THE UNIVERSITY of MISSISSIPPI
SCHOOL OF EDUCATION

## Spring 2022 - Assessed by Clinical Faculty and Course Instructor/University Supervisor - Summative Only

### Scale: 3=Exceeds Standard, 2=Meets Standard, 1-Needs Improvement, 0=Unacceptable

| TIAI Indicators | EDLE 464 - Elementary Student Teaching Second Semester Senior Year N=163 | | | | | | | | EDLE 480 - Secondary Student Teaching Second Semester Senior Year N=51 | | | | | | | | EDLE 467 - Special Education Student Teaching Second Semester Senior Year N=13 | | | | | | | |
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| | Clinical Faculty | | | | University Supervisor | | | | Clinical Faculty | | | | University Supervisor | | | | Clinical Faculty | | | | University Supervisor | | | |
| | 3 | 2 | 1 | 0 | 3 | 2 | 1 | 0 | 3 | 2 | 1 | 0 | 3 | 2 | 1 | 0 | 3 | 2 | 1 | 0 | 3 | 2 | 1 | 0 |
| **Domain I: Planning and Preparation** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.Develops measurable and observable grade and subject level objectives that are aligned with appropriate State Curricula Frameworks. | 59% | 40% | 1% | - | 50% | 49% | 1% | - | 50% | 48% | - | 2% | 54% | 42% | 4% | - | 85% | 15% | - | - | 92% | 8% | - | - |
| 2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. | 50% | 49% | 1% | - | 32% | 67% | 1% | - | 45% | 51% | 4% | - | 20% | 78% | 2% | - | 85% | 15% | - | - | 85% | 15% | - | - |
| 3. Integrates core content knowledge across and within subject areas in lessons when appropriate. | 58% | 42% | - | - | 52% | 48% | - | - | 57% | 39% | 2% | 2% | 54% | 42% | 4% | - | 85% | 15% | - | - | 77% | 23% | - | - |
| 4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development. | 45% | 54% | 1% | - | 25% | 71% | 4% | - | 42% | 54% | 4% | - | 22% | 76% | 2% | - | 85% | 15% | - | - | 85% | 15% | - | - |
| 5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development. | 55% | 44% | 1% | - | 39% | 58% | 3% | - | 53% | 43% | 2% | 2% | 58% | 36% | 6% | - | 85% | 15% | — | - | 77% | 23% | - | - |
| 6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding. | 64% | 36% | - | | 58% | 42% | — | - | 71% | 27% | 2% | | 70% | 28% | 2% | - | 70% | 30% | - | - | 92% | 8% | - | - |
| **Domain II: Assessment** | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Communicates Assessment Criteria And Performance Standards To The Students And Provides Feedback To Students About Academic Performance. | 51% | 49% | - | - | 39% | 59% | 2% | | 53% | 41% | 6% | - | 36% | 58% | 6% | - | 92% | 8% | - | - | 100% | - | - | - |

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| 8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group. | 50% | 49% | 1% | - | 44% | 56% | - | - | 51% | 45% | 2% | 2% | 40% | 54% | 6% | - | 85% | 15% | - | - | 92% | 8% | - | - |

**Domain III: Instruction**

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| 9. Uses standard written, oral, and nonverbal communication in instruction. | 66% | 33% | 1% | - | 56% | 44% | - | - | 53% | 45% | 2% | - | 58% | 40% | 2% | - | 85% | 15% | - | - | 92% | 8% | - | - |
| 10. Provides explicit written and oral directions for instructional activities. | 66% | 33% | 1% | - | 58% | 41% | 1% | - | 65% | 33% | - | 2% | 64% | 32% | 4% | - | 92% | 8% | - | - | 92% | 8% | - | - |
| 11. Communicates positive expectations for learning for all students. | 73% | 27% | - | - | 56% | 44% | - | - | 72% | 24% | 4% | - | 64% | 36% | - | - | 92% | 8 | - | - | 100% | - | - | - |
| 12. Conveys enthusiasm for teaching and learning for all students. | 71% | 28% | 1% | - | 65% | 35% | - | - | 71% | 23% | 6% | - | 68% | 30% | 2% | - | 85% | 15% | - | - | 100% | - | - | - |
| 13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning. | 63% | 37% | - | - | 42% | 57% | 1% | - | 53% | 45% | 2% | - | 40% | 56% | 4% | - | 85% | 15% | - | - | 77% | 23% | - | - |
| 14. Demonstrates content knowledge and an understanding of how to teach the content. | 59% | 39% | 2% | - | 62% | 36% | 2% | - | 59% | 37% | 2% | 2% | 66% | 30% | 4% | - | 92% | 8% | - | - | 100% | - | - | - |
| 15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development. | 62% | 37% | 1% | - | 52% | 48% | - | - | 68% | 28% | 2% | 2% | 54% | 44% | 2% | - | 85% | 15% | - | - | 100% | - | - | - |
| 16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group. | 44% | 55% | 1% | - | 30% | 69% | 1% | - | 33% | 65% | - | 2% | 16% | 82% | 2% | - | 85% | 15% | - | - | 77% | 23% | - | - |
| 17. Engages all students in critical thinking through higher-order questioning. | 50% | 49% | 1% | - | 51% | 58% | 1% | - | 57% | 37% | 6% | - | 54% | 40% | 6% | - | 85% | 15% | - | - | 92% | 8% | — | - |
| 18. Adjusts instruction as needed based on student input, cues, and individual/group responses. | 56% | 43% | 1% | - | 42% | 57% | 1% | - | 51% | 43% | 4% | 2% | 56% | 40% | 4% | - | 92% | 8% | - | - | 77% | 23% | - | - |
| 19. Uses family and/or community resources in instruction to impact student learning and development. | 46% | 53% | 1% | - | 42% | 54% | 3% | 1% | 37% | 49% | 12% | 2% | 14% | 70% | 16% | - | 85% | 15% | - | - | 77% | 23% | - | - |

**Domain IV: Learning Environment**

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| 20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning. | 61% | 39% | - | - | 46% | 52% | 2% | - | 57% | 41% | - | 2% | 58% | 40% | 2% | - | 100% | - | - | - | 100% | - | - | - |

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| 21. Attends to and delegates routine tasks. | 66% | 34% | - | - | 53% | 46% | 1% | - | 57% | 39% | 2% | 2% | 46% | 52% | 2% | - | 100% | - | - | - | 38% | 62% | - | - |
| 22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs. | 56% | 42% | 2% | - | 43% | 57% | - | - | 49% | 45% | 4% | 2% | 41% | 51% | 8% | - | 85% | 15% | — | - | 92% | 8% | - | - |
| 23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students. | 66% | 34% | 2% | - | 63% | 37% | - | - | 61% | 37% | - | 2% | 58% | 42% | - | - | 92% | 8% | - | - | 100% | - | - | - |
| 24. Maximizes instructional time. | 57% | 41% | 2% | - | 61% | 38% | 1% | - | 44% | 52% | 2% | 2% | 46% | 48% | 6% | - | 92% | 8% | - | - | 69% | 31% | - | - |
| **Domain V: Professional Responsibilities** | | | | | | | | | | | | | | | | | | | | | | | | |
| 25. Collaborates with professional colleagues (Classroom Mentor Teacher and/or University Supervisor) to communicate with families about student learning and development. | 65% | 35% | - | - | 60% | 40% | - | - | 57% | 41% | - | 2% | 54% | 42% | 4% | - | 92% | 8% | - | - | 92% | 8% | - | - |