therefore, the evaluation is designed to measure growth and to assist the candidate in overcoming any deficiencies that may exist.
Mississippi Educator Code of Ethics – Standards of Conduct

**Standard 1: Professional Conduct**
An educator should demonstrate conduct that follows generally recognized professional standards.

1.1. Ethical conduct includes, but is not limited to, the following:
   a. Encouraging and supporting colleagues in developing and maintaining high standards
   b. Respecting fellow educators and participating in the development of a professional teaching environment
   c. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
   d. Providing professional education services in a nondiscriminatory manner
   e. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
   f. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children.

1.2. Unethical conduct includes, but is not limited to, the following:
   a. Harassment of colleagues
   b. Misuse or mismanagement of tests or test materials
   c. Inappropriate language on school grounds or any school related activity
   d. Physical altercations
   e. Failure to provide appropriate supervision of students and reasonable disciplinary actions.

**Standard 2: Trustworthiness**
An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

2.1. Ethical conduct includes, but is not limited to, the following:
   a. Properly representing facts concerning an educational matter in direct or indirect public expression
   b. Advocating for fair and equitable opportunities for all children
   c. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2. Unethical conduct includes, but is not limited to, the following:
   a. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
      1. employment history, professional qualifications, criminal history, certification/recertification
      2. information submitted to local, state, federal, and/or other governmental agencies
      3. information regarding the evaluation of students and/or personnel
      4. reasons for absences or leave
      5. information submitted in the course of an official inquiry or investigation
   b. Falsifying records or directing or coercing others to do so.

**Standard 3: Unlawful Acts**
An educator shall abide by federal, state, and local laws and statutes and local school board policies.

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

**Standard 4: Educator/Student Relationships**

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

4.1. Ethical conduct includes, but is not limited to, the following:
   a. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students.
   b. Nurturing the intellectual, physical, emotional, social and civic potential of all students
   c. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
   d. Creating, supporting, and maintaining a challenging learning environment for all students.

4.2. Unethical conduct includes, but is not limited to the following:
   a. Committing any act of child abuse
   b. Committing any act of cruelty to children or any act of child endangerment
   c. Committing or soliciting any unlawful sexual act
   d. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
   e. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
   f. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with students.

Examples of these acts may include but not be limited to:
1. sexual jokes
2. sexual remarks
3. sexual kidding or teasing
4. sexual innuendo
5. pressure for dates or sexual favors
6. inappropriate touching, fondling, kissing or grabbing
7. rape
8. threats of physical harm
9. sexual assault
10. electronic communication such as texting
11. invitation to social networking
12. remarks about a student’s body
13. consensual sex.

**Standard 5: Educator/Collegial Relationships**

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

5. Unethical conduct includes but is not limited to the following:
   a. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
   b. Harming others by knowingly making false statements about a colleague or the school system
   c. Interfering with a colleague’s exercise of political, professional, or citizenship rights and responsibilities
   d. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status
e. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues.

**Standard 6: Alcohol, Drug and Tobacco Use or Possession**

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

6.1. Ethical conduct includes, but is not limited to, the following:
   a. Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

6.2. Unethical conduct includes, but is not limited to, the following:
   a. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
   b. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.
   c. Being on school premises or at a school-related activity involving students while documented using tobacco.

**Standard 7: Public Funds and Property**

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

7.1. Ethical conduct includes, but is not limited to, the following:
   a. Maximizing the positive effect of school funds through judicious use of said funds
   b. Modeling for students and colleagues the responsible use of public property.

7.2. Unethical conduct includes, but is not limited to, the following:
   a. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
   b. Failing to account for funds collected from students, parents or any school-related function
   c. Submitting fraudulent requests for reimbursement of expenses or for pay
   d. Co-mingling public or school-related funds with personal funds or checking accounts
   e. Using school property without the approval of the local board of education/governing body.

**Standard 8: Remunerative Conduct**

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

8.1. Ethical conduct includes, but is not limited to, the following:
   a. Insuring that institutional privileges are not used for personal gain
   b. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

8.2. Unethical conduct includes, but is not limited to, the following:
   a. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body
   b. Tutoring students assigned to the educator for remuneration unless approved by the local school board
   c. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. (This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.)
Standard 9: Maintenance of Confidentiality
An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1. Ethical conduct includes, but is not limited to, the following:
   a. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
   b. Maintaining diligently the security of standardized test supplies and resources.

9.2. Unethical conduct includes, but is not limited to, the following:
   a. Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
   b. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
   c. Violating other confidentiality agreements required by state or local policy.

Standard 10: Breach of Contract or Abandonment of Employment
An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

10. Unethical conduct includes, but is not limited to, the following:
    a. Abandoning the contract for professional services without prior release from the contract by the school board
    b. Refusing to perform services required by the contract.

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

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

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

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

All teacher education candidates must demonstrate appropriate skills and behaviors when completing placements in the field. As a teacher education candidate in The School of Education at The University of Mississippi, you are expected to exhibit the dispositions listed below. Dispositions are defined by The National Council for Accreditation of Teacher Education (NCATE) as the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. In the event that you receive two (2) disposition infraction forms, a Disposition Committee will counsel with you and decide on your status in the program. A meeting may be warranted based on the first disposition infraction.

The University of Mississippi School of Education develops educators who imagine equality, excellence, and caring, educators who innovate through practice, collaboration, and assessment, and educators who inspire professionalism, transformation, and leadership.

As a teacher education candidate, I will:

- Demonstrate an expectation that all students can learn and are a vital part of the learning community.
- Display sensitivity to students' needs.
- Work with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.
- Model poise, maturity, or sound judgment.
- Engage in continuous self-evaluation and improvement.
- Act as a steward of the profession.
Disposition Infraction Process

If a Department of Teacher Education course instructor or University supervisor recognizes disposition related infractions by a candidate, the following procedures will be implemented:

1. The University supervisor or course instructor will complete an online disposition infraction form on a candidate.

2. After review of the form(s) between candidate and instructor or University supervisor, the candidate will be asked to log on to the assessment system and electronically sign the form (within 7 days of the submission of the disposition infraction). The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed the form.

3. Notification of the infraction will be sent to the program coordinator and SAFE office.

4. When two disposition infraction forms on a teacher candidate have been submitted, the Chair of the Department of Teacher Education will form a disposition infraction committee. A meeting may be warranted based on a first disposition infraction. The committee will be led by the program coordinator and will not include the faculty member who completed a disposition infraction form on the teacher candidate undergoing review. The Chair of Teacher Education will request the TE secretary to set up a meeting with the committee and teacher candidate.

5. The committee will meet with the teacher candidate and review the disposition infractions.

6. The committee’s recommendation will be logged electronically in the assessment system and sent to the candidate. The candidate logs into the assessment system after the conference (within 7 days of submission of the committee’s recommendation), reads the form, clicks submit to indicate he/she has read it and the candidate’s signature is recorded in the assessment system.

7. If the Disposition Infraction Committee recommends dismissal, the teacher candidate will be dismissed from the Teacher Education Program (TEP) and must be out a full semester (Fall or Spring term) prior to applying for readmission to TEP. To be considered for readmission the candidate must show substantial growth in the areas of deficiency identified in the disposition infraction process (see # 12 of Disposition Infractions Process).

8. Upon dismissal from the program the teacher candidate will not be allowed to return to the course(s) that include a field experience component. If the teacher candidate appeals the dismissal (see step 9 of Disposition Infractions Process) he/she may continue in University classes, but will not attend any associated field experiences during the appeals process. If the decision of the committee for dismissal is upheld following the appeals process, a grade of “F” will be awarded for the course. The “F” grade is not an appealable grade. The teacher candidate may continue in non-field-experience-based coursework already underway for the current semester. The candidate will not continue in Teacher Education coursework in future semesters at the university.
9. If the candidate intends to appeal the committee’s decision:

- Candidate writes narrative about the incident and their appeal of the decision directly into the database on their page in a text box (limited number of characters) and submits
- This triggers an email to advising office/chair
- The chair conducts an appeals meeting with the student
- Chair goes to the Disposition Reports/Individual Report tab in their Main Menu, enters student ID number, and enters outcome and comments in the textbox.
- Student logs in to their page to see the outcome. If the student does not intend to appeal further, he/she clicks submit to indicate he/she has read the information and the student’s signature is recorded in the assessment system.

- **If student appeals further to the Dean:**
  - Student writes their appeal of the decision directly into the database on their page in a text box (limited number of characters) and submits
  - Dean conducts meeting
  - Dean (or Chair/Coordinator) goes to the Disposition Reports/Individual Report tab in their Main Menu, enters student ID number, and enters outcome and comments in the textbox.

10. If the Dean upholds the recommendation of dismissal, the teacher candidate has the right to appeal to the Provost in writing within fifteen (15) calendar days of the receipt of the Dean’s decision. (Please note: University holiday closing dates are not counted in the calendar days).

11. If a teacher candidate is recommended for counseling and not for dismissal, a recommendation will be sent to the Chair of the Department of Teacher Education, the Program Coordinator and the Student Advising and Field Experience (SAFE) office.

12. To reapply for admission to TEP, candidates must submit the following information to the Assistant Dean for Undergraduate Studies:

   a. A 1-2 page letter justifying readmission to TEP identifying how previous deficiencies have been rectified.
   b. Three letters of recommendation to include one School of Education Faculty member and one currently employed P-12 educator or administrator. Each letter must include contact information (email address and phone number).
   c. A transcript indicating all coursework since being dismissed from TEP.
INTRODUCTORY FIELD EXPERIENCES

Candidates in the teacher education program begin field placements in their sophomore and/or junior year. These placements are tied to courses and have a minimum number of hours required which candidates fulfill by the end of the semester as stated in the course syllabus. Candidates are paired with clinical instructors. Course instructors provide guidelines to the candidates as to how the field placement should be completed. University supervisors are not assigned to these placements.
Courses with Introductory Field Experiences

EDCI 352 – Education, Society, and the K-12 Learner *(Elementary, Secondary, Special Education)*

Field-based Assignments for EDCI 352:
- TeachLive Virtual Field Experience

EDCI 353 - Planning and Teaching Strategies for Effective Classroom Practice. *(Elementary, Secondary, Special Education)*

Field-based Assignments for EDCI 353:
- 25 hours in assigned classroom
- 1 Scheduled TeachLive Session
- Prepare a written unit plan
- Assist the supervising teacher
- Teach one or more lessons

EDRD 355 - Early Literacy Instruction *(Elementary)*

Field-based Assignments for EDRD 355:
- 16 hours in the classroom
- Focused literacy observation as designated and planned by the course instructor

EDRD 400 - Reading Instruction *(Elementary)*

Field-based Assignments for EDRD 400:
- 5 hours in the classroom
- Comprehension strategy lesson plan implementation

EDSP 327 - Classroom and Behavior Management *(Elementary, Secondary and Special Education)*

Field-based Assignments for EDSP 327:
- 10 hours designed by course instructor

EDSP 329 - Nature/Needs of Student with Severe Disabilities *(Special Education)*

Field-based Assignments for EDSP 329:
- 10 hours in classroom
- Observation
- Journal Reflections

EDSP 335 – Assessment of Exceptional Students *(Special Education)*

Field-based Assignments for EDSP 335:
• 10 hours in classroom
• Observation
• Journal Reflections

EDSP 402 - Organization and Administration of Special Education (Special Education)

Field-based Assignments for EDSP 402:
• 20 hours in the classroom
• Observation
• Curriculum Based Measurement Assessment

EDSP 403 - Instructional Strategies for Students with Severe and Profound Disabilities (Special Education)

Field-based Assignments for EDSP 403:
• 20 hours in the classroom
• Observation
• Behavior Change Project

EDSP 405 - Instructional Strategies for Students with Mild/Moderate Disabilities (Special Education)

Field-based Assignments for EDSP 405:
• 30 hours in the classroom
• Observation
• Unit Planning and Implementation

EDSP 407 - Survey of Special Education Processes (Elementary)

Field-based Assignments for EDSP 407:
• 5 hours in classroom
• Observation
• Teacher Interview

EDSP 410 - Effective Instruction for Teaching in Inclusive Settings (Elementary)

Field-based Assignments for EDSP 410:
• 10 hours in classroom (elementary majors)
• Observation
• Unit Planning and Implementation
Year-Long Internship

All teacher education candidates in the secondary, elementary, and special education programs are placed in one location during the senior year. The year-long internship consists of senior practicum and student teaching. Candidates are paired with the same clinical instructor for the entire senior year. All senior year-long placements are overseen by a university supervisor and are based on the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and Special Professional Association (SPA) Standards.
Senior Practicum

General Information – All Programs

Site Visits by University Supervisor
University Supervisors will visit each candidate a minimum of four times. The first visit should provide information for candidates and clinical instructors. Subsequent visits should include one formal lesson observation. Additional visits may be required based on candidates’ needs.

Calendar
The teacher education candidate is expected to follow the pre-announced calendar and schedule of the University and School of Education during senior practicum.

Absences
Candidates are expected to be present during senior practicum on the scheduled days/times. Only absences due to illness or an emergency will be considered excused. Absences for any other reasons are unacceptable. Unexcused absences will result in a disposition infraction “failure to display professionalism through attendance.”

If a senior practicum candidate will be absent for any reason, the clinical instructor and University supervisor must be notified prior to the time school begins. All absences will be recorded by the clinical instructor.

If a sickness or emergency causes the senior practicum candidate to be absent for more than two days, the days beyond the two excused days must be made up at the end of the semester. All unexcused absences must be made up at the end of the semester.

Extraordinary circumstances will be considered on an individual basis by the SAFE office, the program coordinator, the University supervisor and the clinical instructor. Any attendance irregularity and/or failure to notify the proper persons will adversely affect completion of senior practicum and may result in a disposition or discontinuation of the experience.
Senior Practicum - Elementary

EDLE 417 – Senior Practicum
During the first semester of an elementary education teacher candidate’s senior year, the candidates will participate in EDLE 417–Senior Practicum, which includes a field experience two days each week. Candidates will also attend University classes as scheduled each week (EDEL 401, EDEL 402, EDEL 403, EDEL 404, and EDRD 414).

Field Experience for EDLE 417
Two (2) days in classroom (NPS site) each week (Monday and Wednesday)
- Develop a written unit plan
- Teach at least 1 lesson observed and evaluated by University supervisor
- Assist with small group instruction
- Assist whole class instruction
- Assist classroom teacher

Senior Practicum – Secondary

EDSE 400 – Principles of Education
During the first semester of a secondary teacher education candidate’s senior year, the candidate will participate in EDSE 400 – Principles of Education.

Field Experience for EDSE 400
- 40 hours in classroom (NPS site)
- Develop a written unit plan
- Tutor
- Assist with small group instruction
- Teach whole class instruction (minimum of two times) observed by University supervisor
- Assist classroom teacher

Secondary education candidates are assigned to a school for the 40 hours of senior practicum. A specific date for beginning and ending field experiences will be announced at the beginning of the semester. A typical timeframe for field experience is the beginning of September through the week prior to Thanksgiving holidays.

Secondary education candidates will meet with their clinical instructors to determine a schedule. Senior practicum hours are completed during regular class instruction time. Before or after
school duty, lunch and/or planning periods are not acceptable field experience hours. Completing the 40-hour senior practicum is a requirement for passing EDSE 400.

Senior Practicum – Special Education

Candidates will participate in a variety of field experiences through EDSP 402, 403, and 405. Candidates will be placed in Network of Professional School sites during the senior practicum.

EDSP 402 – Organization and Administration of Special Education
- 20 hours in classroom (NPS site)
- Complete an informal Curriculum-Based Measurement, develop baseline data, create intervention and determine impact on student learning.

EDSP 403 – Instructional Strategies for Students with Severe Disabilities
- 20 hours in classroom (NPS site)
- Tutor

EDSP 405 – Instructional Strategies for Students with Mild/Moderate Disabilities
- 30 hours in classroom (NPS site)
- Observe/tutor
- Develop a written unit plan
- Teach at least 2 lessons observed by University supervisor
- Small group instruction
- Whole class instruction
- Assist classroom teacher
Student Teaching

General Information – All Programs

Student teaching in the State of Mississippi, as required by law, must be a full-time assignment for a minimum of twelve weeks. In the teacher education program described below, teacher education candidates are assigned to public schools for one full semester, which exceeds the minimum time required by law. Teacher education candidates will be working with a selected clinical instructor five days-a-week and will receive 9 hours credit for the student teaching experience.

Except for music education majors, placement for student teaching is in the same classroom as for senior practicum. Candidates majoring in elementary education are placed in grades K-6, and candidates majoring in secondary education are placed in grades 7-12. Candidates majoring in special education and music education are placed in grades K-12. All junior and senior placements are coordinated through the SAFE office to ensure that candidates have diverse experiences throughout their teacher education program.

Only in extreme circumstances will a student teaching placement other than those listed above be considered. Candidates must submit to the SAFE office a written request, detailing reasons for the request, for placement exceptions six weeks prior to student teaching.

All candidates must enroll in EDCI 419 Effective Classroom Management and Assessment Practices simultaneously with student teaching.

Requirements for Student Teaching
In order to be admitted to student teaching, a candidate must meet the following requirements:

- Admission to the Phase II: Professional Education Core
- A minimum grade of “C” in professional education courses. If this minimum of “C” is not met, the course(s) must be retaken before enrolling in the next level of professional education courses
- A minimum grade of “C” in content and related fields (secondary majors) and general education courses (elementary and special education majors).
- Completion of all core and professional education courses
- Completion of teaching and field experience courses (content and related field experiences courses). Completion of 15 hours in residency at The University of
Mississippi (includes Tupelo, Desoto, Grenada, and Booneville campus centers). Note: Completion of 30 hours in residency is required for graduation

- Completion of courses taken by correspondence for admission to student teaching (grade must be on file prior to admission)
- Evidence of professional liability insurance
- Evidence of a successful background check
- During the student teaching semester candidates are required to enroll in 9 semester hours of student teaching and 3 hours of classroom management (EDCI 419). Only one additional (3-4 hour) elective course is allowed, restricting students to a maximum of 15-16 hours during the student teaching semester. This maximum number of hours may not include courses in the general or content related fields.

**Calendar**
Since the student teacher is a part of the school where he/she has been assigned, the student teacher is expected to follow the pre-announced calendar and schedule of that school. This yearly calendar includes holidays, staff development days, and regular school days. However, if a scheduled holiday is canceled at an NPS site, candidates will observe the University schedule for that particular holiday only.

**Absences**
Candidates are expected to be present each day for the student teaching experience. Only absences due to illness or an emergency will be considered excused. Missing for any other reasons is unacceptable. Unexcused absences will result in a disposition infraction “failure to display professionalism through attendance.”

In order for an absence (due to illness or an emergency) to be excused, written documentation (emails are not acceptable) must be provided to the University supervisor and program coordinator. Furthermore, if a candidate will be absent for any reason, whether excused or unexcused, the clinical instructor and University supervisor must be notified prior to the time school begins. All absences will be recorded by the clinical instructor.

If a sickness or emergency causes the student teacher to be absent for more than two days, the days beyond the two excused days must be made up at the end of the semester. **All unexcused absences must also be made up at the end of the semester.**

Extraordinary circumstances will be considered on an individual basis by the Coordinator of Field Experiences, the program coordinator, the University supervisor and the clinical instructor. Any attendance irregularity and/or failure to notify the proper persons will adversely affect completion of the student teaching assignment and may result in a discontinuation of the experience.

**Teachers as Facilitators Electronic Program Portfolio**
The program portfolio will be completed electronically and submitted during the student teaching semester. The candidate will provide evidence of professional growth throughout the teacher preparation process.

**Personnel File Service**
Student teachers are given the opportunity to attend an orientation meeting conducted by the Career Center. At that time, they are given instructions for establishing a personnel file in the Career Center Office, information about on-campus interviews, and information concerning teaching positions. The School of Education recommends that every student take advantage of this service. The Career Center is located in room 301 of the Martindale Student Services Center. The Career Center may be reached at 662-915-7174.

**Teacher Intern License**
The non-renewable teacher intern license (101) is issued to a student of a nationally accredited teacher preparation program in MS and is NOT currently employed in a teaching position. This license is specific to those working to complete a teacher preparation degree program in MS. This license requires an online recommendation from the teacher preparation program prior to Student Teaching semester. Once the online recommendation is made, the educator must apply for the license online. For additional information contact Dr. Whitney Webb, in the SAFE office.

**Degree Application and Certification**
Applications for degrees should be completed during the semester in which the candidate graduates. The candidate should check the SOE webpage for the deadline date. For additional information contact Ms. Donna Patterson, School of Education at 662-915-5154 or dpatters@olemiss.edu.

Applications for teacher certification should be made after the final grades are recorded on the candidate’s transcript and the degree (if applicable) is conferred. For additional information, contact Dr. Whitney Webb, Certification Officer, in room 107, Guyton Hall Annex at 662-915-7906 or whitdt@olemiss.edu. It is the candidate’s responsibility to apply for both the degree and teaching certificate/license.

**Required Tests for Licensure**
*The following information (updated 2/2016) is based on current guidelines issued by the Mississippi Department of Education.*

- **Elementary Education** majors will take the following Tests:
  - Elementary Education K-6 (To register for Praxis II go to [www.ets.org](http://www.ets.org))
  - Principles of Learning and Teaching (PLT) K-6 (To register for Praxis II go to [www.ets.org](http://www.ets.org))
  - Foundations of Reading Exam (To register for the Reading Assessment go to http://ms.nesinc.com)

- **Secondary Education** majors will take the following Tests:
  - Specialty Area Praxis – ONE area needed (To register for Praxis II go to [www.ets.org](http://www.ets.org))
Principles of Learning and Teaching (PLT) 7-12 (To register for Praxis II go to www.ets.org)

- **Special Education** majors will take the following Tests:
  - Special Education (To register for Praxis II go to www.ets.org)
  - Principles of Learning and Teaching (PLT) K-6 OR K-9 OR 7-12 (To register for Praxis II go to www.ets.org)
  - Special Education Fundamental Subjects to be Highly Qualified in a core area (To register for Praxis II go to www.ets.org)

For additional information on accepted tests/scores for Mississippi, go to the Mississippi Department of Education website (Click on Educator Licensure) or contact Dr. Whitney Webb Guyton Hall Annex at 662-915-7906.

**Teacher Assistants Notification**

Teacher education candidates who are employed as paraprofessionals in a school district may be eligible to continue with their required field experience while holding their teacher assistant position. Please note: The University of Mississippi field placement office requires all teacher education candidates to meet required field placements (i.e. district and grade levels considered) in all approved programs.

For consideration and in concurrence with Mississippi Senate Bill 2188, teacher candidates must have completed one full academic year of continual employment as a teacher’s assistant at the time of admission to Phase II: Teacher Education Program. *It is at the discretion of the employing district whether the Teacher Assistant will be released from her/his position to complete the hours and diversity requirements of field placement. It is also at the discretion of the employing district whether the Teacher Assistant will receive full, partial, or no financial compensation during this release period. See more information on page 64 of this handbook.*

**Policy for the Supervision of Non-University of Mississippi Student Teachers**

1. There must be a formal written request from the director of student teaching of the institution wishing to place a student teacher.

2. An administrative fee of $400.00 must be paid prior to student teaching to the Coordinator of Field Experiences, The University of Mississippi.

3. In addition, all student teachers from other institutions must pay in advance an amount for mileage at the current University rate for the required number of visits.
The Student Teaching Experience

Objectives for Student Teaching
As a result of the student teaching experience, candidates should further develop skills in:

- planning and organizing for instruction
- being adaptable and flexible
- managing an entire class
- keeping records
- writing lesson plans
- selecting appropriate teaching strategies, instructional materials, and appropriate evaluations
- assuming the responsibilities and attitudes of a professional educator
- demonstrating the outcomes in the unit’s conceptual framework

The Student Teacher

The student teacher is the central figure in the student teaching experience. The candidate has been admitted to the Teacher Education Program and has met all the requirements to become a pre-service teacher. The candidate has experience during previous semesters working with students within his/her area of specialization. During the student teaching experience, the candidate must assume the following responsibilities:

- Candidates should dress as a professional, adhering to the school site dress code. Notice how the teachers are dressed. Be neat, clean, and well-groomed.
- Candidates are expected to attend faculty meetings. In-service workshops and staff development meetings should be attended.
- Candidates must share in duties such as recess, cafeteria, and before and after school bus duty. A schedule may be posted for the entire grade or school listing those particular times you are expected to be on a specific duty.
- Candidates are expected to be present each day of the week for the entire semester.
- Candidates should report to and leave from school at the time required of regular staff members (permission to leave school early will be granted only in the case of an emergency).
- Candidates must report all absences. Obtain the telephone number of the clinical instructor, the school office, and your University supervisor. Follow the notification procedure that has been established by your clinical instructor and University supervisor. The student teaching site has been asked to notify the University supervisor in case of excessive absences or any other irregularity.
Candidates should not plan to work at an after-school job; this professional semester is a demanding one, both mentally and physically.

Candidates may not plan vacation trips during the student teaching semester.

The Clinical Instructor

Along with those responsibilities listed on page 10 of the handbook, the following are additional responsibilities of the clinical instructor during the student teaching experience:

- Show a partnership attitude by giving the candidate the responsibility for making some decisions about the nature of both content and teaching process
- Allow the candidate to prepare both daily and long-range objectives
- Examine the lesson plans developed by the candidate and make helpful suggestions
- Hold an informal conference daily with the candidate
- Conduct formal observations to evaluate the teaching of the candidate
- Hold formal conferences with the candidate to discuss strengths and weaknesses
- Hold formal conferences with the University supervisor
- Hold formal conferences involving the candidate, University supervisor, and others as needed
- Lead the candidate to increased participation and responsibility in the classroom
- Stress the need for re-teaching at appropriate times
- Counsel the candidate in maintaining classroom control
- Help the candidate understand and deal effectively with individual differences among the students
- Provide time for the candidate to work on bulletin boards, displays, and other illustrative materials
- Make every effort to make this a rewarding, worthwhile, and pleasant experience for the candidate

Responsibilities of the Clinical Instructor As the Experience Comes to a Close:

- Reduce the teaching responsibilities of the candidate to provide time for observation in other classes
- Let the candidate share in the responsibility of grading and filling out report cards.
- Allow the candidate to participate in parent-teacher conferences
- Provide copies of your own instructional material to the candidate for future use
- Set up final conference with the University supervisor and candidate
- Fill out the evaluation and attendance forms and submit to the university.

The University Supervisor

Along with those responsibilities listed on page 10 of the handbook, the following are additional responsibilities of the university supervisor during the student teaching experience:

- Work cooperatively with the site administration, the clinical instructor, the program
coordinator and the Coordinator of Field Experience to make the candidate’s transition from a teacher candidate to a professional teacher as smooth as possible

- Visit each candidate a minimum of four times. One visit should occur during the first two weeks of placement, and two of the visits should include formal observations. Additional visits may be required based on candidates’ needs
- Hold conferences with the candidate and clinical instructor following each observation
- Communicate on a weekly basis with candidates and clinical instructors via e-mail, phone, site visits, etc.
- Assist the candidate with the completion of the electronic portfolio
- Grade the electronic portfolio at the end of the semester

### Recommended Sequence of Activities For Student Teaching

Below is a **recommended** schedule for the candidate, clinical instructor, and university supervisor to follow during the student teaching experience. It is to serve as a guide with a reasonable degree of flexibility to meet the needs of each individual situation.

#### The Candidate

**First Week - the Candidate will:**
- Talk with the clinical instructor about observations and planning
- Assist the clinical instructor in clerical activities
- Work with individual students and small groups
- Evaluate daily activities
- Show initiative in recognizing work to be done and in offering to do it
- Assist in whole class instruction
- Review Individualized Education Plans (IEPs)

**Second Week - the Candidate will:**
- Assume any additional classroom activities
- Teach lessons according to direction of the clinical instructor
- Evaluate daily activities
- Plan and teach at least one class

**Third - Fifth Weeks - the Candidate will:**
- Participate in all areas of non-teaching activities
- Continue teaching lessons under the direction of the clinical instructor
- Assume responsibility for larger or additional groups
- Submit a draft of the written unit plan to the clinical instructor for approval
- Continue to respond to the general needs within the classroom
- Evaluate daily activities
- Continue to show initiative in asking the clinical instructor for extra assignments and/or
responsibility

• Add one class a week until all classes are being taught

Sixth - Twelfth Weeks - the Candidate will:

• Submit final written unit plan for approval by clinical instructor and University supervisor
• Assume responsibility in all subject areas or with total group
• Prepare instructional materials necessary for teaching
• Continue to evaluate daily activities

Thirteenth - Fourteenth Weeks - the Candidate will:

• Gradually decrease teaching responsibilities and begin observing in different classrooms
• Return all materials belonging to clinical instructor and the student teaching site

The Clinical Instructor

First Week - the Clinical Instructor will:

• Confer with candidate on class procedures, expectations, and duties. Schedule formal conference periods for entire semester
• Involve candidate in working with individual students and small groups
• Evaluate daily activities of candidate

Second Week - the Clinical Instructor will:

• Assign additional classroom activities
• Assign particular lessons or classes to be taught by candidate. Provide lesson plans and materials
• Give a special assignment such as construction of a learning center or supervision of a bulletin board project
• Evaluate daily activities with candidate
• Allow candidates to teach one class

Third - Fifth Weeks - the Clinical Instructor will:

• Increase the number of responsibilities for the candidate, both non-teaching and teaching
• Continue daily evaluation of activities with candidate
• Hold a formal evaluation conference
• Allow candidates to take over one class a week until all classes are covered

Sixth - Twelfth Weeks - the Clinical Instructor will:

• Assist candidates with developing lesson plans
• Assign a period of time during which the candidate will assume complete full-time responsibility for teaching
• Provide feedback to candidates on all lessons taught
• Inform student teacher of progress and/or deficiencies
• Complete and submit midpoint Candidate Evaluation Instrument (CEI)

**Thirteenth - Fourteenth Weeks - the Clinical Instructor will:**
• Arrange for observation by candidate in other classes
• Gradually assume the total responsibility of the classroom
• Collect from candidate materials belonging to self, and/or school site
• Complete and submit final Candidate Evaluation Instrument (CEI)
• Submit the completed attendance sheet and all evaluation forms to the University

**The University Supervisor**

**First - Second Week - the University Supervisor will:**
• Make an on-site visit, meet/visit with the principal
• Confer with candidate and clinical instructor about procedures for the semester
• Meet with clinical instructors and review all evaluation forms and the Handbook for Undergraduate Field Experiences

**Third - Fifth Weeks - the University Supervisor will:**
• Complete at least one informal observation
• Make additional visits as needed

**Sixth - Twelfth Weeks - the University Supervisor will:**
• Make additional on-site visits to observe and evaluate lessons
• Complete the 2 formal evaluations during the unit plan
• Confer with the candidate concerning observed lesson
• Confer with the clinical instructor
• Inform the candidate of progress and/or deficiencies. If **serious** concerns or deficiencies exist, the supervisor will discuss them with the clinical instructor and program coordinator

**Thirteenth - Fourteenth Weeks - the University Supervisor will:**
• Complete on-site visits
• Collect attendance forms
• Grade electronic portfolio
• Schedule an exit conference with teacher education candidate
Procedures for Evaluation of Student Teaching

University supervisors are required to make at least 2 formal evaluations of each candidate during the semester. Additional evaluations may be required for some candidates. The candidate must submit a written unit to be evaluated by the University supervisor. All lesson plans should be submitted to the University supervisor and clinical instructor and approved before the scheduled start of a unit and evaluation of teaching performance. No evaluations will be completed unless the University supervisor and clinical instructor have approved the lesson plans. The clinical instructor and University supervisor should discuss the results of all evaluations with the student teacher.

At the end of the semester, clinical instructors must submit online attendance forms in the assessment system. Evaluation scores should be submitted in the assessment system as well.

Candidates in teacher education will be given letter grades based upon their progress as measured by the Written Unit Plan (TIAI), Electronic Portfolio, and the Candidate Evaluation Instruments (CEI).

If at any point during the field experience it appears that a candidate will not be able to receive a passing grade, the University supervisor should inform the school administrator, the clinical instructor, the program coordinator, the Chair of Teacher Education, the Student Advising and Field Experience (SAFE) office, and the candidate of the situation.

Legal Status

The 1973 Mississippi legislature passed the following legislation concerning Student Teachers and Interns:

AN ACT TO PROVIDE FOR STUDENT TEACHERS OR INTERNs AND TO PRESCRIBE THEIR DUTIES

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI

Section 1.(a) As used in this act, "student teacher" or "intern" 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 intern 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 intern is assigned to does not have a board of education, such term shall refer to the person or governing body that administers such school.
(b) It shall be the responsibility of a clinical instructor, in conjunction with the principal or other administrators and the representative of the teacher preparation institution, to assign to the student teacher or intern responsibilities and duties that will provide adequate preparation for teaching. Student teaching 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 clinical instructor or the principal is responsible.

(c) A student teacher or intern under the supervision of a certified 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 student teacher or intern, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teachers.

The safety of students is the responsibility of the Clinical Instructor. A Student Teacher and/or the Clinical Instructor would have to be found not to have acted as a reasonable and prudent person would act under the circumstances.
Appendix A
Unit Template

UBD Written Unit Plan
### Unit Cover Page

<table>
<thead>
<tr>
<th>Unit Title: _________________________</th>
<th>Grade Level_________________</th>
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<tbody>
<tr>
<td>Subject/Topic Areas: __________________</td>
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<td>Key Words: ____________________________</td>
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<tr>
<td>Designed By: __________________________</td>
<td>Length of Unit: ___________</td>
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<td>School District: ______________________</td>
<td>School: _____________________</td>
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</table>

**Brief Summary of Unit:**

List and attach Print Materials/Resources
List and attach Internet Resources/Links
Contextual Information

1. Knowledge of characteristics of students
*Use the spaces provided below to address indicated characteristics of your students.*

Age-Range, Gender, Total number of students

Achievement Levels (Remedial, Average, Advanced/ Accelerated, or specify range in percentiles or grade-equivalent)

Socio-Economic Description

Typical Demeanor of Students

Typical Interest and Involvement of Students

2. Knowledge of students’ varied approaches to learning (Include information from learning styles inventory)

3. Knowledge of students’ skills and prior learning

4. Knowledge of community and school district (Include a description of the community and school district)
**Stage 1 – Identify Desired Results**  
*(Stage 1 completed once for the unit)*

**Goal:** Identify overall goal(s) of the unit based on the Mississippi Curriculum Frameworks and/or the Common Core Standards.

**What understandings are desired?**

**Daily objectives:** What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the Mississippi Curriculum Frameworks or Common Core State Standards. Label objectives with the DOK level of learning.

*The students will:*
### Stage 2 – Planning Assessment
(Stage 2 completed once for the unit)

**Performance Task(s):** List the names of each performance task here and attach a copy of the entire assignment (including grading rubric) to your plan.

**Test/Quiz Item(s):** List the names of each test/quiz here and attach a copy of each to your plan.

**Informal Check(s):** List ways you will check for understanding throughout your unit.

**Academic Prompt(s):** List higher level thinking questions used throughout the unit.
Stage 3 – Daily Lesson Plans  
(*Stage 3- attach lesson plans*)

Make a calendar to outline the objectives taught each day, the activities/strategies used and the assessments used. Next, attach a separate lesson plan for each day of your unit using the format on the following page.

<table>
<thead>
<tr>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
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<td>Example:</td>
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<td>TSW name, in order, the parts of the digestive system.</td>
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<td>Video clip and human model activity</td>
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<td>Digestive System Quiz</td>
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43
Daily Lesson Plan
Your daily plans should include the following:

Day: (Day 1)
Objectives:
Objectives state what you want the students to accomplish. List selected objectives from Stage One that will be met with this lesson. **Label DOK level of learning**

Materials:
List all the materials (no matter how minor) that you and the students will need for the lesson.

Opening (Set):
The anticipatory set gets students focused and interested in the content of the lesson. It is usually only two to five minutes in length. When writing your set, you should:
1. Review the previous day’s learning (optional).
2. State the objective clearly - preview the current lesson.
3. Involve the students with questions, activities, or interaction to get them interested.
4. Make the material relevant by connecting it to real life.

Learning Tasks (Procedures):
Procedures are a detailed list of what you and the students will do to accomplish the objective. Write your procedures as if you are writing them for someone else who will teach the lesson i.e., a substitute. If they can follow your procedures without questioning you, then your procedures are clear.
List your procedures in order.
Example:
A. Provide books about the state government of Mississippi.
B. Divide the students into pairs, making sure the slower readers are paired with a more advanced reader.
C. Let each pair of students choose a book about the state government of Mississippi.
D. Direct the students to look for requirements of state representatives.

Closure:
The closure of the lesson should refocus the learner on what was learned. When writing your closure, you should:
1. Restate the objective
2. Review the days learning
3. Involve the learner with questions, summarizing, or performing a review task
4. Preview what will be learned next in an upcoming lesson

Differentiated Instruction:

**Enrichment:** What will you do to challenge students?

**Intervention** (students struggling or in the tier process/response to intervention): What will you do to support/remediate learners?

**Accommodation** (Students in Special Education with IEP): What will you do to accommodate students?

* Enrichments and interventions should be some change in the content taught, the process in which the material is taught, or the product produced by the student.
Appendix B
Evaluation Forms

The following forms are used during the junior and senior years. Check your course syllabi for specific information concerning how forms are used and scores are calculated.

Portfolio Rubrics
  TIAI
  CEI
Elementary and Special Education Portfolio Guide

What is the purpose of the elementary portfolio?
You are learning and growing as a professional educator with each course and field experience you undertake during your time in the Teacher Education Program. These experiences are building foundational knowledge and expertise that will benefit your current and future students. In an effort to capture your professional growth, you are building an electronic portfolio that will become the culminating project presented at the end of the student teaching semester. This portfolio should show how you have grown as an educator and what knowledge and experiences have shaped this growth.

How do I show my growth as an educator?
You will use several components of the portfolio to show your professional growth. The following are tabs/sections of your portfolio where you can input data:

Home- Use this page to introduce yourself to readers. Select a picture that represents who you are as a professional educator and place an appropriate caption under the photo. Write a welcome statement and link your resume.

Journal- Use the journal as an area to keep notes on your field placement experiences. Most of the courses you take in the School of Education require you to spend a certain number of hours in a field placement classroom. In order to keep track of what you are seeing, hearing, and experiencing, keep detailed notes in your journal. It is a good idea to spend a few minutes after each day at your field placement to jot down what happened that day. You will need this information later when deciding upon what artifacts from these experiences you will use to show your growth in terms of the ACEI and/or CEC standards.

Philosophy- This is an area of your portfolio where you will define and refine your beliefs about teaching and learning. Make sure that when you revisit your philosophy throughout the program that you do not delete anything you previously posted. You may change your mind about something or your ideas may be more sophisticated later in your program, but you will want to leave the old philosophy statements up in order to show how you have evolved and grown as an educator. In fact, this section is set up so that you can add to your philosophy and also state how this new version shows growth from a previous version of your philosophy.

Artifacts- An artifact can be a reading, a field experience, a class assignment, a particular class discussion or any other experience you had that made an impact on you during your time in this course. You will connect each artifact to one or more ACEI Standard and/or CEC standards that you feel you have been able to meet through the artifact. With each entry in this section, you will need to:
1. Identify the artifact of your professional growth that emerged.
2. Describe the context from which the artifact emerged (as if someone unfamiliar with your program of study was reading it).
3. Reflect on how the artifact is important to your growth as a teacher.
4. Justify how the selected artifact shows growth in the identified standards. Identifying how the artifact has helped you meet (or partially meet) one or more ACEI Standard and/or CEC standards (also listed in your portfolio).

Standards- The ACEI and CEC Standards are listed on this page of your portfolio. Under each standard, create a link to the artifacts you identified as evidence of you meeting this standard.
Resources- This page has information that will be helpful as you develop your portfolio. Find timelines for portfolio development, a course grid which shows when you will have the best opportunities to demonstrate growth within the standards, the portfolio rubric which will be used to grade your portfolio, and information about using the resources at the Writing Center to help in your portfolio development. The information listed on this page may change from time to time, so check back often to see what is available to you. This is also a place where you will document teaching resources that you have found to be beneficial in your preparation of lessons and materials.
Elementary Education Portfolio Rubric

Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated before (formative) and toward the end of your student teaching experience (summative).

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<td>No artifacts are associated with the standard</td>
<td>The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.</td>
<td>An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.</td>
<td>A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.</td>
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Association for Childhood Education International
Standards for Elementary Level Teacher Preparation

1.0 Development, Learning, and Motivation
Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

| Formative | Absent (0) | Ambiguous (1) | Approaches (2) | Aligns (3) | Summative |

2.1 Reading, Writing, and Oral Language
Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

| Formative | Absent (0) | Ambiguous (1) | Approaches (2) | Aligns (3) | Summative |

2.2 Science
Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

| Formative | Absent (0) | Ambiguous (1) | Approaches (2) | Aligns (3) |
### 2.3 Mathematics
Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

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### 2.4 Social Studies
Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

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### 2.5 The Arts
Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

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### 2.6 Health Education
Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

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### 2.7 Physical Education
Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

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### 3.1 Integrating and Applying Knowledge for Instruction
Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

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### 3.2 Adaptation to Diverse Students
Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

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### 3.3 Development of Critical Thinking and Problem Solving
Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

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### 3.4 Active Engagement in Learning
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

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### 3.5 Communication to Foster Collaboration
Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

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### 4.0 Assessment for Instruction
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

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### 5.1 Professional Growth, Reflection, and Evaluation
Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

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### 5.2 Collaboration with Families, Colleagues, and Community Agencies
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

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# Initial Level Special Educator Preparation Standards

## 1.0 Learner Development and Individual Learning Differences
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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## 2.0 Learning Environments
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

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## 3.0 Curricular Content Knowledge
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

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## 4.0 Assessment
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

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## 5.0 Instructional Planning and Strategies
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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6.0 Professional Learning and Ethical Practice
Beginning special education professionals use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

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7.0 Collaboration
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

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TOTAL__________/69
**Special Education Portfolio Rubric**

*Your portfolio is where you have documented your growth as an educator. This rubric will be used to evaluate whether or not your selected artifacts align with the standards identified by your program. Your portfolio will be evaluated before (formative) and toward the end of your student teaching experience (summative).*

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<tbody>
<tr>
<td>No artifacts are associated with the standard</td>
<td>The connection between the standard and the artifacts with associated reflections is unclear. Growth toward the indicated standard is not explained and/or supported.</td>
<td>An implied connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard needs further explanation and/or support.</td>
<td>A strong connection can be made between the standard and artifacts with associated reflections. Growth toward the indicated standard is clearly explained and well supported.</td>
</tr>
</tbody>
</table>

*Council for Exceptional Children*

*Initial Level Special Educator Preparation Standards*

1. **1.0 Learner Development and Individual Learning Differences**
   Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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2. **2.0 Learning Environments**
   Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

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TOTAL_______/21
The University of Mississippi School of Education

Secondary Portfolio

Overview
You will develop an electronic portfolio showcasing your growth as a teacher candidate throughout your time as a student in the School of Education. The portfolio should examine how your experiences in your field placements and coursework have prepared you for your own classroom.

All portfolios will be developed using Google Sites. This site is user friendly and allows you to upload photos, video, audio, and other documents. Training sessions will be provided each semester to ensure your success. These sessions are optional. See the School of Education website for training dates and times as well as a sample portfolio.

Your student teaching supervisor will grade your portfolio during the last week of the student teaching semester. You will be asked to share your portfolio with your supervisor so he/she can access your site. Your portfolio score will be part of your grade in student teaching.

Requirements

Introduction

Resume`

SPA standards (see content instructor)

Statement regarding educational beliefs

Statement regarding classroom management beliefs

You will receive more information from your methods instructor.
TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Teacher Intern _________________________ UMID _________________________
Semester/Year: _________________________ Grade Level/Subject: ____________
Evaluator: _______________________________ Check one: Clinical Instructor ___ University Supervisor ___
School: _________________________________ Date(s) Evaluation Completed: _______________________

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.)

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<tbody>
<tr>
<td>1</td>
<td>Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-STAR* Domain I – 4; NCATE 1a, CF-Problem Solver, Advocate for Diverse Learners)</td>
<td></td>
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<tr>
<td></td>
<td>Objectives are not based on Mississippi Curriculum Frameworks/Common Core State Standards and are not stated as performance objectives.</td>
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<tr>
<td></td>
<td>Objectives are based on Mississippi Curriculum Frameworks/Common Core State Standards and are appropriate for student learning, but are not stated as performance objectives.</td>
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<tr>
<td></td>
<td>Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards, are developmentally appropriate, are stated as performance objectives, and are clearly aligned with assessments.</td>
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<td></td>
<td>In addition to acceptable, includes objectives at different instructional levels that meet individual needs of students (DOK Levels, Bloom’s, Understanding by Design, etc.).</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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*M-STAR is the Mississippi Statewide Teacher Appraisal Rubric*
2. **Formative Assessment**

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<tbody>
<tr>
<td>Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. Does not incorporate diversity or multicultural perspectives into lessons.</td>
<td>Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge.</td>
<td>Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge.</td>
<td>Demonstrates a thorough understanding of student backgrounds, interests, experiences, and prior knowledge.</td>
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3. **Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a, CF-Effective Communicator)**

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<tbody>
<tr>
<td>Plans and instruction do not include the necessary content and do not connect content across the disciplines.</td>
<td>Plans and instruction inconsistently include the necessary content and/or do not connect to content across disciplines.</td>
<td>Plans and instruction frequently include the necessary content and connect content across disciplines; however, connections are not consistently clear, meaningful, or relevant to students’ lives.</td>
<td>In addition to acceptable, plans and instruction consistently include the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to students’ lives.</td>
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4. **Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; NCATE 1a, 1b, CF-Problem Solver, Effective Communicator, User of Technology)**

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<tbody>
<tr>
<td>Procedures are not connected to core content knowledge, sequential, and do not include effective introductions, closures, or use of technology.</td>
<td>Procedures are referenced to objectives and are appropriate for students, but may not be sequential. Plans include introductions or closures and some use of technology.</td>
<td>Procedures are appropriate and sequential, clearly referenced to objectives, include innovative introductions and closures, and incorporate technology and teaching materials effectively.</td>
<td>In addition to acceptable, procedures include both teacher-centered direct instruction and learner-centered activities (groups, choice of topics, self-evaluation of work, etc.)</td>
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58
### Formative Assessment: Summative Assessment:

##### 5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1a, 1d, CF-Effective Communicator, Advocate for Diverse Learners, Problem Solver)

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<tr>
<td>Assessments are not aligned with the Mississippi Curriculum Frameworks/Common Core State Standards.</td>
<td>Assessments in plans are partially aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.</td>
<td>Multiple assessments are included in plans where needed, and assessments directly correlate to objectives and are aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.</td>
<td>In addition to acceptable, plans include informal (performance) and formal assessments along with rubrics/checklists.</td>
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### Formative Assessment: Summative Assessment:

##### 6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a, CF-Problem Solver, Effective Communicator, Advocate for Diverse Learners)

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<tr>
<td>Does not use assessment results to adjust individual and/or whole-group instructional strategies.</td>
<td>Ineffectively or inaccurately uses assessment results to adjust individual and/or whole-group instructional strategies.</td>
<td>Frequently uses assessment results to adjust individual and/or whole-group instructional strategies.</td>
<td>Consistently and appropriately uses assessment results to adjust individual and/or whole-group instructional strategies.</td>
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### 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.)*

##### 7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; NCATE 1a, 1d, CF-Effective Communicator, Life-Long Learner)

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<tr>
<td>Does not communicate assessment criteria and performance standards to the students.</td>
<td>Ineffectively communicates assessment criteria and performance standards to the students.</td>
<td>Effectively communicates assessment criteria and performance standards to the students.</td>
<td>In addition to acceptable, various strategies are used to communicate assessment criteria and/or student input is sought in developing assessment criteria.</td>
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**Consistently provides clear and actionable feedback to students to enable them to improve their**
feedback on their performance.

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Formative Assessment: 

SUMMARIZED SCORES AND COMMENTS ON EFFECTIVENESS

8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d, CF-Effective Communicator, Advocate for Diverse Learners, Problem Solver)

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<td>Does not plan and use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.</td>
<td>Occasionally plans and uses informal and formal assessments to accommodate differences in developmental and/or educational needs of some of the students.</td>
<td>Frequently plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.</td>
<td>Consistently plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of all students.</td>
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Formative Assessment: 

SUMMARIZED SCORES AND COMMENTS ON EFFECTIVENESS

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.

9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11, CF-Effective Communicator)

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<td>Does not use standard written, oral, and nonverbal communication.</td>
<td>Uses standard written, oral, and nonverbal communication with multiple errors.</td>
<td>Uses acceptable written, oral, and nonverbal communication with minimal errors.</td>
<td>Uses acceptable written, oral, and nonverbal communication proficiently.</td>
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### 10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11, CF-Effective Communicator, Advocate for Diverse Learners)

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<td>No written and/or oral directions for instructional activities are provided.</td>
<td>Provides written and/or oral directions for instructional activities that are vague and/or confusing.</td>
<td>Provides clear, complete written and/or oral directions for instructional activities.</td>
<td>In addition to acceptable, uses concrete examples to model and clarify tasks and concepts.</td>
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### 11. Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15, CF-Effective Communicator, Life-Long Learner)

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<td>Does not communicate high expectations for learning to any students and does not hold students accountable for meeting instructional goals.</td>
<td>Inconsistent in communicating to all students that they are capable of meeting learning expectations.</td>
<td>Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals.</td>
<td>Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals.</td>
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### 12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16, CF. Effective Communicator)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not convey enthusiasm for the content being taught.</td>
<td>Conveys limited interest and enthusiasm for the content being taught.</td>
<td>Motivates students by conveying enthusiasm and interest for the content being taught.</td>
<td>In addition to acceptable, the motivation, enthusiasm, and interest in the content are evident through students’ attitudes, questions, and ability to stay focused on tasks and activities.</td>
</tr>
</tbody>
</table>

#### SCORES AND COMMENTS ON EFFECTIVENESS

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<tr>
<th>Formative Assessment</th>
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</table>

### 13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b, CF-Advocate for Diverse Learners, Life-Long Learner)
### Unacceptable (0) vs. Emerging (1) vs. Acceptable (2) vs. Target (3)

| Does not provide opportunities for the students to cooperate, communicate, and interact with each other to work toward a common goal. | Involves the students in limited interactive learning activities. | Involves students in teacher-planned cooperative group activities in which students are working toward a common goal. | In addition to acceptable, consistently plans instruction to include situations for students to work cooperatively on projects/activities of their choice. |

### SCORES AND COMMENTS ON EFFECTIVENESS

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<th>Formative Assessment Score:</th>
<th>Summative Assessment Score:</th>
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### Formative Assessment:  

### Summative Assessment:

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### 14. Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III -7; NCATE 1a, 1b, CF-Problem Solver, Effective Communicator)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction shows no knowledge of the content (pedagogy) taught and does not lead class discussions effectively.</td>
<td>Instruction shows basic knowledge of content (pedagogy) taught but does not lead class discussions effectively.</td>
<td>Instruction shows some evidence of knowledge of content (pedagogy) through minimal reliance on written notes and shows ability to lead class discussions effectively.</td>
<td>In addition to acceptable, instruction demonstrates an in-depth understanding of content knowledge (pedagogy). Teacher candidate does not rely on written notes.</td>
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</table>

### SCORES AND COMMENTS ON EFFECTIVENESS

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<th>Formative Assessment Score:</th>
<th>Summative Assessment Score:</th>
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### Formative Assessment:  

### Summative Assessment:

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### 15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III – 9; NCATE 1b, CF-Problem Solver, Advocate for Diverse Learners, Users of Technology)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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</thead>
<tbody>
<tr>
<td>Uses a single instructional strategy or resource; strategy/resource is consistently inappropriate for most students’ skill levels.</td>
<td>Uses a variety of instructional strategies and resources but strategies are sometimes inappropriate for most students’ skills levels.</td>
<td>Frequently uses a variety of instructional strategies and resources that are appropriate for students’ skills levels.</td>
<td>Consistently uses a variety of instructional strategies and resources that are appropriate for students’ skills levels.</td>
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</table>

### SCORES AND COMMENTS ON EFFECTIVENESS

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<th>Formative Assessment Score:</th>
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### Formative Assessment:  

### Summative Assessment:
Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; NCATE 1c, CF-Advocate for Diverse Learners)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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</thead>
<tbody>
<tr>
<td><strong>Does not plan</strong> or provides learning experiences that accommodate differences in developmental and individual needs of diverse learners.</td>
<td><strong>Inconsistently</strong> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.</td>
<td><strong>Consistently</strong> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.</td>
<td><strong>Consistently and effectively</strong> plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; NCATE 1b, 1c, CF-Problem Solver, Effective Communicator)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
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<tbody>
<tr>
<td><strong>Does not</strong> include multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions do not require higher order thinking, are not timed appropriately and/or elicit limited student participation and lead to recitation of information rather than discussion.</td>
<td><strong>Inconsistently</strong> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Few questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.</td>
<td><strong>Frequently</strong> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.</td>
<td><strong>Consistently</strong> includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and elicit extensive participation and discussion.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1c, 1d, CF-Problem Solver, Advocate for Diverse Learners, Effective Communicator)
### Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3)
---|---|---|---
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions. No adjustments are made to instruction based on student responses. | Inconsistently responds to and/or elicits student input during instruction and few attempts are made to adjust instruction based on student responses. | Consistently and appropriately responds to and elicits student input during instruction. Adjustments are made to instruction based on student input and responses. | In addition to acceptable, provides appropriate prompts to encourage students to expand and justify their responses.

**SCORES AND COMMENTS ON EFFECTIVENESS**

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**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.*

#### 20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.  
(InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d, CF-Problem Solver, Effective Communicator, Advocate for Diverse Learners, Life-Long Learners)

<table>
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<tr>
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<tbody>
<tr>
<td>Does not monitor or adjust the classroom environment, and does not address classroom disruptions.</td>
<td>Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning. Classroom disruptions are addressed in an inefficient manner.</td>
<td>Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions are addressed immediately but not always efficiently.</td>
<td>In addition to acceptable, monitors students’ participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. Classroom disruptions are addressed immediately and efficiently.</td>
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21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12, CF-Problem Solver, Life-Long Learner)

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<tr>
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<tbody>
<tr>
<td>Does not attend to or delegates routine tasks.</td>
<td>Seldom attends to and delegates routine tasks.</td>
<td>Consistently attends to and delegates routine tasks.</td>
<td>In addition to acceptable, has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.</td>
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22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16, CF-Effective Communicator, Problem Solver, Advocate for Diverse Learners)

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<tbody>
<tr>
<td>Does not establish and communicate rules and/or expectations.</td>
<td>Establishes and communicates classroom rules and/or expectations but overlooks opportunities to reinforce them.</td>
<td>Frequently establishes, communicates, and reinforces classroom rules and/or expectations and ensures that students understand the rules.</td>
<td>Consistently establishes, communicates, and reinforces classroom rules and/or expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations.</td>
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23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13, CF-Problem Solver, Effective Communicator, Advocate for Diverse Learners)

<table>
<thead>
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<th>Target (3)</th>
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</thead>
<tbody>
<tr>
<td>Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.</td>
<td>Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.</td>
<td>Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.</td>
<td>In addition to acceptable, creates a positive, interactive learning environment.</td>
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### Domain IV: Professional Responsibilities

#### Item 24
Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14, CF-Effective Communicator, Problem Solver)

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<tbody>
<tr>
<td>Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.</td>
<td>Overall pacing and transitions are smooth; however, there are <strong>minor problems</strong> with effective use of instructional time.</td>
<td>Pacing is appropriate, transitions are smooth, and there are <strong>no unnecessary delays</strong> or undesirable digressions.</td>
<td><strong>In addition to acceptable</strong>, students are on-task and engaged in meaningful learning activities.</td>
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**Scores and Comments on Effectiveness**

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**Domain V: Professional Responsibilities**

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

#### Item 25
Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g, CF-Problem Solver, Life-Long Learner, Effective Communicator)

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</thead>
<tbody>
<tr>
<td>Does not establish opportunities for communication with parents and/or guardians.</td>
<td>Initiates communication with parents and/or guardians through an <strong>introductory letter</strong>.</td>
<td>In addition to emerging, maintains communication with parents and/or guardians through newsletters, notes, class websites (under the supervision of the classroom mentor teacher), etc.</td>
<td>In addition to acceptable, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways. Also participates in additional professional development opportunities and seeks advice/information from experienced teachers/peers.</td>
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**Scores and Comments on Effectiveness**

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### Candidate Evaluation Instrument (CEI)

**To Be Completed By the Clinical Instructor**

<table>
<thead>
<tr>
<th>UM ID#</th>
<th>Name: (First, Middle, Last)</th>
<th>Clinical Instructor: (First, Last Name)</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>Program: (Circle one)</td>
<td>Subject:</td>
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<td>Elem.</td>
<td>Grade:</td>
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<tr>
<td>Date:</td>
<td>University Supervisor:</td>
<td>Circle One: Mid-Point Final</td>
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<td>Term:</td>
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</tbody>
</table>

The University of Mississippi School of Education develops educators who imagine equality, excellence, and caring, educators who innovate through practice, collaboration, and assessment, and educators who inspire professionalism, transformation, and leadership.

**Evaluation Scale:** 0 = Unacceptable    1 = Emerging    2 = Acceptable    3 = Target

**Highlight or circle the appropriate box for each item.**

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<tr>
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<th>A (2)</th>
<th>T (3)</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrates an expectation that all students can learn and are a vital part of the learning community.</td>
<td>Does not communicate high expectations for learning to all students and does not hold students accountable for meeting instructional goals. Students do not feel valued.</td>
<td>Inconsistent in communicating to all students that they are capable of meeting learning expectations. Some students do not feel valued.</td>
<td>Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals. Students are treated as valuable members of the classroom.</td>
</tr>
<tr>
<td>Dispositions: Caring, Equality, Professionalism</td>
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<td></td>
<td>Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals. Students feel like valued and contributing members of the classroom.</td>
</tr>
<tr>
<td>CF: Advocates for Diverse Learners, Effective Communicator</td>
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<td></td>
<td>InTASC Standards: 1, 2, 8</td>
</tr>
<tr>
<td>2. Displays sensitivity to students' needs.</td>
<td>Lacks sensitivity to individual student needs. Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.</td>
<td>Is sensitive to some students’ needs. Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge. Does not effectively use the information in developing learning experiences that are relevant and meaningful.</td>
<td>Is sensitive to most students’ needs. Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. Effectively uses this knowledge in developing learning experiences that are relevant and meaningful.</td>
</tr>
<tr>
<td>Dispositions: Caring, Equality</td>
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<tr>
<td>CF: Advocates for Diverse Learners, Problem Solver, Effective Communicator</td>
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<tr>
<td>3. Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.</td>
<td>Is generally uncooperative in the classroom and is defensive when provided with constructive criticism.</td>
<td>Is generally cooperative and listens to criticism, but does not change behavior.</td>
<td>Cooperates in the classroom and accepts constructive criticism in a positive manner and changes accordingly.</td>
</tr>
<tr>
<td>Dispositions: Professionalism, Collaboration</td>
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<tr>
<td>CF: Effective Communicator, Problem Solver, Users of Technology</td>
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<tr>
<td>4. Models poise, maturity, and sound judgment.</td>
<td>Lacks poise, maturity, and sound judgment. Has been more than 5 minutes late, dressed inappropriately, or absent without notification.</td>
<td>Lacking in poise, maturity, OR sound judgment. Has been a few minutes late, has more than 2 absences, and/or should dress more professionally.</td>
<td>Almost always exhibits poise, maturity, and sound judgment. Has never been tardy, has been absent 1 – 2 times (with notification), and dresses professionally.</td>
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<tr>
<td>Dispositions: Professionalism/Leadership</td>
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<tr>
<td>CF: Life-Long Learner</td>
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<tr>
<td>5. Engages in continuous self-evaluation and improvement.</td>
<td>No self-evaluation is evident.</td>
<td>Occasionally evaluates self, but makes no improvements.</td>
<td>Regularly self-evaluates and then makes improvements.</td>
</tr>
<tr>
<td>Dispositions: Transformation</td>
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<tr>
<td>CF: Life-Long Learner, Problem Solver, Effective Communicator</td>
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<tr>
<td>6. Acts as a steward of the profession.</td>
<td>Does not participate in professional activities and/or has made inappropriate comments concerning the teaching profession.</td>
<td>Participation in professional activities is limited and is apathetic toward the teaching profession.</td>
<td>Participates in professional activities and exhibits a positive attitude toward teaching.</td>
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<tr>
<td>Dispositions: Collaboration, Leadership</td>
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<td>CF: Effective Communicator, Problem Solver</td>
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**Date:**

**School:**

**Program:** (Circle one)  
- Elem.  
- Sec.  
- Sped

**Subject:**

**Grade:**

**University Supervisor:**

**Candidate**

**Program**: (Circle one)

- Elem.  
- Sec.  
- Sped

**Grade:**

**Term:**

**University:**

**InTASC Standards:**

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Jr. Year

Jr. Year Field Placements may not occur at the school site where you work as a TA.

- Fall Semester
  - *EDRD 355 (12 hours) ALL students are required to participate in field component along with classmates and professor.
  - 5 hours of TeachLive simulation which may be completed after working hours.
- Spring Semester
  - 45 hours of Field Placement completed at a school site assigned by the SAFE Office. (Time may be completed in consecutive days or spread throughout the semester.)
  - 5 hours of TeachLive simulation which may be completed after working hours.

Sr. Year

- All TAs are eligible to remain at original school site but not with the same teacher or in the same grade level. The school site must be an approved SOE Teacher Education partner identified by Teacher Education administration.

Note: ALL TAs will be required to attend Focus Friday Sessions along with all other TE candidates. Failure to attend the sessions will result in a lower grade.

The TA option is available only to students who have a minimum of one year full-time experience at an approved school site identified by Teacher Education administration upon entering the TE program (verification will be required). This option does not apply otherwise.

Making arrangements to meet all School of Education requirements is the sole responsibility of the teacher education candidate. The candidate is responsible for communicating and securing permission from the school district and building administrator to leave work to meet the requirements.

I have read and understand the information above concerning SOE Teacher Education requirements for teacher assistant’s field experiences.