Mississippi University for Women Teacher Education Program Undergraduate Handbook

Developing Quality Educators for Today's School
Academic Year 2023-2024

INTRODUCTION

We welcome you to the Department of Education's programs in the School of Education and all secondary education programs of MUW. The information that follows provides policies, procedures and additional guidance for the Department of Education and the School of Education as an extension of the current *MUW Undergraduate Bulletin* and the policies and procedures of Registrar's Office, the policies and procedures of the Office of Academic Affairs, and all institutional policies and procedures of Mississippi University for Women. Additionally, many of the policies and procedures outlined for undergraduate licensure-based programming in the School of Education extend to the secondary education programs of MUW.

For licensure-based programming, the combined education programs of the School of Education and the College of Arts and Sciences, as an Educator Preparation Provider (EPP), must follow the policies and procedures of the Mississippi Department of Education (MDE) under the authority of the state of Mississippi and the Department of Education (DOE). As such, students, faculty, staff and other stakeholders should consider this handbook to be a living document, the content of which must stay up to date to remain in compliance with changes made by MDE, and is therefore subject to immediate change as a result.

Each iteration of this handbook will be noted as revised at the bottom (in the footer section) of this handbook. The latest revision of this handbook will supersede all previous published versions.

The students, faculty and staff of the MUW School of Education and MUW EPP, to include the secondary education programs of MUW, are expected to follow the policies and procedures of this handbook to ensure the timely progression of each undergraduate and graduate student.

VISION STATEMENT

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

(Adopted by the School of Education 7/1/2020)

MISSION STATEMENT

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

(Adopted by the School of Education 7/1/2020)

SCHOOL OF EDUCATION AT MISSISSIPPI UNIVERSITY FOR WOMEN

Mississippi University for Women has been dedicated to training teachers since it was founded in 1884, more than 135 years ago, as America's first public college for women. Sparked by Sallie Reneau's campaign to secure state funds for female higher education, today's institution boasts an inclusive community and a wide range of academic programs. Despite the university's expanded mission and curriculum, education remains one of its most popular and respected fields of study.

The W maintains steady recognition as one of the top 20 public southern regional universities in rankings released by U.S. News & World Report. The U.S. News & World Report's annual "Best Colleges" guide ranks institutions based on Quantitative data such as freshman retention, graduation rates and strength of Faculty, and it also includes qualitative factors such as surveys of peer institutions and evaluations by high school counselors.

The School of Education offers both undergraduate and graduate degrees to help students maximize an understanding of teaching, leading, and learning. Housed within the School of Education is an undergraduate degree program in Early Childhood Development (non-licensure program), an initial licensure undergraduate degree program in Elementary Education an alternate route initial licensure program leading to a Master of Arts in Teaching (MAT) degree and a Master of Education in Education (M.Ed.). Additionally, Mississippi Educator Licensure add-on certifications in the areas of Reading/Literacy (K-12), Gifted Education (K-12), Special Education (K-6) and (7-12), and Computer Applications (K-12) are offered.

Goals of the Educator Preparation Program (EPP)

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

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

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

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

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

(Adopted by the School of Education 7/1/2020; adopted by the MUW EPP 2/25/2021)

Disclaimers:

The *Teacher Education Handbook* is provided as a supplement to the current *MUW Bulletin,* all other institutional policies and procedures, and all other School of Education policies and procedures to include those outlined on the *MUW School of Education's Website.*

The program requirements contained within this document and other supplementary School of Education publications are subject to change and may be revised as necessary to meet requirements of the Mississippi Department of Education, Mississippi Institutions of Higher Learning, accrediting agencies, workforce demands, available resources, or other entities to which compliance is required.

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EDUCATOR PREPARATION PROGRAM CONCEPTUAL FRAMEWORK

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

Diverse Educator Candidate Population (Foundation)

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

Mississippi University for Women Conceptual Framework Model

The Educator as a Reflective Decision Maker
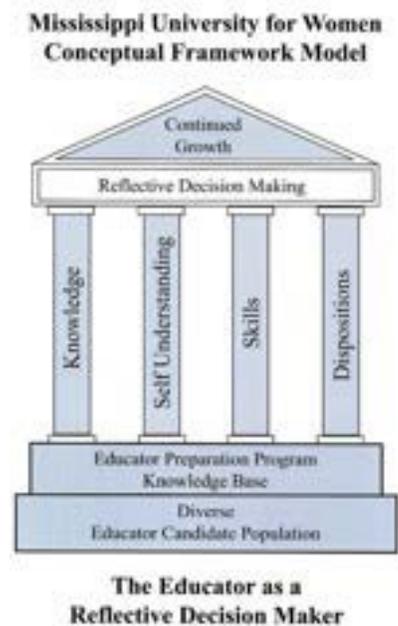
Educator Preparation Program Knowledge Base (Foundation)

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

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

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

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

Reflective Decision Making (Entablature resting on the Pillars in the model)

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

Continued Growth (Pediment above the Entablature)

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

INTASC MODEL CORE TEACHING STANDARDS FOR TEACHERS

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

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

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

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

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

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

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

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

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

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

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

MISSISSIPPI DEPARTMENT OF EDUCATION
TEACHER GROWTH STANDARDS

The Teacher Growth Rubric has four domains and nine standards.

DOMAIN I: LESSON DESIGN

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

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

2.   Lessons have levels of learning for all students.

DOMAIN II: STUDENT UNDERSTANDING

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

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

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

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

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

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

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

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

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

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

8.   The teacher engages in professional learning.
9.   The teacher establishes and maintains effective communication with families/ guardians.

DISPOSITIONS OF THE PROFESSIONAL EDUCATOR

An individual's disposition is related to their qualities of mind and character, consequently one's disposition influences their behaviors.

The dispositions of the Professional Educator include the values and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect the learning environment as well as the educator's own professional growth. The Mississippi Educator Preparation Program Collaborative established the *Dispositions of the Professional Educator*, which are guided by an individual's beliefs and attitudes, and related to the following indicators: honesty and integrity, confidentiality, maturity and sound judgment, adherence to policy, acceptance of constructive criticism, fair and equitable practices, and appropriate professional relationships. The assessment of these indicators at the undergraduate and graduate levels is aligned with the *State of Mississippi Educator Code of Ethics and Standards of Conduct* (MCoE).

MISSISSIPPI EDUCATOR CODE OF ETHICS AND STANDARDS OF CONDUCT

Upon entering the teaching profession, each educator assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the *Mississippi Educator Code of Ethics and Standards of Conduct* (MCoE).

This code applies to all education candidates and 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: https://www.mdek12.org/OEM/Home

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

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.*

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

4 Educator/Student Relationships: *An educator should always maintain a professional relationship with all students, both in and outside the classroom.*

5 Educator Collegial Relationships: *An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.*

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.*

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.*

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

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.*

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.*

MISSISSIPPI EDUCATOR PREPARATION PROGRAM COLLABORATIVE DISPOSITIONS OF THE PROFESSIONAL EDUCATOR

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

The teacher candidate/graduate student protects **confidential information** concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)

The teacher candidate/graduate student protects confidential information concerning colleagues and/or students unless the law requires disclosure and encourages others to do the same.

The teacher candidate/graduate student demonstrates **maturity and sound judgment** in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)

The teacher candidate/graduate demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.

The teacher candidate/graduate student follows **all university and P-12 school policies** including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)

The teacher candidate/graduate student follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and uses teachable moments or planned instruction to reinforce school policy.

DOMAIN II. CHARACTER DISPOSITIONS

The teacher candidate/ graduate student exemplifies **honesty and integrity** (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)

The teacher candidate/graduate student exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.

The teacher candidate/graduate student accepts **constructive criticism** in a positive manner. (MCoE)

The teacher candidate/graduate student accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth.

DOMAIN III. SCHOOL SETTING DISPOSITIONS

The teacher candidate/ graduate student provides **fair and equitable opportunities** for all P-12 students **in a non-discriminatory manner.** (MCoE 4)

The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.

The teacher candidate/ graduate student maintains a **professional relationship** with all students both inside and outside professional settings. (MCoE 4)

The teacher candidate/graduate student models professionalism in all interactions with students and encourages students at every opportunity to treat each other with respect.

ACADEMIC ADVISING

Definition

Academic advising is the process between the student and the assigned advisor of exploring the value of general education, reviewing with the goal of understanding the services and policies of the institution, discussing educational and career goals, and making appropriate course selections in furtherance of a successful student outcome. Advising is one aspect of the professional mentorship that is the foundation of an EPP's academic program.

Purpose

The chief purpose of academic advising is to assist students in the development of meaningful educational plans that will be compatible with not only their career aspirations, but to also contribute to the process of preparing for a life full of change, challenge, and self-actualization. For Mississippi University for Women's School of Education, academic advising is based on the concept of shared responsibility between student and advisor and is a process of continuous improvement, clarification, and evaluation with the aim of furthering institutional and desired student outcomes. Advisors are professional mentors, and advising is a key component of the School's instructional model. Class scheduling is simply one part of the instructional model

Procedural Overview

All students are assigned a navigator or faculty advisor upon admission to Mississippi University for Women. During or before enrollment in classes, new students will meet with advisors to learn about the requirements for their major(s) and or minor(s).

Exploratory undergraduate students are served by the Student Success Navigators. Education students, including community college students who intend to transfer to the EPP in an education program, are in most cases initially advised by the navigator as follows:

School of Education: Jackson Ellard	College of Arts & Sciences: Delilah Schmidt	Student Success Center – First Year Experience: Noah Holbrook
Early Childhood Development	Biology/Biology TC	
Elementary Education	English/English TC	
	History/History TC	
	Math/Math TC	
	Music/Music TC	
	Spanish/Spanish TC	
	Theatre/Theatre TC	

EARLY CHILDHOOD DEVELOPMENT DEGREE

Early childhood development is the science and art of creating and maintaining a healthy, stimulating educational environment for the growth and development of young children. The Bachelor of Science in Early Childhood Development major at MUW is designed to equip professionals with the knowledge and skills needed to provide services, teach, and guide young children, ages birth to eight. MUW's Bachelor of Science in Early Childhood Development is a *non-licensure* undergraduate program.

The educational objectives for this program are to engage students in learning experiences that will allow them to:

- Promote positive relationships among all children and adults;
- Promote learning and development in social, emotional, physical, language, and cognitive competencies;
- Develop instructional approaches that are appropriate for each child;
- Engage in ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development;
- Develop programs that promote the nutrition and health of children and protect children and staff from illness and injury;
- Employ and support a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests;
- Establish and maintain collaborative relationships with each child's family to foster children's development in all settings;
- Establish relationships with and uses of resources of the children's communities;
- Develop programs with a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments; and
- Effectively implement policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences.

The educational objectives of this program are designed specifically to meet the needs of today's student and the state's and region's workforce. No special admission requirements apply for students who either enroll as freshmen or who transfer with academic credit only. Students who wish to transfer technical credit in early childhood are required to have earned an Associate of Applied Science (AAS) degree in early childhood prior to being admitted to MUW.

Students may apply up to 49 career/technical credit-hours from an Associate of Applied Science early childhood program through validation credit. Validation credit of competencies developed through technical coursework will be awarded to each student on a case by case basis for demonstration of corresponding institutional academic competencies through pass/fail testing. Validation credit will not be considered until the transferring student has successfully completed one academic semester as a MUW student with a minimum GPA of 2.5. Please see p. 14 for additional information concerning validation of technical credit.

Note: All undergraduate students are admitted initially as early childhood majors (ECD) whether or not they intend to major in ECD (ECD1) or Elementary Education (ECD-EL). A student who indicates interest to major in Elementary Education is classified as ECD-EL until he or she meets Mississippi Department of Education (MDE) qualifications to be admitted into a teacher education program and may be reclassified as an Elementary Education major and may be recommended as a candidate for initial licensure through MDE.

MUW ECD VALIDATION CREDIT FOR MS COMMUNITY COLLEGE ECE TECHNOLOGY PROGRAMS

Students who wish to apply technical credit in early childhood are required to have earned an Associate of Applied Science degree in early childhood from a partnership Community College prior to being admitted to MUW. Current partnership Community Colleges with early childhood Memorandum of Understanding (MOU) agreements with MUW's School of Education are: Copiah-Lincoln Community College (Co-Lin), Itawamba Community College (ICC), and Mississippi Gulf Coast Community College (MGCCC).

Students interested in testing for validation credit must apply to do so and pass all tests during their first semester at the MUW. Students must have earned credit for courses that are aligned with MUW education courses according to the partnership agreement in order to earn validation credit for a corresponding MUW course. All validation testing must be completed by October 15th for students entering the program in a fall term, by March 15 for students entering during the spring, and July 15th for students entering during the summer.

Validation credit of competencies developed through technical coursework will be awarded to each student on a case by case basis for demonstration of corresponding institutional academic competencies through pass/fail testing on comprehensive final course assignments as approved by the faculty, Chair of the Department of Education, and Dean of the School of Education.

MUW competencies, outcomes found in each Early Childhood Development course syllabi, are matched with the outcomes identified in each course of the MS Community College "Early Childhood Education Technology, Mississippi Curriculum Framework."

Students will have only one opportunity to earn validation credit for a particular MUW course for technical coursework earned at one of the School of Education's partnership Community Colleges.

Validation credit will not be considered until the transferring student has successfully completed her or his first academic semester as a MUW student with a minimum GPA of 2.5. Any credit earned will be awarded by the Registrar's Office after completion of that student's first semester at MUW.

B.S. AUDIT SHEETS FOR
EARLY CHILDHOOD DEGREE AND ELEMENTARY EDUCATION DEGREE

All degree-seeking students are encouraged to meet with their advisors on a regular basis. Advisors and advisees should:

- Assess and evaluate the student's suitability to the discipline they have chosen;

- Review the program requirements for their major found in the Undergraduate Bulletin and in Degree Works;

- Agree on a course schedule plan, documented in the Academic Schedule Form each semester, with the advisor keeping one copy of the semester's course schedule plan in the student file and with the student receiving a copy of the semester's course schedule plan*;

- Review the requirements for the degree including important dates and deadlines such as when to apply for graduation;

- Keep students up to date on any changes that may occur during their time in the degree program and discuss available options;

- Identify any deficits in the student's record and discuss ways to correct them; and,

- Discuss career, pre-professional, and graduate school options.

* Every degree-seeking student should be provided with a course schedule plan each semester along with instructions for registering courses for the semester. The advisor and advisee should review this together, sign off in agreement and each keep a copy for their records. The original document with signatures should be placed in the student's file.

ADVISOR RESPONSIBILITIES

The relationship between advisor and advisee is one of shared responsibility. While students are ultimately responsible for the choices they make, it is understood that in order to make knowledgeable decisions, students need the advice of academic advisors and others in the University community. The academic advisor is their primary resource regarding academic issues, opportunities, and programs and should be thought of more as a mentor. Because of this relationship, it is imperative that the student's main contact be with her or his advisor. If a student contacts an advisor for direction that is not assigned to the student, it is that advisor's responsibility to direct the student back to her or his current advisor for further direction. When faculty are not on contract, students will be directed to the Navigator, the Education Department Chair, or the appropriate department chair if the student is in a secondary education program.

Advisor Role

- Be accessible and responsive to advisees;

- Communicate and clarify university policies and procedures;

- Help match advisee needs with available resources and make appropriate referrals when necessary;

- Maintain reasonable office hours and methods of availability for students—Students should be able to set up appointments via the Student Success Center's (SSC) Navigator or advisor's calendaring system allowing for adequate time to discuss goals, career choices and make course selections, and answer other questions;

- Inform students how to change college and/or departments and provide information to explain the process students follow to enroll in their courses and to add or drop courses during the semester in coordination with the Department Chair when in the best interest of students to do so;

- Prepare students for graduation* by discussing degree requirements, help with strategic course selections designed to minimize the number of semesters required for graduation, and inform students of opportunities in their field of study;

- Be an advocate within policy and best practices for the student when necessary;

- Discuss satisfactory academic progress and the consequences of not achieving certain benchmarks in a timely manner for degree progress;

- Discuss connections between academic preparation and careers in the "real world;"

- Help students to explore their abilities and help facilitate progress in any areas which require improvement;

- Be knowledgeable about and share opportunities for additional development and engagement in programs such as Jumpstart, additional workshops and web-based training offered through the School of Education or off-campus, additional related organizations or activities, and career opportunities while a student and after graduation;

- Secondary education faculty who have advisees who are contemplating any program changes

should make those advisees of the opportunity to enroll in two graduate courses, or 6 graduate credit hours, from ED 538 (3 credit hours), ED 549 (3 credit hours) and ED 551 (3 credit hours) once they have completed at least 90 semester hours with a satisfactory GPA as an opportunity to begin taking courses during the senior year that may be applied to the Master of Arts in Teaching (MAT);

- Follow-up with advisees via your MUW email account—MUW email is the official means of communicating with students when not meeting face-to-face;

- Serve as a professional mentor, including modeling best practices for advisees, classroom students, colleagues and others who are a part of MUW's wider community;

- Maintain clear documentation of decisions and concerns to be retained in the advisee's central file;

- Submit the advisee's **Desired Degree Tracking Form** to the Education Department as requested and update each semester as needed.

Reminder for all: **The application to participate for commencement is not the same as the application for graduation. Students must apply for these separately. Students may choose not to participate in commencement, but each student MUST apply for graduation. Failure to apply for graduation on or before deadlines published by the Office of the Registrar *WILL* result in delays in the MDE licensure review and award process for students seeking license to teach.**

In order for faculty to be successful in all of the above points, the faculty member must be knowledgeable and up-to-date on matters concerning:

- Curriculum—requirements in the student's major including those related to any licensure-specific requirements, general education requirements, and the graduation requirements and deadlines of the university that students need to know to progress successfully to graduation;

- Registration procedures;

- Student personnel services—medical, counseling, housing, placement, social, recreational, etc.;

- Financial obligations; and

- Basic job market, licensing, and employment information.

ADVISEE RESPONSIBILITIES

Advisee Role

- Review and understand university policies and procedures, General Education Requirements, graduation requirements, and the Mississippi University for Women Bulletins;

- Check MUW email account on a regular basis;

- Learn to access and navigate Canvas and Banner;

- Be aware of academic dates and deadlines, especially those posted on the Registrar's website (www.muw.edu/registrar);

- Explore resources to assist in making career and academic decisions;

- Schedule and attend advising appointments;

- Arrive on time for appointments;

- Prepare for advising sessions and bring relevant materials to appointment;

- Bring a list of questions to appointments and ask questions if a topic is not understood;

- Communicate openly with advisor by clarifying personal values, abilities, goals, and needs;

- Be familiar with requirements of selected major(s)/minor(s) and schedule courses in accordance with those requirements;

- While advising is a shared responsibility, you must accept final responsibility for your decisions;

- Follow-up with advisor in MUW email account—your MUW MyApps email is your official means of communication while a student at MUW.

The following are skills that the advisor and undergraduate student will work on together to gain by the end of each year in the student's academic program. The skills should be reviewed each semester.

Freshman Year

- Know who your academic advisor is and how to contact her or him;

- Learn and accept the differences between high school and college;

- Know that academic advising is different from high school guidance counseling;

- Become familiar with the General Education requirements;

- Know the General Education requirements for your major, if declared, or programs being considered;

- Be familiar with the proper degree audit sheets for your major or programs being considered;

- Know the requirements for acceptance into your desired program(s) of study;

- Learn where to find and become familiar with academic calendar/deadlines, add/drop, registration dates, and any form of "Degree Planning Guides," etc. found on program website(s), the Registrar Office website (www.muw.edu/registrar), and related webpages;

- Understand the university's expectations and the consequences of behavior on future employment;

- Become familiar with campus services;

- Become familiar with the Undergraduate Bulletin and Graduate Bulletin, depending upon major, found on the Registrar Office website (www.muw.edu/registrar);

- Explore academic, career, and personal interests;

- Learn how to communicate properly with university faculty, staff, and other professionals;

- Discover and assess your own skills, values, talents, strengths and weaknesses;

- Be able to navigate Banner, Canvas and other essential university systems effectively.

Sophomore Year

- For students interested in elementary education, work with student to begin to narrow student interests to determine elementary education areas of concentration if not already determined;

- Explore course requirements;

- Explore experiences that will help clarify goals and interests (professional organizations, mentorships, student employment, volunteerism, study abroad, etc.);

- Determine if student's strengths and interests fit major through discussion.

Junior Year

- Particularly for transfer students and students transitioning from an advising Navigator, get to know your new faculty advisor;

- Complete a degree check to determine classes still needed to meet major and graduation requirements;

- Meet deadlines to enter the Teacher Education Program (TEP) if in an initial licensure program;

- Research employment or graduate school options and requirements for admission/employment;

- Begin the networking process and consider participating in career/employment fairs;

- Be aware of graduation process, dates, and deadlines;

- See faculty advisor for input on identifying and addressing additional education and skills needed for employment or for graduate school and check registration dates for entrance exams and applications.

Senior Year

- Begin the graduation application process — Pay careful attention to deadlines;

- Apply to graduate programs if considering continuing education immediately following graduation;

- Prepare student to market themselves to potential employers and graduate schools;

- Encourage student to take advantage of career fairs and on-campus interview opportunities;

- Encourage student to continue networking now and throughout their professional career;

- Assist student in polishing their resume, cover letters, and portfolios.

LEGAL AND MORAL ISSUES IN ACADEMIC ADVISING

Legal issues involved in academic advising generally fall under four categories (D. Parker Young, "Legal Issues Regarding Academic Advising," NACADA Journal, November 1982):

- The contractual relationship between students and the institution;
- Guidelines governing privacy of student records;
- The concept of privileged communications;
- Academic due process and the need for grievance procedures.

Publications provided by the university (handbooks, syllabi, bulletins, departmental materials, etc.) establish contractual obligations between the Mississippi University for Women School of Education and secondary education programs with students. Although responsibility for knowing degree requirements eventually falls both to the students and advisors, advisors will not be held liable for the careless, reckless or impulsive behavior of students who do not follow properly documented academic advisement. Advisors can help advisees avoid problems by keeping complete and accurate notes on each and every student they advise, maintaining advising communication through official channels of communication, and placing copies of advising notes in student files.

Advisors must recognize when and where to refer students who present questions or problems that are beyond the scope of their expertise. Advisors need to be informed of university policies provided through the university's bulletins, student handbooks and other university publications.

Communication with Students

Communication between advisors and their advisees is critical to the Mentor/Mentee relationship. While there is no substitution for a face-to-face conversation, it is always understood there will be times when this is not feasible for either the advisor or advisee. In cases where face-to-face sessions are not feasible, every effort should be made to have some form of meaningful contact with the student. This may be accomplished via phone calls, video conferencing, email, and, while not preferred, text messaging.

In-person advising sessions should be documented. The advisee should receive one copy of that documentation, and another copy should be placed in the student's advising file. All communication with a student who is at distance should be followed up with an official email clarifying what was discussed and any decisions that were agreed upon. A copy of this email communication should be placed in the student's advising file.

Student Advising Files

Students who have been assigned a faculty advisor should have a file that will be maintained in a central location to be established by the Department Chair. Files should be signed out and back in after *each* use; student files should not be kept in faculty offices or any other location that has not been established by the Department Chair. Files should be kept current, with all documentation, and all documentation should be kept up to date and in order when placed in or returned to the file. Copies of the following documentation should be placed in a student's advising file:

- Advising checklist(s) used for advising conversations;

- Copy of signed student schedule or copy of email from student's official MUW email account;

- Advising notes;

- Any change of major forms, add/drop forms, withdrawal forms, etc.;

- For undergraduate students — Student Desired Degree Tracking Form indicating student's intention to finish either as an Early Childhood Development major or as an Elementary Education major (new form required at each advising session to follow each undergraduate student's plans and progression).

Reporting Concerns Regarding Advisees

The following behaviors and attitudes may indicate that a student could benefit from additional assistance. Please refer the student to the appropriate campus resource (i.e. Health Center, Counseling Center, Student Success Center), or the advisor can submit an Early Alert or BIT report. Access for filing university reports is found at the bottom of the MUW Homepage (www.muw.edu).

Unusual Behavior that may include the following: Social withdrawal; Unwillingness to communicate; Repeated absences from class(es).
Trauma and Traumatic Changes that may include the following: Death of a family member or friend; Difficulty in personal relationships; Terminal/chronic illness of student or student's family member(s).
Academic Issues that may include the following: Sudden changes in academic performance; Poor or nonexistent study habits; Severe test anxiety.
Issues with Choice of Major that may include the following: Dissatisfaction with the major; Unrealistic career expectations; Chronic indecisiveness; Uncertainty in career goals and or paths to success

Early Alerts

Early Alerts are handled by the Student Success Navigator assigned to the student's primary major. The Education Navigator will attempt to contact the student to discuss issue(s) reported by faculty. If a student fails to respond to the Education Navigator's attempts to make contact, a hold will be placed by the navigator on the student's account in Banner for "Failure to Communicate." The hold will not be removed until the student has contacted the Education Navigator or her or his faculty advisor. Once the student has made contact, the faculty advisor, not

the student, should request the Navigator (not the Student Success Center) to remove the hold.

Probation

Students who's cumulative MUW GPA falls below 2.0 will be placed on academic probation. Students admitted with a GPA less than 2.0 as evaluated by academic policies will be placed on academic probation upon admission. Students on first academic probation (P1) returning in the fall or spring will be limited to twelve (12) academic hours, or six (6) academic hours in the summer. Additionally, students must successfully complete UN 098 Academic Recovery, a three (3) hour course consisting of a series of study skills lectures designed to improve study skills for a total of no more than fifteen (15) or nine (9) total hours. The Academic Recovery class is not required for subsequent semesters, but the limit of twelve (12) hours for spring and fall and six (6) for summer will continue until a cumulative MUW GPA of 2.0 or better is achieved.

Suspension

Students have two options on their first academic suspension (S1):
They may return to MUW the next semester at which time they will be required to enroll in the Turning Point Program (UN 099). Students returning in the fall or spring will be limited to twelve (12) hours or six hours in the summer, including UN 099 Turning Point/Study Skills. The Turning Point class is not required for subsequent semesters, but the limit of twelve (12) hours for spring and fall and six (6) for summer will continue until a cumulative MUW GPA of 2.0 is achieved. Support for S1 students will continue for the semester following Turning Point:

(a) students must meet with their academic advisor three times per semester – at the end of the first two weeks, before midterm through the advising period, and once during the second half of the semester,
(b) the Early Alert Coordinator will pay particular attention to reports on these students and contact them frequently regarding assistance. Students must pass the Turning Point course and earn a MUW GPA of 2.0 or better for the semester to successfully complete the Turning Point program. Students who do not pass the Turning Point course or do not earn a MUW GPA of 2.0 or better for the semester have not successfully completed the Turning Point program.

Students who officially withdraw from the Turning Point course will be suspended for one regular (fall or spring) semester. Students who do not successfully complete the Turning Point program will be reclassified S2 and will be suspended for one calendar year.

Students who choose not to participate in the Turning Point Program will be suspended for one regular (fall or spring) semester. Readmission to MUW will be automatic at the completion of the first suspension period. However, the student will be placed on academic probation when readmitted to the institution.

End of Semester Advising

At the end of each semester, the Student Success Center will send out a list of current students who have not registered for courses for the upcoming semester to the Education Navigator. Once received, the Education Navigator will break down the list by advisor and disseminate to the advisor and copy the Education Department Chair. Advisors should respond to the Education Navigator's request for information in a timely and accurate manner.

At the end of the fall semester, advisors will still be responsible for attempting to contact these students in a sincere attempt to encourage students to register for courses even after classes have ended for the semester.

At the end of the spring and summer semesters, the Education Navigator and Education Department Chair will work together to contact and advise students who appear on the list(s) *after* faculty contracts have ended for the semester.

Override Requests

Override requests should be sent according to the Education Department Chair's instructions. Overrides for the School of Education can be processed only for classes beginning with an ED prefix by the Education Department Chair or Dean of Education. Requests for overrides for courses not beginning with an ED prefix should be sent to the Education Department Chair or the person who will review the request and will make the request of the appropriate department if the request is determined necessary.

UNDERGRADUATE TEACHER EDUCATION
ELEMENTARY & SECONDARY

Mississippi University for Women has been dedicated to training teachers since it was founded in 1884, more than 135 years ago, as America's first public college for women. Sparked by Sallie Reneau's campaign to secure state funds for female higher education, today's institution boasts an inclusive community and a wide range of academic programs. Despite the university's expanded mission and curriculum, education remains one of its most popular and respected fields of study.

The W maintains steady recognition as one of the top 20 public southern regional universities in rankings released by *U.S. News & World Report.* The *U.S. News & World Report's* annual "Best Colleges" guide ranks institutions based on quantitative data such as freshman retention, graduation rates and strength of faculty, and it also includes qualitative factors such as surveys of peer institutions and evaluations by high school counselors.

The School of Education offers both undergraduate and graduate degrees designed to help students maximize an understanding of teaching, leading, and learning through the Department of Education. Housed within the School of Education is an undergraduate degree program in Early Childhood Development and Elementary Education, and graduate degree programs in Master of Arts in Teaching (secondary education only), and Master of Education (M.Ed.) in Education with endorsement options in Gifted Studies and Reading Literacy.

The B.S. degree in Elementary Education and the Master of Arts in Teaching both lead to initial licensure options with the Mississippi Department of Education (MDE). The M.Ed. may lead to upgrading a Mississippi Educator Class A license to a Class AA license.

The School of Education also provides education coursework for those seeking teaching certification in other areas. These other education degree options are available within their respective academic departments and include or 7-12 Mississippi Licensure eligibility. The licensure programs in K-12 include Music Education, Spanish Education, and Theater Education with Teacher Certification. The licensure programs in 7-12 include Biology with Teacher Certification, English Major with Teacher Certification, History with Teacher Certification, Social Studies with Teacher Certification, and Mathematics with Teacher Certification. Additionally, the W offers institutional-approved programs for Mississippi add-on teaching endorsements in several subject areas.

The *MUW Teacher Education Handbook,* at its current publication, describes as accurately as possible the policies, procedures, regulations, and requirements related to teacher education. MUW's teacher education faculty reserve the right to adjust program-specific polices at any time to promote the best interest of those involved in the program and in compliance with state regulations and best practices regarding teacher education.

In 2013, the National Council for the Accreditation of Teacher Education (NCATE) merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP). MUW's EPP initial licensure programs are fully accredited by CAEP.

The Mississippi University for Women Education Program meets all the Program Review Standards of the Mississippi State Department of Education.

All teacher education programs are covered by the Mississippi Institution of High Learning Quality Assurance Policy. The university warrants the quality of our graduates for a period of two years immediately following graduation. Certain guidelines do apply. Contact the School of Education for more information. (IHL Policy 518)

EDUCATOR PREPARATION PROGRAM GOVERNANCE

TEACHER EDUCATION COUNCIL (TEC)

The Teacher Education Council serves as the governing body for the Teacher Education programs. Membership on the Teacher Education Council consists of representatives from each degree program with a pathway to educator licensure to include the Director of Field Experience, Department Chair, and Dean over each Teacher Education program, one undergraduate and one graduate teacher education student (appointed by the Dean of the School of Education), and at least one representative of the public schools and each external teacher education advisory group.

The Council is chaired by the Dean of the School of Education. The Teacher Education Council meets each September, November, February, and April; additional meetings are subject to call by the chair. The Council provides a forum for discussion and planning of teacher education matters throughout the University to assure that all personnel involved in teacher education are compliant with accreditation and Mississippi Department of Education guidelines, as well as University degree requirements.

2023-2024 TEC Membership (as of 1 July 2023)

Martin Hatton
TEC Chair, School of Education Dean

Brian Anderson
College of Arts & Sciences Dean

Bob Fuller
Education Department Chair

Julia Mortyakova
Music Department Chair

Kelly Bennett
Director of Field Experience

David Carter
Theatre Department Chair

Kendall Dunkelberg
Languages, Literature, & Philosophy Department Chair

Kristi DiClemente
History, Political Science, & Geography Department Chair

Bonnie Oppenheimer
Sciences & Mathematics Department Chair

Vacant
School District Representative
Clinical Partnership Committee Liaison

Vacant
School District Representative
School of Education Advisory Board Liaison

Vacant
Graduate Student

Vacant
Undergraduate Student

Teacher Education Council meetings are open to those who would like to observe the deliberations of the Council. The Council reviews all proposed revisions in teacher education requirements and policies from the Teacher Education faculty and/or the subject-area programs to ensure compliance with accreditation, Mississippi Department of Education, and University requirements and policies. Recommendations from the Council are forwarded to the Chief Academic Officer, Undergraduate Curriculum Council, or Graduate Council, or other institutional and external constituencies, as appropriate, for further action.

(TEC Governing Policy: MUW PS #3533)

EDUCATOR PREPARATION PROGRAM (EPP) DATA REVIEW TEAM

The Mississippi University for Women Educator Preparation Program (EPP) Data Review Team serves as a leadership group to review data results and processes for the unit assessment system. The Data Review Team collects and analyzes assessment data and periodically reviews the assessment system and recommends changes to the Teacher Education Council.

The Data Review Team meets once a month. The Membership is comprised from Accountability Leadership Team and Program Coordinators. Members of EPP Data Review Team (DRT) share access to the EPP's data system. The goal of the Data Review Team is to review data and determine trends that are relevant to the operations across the EPP. These trends are then reviewed by the Assessment and Accountability Committee (AAC).

The EPP Assessment and Accountability Committee (AAC) is a standing committee that meets every other month. The AAC bring initial broad scale trends and observations back directly to the EPP program faculty to ensure urgent matters are being addressed in a timely fashion. Every academic year, reports are generated by cohort and disaggregated by standards and/or indicators or standards of performance, intended student outcomes, etc. as needed to determine trends. The committee shares rends and recommendations with the EPP's faculty. Independently, trends are reported by the EPP's Accountability Leadership Team (ALT) directly to TEC.

The EPP's faculty reviews and reflects upon the report(s) from the EPP Assessment and Accountability Committee (AAC) and/or Data Review Team (DRT) to determine success for replication and/or modifications needed for continuous program improvement. Modifications are formalized into proposals by the EPP's program faculty and administration and then are sent as recommendations to for review and approval by TEC. Any changes supported by TEC are then entered into the institution's curriculum and assessment review and approval processes, as appropriate. Changes that meet full institutional approval are implemented by the EPP. An overview of the EPP's Continuous Improvement Process is found here: MUW EPP's Continuous Improvement Process.

The EPP Assessment and Accountability Committee (AAC) includes all members of the EPP faculty who have a key assessment contained in their course(s), the Assistant to the Department Chair, the Assistant to the SoE Dean/Data Analyst, and the Accreditation Liaison to the Dean's Office, who serves as the Committee's Chair.

The EPP's Accountability Leadership Team (ALT) is comprised of the following: Dean of the School of Education, Dean of Arts & Sciences, Education Department Chair, Director of Field Experience, Accreditation Analyst, and Education Department's Accreditation Liaison to the Dean's Office.

EPP QUALITY ASSURANCE SYSTEM

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

The QAS is found in the "Program Planning" tab of the School of Education's website. The guidebook and all EPP handbooks are EPP policy designed for use by faculty, clinical-based partners, and teacher education students at all levels and provides information about standards, curriculum, clinical experiences, assessment practices.

MUW LICENSURE PROGRAMS

ELEMENTARY GRADE LEVELS	
120	Elementary Education (K-6)
MIDDLE GRADE LEVELS	
901	Concentration Area for Mathematics (7-8) *added to Endorsement 120*
SECONDARY EDUCATION AND SPECIAL SUBJECTS	
181	Biology (7-12)
185	Chemistry (7-12)
119	English (7-12)
192	History/Social Studies (7-12)
154	Mathematics (7-12)
166	Music Education/Vocal (K-12)
165	Music Instrumental (K-12)
140	Spanish (K-12)
123	Drama (K-12)
MUW INSTITUTIONAL ADD-ON ENDORSEMENTS TO AN INITIAL LICENSE	
111	Computer Applications (K-12)
153	Childhood Development (Pk-K) *Added to Endorsement 116 or 120* only
119	English (7-12)
188	Science (7-12)
192	Social Studies (7-12)
154	Mathematics (7-12) *Specific course work at MUW required*
143	Comprehensive Health (K-12) *Life Sciences and Health & Kinesiology with Teacher Certification Majors*
182	Physical Science (7-12) *Chemistry with Physical Science Teacher Certification Majors ONLY*
GRADUATE Add-on CERTIFICATION PROGRAMS	
207	Gifted Education (K-12) *Certification Program or Master's Degree*
174	Reading/Literacy (K-12) *Certification Program or Master's Degree*

Notice Regarding Licensure

Requirements governing licensure in the state of Mississippi are continually revised. As a result, requirements for degrees leading to licensure are subject to change from those published in the MUW Bulletin. Students are advised to be in close communication with their education advisors to ensure that both degree requirements and licensure requirements are met.

Students seeking licensure in other states should contact the Department of Education in that state for their license requirements.

SELECTION OF CONCENTRATION AREAS AND ADD-ON ENDORSEMENTS

Elementary Concentrations (K-6)

A concentration area requires a minimum of 18 semester hours for K-6 elementary endorsement.

- Developmental courses do not count toward a concentration: e.g. EN 100, MA100
- Minimum grade of "C" is required
- Transfer courses are acceptable
- Students may specify more than two concentrations

All education majors may add a subject area endorsement with 18 hours.

English	*18 hours EN Prefix, EN101 or above.*
	Recommended courses: EN409, EN341, EN203, EN205, EN201, EN202, EN231, EN232, EN311, EN312
Science	*18 hours*
	BS, BSB, BSM, PS, PSC, SM Prefixes—any combination for K-8 Concentration for degree and license
	Students who wish to have a state endorsement in science, need to choose all biological science courses (18 hours) or all physical sciences courses (18 hours).
Social Studies	*18 hours*
	ANT, EC, GEO, HIS, POL, SOC, PSY prefixes—any combination for K-8 Concentration for degree and license.
	The Mississippi Department of Education encourages courses to be HIS, POL, and GEO courses.
Mathematics	*18 hours as specified below*

MATH CORE/CONCENTRATION FOR ELED K-6 AND 7-8 (CODE 901)
Electives may be chosen from: MA 114, MA 123, MA 318, or MA 319

COURSE NUMBER	COURSE NAME	SEMESTER	HOURS	GRADE
MA 113	College Algebra		3	
MA 111	Modern Math I		3	
MA 112	Modern Math II		3	
MA	Elective		3	
MA	Elective		3	
MA	Elective		3	

INSTITUTIONAL ADD-ON FOR MATH GRADES 7-12
ENDORSEMENT CODE 154 ADDED TO AN INITIAL LICENSE

COURSE #	COURSE NAME	SEM.	HOURS	GRADE		MA CONCENTRATION CHOICES			
						COURSE #	COURSE NAME	SEM.	HOURS	GRADE
MA 112	Modern Math II		3			MA 305	Linear Algebra		3	
MA 123	Statistics		3			MA	Elective		3	
MA 181	Calculus I		3			MA	Elective		3	
MA 182	Calculus II		3							

*Select two of MA 130 Precalculus, MA 318 Mathematics for Secondary School Teachers,
MA 319 Materials and Methods in Teaching Secondary Mathematics.*

TEACHER EDUCATION CANDIDATE EXPECTATIONS

Teacher Education Candidates are expected to demonstrate a desire to engage in collegiate course work and clinical experiences. They are expected to become familiar with the policies, procedures, and required assessments of the program as presented in this handbook and other School of Education supplementary publications as well as the academic and standards of conduct policies of Mississippi University for Women. Below is some additional guidance.

Watermark-Student Learning & Licensure

1. The MUW Educator Preparation Program uses the Watermark™ electronic assessment management system to collect, analyze and report data related to program.

2. The Teacher Candidate is expected to learn how to use the system to upload key assessments as well as access coaching and feedback. More information about Watermark™ is provided in the beginning professional education coursework ED 302.

Professional Dispositions

1. The Teacher Candidate is one who desires a career in service to the field of education embodies the qualities of mind and character one expects in the profession. A goal of the program is to develop and strengthen Teacher Candidates' awareness and use of ethical decision making through one's own professional dispositions, demonstrating growth toward becoming a professional educator.

2. Standards for professional dispositions are aligned to the *Mississippi Educator Code of Ethics and Standards of Conduct*. Teacher Candidates are evaluated against these standards throughout the program.

3. FAILURE TO MEET THE STANDARD:

First time:	The Teacher Candidate will receive a Dispositions Infraction Notice from the instructor. A coaching conference will be held with the Teacher Candidate, instructor, advisor, and other education faculty.
Second Time:	The Teacher Candidate will receive another Dispositions Infraction Notice from the instructor. A coaching conference will be held with the Teacher Candidate, instructor, advisor, and the Education Department Chair.
Third Time:	The Teacher Candidate will be placed on an improvement plan. A coaching conference is held (as noted above in "b") and the issues outlined in the improvement plan must be met within the specified timeline or the Teacher Candidate will be excluded from the program.

Professional Communication

Teacher Candidates are expected to demonstrate professional communication with all instructors, university supervisors and personnel, student colleagues, and school setting personnel. In a professional setting, the expectation of a return phone call or email may be up to 24 hours depending on the teaching schedule and student demands of a particular MUW faculty member or staff. All electronic communication with University personnel should be via the MUW CANVAS courses, Watermark, or myapps when possible. Most answers to questions may be found in the CANVAS shells of the instructors or the [School of Education](#) website. If you are unable to locate the information you need, the MUW personnel has not returned your call or email after 24 hours, you have an emergency, or if you have other related inquiries please contact the Department of Education at 662-241-6415.

Meaningful Engagement in Coursework and Clinical Experiences

Education is a mentor-based service profession. Teaching is a career requiring special training leading to a professional degree and license, similar to the process of becoming an architect, accountant, engineer, doctor or lawyer. Teacher Candidates are expected to develop the specialized knowledge, skills, and dispositions of a professional educator.

Teacher Candidates are students who will one day be educators. Teacher Candidates should be acutely aware of the instructor/university supervisor's expectations as communicated via the CANVAS course, on-campus/virtual meetings, syllabi, *Teacher Education Handbook*, and other forms of communication or supplementary publications. As future educators, is it expected that Teacher Candidates *genuinely desire* to become an educator, seeking to meet all program expectations at high level of achievement through the acceptance and implementation of coaching and feedback.

All clinical experiences in the program are equivalent to a learning laboratory. However, they should be treated as though the Teacher Candidate is in an employed position in a school system, meeting the expectations of the MUW program *and the school setting*. Professional dispositions are evaluated throughout the program, and Teacher Candidates should endeavor to consistently demonstrate professionalism.

STUDENT RECORD OF PROGRESSION THROUGH THE UNDERGRADUATE EDUCATION PROGRAM

For complete curriculum worksheets in each major, please access the current Undergraduate Bulletin.

1. Admission to the University　　All paperwork concerning admission to MUW can be secured from and must be return to the Office of Admissions (Telephone: 329-7106)

https://www.muw.edu/admissions

Date of Admission to MUW _____

2. Declaration of Major in Elementary or Secondary Education　　Elementary Education major students report to the School of Education for assignment of an advisor. Other secondary/K-12 majors should report to the content area departments for an academic advisor.

_____　　　_____
Advisor's Name　　　　　　　　　　　　*Phone/Email*

_____
Office

3. Core Classes　　Each student should meet with his or her academic advisor each semester during the designated pre-registration time to plan coursework for future semesters. See the current MUW Academic Calendar at the

4. Admission to Elementary or Secondary Education　　Students apply for admission to teacher education the semester prior to their senior year, however students begin to meet the requirements for Teacher Education in **ED 302**: *Art and Science of Education.* This step usually occurs during the sophomore year or first semester of the junior year.

Teacher Education Admissions Checklist	Date Completed
Watermark Registration (begins in ED 302)	
Required Notifications 　　+ Statement of Understanding of MUW TE Program Permission for Access of Records 　　+ Teacher Education Briefing Notification	
Criminal Background Check Cleared	
Minimum Grade of "C" in ED 200	
Minimum Grade of "B" in ED 302	
Completion of 44 semester hours **and Minimum Overall GPA of 2.75**	
Passing Scores on Praxis Core Academic Skills for Educators -or- ACT or SAT-or– GPA of 3.0 for previous 60 credit hours	

Tested Areas	Praxis Core Academic Skills for Educators Scores	Date Taken
Reading		
Writing		
Mathematics		
Test scores must be *no more than 5 years old* at the time of initial admission. Residual ACT scores from MUW are accepted. **OR:** **Minimum ACT composite score of 21 or SAT equivalent** *at time of admission into college. Candidates from other states should be aware that the ACT or SAT may be used for progression* **OR:** **MUW GPA for 60 credit hours of coursework completed prior to application to Teacher Education Admission:** *MUW GPA for previous 60 credit hours (includes all transfer credit applied to current transcript):* _____		
ACT COMPOSITE SCORE		
SAT COMPOSITE EQUIVALENT		

For students returning for **_a second degree_**, (already have a B.S. or B.A.), their undergraduate core will satisfy the core requirement for teacher education. However, these students must complete MA 113 *College Algebra (or MA higher)*, EN 101 *English Composition I,* EN 102 *English Composition II,* COM 101 *Oral Communications,* MA 111 *Modern Elementary Math 1,* and MA 112 *Modern Elementary Math II* (MA 111-112 applies to Elementary Education majors only) and any other professional education courses. Additionally, if a course is required for teacher education and was not a part of the individuals first degree, the course/courses must be taken here at MUW.

5. Admission to Teacher Internship The application for Teacher Internship is provided through Watermark around the midterm of each semester. See your academic advisor or inquire in the School of Education for access.

Date of Admission to Teacher Internship _____

Teacher Internship Admissions Checklist				Date Completed	
Admission to Teacher Education *(At least one semester prior to filing application for TI)*					
Completion of 84 Semester Hours *(Must include all required professional education courses)*					
Application for Teacher Internship (semester prior to TI)					
Ethics Statement and Insurance Verification/Release of Liability					
Overall Minimum GPA of 2.75					
MUW Minimum GPA of 2.75					
75 Hours of Working with Children Documentation (Secondary and K-12 only)					
Mississippi Teacher Intern 101 License Issued					
Verification of Lawful Presence Form (MDE)					
Minimum Grade of "C" in the following courses:					
English Comp I	English Comp II	Speech 101	Math 113 (or higher)	All Professional ED Courses	All Endorsement Area Courses
Elementary Majors ONLY:					
Math 111			Math 112		

6. **Admission to Candidacy for Graduation**

Admission to Candidacy for Graduation Checklist	Completed
Residency Requirements (Minimum of 30 semester hours credit from MUW, excluding correspondence courses and advanced standing exams)	
2.75 Overall GPA	
2.75 MUW GPA	
2.75 GPA in major field	
Credit Hours in Chosen Curriculum	
Application for degree filed with Registrar by the deadline *(See the MUW Academic Calendar)*	

7. **Application for Teaching License**

Admission to Teaching License Checklist	Completed
Completion of all degree requirements and all Teacher Education Program Requirements	
Minimum grade of "C" in Teacher Internship	
Satisfactory scores on PRAXIS CORE -or- ACT or SAT - or - GPA of 3.0 or higher for previous 60 credit hours	
Satisfactory scores on MS Foundations of Reading Exam (Elementary Ed only)	
Transcript request sent to MDE (Degree date must show as conferred)	
Submit online licensure application through the Mississippi Department of Education	

Classes of Educator Licensure in Mississippi

Class A license requires a Baccalaureate Degree.
Class AA license requires a Master's Degree.
Class AAA license requires a Specialist Degree.
Class AAAA license requires a Doctoral Degree.

Supplemental Endorsements for Mississippi Teacher Certification

Additional endorsements in content or special subject areas may be added to a standard license with 18 semester hours of coursework in a content area with no grade lower than a "C." Some supplemental endorsements may also be added by taking the Praxis II Specialty Area Test.

Notice Regarding Licensure

Requirements governing licensure in the state of Mississippi are continually revised. As a result, requirements for degrees leading to licensure are subject to change from those published in the MUW Bulletin. Students are advised to be in close communication with their education advisors to ensure that both degree requirements and licensure requirements are met. Also, students seeking licensure in other states should contact the Department of Education in that state for their license requirements.

For the most up-to-date licensure information in the State of Mississippi: Mississippi Department of Education

Office of Educator Licensure 601-359-3483 https://www.mdek12.org/OEL

BEGINNING THE PROGRAM

> **NOTICE REGARDING PROFESSIONAL EDUCATION
> AND ENDORSEMENT AREA COURSEWORK**
>
> *ED 302* is a MUW Elementary Education Critical Pathway Course that requires a minimum grade of "B".
>
> If a Teacher Candidate receives a "D" or "F" in an endorsement area course or professional education course (other than ED 302) and retakes the course to earn a "C" or above, only the second grade is used for determining endorsement area or professional area GPA. Teacher Candidates may not take a professional education course more than two times.
>
> Effective August 2020 students enrolled in the B.S. in Early Childhood Development and the B.S. in Elementary Education may repeat a course once only in an attempt to earn the minimum grade required.

ED 200 Education as a Profession

ED 200 *Education as a Profession* is the first education course to be taken. This course seeks to involve prospective teachers in the issues of schooling and education and to give them a clear view of skills and knowledge they will need to be successful professionals. The philosophical foundations and the history of American education, governance, finance, and ethical and legal issues are discussed. The Teacher Education Handbook is a supplemental text to all professional education courses, and should be introduced during ED 200. Teacher Candidates are responsible for becoming familiar with all program requirements.

ED 302 Art and Science of Teaching

ED 302 *Art and Science of Teaching* is a gateway course to the program and requires a minimum grade of "B." It may be taken during the same semester as ED 200 but, if not, **should be take immediately following ED 200.** Teacher candidates complete a clinical experience with this course. Elementary Education majors will complete the clinical experience through ED 311, Residency I. School and classroom placements are made through the MUW Office of Field Experiences in cooperation with the appropriate school district. The clinical schedule will be determined by the individual teacher candidate in cooperation with the assigned teacher. It is the student's responsibility to make a diligent effort to contact the cooperating teacher (**multiple ways, if necessary)** to establish an observation schedule. If a student has difficulty connecting with the teacher, please notify the ED 302 course instructor. Students apply for admission to teacher education the semester prior to their senior year, however students begin to meet the requirements for teacher education ED 302: Art and Science of Education. This step usually occurs during the sophomore year or first semester of the junior year.

ED 302 Course-related Expenses

Background check fee *(One background check is valid for students who are **continuously enrolled** at MUW)*
1. The fee is charged to BANNER account at time of course registration.

2. Go to https://scholar.verifiedcredentials.com/muw for current fees and information

3. Verified Credentials school code is provided in ED 302.

Watermark Registration fee for 7 year subscription:

> Subscription fee charged to BANNER account at time of course registration.

The Professional Portfolio

Teacher candidates' submission of entries for the professional portfolio begin with the ED 200/ED 302 courses and continue through the final semester of the Teacher Internship. All submissions for the portfolio are uploaded to Watermark for assessment. Portfolio Guidelines can be found in Appendix A of this Handbook.

Elementary Education Majors

MA 111 Modern Elementary Math

Teacher candidates who register for MA 111 *Modern Elementary Math* need to obtain information about the pre-test that will be given the first day of class from Dr. Bonnie Oppenheimer in Room 106B in Parkinson Hall or from the School of Education's Navigator, Mr. Jackson Ellard.

Notice Regarding Critical Pathway Course Grades

The progression of study through the undergraduate programs require minimum grades of "B" in the gateway course ED 302 for students in the Elementary Education major, BS, and "C" in all other professional education courses, specific content courses, and other specific courses as identified in the program materials for students in either the Early Childhood Development Major, BS or the Elementary Education Major, BS.

Professional education courses are defined by the unit as those which provide components in theory in teaching and learning, pedagogy, or content pedagogy.

Notice Regarding Repeat Coursework

Please note: Beginning August 2020, each undergraduate education student may repeat an education course or core required course once. Students who do not achieve required minimum grades after two attempts will not qualify to continue in the respective program(s) depending upon each program's minimum grade requirement. This restriction applies to all current and new undergraduate education students either in the Early Childhood Development Major, BS or the Elementary Education Major, BS.

COURSE INFORMATION

Restricted Professional Education Courses

These courses are restricted professional education courses.

ED 311	Elementary Residency I
ED 367	Elementary Residency II
ED 390	Classroom Management
ED 405**	Teaching Math in Elementary & Middle School
ED 406, 407, 409**	Teacher Internship
ED 410**	Teaching Social Studies in Elementary & Middle School
ED 412**	Teaching Science in Elementary & Middle School
ED 434**	Teaching Reading & Language Arts in Elem. & Middle School
ED 435**	Elementary Residency III
ED 466**	Reading Assessment & Intervention
EN 410**	Materials & Methods in Secondary English
FL 410**	Materials & Methods in Secondary Languages
HIS 410**	Materials & Methods in Secondary History & Social Studies
MA 319**	Materials & Methods in Secondary Mathematics
BSB 313**	Materials & Methods in Science (Biology)
PS 313**	Materials & Methods in Sciences (Physical)
MUS 325**	Secondary Music Methods
TH 207**	Materials & Methods of Creative Dramatics

Frequency of Course Offerings-Fall and Spring

ED 200	Education as a Profession
ED 297	Computers in the Classroom
ED 299	Special Topics in Education
ED 302	Art and Science of Teaching
ED 304	Early Childhood Learning
ED 306	Introduction to Exceptional Learners
ED 311	Elementary Residency I
ED 360	Educational Psychology
ED 361	Early Literacy Instruction I
ED 362	Early Literacy Instruction II
ED 365	Content Area Reading
ED 367	Elementary Residency II
ED 390**	Classroom Management
ED 405**	Teaching Math in Elementary & Middle School
ED 406, 407, 409**	Teacher Internship
ED 410**	Teaching Social Studies in Elementary & Middle School
ED 412**	Teaching Science in Elementary & Middle School
ED 434**	Teaching Reading & Language Arts in Elementary & Middle School
ED 435	Elementary Residency III
ED 452**	Educational Measurement
ED 466**	Reading Assessment & Intervention
PSY 206	Human Growth & Development

***These courses require admission to teacher education.*

SECONDARY/K-12 ADVANCED METHODS COURSES

Students should consult the current *MUW Bulletin* for frequency of other professional education courses.

Some will be offered in the summer, but final decisions are based upon enrollment and/or faculty availability.

Advanced Methods Courses for Secondary and K-12 Majors: Various academic departments on campus offer special methods courses that must be taken prior to teacher internship, but these may not be available every semester. Currently, most are planned as **fall only** offerings and some will be **alternating falls.** Teacher candidates should check with their respective departments and plan their programs carefully to ensure these courses are taken prior to the teacher internship.

COURSE CODE	COURSE TITLE
MUS 320	Music Education Methods & Materials for Elementary
MUS 325	Secondary Music Methods
EN 410	Methods and Materials in Secondary English
FL 410	Methods and Materials in Secondary Languages
HIS 410	Methods and Materials in Secondary History & Social Studies
MA 319	Methods and Materials in Secondary Mathematics
BSB 313	Methods and Materials in Science (Biology)
PS 313	Methods and Materials in Science (Physical)
TH 207	Methods and Materials of Creative Dramatics

To be admitted to teacher education, students must meet all these requirements:

- Completed background check through Verified Credentials with a clear background verification.

- Completed ED 200: Education as a Profession with a grade of "C" or higher.

- Completed ED 302: Art and Science of Teaching with a grade of "B" or higher (you are only allowed to take this class twice to obtain the grade of "B" or higher).

- Overall GPA of 2.75 or higher on a minimum of 44 semester hours.

- Composite score of 21 or higher on the ACT **or** passing Praxis Core scores (Reading 156, Writing 162, and Math 130) **or** a MUW transcribed GPA of 3.0 or higher for the previous 60 credit hours.

Non-Transfer of Professional Education Courses:

In order for MUW to recommend licensure, ALL required professional education courses must be taken at MUW.

Summer School Course Work:

Teacher candidates planning to take courses at other institutions should secure the approval of the chair of the appropriate department **in advance** to ensure that these courses will be acceptable to MUW. Transcripts of credits from summer sessions must be filed with the registrar before August 30 for proper evaluation. Students are responsible for requesting these transcripts and for paying all charges assessed for them.

Second Degrees:

A student may earn a second degree at MUW by completing at least 30 hours in residence after completion of the first degree and by satisfying all requirements for the second degree and the core curriculum (PS #1508).

Professional Semester:

This is the teacher internship semester. Candidates should be enrolled in ED 452 Educational Measurement **AND** the appropriate teacher internship course (9 semester hours). The program of the Professional Semester will be followed without deviation. No other coursework may be taken during the Professional Semester, except with special approval by the Admissions/ Appeals Committee for Teacher Education. Because teacher interning is a full-time on-the-job experience and requires much planning and preparation beyond the 40-hour work week, teacher interns are discouraged from outside employment while enrolled in the internship. Although it is not essential that all core/concentration coursework is completed prior to the Professional Semester, all professional education and endorsement area courses must be completed with a "C" or above. Elementary majors must earn a "C" or better in concentration courses that will be used for licensure. Elementary majors should review page 26 of this Handbook for additional requirements.

APPEALS/REQUESTS FOR EXCEPTION TO STATED POLICY

A route of appeal exists for a teacher candidate who:

A.)   Questions a decision affecting status in teacher education program or teacher internship, OR

B.)   Requests special consideration beyond stated policies (e.g. applying for admission to teacher internship after the announced deadline).

All appeals must be filed within 30 days after the decision under question has been made. The teacher candidate will file a written request through the Office of Field Experiences, stating the request and the rationale, and providing related supportive data as needed. At the earliest appropriate time, a meeting of the Admissions/Appeals Committee for Teacher Education will consider the students petition. The teacher candidate will be notified in writing of the decision.

Note: Appeals to request an exception to admission to teacher education or teacher internship due to a deficiency in the required GPA will not be granted.

Appeals to request completion of other coursework during the Teacher Internship may only be submitted with the signed recommendation of the candidate's academic advisor.

BACKGROUND CHECK POLICY FOR CLINICAL EXPERIENCES

Candidates who are enrolled in a teacher education program at Mississippi University for Women are required to submit a criminal background check prior to participating in any off-campus clinical assignments such as observations, methods, or practicum in Pre-K-12 schools. The background check must be completed with Verified Credentials, Inc. vendor using code: WXCYJ-92947. Background checks from other companies or for other employment are not acceptable to meet this requirement. Background checks should be completed prior to or during the first two weeks of ED 302 to ensure that background check results are able to be reviewed prior to placement in a clinical experience. No clinical placements will be assigned prior to the university receiving the background check results.

Candidates who cannot successfully complete a background check may not be eligible to continue in the course or education degree program. Please refer to the Mississippi Department of Education Office of Educator Licensure guidelines [Mississippi Code 37-3-2(11) (g)-(h)]. MUW reserves the right to disclose the results of a candidate's criminal background check report to officials of a potential placement center at the discretion of MUW or upon request from the placement school.

The background check is valid as long as the candidate is continuously enrolled in the program. Failure to remain continuously reenrolled may result in the need for a new background check prior to be assigned for clinical placement.

If a candidate is involved in an incident potentially affecting the background check between the time of completion of the background check and the beginning of the clinical experience or during the time of participation in a clinical experience, it is their responsibility to disclose the incident to the Office of Field Experiences. Failure to disclose the information could result in the candidate being dismissed from the teacher education program.

Existence of a flagged background check does not automatically disqualify an individual from admission. A flagged background check will be reviewed and candidates may be required to meet with the Admission/Appeals Committee for Teacher Education to explain the nature of the offense and/or to determined eligibility for admission to the program. Mississippi University for Women is not responsible for candidates admitted to the program with a flagged background check who are later denied licensure by the State of Mississippi or any other state.

If a candidate is dismissed, the candidate is not entitled to any tuition refund. The following will result in immediate dismissal from the education program:

- Refusal to complete a background check,
- A conviction for sexual misconduct,
- A conviction of drug/narcotic use,
- A conviction of a violent act,

- A conviction of an act against a child, and/or

- A violation or conviction that is contrary to the Mississippi Educator Code of Ethics and Standards of Conduct, Code 1717.

All appeals to the decision of the Admissions/Appeals Committee for Teacher Education must follow the Appeals Process for the Mississippi University for Women's Educator Preparation Program (EPP) and the Appeals Process for the University available in the current Teacher Education Handbook and the current University Bulletin.

DESCRIPTION OF CLINICAL EXPERIENCES

Clinical experiences are planned so that the knowledge, theories, and practices taught in the teacher education courses are applied in meaningful ways throughout the program. The sequencing moves the teacher candidate from identifying the decisions teachers make to making planning, instructional, and management decisions themselves. All clinical experiences are in schools in which teacher candidates have the opportunity to work with diverse populations.

LEVEL	DESCRIPTION
LEVEL 1:	This experience occurs during the introductory coursework of the program. Placement assignments are made by the Director of Field Experiences in cooperation with the school district central office liaisons and administrators. The Level I experience emphasizes instructional planning that is sensitive to student differences and thus involves a variety of teaching methodologies and modes of student assessment. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor.
LEVEL 2:	This clinical experience occurs in the special methods classes. Teacher candidates enrolled in special methods courses teach lessons in the aligned clinical placements. Clinical hours vary depending on the major/course. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor.
LEVEL 3:	This clinical experience occurs in the advanced methods classes. Teacher candidates enrolled in advanced methods courses teach lessons in the assigned clinical placements. Clinical hours vary depending on the major/course. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor. This is the Methods Block for Elementary Education majors.
LEVEL 4:	The teaching internship comprises Level IV of the clinical experience sequence. Typically, MUW places teacher interns in two settings: one for Phase I (approximately seven weeks) and another for Phase II (approximately seven weeks). Generally, elementary majors have one placement in lower elementary grades and one in upper elementary or middle school grades. Secondary majors have one placement in a middle school or junior high school and one placement in a high school. Special subjects K-12 majors have one placement in an elementary school and one in a middle/high school. Assignments are made by the Director of Field Experiences in cooperation with school district central office liaisons and administrators. The mentor teacher and university supervisor work together to ensure a positive learning experiences for the teacher intern and to provide mid-term and final assessments of teaching performance. The teacher intern should be observed a minimum of eight times during the professional semester. During the internship, the teacher intern also participates in three seminars (in person or via Zoom).

CLINICAL EXPERIENCE ASSIGNMENTS:

Levels I, II, and III clinical experiences assignments are made in collaboration with MUW partner schools that are located near or within the Golden Triangle Regional area or at the Wesson Attendance Center in Wesson, Mississippi. Assignments beyond this range of the MUW campus (or with schools other than partner schools) must be arranged with the Office of Field Experiences. Most clinical experience courses are placed exclusively at certain school centers according to partnership agreements and/or availability of the school center curricula/programming aligned with a particular clinical experience course. Teacher candidates should complete the required hours gradually across the semester.

CHANGING A MAJOR AFTER PLACEMENT APPROVAL:
For Teacher Candidates who change their academic major after a placement has been approved, the Office of Field Experiences may or may not be able to accommodate a change of placement to a subject area associated with a new major.

INTERNSHIP PLACEMENTS:
Internship assignments will be made collaboratively with MUW partner schools that are located within an approximate 40 to 50-mile radius of the Mississippi University for Women. Assignments beyond this range of the MUW campus must be arranged with the Office of Field Experiences.

As part of the EPP Quality Assurance system, all teacher candidates are evaluated using four (4) key assessments, including the following Mississippi state-developed common instruments, which may be found on the School of Education's website under the "Program Planning" tab near the top of the page, on the "MS Common Instruments" page.

RECOGNIZING AND REPORTING CHILD ABUSE:
Any person who knows or has reason to suspect abuse or neglect of a child by a parent, legal custodian, caregiver, or other person(s) responsible for the child's care, is required by law to make a report to the Mississippi Department of Child Protection Services. See Section 43-21-105 and Section 43-21-353 of the Mississippi Code for more information.

Teacher interns must first notify the school building administrator and then notify the Director of Field Experiences prior to making an official report of suspected abuse or neglect.

https://www.mdcps.ms.gov/programs/reporting-child-abuse-and-neglect

The Dean of the School of Education is a mandatory reporter and will notify the Mississippi Department of Education of teacher intern reports of suspected abuse or neglect.

SUMMARY OF CLINICAL EXPERIENCE COURSES

Course Number and Title	Brief Description
BSB 313 Materials and Methods in Science (Biology)	Minimum 10 hours in a secondary classroom Direct teaching, tutoring, assisting with projects Teach one lesson
ED 302 The Art and Science of Teaching	Minimum 10 hours in a K-12 classroom Direct teaching, tutoring, assisting with projects Teach one lesson
ED 304 Principles of Early Childhood Education	Minimum 5 hours in assigned preschool center Create bulletin boards, read to children, design activities; interact to observe stages of development
ED 306 Introduction to Exceptional Children	Minimum 10 hours in a K-12 classroom Observe and assist Assess/teach/tutor students with exceptionalities
ED 361/362 Early Literacy I and II	Minimum 10 hours in K-6 classroom Observe and assist Emergent reader assessment/plan reading lesson
ED 365 Content Area Reading	Minimum 10 hours in a middle school classroom Observe and assist/teach and tutor Teach content area literacy lesson whole/small gr.
EN 410 Materials and Methods in Secondary English	Minimum 22 hours in a secondary classroom Observe/assist/teach/tutor Direct teaching of one lesson
FL 410 Materials and Methods of Secondary Foreign Language	Minimum 22 hours in a secondary classroom Observe/assist/teach/tutor Direct teaching of one lesson
FPA 399 Fine and Performing Arts: Teaching Methods	Minimum 10 hours in a K-12 classroom Observe/assist/teach/tutor
HIS 410 Materials and Methods of Secondary Social Studies	Minimum 10 hours in a secondary classroom Observe/assist/teach/tutor Direct teaching of one lesson
MA 319 Materials and Methods in the Teaching of Secondary Mathematics	Observe and assist Minimum 10 hours of teaching lessons after observing
MUS 320 Music Education Materials and Methods	Minimum 10 hours in a K-12 classroom Observe and assist Plan and teach lessons
MUS 325 Secondary Music Methods	Minimum 10 hours in a secondary classroom Observe/assist Plan and teach lessons
PS 313 Materials and Methods in Science (Physical)	Minimum 10 hours in a secondary classroom Observe, assist, plan and teach lessons
TH 207 Materials and Methods in Creative Dramatics	Minimum 10 hours in a K-12 classroom Observe, assist, plan and teach lessons
ED 311 Elementary Residency I	Minimum 40 hours in a K-6 classroom Observe and assist Teach lessons/unit to whole or small group
ED 367 Elementary Residency II	Minimum 40 hours in a K-6 classroom Observe and assist Teach lessons/unit to whole or small group
ED 435 Elementary Residency III	Minimum 80 hours in a K-6 classroom for a 5-week period Observe and assist Teach lessons/unit to whole or small group

ATTRIBUTES REPRESENTING PROFESSIONAL DISPOSITIONS

Qualities Important to Future Teachers and Educational Professionals

Personal qualities important to the teaching/education profession

- Possesses integrity
- Is highly motivated
- Displays perseverance
- Exhibits self-control
- Is punctual and reliable
- Presents a professional appearance and demeanor
- Accepts responsibility
- Evidences high academic achievement
- Takes initiative
- Shows maturity of judgment
- Demonstrates warmth and advocacy for children

Qualities important to collaboration

- Establishes rapport with others
- Works well with others
- Communicates respectfully
- Values teamwork
- Demonstrates a commitment to achieving team goals
- Assumes appropriate roles in the collaborative process
- Demonstrates effective communication skills
- Demonstrates a respectful appreciation for diverse perspectives
- Seeks to develop and maintain professional workplace relationships

Commitment to professional growth

- Responds appropriately to supervision
- Accepts constructive criticism and suggestions
- Uses suggestions to improve skills and understanding
- Strives to achieve competency
- Maintains integrity
- Reflects on/evaluates strengths and areas for improvement
- Displays interest and curiosity in the learning process
- Values life-long learning
- Is a self-directed learner

Commitment to diversity and social justice

- Demonstrates cultural respect and understanding
- Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals
- Treats all people equally
- Believes in equal educational/vocational opportunity
- Advocates for appropriate expectations for *all* students

Commitment to ethical practices

- Maintains confidentiality
- Is honest and trustworthy
- Uses sound, informed judgment
- Displays ethical behavior
- Abides by ethical responsibilities
- Abides by legal mandates

REMOVAL FROM A LEVEL I, LEVEL II, OR LEVEL III CLINICAL EXPERIENCE

Administrative Removal

Teacher Interns removed from internship for cause will be administratively removed from the professional semester. The professional semester includes internship and ED 452 Educational Measurement. If a student is removed after the university's designated drop date, then the student must withdraw from internship. Since this action is an administrative removal, the grades recorded for student teaching and educational measurement will be a "W."

Note: Teacher Interns may lose all or part of tuition paid for the semester.

Lack of Ability in Teaching Performance or Professional Dispositions Termination

Although rare, sometimes a student's lack of progress in assuming classroom responsibilities may cause school officials and/or university officials (professor, Director of Field Experiences, Education Department Chair, and/or Dean of School of Education) to seek termination of the clinical placement. If a cooperating teacher or principal believes a clinical experience student is not performing appropriately (including but not limited to: poor planning and instruction, lack of professional dispositions, and/or violation of the Mississippi Educator Code of Ethics and Standards of Conduct or the Mississippi University for Women Code of Conduct) in the assignment, the cooperating teacher and/or principal must discuss the problems with the university officials and the clinical experience student. If the university officials believe a clinical experience student is not performing appropriately in the assignment, the university officials must discuss the situation with the cooperating teacher, principal, and student. After the discussion (regardless of whether the public-school personnel or the university personnel initiated the concern for lack of performance), the university officials, cooperating teacher, and clinical experience student will collaboratively write an improvement plan.

The improvement plan will be signed by the clinical experience student to confirm agreement to work toward meeting the goals of the improvement plan. If the clinical experience student refuses to sign the plan, then a statement will be written on the plan indicating that that clinical experience student refused to sign the plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Office of Field Experiences for review and placement in the clinical experience student's file. If the clinical experience student shows continuous improvement, the clinical experience student will continue with the experiences at the assigned site with careful supervision.

If the cooperating teacher, principal, or university personnel continue to see no improvement in the clinical experience student's performance within five (5) school days of the date of the submission of the improvement plan, a decision for termination may be made. A termination conference with university officials and the cooperating teacher will take place. A letter of termination of the clinical experience will be submitted to the student within three (3) school days of the conference with the university officials and cooperating teacher.

The letter of termination shall include the date of termination and goals of the improvement plan that

were not met.

The improvement plan may include not only teaching performance indicators but also professional dispositions. Professional behaviors that should be demonstrated include but are not limited to collaboration, reflection, integrity, learning initiative, responsibility, respect, diversity and professionalism broadly defined.

Please see the next page for a list of dispositions that outlines qualities expected of future teachers and educational professionals.

NOTE: Please do not view this list as exhaustive but as a guide for professional behavior expected of _all_ educational professionals to adopt personally and to model for the benefit of others.

Immediate Termination

An education major student may be terminated immediately from a placement and/or teacher education program if continuing the placement compromises the safety of the students or of violation of the Mississippi Educator Code of Ethics and Standards of Conductor or the Mississippi University for Women Code of Conduct (reference current MUW Undergraduate Bulletin) is found to be evident. Decisions for immediate termination should represent a consensus among the school of placement administration and university administration.

School personnel who believe their students are unsafe if a placement continues should contact the appropriate university officials. Professors or other appropriate university personnel who believe the students are unsafe should contact the Director of Field Experiences. The Director of Field Experiences will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Director of Field Experiences will convene a committee consisting of him/herself, relevant placement school personnel (if appropriate), university personnel, and the clinical experience student to review the documentation of evidence and a decision for termination or no termination will be made. The letter of decision of termination or no termination will be sent to the student within three (3) school days of the committee hearing.

Appeals Procedure for the Teacher Intern

If it is determined that a Teacher Intern needs to be removed from a clinical placement, the Teacher Intern has the right to appeal that decision. The Teacher Intern must initiate the appeals process by submitting a written request to the Director of Field Experiences within three (3) days after being removed.

Action by the Teacher Intern: A Teacher Intern appealing for readmission into the teaching internship will submit a typed letter to the Director of Field Experiences requesting a meeting with the Admissions/Appeals to Teacher Education Committee. In the written letter, the Teacher Intern will justify his/her request and steps that have been taken to rectify the situation. Reasons for

appeal may include, but are not limited to, the following situation:

Readmission into the Teaching Internship—include in the documentation why he/she should be allowed re-enroll and provide information about additional experiences that have been undertaken to help him/her remedy problems identified during the first teaching internship.

The letter will be forwarded to the Director of Field Experiences, who will then convene the Admissions/Appeals Committee for Teacher Education. The Director will send a letter to the Teacher Intern indicating the time and place of the meeting requesting that the candidate be prepared to explain the situation and provide documentation to verify remediation, and to answer questions by the committee members.

Action of the Admissions/Appeals Committee for Teacher Education: The committee can either accept or deny the Teacher Intern's appeal request. The Teacher Intern will be notified within five (5) school days of the committee's decision.

NOTE: If the committee accepts the Teacher Intern's appeal and permits the student to re-enter Teacher Internship, the student will intern the next semester (not the semester in which the removal occurred.)

SECONDARY/K-12 MAJORS EXPERIENCES WITH CHILDREN OR YOUTH DOCUMENTATION PROCEDURES

MUW requires documentation of a minimum of 75 clock hours of experience with children or youth prior to admission to teacher internship. The purpose of this requirement is to provide teacher candidates familiarity with students and with the role of an instructional leader. The MUW Department of Education and other academic departments that offer academic programming in teacher education preparation provide clinical experiences as part of education courses and may allow additional hours accumulated through approved experiences. Submit proper documentation to the Teaching Internship Application in Taskstream.

Appropriate Experiences

A variety of possibilities exist, with the key being whether the individual is in an educational and instructional role, e.g. teaching swimming lessons as opposed to life guarding; serving as a scout leader, not being a scout; teaching a Sunday School class, not keeping the nursery. Possible instructional roles include, but are not limited to:

- Jumpstart Participant
- Summer Camp Leader
- City Recreational Sports Coach
- Head Start Worker
- Private Tutor
- Extra Hours in a Methods Course Field Experience
- MUW CPDC Volunteer
- MUW Math/Writing Lab Tutor
- Substitute Teacher
- Vacation Bible School Teacher/Sunday School Teacher
- Youth Organization Leader/Volunteer Assistant Teacher
- 4-H Volunteer/Leader

Age Requirements

Experience should be with a school age population (minimum of 3 years of age), or in an educational setting approved by the Director of Field Experiences.

Payment for Services

The required experience with children and youth may be either paid or unpaid.

Time Line

Credit for past experience can date back no further than the senior year of high school. In the case of non- traditional students, more recent experiences are preferred, but hours can be counted as far back as necessary, but only IF they can be documented.

Documentation

Each experience must be documented with a letter of verification on official letterhead stationery, signed by the person who provided the supervision. Letters should be uploaded when applying for Teacher Internship.

LICENSURE EXAMS

The information below is in regard to the licensure exams required by the Mississippi Department of Education for educator licensure. Different exams are required throughout the program to continue progressing through to graduation. Additional admission requirements are established for continuous progression in the program. Please refer to the Student Record of Progression through the Undergraduate Education Program. All exam admission/licensure exam scores must be no more than 5 years old at the time of admission to teacher education.

*NOTE: You will not be recommended for license upon graduation if you have not met the testing requirements.

Exams Required for Admission to Teacher Education
Basic Skills Assessment: Passing ACT scores or passing Praxis CORE should be attempted/submitted during the semester of enrollment in **ED 302.** It is suggested that teacher candidates make <u>the attempt</u> to pass ACT or Praxis Core before taking additional education courses. ***Passing scores are required prior to admission to teacher education.*** *Praxis CORE* Please access the latest test and required scores from your academic advisor, or the Mississippi Department of Education Office of Educator Licensure. ***OR*** *ACT/Residual ACT* At the time of admission to MUW, a teacher candidate with an ACT composite score of 21 or an SAT equivalent can use those scores toward Mississippi licensure. Teacher candidates may retake the ACT through MUW's Residual ACT program. Residual scores may only be used for degree programs at MUW. For more information, go to MUW Testing Services in the MUW Student Success Center. **NOTE:** *Equivalent SAT scores are accepted to meet the basic skills requirement.* ***OR*** An overall MUW GPA of 3.0 or higher.
Exams Required for Admission to Teacher Education
Content Area and Professional Knowledge Assessment Praxis II: PLT and Subject Area Assessments The Principles of Learning and Teaching (PLT) is a test administered on the nation-wide test dates. Elementary Education students should take the K-6 exams. Secondary majors should take the 7-12 exam. Special subject (K-12) majors make take any of the three PLT exams. The Subject Area Assessments are taken in the area of one's license endorsement. Teacher candidates must take and pass <u>both</u> the PLT and Subject Area tests for his/her major area. Praxis II (PLT and Subject Area) should be taken at least **one semester prior** to the Professional Semester in the senior year. Although it is not required to graduate, the Mississippi Department of Education requires that you pass both the PLT and Subject Areas before a license can be issued. **Taking the Exams and Submission of Scores to MUW** Teacher candidates **must request** that all admission/licensure scores be sent to Mississippi University for Women. Educational Testing Service does not do so automatically. **Omitting this request on an application will result in an extra fee when scores have to be requested later.** The student's copy is so designated and, just as with transcripts, can not serve as an "official" copy. **The ETS recipient code for MUW is 1481.**
Elementary Education Reading Assessment-Elementary Education Majors Only
Mississippi Foundations of Reading ***For elementary education majors only,*** the Mississippi Foundations of Reading exam should be taken during/after the completion of the reading block of courses. Please access the latest test information and required scores from the Mississippi Department of Education Office of Educator Licensure. Although it is not required to graduate, the Mississippi Department of Education requires that students pass both the PLT and the Praxis Subject Area Exam.

PRAXIS CORE, ACT, AND SAT REQUIREMENTS

EXAM	TEST CODE	MS QUALIFYING SCORE
Core Academic Skills for Educators: Reading	5713	156
AND		
Core Academic Skills for Educators: Writing	5723	162
AND		
Core Academic Skills for Educators: Mathematics (on screen four function calculator provided)	5733	130

OR

ACT COMPOSITE OR SAT EQUIVALENT				
ACT	SAT March 2016 and thereafter	SAT August 2015 to February 2016	SAT 1995 to August 2015	SAT Prior to 1995
21 Composite	1060 and above	990 and above	980 and above	870 and above

OR

MUW GPA of 3.0 or greater

Residual ACT at MUW

The Residual ACT is available to students who were unable to take the exam on the national test dates.

Cost: $55-No fee waivers available. Refunds will not be given. Students may reschedule.

Score Reports: The SCC does not provide score reports.

To receive your scores, call the Office of Admissions (662) 329-7106 after 1:00 PM on the Wednesday after your test. Contact the Student Success Center for more information: https://www.muw.edu/scc (662) 329-7138 or email ssc@muw.edu.

The scores from the Residual ACT are **only valid at Mississippi University for Women** and cannot be sent to another institution. Residual ACT assessments may only be taken **every 60 days**, regardless of location tested.   Access study resources for the ACT at the ACT website. https://www.act.org

ADMISSION TO THE UNDERGRADUATE TEACHER EDUCATION PROGRAM

To be admitted to the MUW teacher education program, students must meet all these requirements:

Completed background check through Verified Credentials with a clear background verification.

Completed *ED 200: Education as a Profession* with a grade of "C" or higher.

Completed *ED 302: Art and Science of Teaching* with a grade of "B" or higher.

Overall GPA of 2.75 or higher on a minimum of 44 credit hours of coursework—Please see the current Education Advising Handbook and consult with your academic advisor to address specific coursework that must be completed.

Composite score of 21 or higher on the ACT or passing Praxis Core scores (Reading 156, Writing 162, and Math 130) or a MUW transcribed GPA of 3.0 or higher overall GPA.

Notice Regarding Repeat Coursework

Beginning August 2020, each undergraduate education student may repeat an education course or core required course once. Students who do not achieve required minimum grades after two attempts, beginning August 2020, will not qualify to continue in the respective program(s) depending upon each program's minimum grade requirement. This restriction applies to all current and new undergraduate education students either in the Early Childhood Development Major, BS or the Elementary Education Major, BS.

PRAXIS II SUBJECT AREA ASSESSMENT REQUIREMENTS

Check http://www.ets.org/praxis/ms/requirements for the most up-to-date score requirement information.

Test Code		Passing Score
5235	Biology: Content Knowledge	150
5245	Chemistry: Content Knowledge	151
5017	Elementary Education: Curriculum, Instruction, and Assessment (K-6)	153
5038	English Language, Literature, and Composition	167
5161	Mathematics: Content Knowledge	152
5113	Music: Content Knowledge	161
5081	Social Studies: Content Knowledge	150
5195	Spanish	160
5331	Speech-Language Pathology	162

NOTE:

At this time, Theatre Education majors are not required to take a

Praxis II Subject Area Assessment.

MUW STUDENT EDUCATION ORGANIZATIONS

MUW Teacher Education teacher candidates are encouraged to participate in their professional organizations.

Contact the School of Education for advisor contact information. 662-329-7175

MPE   Mississippi Association of Professional Educators
Eligibility: Any Teacher Education major
               (Admission to Teacher Education is not a prerequisite)
Meetings: Monthly: Please see faculty advisor, Mrs. Rose Ford,
               for details.

KKI   Kappa Kappa Iota
Eligibility: Any Teacher Education major
               (Admission to Teacher Education is not a perquisite)
Meetings: Monthly: Please see faculty advisor(s), Mrs. Rose Ford or Mrs.
               Penny Mansell for details.

Teacher Education Honors and Awards for Students

Mississippi Association of Colleges of Teacher Education Outstanding Teacher Candidate Award

The Mississippi Association of Colleges of Teacher Education (MACTE) sponsors an annual award honoring outstanding teacher candidates. One undergraduate teacher candidate from each member institution is honored. This honor is awarded to one MUW teacher candidate each academic year and is based on the following criteria: GPA, outstanding teaching ability, outstanding character and interpersonal skills through performance on teacher candidate disposition assessments, and other contributions such as leadership and service while at the university. Outstanding area school administrators and teachers are also recognized during this event.

Outstanding Teacher Intern Award

The MUW Office of Field Experiences recognizes an outstanding teacher intern. This honor is award to a teacher intern during each fall and spring semester and is based on the following criteria: personal characteristics, professional characteristics, and skills in teaching methodology.

EPP Student Awards

The MUW EPP recognizes outstanding students in the following areas:
- Early Childhood Development Student
- Elementary Education Student
- Secondary Education Student
- Master of Arts in Teaching Student
- Master of Education in Education Student

   Typically, students are recognized during an EPP spring awards ceremony each year.

SCHOOL OF EDUCATION SERVICES

Education Interview Day

The opportunity to interview with school district representatives from the southeastern region of the United States is offered to teacher education students through a teacher recruitment day held each spring. All seniors are strongly encouraged to attend (provisions will be made for those who are currently interning.) The Career Services Office and the Office of Field Experiences will provide information regarding location, date, and time.

Placement & Follow-up

Graduates are assisted in securing positions by both the education faculty and Career Services. To facilitate this process, all graduates should register with Career Services to establish their placement and credentials files. In addition to its on-going interest in the placement and success of its graduates, the School formally conducts one year and three-year follow-up on teacher education graduates.

W-BEST

W-BEST (Beginning Educators Support and Training) is a program to provide coaching and support for new teachers. Graduates are encouraged to enroll in the program. Please contact the MUW Center for Education Support for more information.

MUW Center for Education Support

662-241-6386

Curriculum Samples and Children's Literature

A variety of curriculum materials and children's literature are available to all MUW students. Candidates may use books and other media and materials catalogued in the John C. Fant Memorial library.

UNDERGRADUATE TEACHER INTERNSHIP, ELEMENTARY & SECONDARY

This information is intended to serve as policy and guidance for teacher interns, mentor teachers, university supervisors, principals, superintendents, and others involved in the Mississippi University for Women teacher internship program. The reader will find an explanation of the philosophy as well as a description of the cooperative nature of the program. Procedures and responsibilities for each member of the teacher internship endeavor are included. Individuals responsible for guiding a teacher intern through the program should, along with the teacher interns, consider themselves members of a team with a common goal, the development of the best teachers possible.

The MUW *Teacher Education Handbook,* as currently published, describes as accurately as possible the policies, procedures, regulations, and requirements related to the teacher internship. The MUW Education Preparation Provider (EPP) reserves the right to adjust its policies at any time to promote the best interest of those involved in the program in compliance with state regulations regarding the teacher internship experience. Please also refer to additional information provided via Taskstream, Mentor Teacher Packet, University Supervisor Packet, and via official communication with university personnel.

For additional information about the MUW teacher internship program:
Department of Education Office of Field Experiences
Education and Human Sciences Building 520 11th Street South/PO Box W-1637
Columbus, Mississippi 39701
http://www.muw.edu/education
662-329-7175
662-241-7869

Many studies have shown, and educators agree, that the most important single aspect of a teacher education program is actual teaching experience. At MUW, the teacher internship is the major phase of developing a cumulative series of academic and professional courses and laboratory experiences designed to prepare the prospective teacher for full teaching responsibilities with competence and confidence.

The MUW faculty and staff believe that excellent teacher education results from broad cultural experiences, strong background in the teaching field, and practical professional preparation. To neglect any one of these would jeopardize the potential of success of the teacher intern. The professional experiences of the teacher intern at MUW begin during the sophomore year with the application for admission into teacher education. A process of screening and assessment is initiated which continues through application and acceptance into teacher internship. Finally, in post teaching seminars, teacher interns are given an opportunity to reflect upon and relate their experiences to the total program of teacher education.

At the school-based teaching center, each teacher intern observes, assists, and gradually assumes the professional activities of the cooperating mentor teacher. The activities of the interns

are closely supervised and evaluated by both the mentor teachers and university supervisors.

Catalog Description of Teacher Internship

Teacher internship is completed during the "professional semester" according to the schedule of the school to which each intern is assigned. To enroll in these courses, students must be officially admitted to Teacher Internship.

The internship provides actual teaching experience in a teacher internship center under the direction of qualified classroom teachers and university supervisors. Observation and other field experience precede actual classroom teaching. Individual conferences are held by both the mentor teacher and the university supervisor. The course is scheduled for five days each week during the professional semester. The last day of the professional semester is devoted to seminars led by the Director of Field Experiences for the purpose of identifying and reinforcing points where additional information and study are needed. Teacher interns will be on duty each day for the same hours required of their cooperating teacher(s). Teacher interns will normally follow the calendar of the school system in which the practice work is done.

The following courses qualify as internship courses in the undergraduate program:
> ED 404: Teacher Internship: Early Childhood (9 semester hours)
> ED 406: Teacher Internship: Grades K-6 (9 semester hours)
> ED 407: Teacher Internship: K-12 (9 semester hours)
> ED 409: Teacher Internship: Grades 7-12 (9 semester hours)

Goals of MUW Teacher Internship

To develop the knowledge, attitudes, and skills needed by today's teachers to function effectively in a changing and increasingly complicated society. If this goal is to be realized, student internship at MUW must include:

- Experiences which develop understanding beyond the verbalization and formal skills of the college classroom and which lead to action based upon creative thinking and the practical use of skills.
- Opportunities for teacher interns to explore their potential effectiveness in both formal and informal teaching-learning situations.
- Opportunities for teacher interns to explore theories of method and techniques, which have evolved from their formal coursework and other experiences, in actual classroom situations.

To obtain practical experience in performing the extra class functions normally expected of the classroom teacher, which should include:

- Participation in the "total" program of the cooperating school.
- Development of an understanding of the proper role of the teacher in the community.
- Experience in the role of the teacher as an agent of good public relations.

To begin developing the resourcefulness and maturity need to cope with the problems of guiding the total growth of children and youth.

To engage in teaching activities that will insure an adequate level of teaching knowledge and skills in area(s) of specialization. The knowledge and skills acquired will be evident in the teacher intern's ability to:

- Plan for teaching by establishing a sound plan of instruction based upon clearly stated behavioral objectives and by utilizing appropriate instructional aids.
- Give evidence of basic knowledge of the subject matter.
- Communicate subject matter and skills to students in Standard English.
- Motivate learners through enthusiasm and respect for students as individuals.
- Control their verbal behavior through use of questioning and listening skills as well as involving students in appropriate interaction.
- Diagnose student needs in content and affective areas.
- Manage classrooms effectively, both student behavior and physical environment.
- Evaluate student achievement, using a variety of valid and reliable techniques, and utilize evaluation results for instructional purposes.
- Display positive interpersonal skills with students and other staff members.
- Exhibit acceptable personal qualities, such as but not limited to - dress and grooming, voice quality, communication, punctuality, sense of humor, and other socially acceptable and dispositional attributes.

ADMISSION TO TEACHER INTERNSHIP

Following admission to Teacher Education, a candidate must complete a minimum of one semester of coursework before being admitted to Teacher Internship. Materials for application to internship will be distributed by the candidate's advisor the semester prior to Internship.

Date of Admission to Teacher Internship: _____

Teacher Internship Admissions Checklist	Date Completed
Admission to Teacher Education *(At least one semester prior to filing application for TI)*	
Completion of 84 Semester Hours *(Must include all required professional education courses)*	
Application for Teacher Internship (semester prior to TI)	
Ethics Statement and Insurance Verification/Release of Liability	
Overall Minimum GPA of 2.75	
MUW Minimum GPA of 2.75	
75 Hours of Working with Children Documentation (Secondary and K-12 only)	
Mississippi Teacher Intern 101 License Issued	
Verification of Lawful Presence (MDE)	

Minimum Grade of "C" in the following courses:

English Comp I	English Comp II	Speech 101	Math 113 (or higher)	All Professional ED Courses	All Endorsement Area Courses

Elementary Majors ONLY:

Math 111	Math 112

Praxis II Tested Areas	Required	Your Score	Date Taken
PLT	K-6 (5622)-160 5-9 (5623)-160		
Subject Area Assessment			

NOTE: If a student receives a D or F in an endorsement area course or professional education course and retakes the course to earn a C or above, only the second grade is used for determining endorsement area or professional area GPA

Conditional Admission to Teacher Internship: Students who have not met all of the above teacher internship admission requirements at the start of the professional semester, _**may be**_ considered for a conditional admission. A request for a conditional admit must be submitted to the Admissions/Appeals Committee for Teacher Education.

Internship Terminology

The **Professional Semester** is the teacher internship semester.

The **Cooperating School** (or Teacher Intern Center) is a public school (or pre-approved, accredited private school) which provides laboratory experiences for prospective teachers.

The **Teacher Intern** (TI) is a college student enrolled in the professional semester.

A **Mentor Teacher** (MT) is a faculty member of a cooperating school who is engaged in the supervision of a Teacher Intern in the classroom or extra class activities.

A **University Supervisor** (US) is a member of the university faculty or adjunct faculty who, in addition to teaching duties, is responsible for supervising teacher interns. Responsibilities include visiting the teacher interns, holding conferences with them and their mentor teachers, evaluating the progress of teacher interns, and participating in student teaching seminars.

The **Director of Field Experiences** is a university faculty member who has been assigned the following responsibilities: working with the administrators of cooperating schools in making assignments, supplying necessary forms and reports, filing the final evaluations, maintaining active files for five years on each teacher intern, and maintaining a good working relationship within the cooperating schools. Any problem involving a teacher intern or interpersonal relationships within a center should be called to the director's attention immediately.

The **Education Department Chair** works closely with the Director of Field Experiences and has supervisory responsibilities to ensure a functioning, effective teacher education program.

The **Dean of the School of Education** works closely with the Education Department Chair and the Director of Field Experiences, has supervisory responsibilities for all functions within the School of Education, coordination with MUW colleges offering programs that are a part of the institution's teacher education program, and coordination with partnership schools and programs working with the institution's teacher education program.

Phase I Teacher Internship refers to the first half of the teacher internship experiences and lasts approximately seven (7) weeks.

Phase II Teacher Internship refers to the second half (approximately 7 weeks) of the teacher internship experiences and involves placement in a different grade level or subject area from the Phase I placement.

Watermark™ refers to a web-based data management system the university uses to collect individual assessment information for all teacher candidates. All assessment data for teacher interns will be submitted via Watermark by the mentor teacher, university supervisor, and teacher intern.

Teacher Intern Assessment Instrument (TIAI) To receive a passing grade in teacher internship, students must demonstrate each competency on the Teacher Intern Assessment Instrument. The teacher intern is evaluated by and receives feedback from the university supervisor and mentor teachers. It is unlikely that a teacher intern will demonstrate all indicators in one visit by a university supervisor, therefore additional visits will be used to validate the remaining indicators. The mentor teachers will also assess the teacher intern's performance using the TIAI.

A **Teacher Professional Disposition** is the tendency to act in a certain manner aligned with the field of professional education. The dispositions listed are aligned with the Mississippi Educator Code of Ethics and Standards of Conduct Code 1717 (https://mde.k12.ms.us/SBE_policymanual/1717.htm). The purpose of the Professional Disposition evaluation is to ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator's performance (attitude and behavior). Items rated at the "Meets Standard" level (a rubric score of two) or "Exceeds Standard" (a rubric score of three) represents successful teaching practice by the candidate. Rubric scores of one ("Needs Improvement") or zero ("Unacceptable") are viewed as areas in need of improvement, and the candidate will meet with the cooperating teacher and university supervisor for guidance and suggestions for greater success.

TEACHING INTERNSHIP PLACEMENTS

Selection of Teacher Internship Centers

The teacher internship is completed in the schools surrounding Mississippi University for Women. The schools selected as teacher internship centers are chosen because of the belief that they provide a desirable environment for the important final phase in the preparation of prospective teachers. Factors considered in their selection are as follows: The quality of the administrative and supervisory leadership, the adequacy of the school facilities and equipment, the proximity to the university for supervisor travel, the availability of qualified teachers in the areas of students' specialization, and the need to honor varying requested made by the participating schools or school systems. Every effort is also made to honor the preferences and special needs of teacher interns within these constraints.

Placement of Teacher Interns

Mississippi University for Women establishes placement for teacher interns in two settings: one for Phase I and one for Phase II, as follows:

Elementary	One placement in lower elementary (K-3)
	One placement in upper elementary or middle school (4-6)
Secondary (7-12)	One placement in middle school or junior high
	One placement in high school
Special Subjects (K-12)	One placement in elementary
	One placement in secondary

Every effort is made to honor the preference and special needs of teacher interns regarding placement, but that is only part of the process. The Director of Field Experiences prepares a master request list within restrictions that include but are not limited to available qualified mentor teachers, and teaching schedules, and travel time of university supervisors. A list of requests for assignments is electronically requested of the superintendents of the respective school systems. Superintendents consult the principals of the centers and approve the list as submitted or approving pending suggested assignment adjustments. Approvals are returned to the Director of Field Experiences.

Assignments will be made with MUW partner schools that are located within an approximate 50-mile radius of the Mississippi University for Women. Assignments beyond this range of the MUW campus will only be made in extenuating situations.

> **Once an assignment is confirmed by a school district, teacher interns should respect that assignment as a teaching contract.**

SELECTION OF MENTOR TEACHERS

Mentor Teachers

Mentor teachers are selected from among qualified teachers in the cooperating schools upon the recommendation of their superintendents and principals. Mentor teachers must have an educationally equivalent background beyond the minimum required by law from their positions and must have demonstrated during several years of teaching that they are master teachers in their systems. More specifically, they must have at least three years of teaching experience in the area of assignment, complete the online TIAI evaluation training, and have a *genuine* desire to work with Teacher Interns. A master's degree is preferred.

University Supervisor Assignments

The unit's teacher education faculty and adjunct faculty serve as university supervisors for clinical experiences. The Director of Field Experiences collaborates with the Education Department Chair to establish university supervisor assignments. Secondary and K-12 teacher interns are supervised by the teacher educators from the corresponding content areas. To the extent possible, assignments are made to ensure the best possible match between the university supervisor and the teacher intern.

To ensure an equitable, high-quality experience is provided to clinical experience students, the university supervisors work very closely and collaboratively with the mentor teachers. For the teacher internship, university supervisors conduct a "meet and greet" orientation in addition to three additional visits per phase (a minimum of eight visits) to conduct informal and formal evaluations of the intern and conference with the mentor teacher. University supervisors make themselves available via email, Watermark, CANVAS course sites, Zoom, video conference, and phone for additional conferencing as needed.

RESPONSIBILITIES OF MEMBERS OF THE TEACHER INTERNSHIP TEAM
TEACHER INTERN RESPONSIBILITIES

Responsibilities to the internship placement school	a.) Obtain a school handbook, seating charts, schedules, textbooks, etc. during the first visit to the school. b.) Obtain an interest inventory and learning styles inventory at the beginning of each phase (prior to teaching). These may be used to demonstrate justification for selected planning and instruction. c.) Submit all lesson plans to the mentor teacher and/or university supervisor (as directed) for evaluation and approval prior to teaching. d.) Consider all assigned school duties as professional responsibilities and make them a priority. e.) Exemplify the attitudes and actions of a professional educator rather than those of a student. f.) Adhere to the school's and profession's rules, policies, and standards of behavior. g.) Cooperate at all times with students, teachers, and administrators h.) Avoid unfavorable criticism of the school, the cooperating mentor teacher, and the community. i.) Safeguard all personal and confidential information and use it for professional purposes only. j.) Dress appropriately and in keeping with school district, professional, and university policy/standards. The faculty dress code of the school and district must be followed. It is recommended that teacher interns follow "one level above" what is required in the faculty dress code. k.) Take an active part in the extracurricular activities of the school. Volunteer when necessary. l.) Engage in open dialogue with the mentor teacher to discuss areas of strength and weakness. Endeavour to address weak areas in a meaningful way. m.) Return all school materials, textbooks, resource materials, and student records at the end of each phase.

SUGGESTED TEACHING SCHEDULE

*Gradually, assume responsibility for teaching according to the **suggested schedule** below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the teacher intern and does not mean that the mentor teacher is removed from any oversight or teaching responsibilities. This is a suggested guideline and will vary according to the setting.*

WEEK 1	♦ Orientation to school/classroom; observing, assisting, and interacting with students ♦ University Supervisor may conduct a "meet and greet" visit
WEEK 2	♦ Primary responsibility for one class in secondary school subject, or one block of time, subject, or activity in the elementary grades.
WEEK 3	♦ Teaching equivalent of two or three class periods each day ♦ University Supervisor may conduct an informal evaluation
WEEK 4	♦ Approximately half-time teaching
WEEK 5 & 6	♦ Full time teaching ♦ University Supervisor may conduct two TIAI formal evaluations
WEEK 7	♦ Transition of teaching back to cooperating mentor teacher
Responsibilities to the university	a.) The approved lesson plans and schedule of planned teaching and observation activities and internship course assignments should be made available to the university supervisor as directed. Submit other internship assignments as directed, including a self-evaluation using the TIAI via Watermark. Maintain ongoing communication wit the university supervisor. b.) Develop and display instruction media (i.e. bulletin board, etc.) individual supervisors will make specifications known. c.) Attend all seminars and other functions assigned by university personnel. Failure to attend the final seminar will result in an incomplete grade, which must be cleared in accordance with university policy. d.) Complete a minimum of 2 alternate observations per phase and submit this and other assignments as directed for the ED 452 course. e.) Complete *Time Summary Record* each week and submit a final tallied report at the last of the semester. f.) Follow the absence policy in this handbook for all anticipated and unanticipated absences.

MENTOR TEACHER RESPONSIBILITIES

Responsibilities to the internship placement school	a.) Please prepare the classroom students for the teacher intern. **Emphasis should be placed on the teacher intern as a "teacher" rather than as an "intern."** b.) Please collect a set of textbooks/resources for the teacher intern and provide helpful materials such as a daily schedule, class rolls, discipline plan, medical information, school handbook, and curriculum or guides c.) Please provide a work and study area (desk or table) in the classroom for the teacher intern. d.) Please orient the teacher intern to the school through a tour of the building, introduction to the principal and other school personnel, and arrange a time to visit and observe throughout the school. e.) Please orient the teacher intern to the classroom physical environment: ventilation, temperature control, lighting, seating arrangements, bulletin boards, chalkboards, interactive white boards, housekeeping tasks, available supplies, instructional equipment, and technology. f.) Please explain record-keeping and evaluation methods, cumulative folders, and other record-keeping tasks. g.) Please inform the teacher intern about matters of school policy, management, fire drills, and discipline polices. h.) Please include the teacher intern in attendance of all faculty and professional meetings, parent conferences, and other activities/duties expected of teachers. **Teacher interns may not serve as a duty post without the mentor teacher or other faculty present.** i.) Please guide the teacher intern in lesson planning and evaluate them in time to allow for revisions. Set clear deadlines for submissions to allow time for appropriate and adequate review. j.) **Please engage in daily feedback and a coaching conference with the teacher intern at least once a week. Discuss your evaluation of the intern's teaching content knowledge, teaching skills, and professional dispositions.** k.) Please assist the teacher intern in scheduling a minimum of 2 alternate observations in other classrooms. l.) Please remain in the classroom as much as possible during the first 4 or 5 weeks, and help the teacher intern analyze each lesson taught, determining strengths and weaknesses. Encourage the teacher intern to try his/her own ideas.

SUGGESTED TEACHING SCHEDULE

*Gradually, assume responsibility for teaching according to the **suggested schedule** below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the teacher intern and does not mean that the mentor teacher is removed from any oversight or teaching responsibilities. This is a suggested guideline and will vary according to the setting.*

WEEK 1	♦ Orientation to school/classroom; observing, assisting, and interacting with students ♦ University Supervisor may conduct a "meet and greet" visit
WEEK 2	♦ Primary responsibility for one class in secondary school subject, or one block of time, subject, or activity in the elementary grades.
WEEK 3	♦ Teaching equivalent of two or three class periods each day ♦ University Supervisor may conduct an informal evaluation
WEEK 4	♦ Approximately half-time teaching
WEEK 5 & 6	♦ Full time teaching ♦ University Supervisor may conduct two TIAI formal evaluations
WEEK 7	♦ Transition of teaching back to cooperating mentor teacher
Responsibilities to the university	a.) Please review and approve the intern's lesson plans with enough time for he/she to make revisions. b.) Please submit a weekly report form directly in Watermark. c.) Please contact the University Supervisor or Director of Field Experiences IMMEDIATELY when serious problems occur or patterns of undesirable behavior develop. d.) Please submit all mentor teacher date forms to the Office of Field Experiences. e.) Please evaluate the teacher intern via Watermark by the deadline provided. A coaching conference with the teacher intern should follow. This includes the final TIAI and Dispositions evaluation. f.) Please complete the online TIAI training provided by the deadline provided. *Required for CEU Compensation.* g.) Please encourage the teacher intern to maintain a positive attitude about the teaching profession.

Responsibilities to the intern	a.) Please prepare the mentor teacher for the teacher internship and share information furnished by the university. b.) Please welcome the teacher intern to the school. Many principals plan an orientation to the school building, school policies, community background, etc. early in the experience. c.) **Please introduce the teacher intern at the faculty meeting** to foster the feeling of being part of the school. d.) Please check periodically with the mentor teacher and/or the university supervisor to assess the experience. e.) Please ensure that the teacher intern has a complete as possible picture of "what teaching is," while providing a secure environment in which to integrate previous learning into personal teaching style. f.) Please ensure that the teacher intern is not serving as a substitute teacher in other classrooms/ g.) Please ensure that the teacher intern is assigned a substitute teacher or other school faculty/staff when his/her mentor teacher is absent from school h.) Please ensure that the teacher intern is accompanied by school/district faculty when serving at a duty post. i.) Please include the teacher intern in professional development or other professional meetings, when possible. j.) Please ensure that the teacher intern does not administer and does not serve as a witness for corporal punishment.
Responsibilities to the university	a.) Please inform the University Supervisor or Director of Field Experiences immediately in the event of a professionally troublesome experience or an emergency or a direct violation of the Mississippi Educator Code of Ethics and Standards of Conduct. b.) Please provide professional support and mentoring to the teacher intern whenever possible. c.) Please encourage the teacher intern to maintain a positive attitude about the teaching profession.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

Responsibilities to the intern and to the internship placement school	a.) Conduct an orientation meeting with assigned teacher intern(s) to discuss expectations, guidelines, preferred communication, supervision style, due dates, and submission requirements for assignments, etc. This date is established during the first 10 days of the professional semester in collaboration with the Director of Field Experiences.
	b.) Communicate university procedure, routine, and evaluation expectations to the teacher intern, mentor teacher, and principal.
	c.) Visit each teacher intern within the first week of each phase, for the purpose of meeting the mentor teacher and discussing the teacher intern's schedule and assignment, and addressing any questions or concerns.
	d.) Share with the mentor teacher your preferred communication method, including how to submit the Weekly Report form in Watermark.
	e.) Using Watermark and coaching conferences, evaluate the teacher intern using the TIAI, Dispositions Rubric, and other assignment rubrics provided.
	f.) Visit each teacher intern a **MINIMUM of 4** times during **each phase.** The first one is a "meet and greet," and the remaining visits are devoted to observation and coaching with emphasis on strengths as well as suggestions for improvement. It is strongly urged that at least one visit per phase be unannounced. The final visitation of each phase should occur during the last two weeks for the purpose of final evaluation. Although only eight (8) visits are required, additional visits may be made at the discretion of the university supervisor or at the request of the Mentor Teacher, principal, or Teacher Intern. At least six (6) observations of actual teaching should be a part of these visits.
	g.) Communicate regularly with the mentor teacher to discuss the teacher intern's progress.
	h.) Review the teacher intern's lesson plans. It is recommended that Domain I of the TIAI is used to evaluate the lesson plans.
	i.) Wear a university badge/ID and follow school district policies for entrance to the school grounds/facilities.
	j.) Recommend approval of teacher intern absences, teacher interns must submit the absence form.
	k.) Provide opportunities for the teacher intern to ask questions, clarify expectations, and express concerns. Be supportive and available to the teacher interns beyond the school visits.

SUGGESTED TEACHING SCHEDULE

Gradually, assume responsibility for teaching according to the __suggested schedule__ below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the teacher intern and does not mean that the mentor teacher is removed from any oversight or teaching responsibilities. This is a suggested guideline and will vary according to the setting.

WEEK 1	♦ Orientation to school/classroom; observing, assisting, and interacting with students ♦ University Supervisor may conduct a "meet and greet" visit
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WEEK 4	♦ Approximately half-time teaching
WEEK 5 & 6	♦ Full time teaching ♦ University Supervisor may conduct two TIAI formal evaluations
WEEK 7	♦ Transition of teaching back to cooperating mentor teacher

Responsibilities to the university	a.) Submit signed estimated travel budget form to the School of Education Office prior to your first clinical experience travel. *This is a requirement of the MUW Resources Management Office.*
	b.) Familiarize yourself with the current MUW Teacher Handbook/
	c.) Submit all required evaluation data to Watermark by the deadline provided.
	d.) Submit mid-term and final grades via BANNER by the university deadline.
	e.) Submit the travel reimbursement at the end of the semester.
	f.) Submit any nomination forms by the deadline provided.
	g.) Inform the Director of Field Experience as soon as possible of a potentially troublesome situation.
	h.) Adjunct faculty should activate their MUW email accounts to ensure they do not miss any important information from the Registrar, Chair of the Department of Education, Dean of the School of Education, or other university faculty/administration.

DIRECTOR OF FIELD EXPERIENCES

Responsibilities to the intern and to internship placement schools	a.) Evaluate and approve teacher intern admission applications. b.) Request placement of teacher interns. Work to ensure teacher interns are involved in experiences that will most effectively enhance their development. c.) Supply necessary forms and reports, including an up to date Teacher Education Handbook to teacher interns, mentor teachers, and university supervisors. d.) Serve as the identified liaison between the university and cooperating schools. e.) Conduct the student teaching seminars. f.) Continually assess the effectiveness of the teacher intern program through collecting feedback from teacher interns, mentor teachers, and university supervisors, and make recommendations for strengthening the program. g.) Provide placement assistances to program graduates by cooperating with campus career servies for "Educator Interview day," sending graduate availability info to area school districts, circulating information on position opening to graduates, and responding to requests by administrators.
Responsibilities to the university	a.) Consult with the Chair of the Education Department regarding assignment of university supervisors. b.) Supply necessary forms and reports, including an up to date Teacher Education Handbook, to teacher interns, mentor teachers and university supervisors c.) Provide access to necessary training for university supervisors and mentor teachers. d.) Work with university supervisors and/or teacher interns to resolve problems with the student teaching assignments or interpersonal relationships within a center. e.) Maintain files on teacher interns and program graduates. Prepare and administer the Field Experiences Budget. f.) Maintain appropriate records for the MUW teacher internship program and prepare MUW's materials for the annual process review conducted by the Mississippi State Department of Education. g.) Provide support for, and follow up studies of, graduates of MUW's teacher internship program.

INTERNSHIP PROGRAM POLICES

Lesson Plans

MUW requires that all teacher interns MUST HAVE WRITTEN LESSON PLANS for all classes taught. Plans should align to the appropriate indicators of the Teacher Intern Assessment Instrument (TIAI) as directed by the university supervisor. If it is the policy of the school, teacher interns may also be required to submit lesson plans to the principal. Lesson plans should be clearly and precisely written or typed and should include all information required by the mentor teacher and the university supervisor. The teacher intern should confer with the mentor teacher after a lesson presentation to obtain input on effectiveness.

Some schools may provide a designated lesson plan book, plan sheet, or plan software. When such items are used, it serves as a supplement to more detailed plans which follow the university supervisor's requirements. **Teacher interns should consult with the university supervisor regarding how and when lesson plans are to be submitted for evaluation according to course requirements.** *Please refer to the TIAI: Domain I: Indicators 1-6 Planning and Preparation for how lesson plans will be assessed.*

ATTENDANCES AND ABSENCES

Attendance

Teacher interns will follow the school calendar of the school system to which they are assigned, not the calendar of MUW. If the teaching center is in session on a day when the university is not, the Teacher intern is expected to be present. Teacher Interns must report to their teaching center at any time Mentor Teachers are asked to be present. This includes faculty meetings, staff development days, parent-teacher conference days, PTA or PTO meetings, etc. MUW's position is that the teacher intern should be present unless otherwise given special permission by the respective university supervisor.

Attendance at the teaching center includes reporting to the school for the full school day. This means the intern should report to the school in the morning as required by the building administrator. Teacher interns should dismiss from school each day as required by the building administrator. Teacher interns should attend any additional school or professional meetings, functions, extra-curricular activities, and duty posts as directed by the building administrator. *Teacher interns should not serve a duty post without school/district personnel present.*

Teacher interns should follow the sign in and sign out procedure that is established at the school by the building administrator.

Absences

Teacher interns are expected to perform assigned responsibilities at all times except in the case of unexpected personal illness or extraordinary circumstances. For other absences with strong, justifiable cause, the *Teacher Intern Absence Form* must be completed by the teacher intern and submitted to the mentor teacher and university supervisor at least five (5) days prior to the anticipated absence. Make up work may be required.

Personal Days

Teacher interns are provided *THREE* personal days during the professional semester for excuses related to illness, personal business, or emergency. Teacher interns are limited to **THREE EXCUSED** absences for illness, personal business, or emergency only. Any additional full-day absence must be made up at the end of the semester, which may delay graduation. Arrangements for make-up days are to be made through the University Supervisor and the Director of Field Experiences.

Any day a teacher intern unexpectedly cannot report to school, the principal (or designee), mentor teacher, and university supervisor must be notified *as early as possible.* Such notice will allow the mentor teacher to assume the teacher intern's responsibilities and will allow the university supervisor to avoid making a visit when the teacher intern is not present. If a teacher intern must be absent and has teaching materials that will be needed that day by the mentor teacher, it is the responsibility of the teacher intern to get these materials to the school. Absences must also be reported by the teacher intern via email to the Director of Field Experiences the day of the absence. The *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

Interview Day
Teacher interns are provided *ONE* additional day during the professional semester for an absence related to a job or graduate school interview. This full-day allowance should only be used when travel to and from the interview would require the intern to miss a full day of school. Otherwise, partial make up time missed during the school day may be coordinated with the mentor teacher and university supervisor.

This anticipated absence should be requested in advance for approval. The *Teacher Intern Absence Form* must be completed by the teacher intern and submitted to the mentor teacher and the university supervisor at least five days prior to the anticipated absence. The *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

Professional Day
Teacher interns who are invited to present or attend a professional education conference with a MUW professor may do so accordingly, and the absence does not "count against" the allowable personal or interview days provided.
This anticipated absence should be requested in advance for approval. *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

ADDITIONAL COURSEWORK AND OUTSIDE EMPLOYMENT
Teacher interns are enrolled in the ED 452 Educational Measurement course and appropriate teacher internship course. No other coursework may be taken except with special approval by the Admissions/ Appeals Committee for Teacher Education. In cases when permission is granted, the

approval form must be on record in the teacher intern's file. Because teacher internship is a full-time on-the-job experience and requires much planning and preparation beyond the 40-hour work week, teacher interns are discouraged from outside employment while enrolled in teacher internship. Teacher interns who are engaged in outside employment must file a notice of their employment with the Office of Field Experiences. Teacher interns who do find it necessary to maintain some level of employment are reminded that standards/expectations will not be compromised to accommodate the extra responsibilities.

LEGAL STATUS OF THE TEACHER INTERN
Teacher interns are viewed as associate members of faculty with emphasis placed on their role as teachers whenever possible; however, they are not legal employees of the system and are subject to some restrictions.

Pre-Service License:
Beginning the 2015-2016 academic year, each university in the State of Mississippi is required to submit a recommendation to the Mississippi Department of Education for each teacher intern to be issued a Teacher Internship License. This license is considered an initial license toward the standard Mississippi Educator License. The Teacher Internship License is subject to the same adherence to the Mississippi Educator Code of Ethics and Standards of Conduct as the standard Mississippi Educator License. For more information, please contact the [Mississippi Division of Educator Misconduct](#).

Grading Student Work:
Teacher interns should work collaboratively with the mentor teachers in constructing assessments and assigning/entering grades/providing feedback via the school's grading system. *The **mentor teacher** is ultimately responsible for the final grades reported.*

Corporal Punishment:
For the protection of the teacher interns and the school system, ***Teacher interns are <u>not permitted</u> to administer physical/corporal punishment and Teacher interns are <u>not permitted</u> to serve as a witness for such punishment.***

Serving as a Substitute:
Although teacher interns should contribute to the school in every way possible, teacher interns who are not currently employed as teacher assistants ***<u>cannot</u> be used as substitute teachers and should not be used as assistant teachers.***

Duty Posts:
Serving at a duty post, according to the administrator's directive, is part of the teacher internship experience. However, ***teacher interns <u>should not</u> serve a duty post <u>without</u> school/district personnel present.***

School Representative:

Attendance at professional meetings/settings with the mentor teacher or school personnel designee is a part of the internship experience. ***However, teacher interns <u>should not</u> solely attend/ represent the school in any official capacity without the accompaniment of official school personnel and approval of the school administrator.*** This includes parent conferences, IEP meetings, professional development meetings, etc.

RECOGNIZING AND REPORTING CHILD ABUSE:

Any person who knows or has reason to suspect abuse or neglect of a child by a parent, legal custodian, caregiver, or other person(s) responsible for the child's care, is required by law to make a report to the Mississippi Department of Child Protection Services. See Section 43-21-105 and Section 43-21-353 of the Mississippi Code for more information.

Teacher interns must first notify the school building administrator and then notify the Director of Field Experiences prior to making an official report of suspected abuse or neglect.

https://www.mdcps.ms.gov/programs/reporting-child-abuse-and-neglect

The Dean of the School of Education is a mandatory reporter and will notify the Mississippi Department of Education of teacher intern reports of suspected abuse or neglect.

TEACHER INTERNSHIP SEMINARS

On-campus or virtual seminar days are scheduled during the internship period. All interns are required to attend **<u>all</u>** seminars. Teacher interns are expected to attend on time and remain for the entire length of the seminar day. Arrangements should be made on the first day of placement to coordinate this time away from the school with the mentor teacher. A field trip scheduled at a school does not exempt attendance at the on- campus or virtual seminar.

MISSISSIPPI EDUCATOR LICENSURE

The teacher intern will be eligible for a standard Mississippi educator's license upon completion of all degree requirements and teacher education program requirements, to include a minimum grade of "C" on teacher internship while maintaining a minimum overall GPA of 2.75 or better during the professional semester. The intern must satisfactorily demonstrate all competencies on the TIAI and Professional Dispositions rubrics. The application process for Mississippi educator licensure is explained during the teacher internship seminar. Candidates desiring to apply in other states should contact the respective certification offices in those states and request information and applications.

EVALUATION OF THE TEACHER INTERN

The evaluation of the teacher intern should be a continuous process. Teacher interns are responsible for their own continuous process through the use of self-evaluation and regular conferences with the university supervisor and mentor teacher. The university supervisor as a representative of MUW has the ultimate responsibility for assigning the final grade for the teacher

intern. The teacher internship grade is the most important grade that a prospective teacher can receive and must be carefully considered. Prior to reaching the decision, the university supervisor and the Phase I and Phase II cooperating mentor teachers will have completed evaluation forms and will be consulted many times. Letter grades are assigned. A letter grade of "C" or above for each phase is required for successful completion of the teacher internship and eligibility for educator licensure. *If health reasons, unforeseen circumstances, or lack of time to demonstrate all competencies interfere with successful completion of the teacher internship experience within the time frame provided, an "Incomplete" may be granted with approval from the Director of Field Experience, the Chair of the Department of Education, the Dean of the School of Education, and the Vice President for Academic Affairs.*

WITHDRAWAL FROM THE TEACHER INTERNSHIP

If a student finds it necessary to withdraw from teacher internship, the withdrawal policy outlined in the MUW catalog must be followed. In addition, the mentor teacher, principal, university supervisor, and Director of Field Experiences must be notified immediately.

Teacher Intern Absence Form

Section I—Identifying Information

Teacher Intern:	
Mentor Teacher:	
School Placement:	

Section II—Type of Absence

Type of Absence	Check one	Date(s) Absent
Personal Day		
Interview Day	*Complete Section III*	
Professional Day	*Complete Section III*	

Section III—Absence Information

Interview Day	Professional Day
School District:	Education Conference:
Administrator:	Professor Attending:
Administrator's Contact Info:	Circle one: Presenting or Attending

Section IV—Required Signatures

_____   _____
Teacher Intern   *Date*

_____   _____
Mentor Teacher   *Date*

_____   _____
University Supervisor   *Date*

_____   _____
Director of Field Experience   *Date*

<u>NOTE:</u> Teacher interns are expected to perform assigned responsibilities at all times except in the case of unexpected personal illness or extraordinary emergency circumstances. For other absences with strong, justifiable cause, this form must be completed by the teacher intern and subverted to the mentor teacher and university supervisor at least 5 days prior to the anticipated absences. Makeup work may be required. Teacher interns <u>must abide</u> by the Attendance and Absence policy as noted in the current Teacher Education Handbook.

REMOVAL FROM TEACHER INTERNSHIP

Termination of a Placement

Although rare, sometimes a teacher intern's lack of progress in assuming classroom responsibilities (including but not limited to: poor planning and instruction, lack of professional dispositions and/or violation of the *Mississippi Educator Code of Ethics and Standards of Conduct* or the *Mississippi University for Women Code of Conduct*) may cause school officials and/or university officials to seek termination of the teacher intern's internship. If a mentor teacher or principal believes a teacher intern is not performing appropriately in the assignment, the mentor teacher and/or principal must discuss the problems with the university supervisor and the teacher intern. If the university supervisor believes a teacher intern is not performing appropriately in the assignment, the university supervisor must discuss the situation with the mentor teacher, principal, and teacher intern. After the discussion (regardless of whether the school personnel or the university personnel initiated the concern for lack of performance), the university supervisor, mentor teacher, and teacher intern will collaboratively write an improvement plan.

The improvement plan will be signed by the teacher intern to confirm agreement to work toward meeting the goals of the improvement plan. If a teacher intern refuses to sign the plan, then a statement will be written on the plan indicating that the teacher intern refused to sign the plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Office of Field Experiences for review and placement in the teacher intern's file. If the teacher intern shows continuous improvement, the teacher intern will proceed with the experience at the assigned site with careful supervision.

The improvement plan may include not only teaching performance indicators but also professional dispositions. Professional behaviors that should be demonstrated include but are not limited to the following:

- Collaboration
- Reflection
- Integrity
- Learning Initiative
- Responsibility
- Respect
- Diversity

If the mentor teacher, principal, or university supervisor continues to see no improvement in the teacher intern's performance within five (5) school days of the date of the intern's signature on the improvement plan, a decision for termination may be made. The mentor teacher, principal, and university supervisor will conference with the Director of Field Experiences to notify the intern of

termination. The Director of Field Experiences will present the letter of termination to the teacher intern within three (3) school days of the conference with the university supervisor and mentor teacher. The letter of termination shall include the date of termination and goals of the improvement plan that were not met.

Other Reasons for Termination

Removal of a teacher intern from a school site for reasons other than lacking in performance may be required in rare or emergency situations. Removal of a teacher intern from a school site will be considered when any of the following situations occur:

- Safety of students is compromised by the intern.
- Violation of the Mississippi Educator Code of Ethics and Standards of Conduct
- Violation of the Mississippi University for Women Code of Conduct (reference current MUW Graduate Bulletin.)
- Unprofessional or unethical behavior in the school setting.
- Any evidence of a lack of sensitivity to multicultural situations by the teacher intern.
- Excessive absenteeism, tardiness, and/or failure by the teacher intern to comply with established rules and policies.
- Two incidents of no lesson plans. The first time in which there is no lesson plan, the teacher intern will be given a written warning; the second time lesson plans are not available may be cause for removal.
- Inappropriate interpersonal skills with students, staff, faculty, or administrators.
- Inappropriate attitude or hostility.
- Breach of confidentiality concerning a student.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Director of Field Experiences will convene a committee consisting of him/herself, mentor teacher, university supervisor, and teacher intern to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the teacher intern within three (3) school days of the committee hearing.

Immediate Termination

A teacher intern may be terminated immediately if continuing the placement compromises the safety of school students or if actions are a violation of the Mississippi Educator Code of Ethics and Standards of Conduct or the Mississippi University for Women Code of Conduct (reference current MUW Ungraduated Bulletin). Decisions for immediate termination should represent a consensus among the school principal or superintendent, the university supervisor, the mentor teacher, and the Director of Field Experiences. A decision for immediate termination cannot be made unilaterally.

School personnel who believe their students are unsafe if a placement continues should contact either the university supervisor or the Director of Field Experiences. A university supervisor who believes the students are unsafe should contact the Director of Field Experiences. The Director of Field Experiences will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Decisions for immediate termination should not be made lightly. These decisions should be made only after other alternatives have been considered. These alternatives should include opportunities for the teacher intern to learn how to handle difficult or controversial situations that often arise in school settings.

Administrative Removal

Teacher interns removed from internship for cause will be administratively removed from the professional semester. The professional semester includes internship and the classroom management class. If a student is removed after the university's designated drop date, then the student must withdraw from internship. Since this action is an administrative removal, the grades recorded for student teaching and classroom management will be a "W." Note: teacher interns may lose all or part of tuition paid for the semester.

Appeals Procedure for the Teacher Intern

Action by the Teacher Intern: A teacher intern appealing for readmission into the teaching internship will submit a typed letter to the Director of Field Experiences requesting a meeting with the Admissions/Appeals to Teacher Education Committee. In the written letter, the teacher intern will justify his/her request and steps that have been taken to rectify the situation. Reasons for appeal may include, but are not limited to, the following situation: Readmission into the teaching internship—include in the documentation why he/she should be allowed to re-enroll and provide information about additional experiences that have been undertaken to help him/her remedy problems identified during the first teaching internship.

The letter will be forwarded to the Director of Field Experiences, who will then convene the Admissions/ Appeals Committee for Teacher Education. The Director of Field Experiences will send a letter to the teacher intern indicating the time and place of the meeting requesting that the candidate be prepared to explain the situation and provide documentation to verify remediation, and to answer questions by the committee members.

Action of the Admissions/Appeals Committee for Teacher Education: The committee can either accept or deny the teacher intern's appeal request. The teacher Intern will be notified within five (5) school days of the committee's decision.

NOTE: If the committee accepts the teacher intern's appeal and permits the student to re-enter teacher internship, the student will intern the next semester (not the semester in which the removal occurred.

APPLICATION FOR DEGREE AND GRADUATION/COMMENCEMENT

Teacher Candidates are expected to complete the processes to apply for their degree and commencement. Failure to do so by the deadline established by the MUW Registrar's Office will result in a delay of conferring of the degree, minimally by one semester.

Mississippi University for Women holds commencement ceremonies in May (Spring semester), August (Summer semester) and December (Fall semester). Students should participate in the commencement ceremony of the semester they complete.

All undergraduate and graduate students must apply for degree online through his/her BANNER WEB account. Specific deadlines are established each semester for the submission of the degree/ graduation application. Multiple notices are sent to current students' myapps email account with reminders of the cost and the deadline. The MUW Registrar's Office may not make any exceptions to any student who does not submit the application by the deadline. Failure to meet the deadline may result in a delayed graduation and consequently a delay in receiving the initial educator license or upgrade to an existing license.

Application for degree must be completed in order to be a candidate. **The student's university account will be charged when the application is submitted in Banner Web. Students do NOT need to send additional payment.** The amount must be paid online in your Banner Web account or at University Accounting (105 Welty Hall) before your diploma will be mailed.

Application fees, commencement dates and deadlines for application are published on the Academic Calendar.

Regalia (cap and gown) must be ordered through The Bookend if a student plans to participate in the ceremony. All students MUST wear regalia to participate. Please go to Student Regalia to find out more information on ordering your regalia.

For additional information about the application for degree/commencement, please go to:
Office of the Registrar
105 Welty Hall

662-329-7135

www.muw.edu/registrar

APPLICATION FOR A MISSISSIPPI EDUCATOR LICENSE

Teacher Education Program graduates are expected to complete the process to apply for the standard educator license after they have been notified by the Education Department that the B.S. degree date has been conferred on the transcript.

The application process is handled through this online portal at the Mississippi Department of Education:

MDE Educator Career Continuum Archive (MECCA)
> https://mecca.mdek12.org/ (Application portal for Educator Licensure)

Mississippi Department of Education (MDE)
> Office of Educator Licensure (General information and FAQs)
> 601-359-3483

Candidates desiring to apply in other states should contact the respective certification offices in those states and request information and applications.

DISPOSITION INFRACTION FORM

Teacher Candidate's Name: _____ **Date:** _____

MUW ID NUMBER: _____ **Course:** _____

☐**First Infraction Form**   ☐**Second Infraction Form**

Indicator	Disposition Infraction The Teacher Candidate *DOES NOT:*	Check all that apply	Explain incident in detail
1.	**DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS** Protect **confidential information** concerning students and/or colleagues when the law does not require disclosure. **(MCoE 9)**		
2.	Demonstrate **maturity and sound judgement** in all interactions with peers, university and P-12 personnel, and parents. **(MCoE 5)**		
3.	Follow **all university and P-12 school policies** including but not limited to policies for alcohol, drug, tobacco, and social media use. **(MCoE 6)**		
4.	**DOMAIN II. CHARACTER DISPOSITIONS** Exemplify **honesty and integrity** with all stakeholders during his/her time in the program. **(MCoE 2)**		
5.	Accept **constructive criticism** in a positive manner. **(MCoE1)**		
6.	**DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS** Provide **fair and equitable opportunities** for all P-12 students **in a non-discriminatory manner.** **(MCoE 4)**		
7.	Maintain a **professional relationship** with all students both inside and outside professional settings. **(MCoE 4)**		

Signature of Instructor/Advisor:_____ Date:_____

Signature of Student:_____ Date:_____

Signature indicates that the teacher candidate has reviewed and received a copy of the form and DOES NOT necessary indicate agreement.

TEACHER CANDIDATE IMPROVEMENT PLAN

(Student Initials) _____ This improvement plan is designed to provide the Teacher Candidate with *guidance and support* through communication and collaboration in the area(s) of <u>significant concern</u> related to professionalism, teaching, and learning. Guidance and support for implementation of the plan are provided as needed; however, it is understood that the ultimate responsibility for the correction of the deficiencies noted in the plan remains with the Teacher Candidate

(Student Initials) _____ The Teacher Candidate must show continuous improvement in all areas noted within a minimum of five (5) school days of the signature on this plan. Beyond five days from the signature on this plan, failure to show continuous improvement throughout the remainder of the program, may result in immediate termination from the program. See the *Teacher Education Handbook.*

Teacher Candidate:_____   Semester:_____

MUW Instructor:_____   Course:_____

Area(s) Needing Improvement	Action Steps	Timeline for Completion	Evidence

Date: _____

Teacher Candidate Comments:_____

MUW Instructor Comments: _____

· ·

_____   _____
Teacher Candidate's Signature   *Date*

_____   _____
MUW Instructor's Signature   *Date*

IMPROVEMENT PLAN EVALUATION WORKSHEET

The Improvement Plan Evaluation Worksheet should be completed at the end of a minimum of five (5) school days of the Teacher Candidate's signature on the improvement plan. The MUW instructor should submit the evaluation worksheet to the Education Department and the student's advisor. **Additional documentation of evidence may be attached.**

Teacher Candidate:_____   **Semester:**_____

MUW Instructor:_____   **Course:**_____

Area(s) Needing Improvement	Action Steps Taken	Satisfactory Progress		Action Steps Completed	
		YES	NO	YES	NO
		YES	NO	YES	NO
		YES	NO	YES	NO
Were the areas of improvement satisfied within the timeline?	☐ Yes ☐ No **If no, recommendation for removal from the program should be noted below in the comments.**				

MUW Instructor Comments: _____ _____

_____ _____

•••

_____   _____

Teacher Candidate's Signature   *Date*

ASSESSMENTS IN THE EDUCATOR PREPARATION PROGRAM

Four (4) Key Assessments and three (3) Program Assessments are used to evaluate Teacher Candidate's knowledge, skills, and dispositions. The achievement data from all assessments along with other program data (i.e., enrollment, completion, job placement, satisfaction/quality surveys) are used to monitor and evaluate the Educator Preparation program for continuous improvement.

EPP KEY ASSESSMENTS

#	Traditional Initial Licensure Programs	Courses
1.	Impact on Student Learning	ED 452
2.	Professional Dispositions	All clinical based courses/internship
3.	5-day TIAI Lesson/Unit Plan	Methods course(s)/Internship (both Phases)
4.	Portfolio	Begins with ED 200/ED 302 and continues through the final semester of Teacher Internship

EPP PROGRAM ASSESSMENTS

#	Traditional Initial Licensure Programs	Courses
5.	3-day TIAI Lesson/Unit Plan	ED 302/311
6.	Educational Philosophy	ED 302/311, Methods course(s), Internship
7.	Videotaped Lesson Reflection Assignment	ED 302/311, Methods course(s), Internship

APPENDIX A

PRE-PROFESSIONAL PORTFOLIO ASSIGNMENT GUIDELINES

What is the pre-professional portfolio?

The MUW Education Department uses a portfolio assessment to evaluate teacher candidates' development across the degree program from the *ED 302 Art and Science of Teaching* course to the *ED 406/407/409 Teacher Internship*. The portfolio is not just a collection of artifacts from the teacher candidates' pre-professional experiences. Rather, it is a purposeful collection of artifacts showing evidence of growth in teaching skills and demonstration of one's own understanding of connecting theory to practice.

The pre-professional portfolio is the teacher candidates' tool for self-assessment within the framework of the InTASC Standards. The Teacher candidate uses guided reflection to demonstrate the ability to self-assess in the areas of: *learners and learning, content knowledge, instructional practice, and professional responsibility*. Through this reflective process, teacher candidates are able to assess their own teaching strengths and focus on areas toward continuous improvement, while setting goals for themselves as professional educators.

Professional Portfolio Submission Checklist
These are the items that you will need to include in your Professional Portfolio.

CHECKLIST
Cover Page
Table of Contents
Philosophy of Education (started in ED 302, completed in Internship)
Artifacts from Taskstream
Resume
Transcript
PRAXIS Test scores, if taken (copy)
Letters of Reference (3-5)

Gathering Artifacts for the Pre-Professional Portfolio

Beginning with *ED 302 The Art and Science of Teaching*, the teacher candidate should begin collecting (in electronic format) **graded assignments** as artifacts that best represent one's competency within each of the ten (10) InTASC standards. The artifacts will vary based on when you began the education program. Items that you submitted through Taskstream and/or were assessed through Taskstream are the items you will need to use as artifacts.

STANDARD ALIGNMENT	COURSES	SUGGESTED ARTIFACTS
InTASC 1 – Learner Development TIAI #16; CAEP R1.1; TGR 2	ED 302 ED 360	-Lesson plan documenting knowledge of learner development, developmentally appropriate activities, scaffold instruction -Dream Project
InTASC 2 – Learning Differences TIAI # 2; CAEP R1.1; TGR 2	ED 306	-Assignments from ED 306 or lesson plans showing differentiated instruction; evidence of work with students with exceptionalities
InTASC 3 – Learning Environment TIAI #23; CAEP R1.1; TGR 7	ED 390 ED 410	-Classroom management plan that ensures a culturally inclusive, fair, and safe environment; video or photo arrays of the classroom with explanation -Future classroom blueprint (Methods)
InTASC 4 – Content Knowledge TIAI #14; CAEP R1.2; TGR 4	Senior Block Methods Courses	-Video clips of instruction, evaluations from mentor teacher; assignments from methods courses; critical analysis of Praxis II content area results -Website from Methods Course
InTASC 5 – Application of Content TIAI #17; CAEP R1.2; TGR 4	Senior Block Method Courses	-Lesson plans with evidence showing plan for critical thinking engagement; video clips of instruction throughout program
InTASC 6 – Assessment TIAI #8; CAEP R1.3; TGR 3	ED 306 ED 361 ED 362 ED 466	-Pre/post assessment; formative and summative you developed with results (Impact on Student Learning) and how you used for instruction; examples of data driven decision making
InTASC 7 – Planning for Instruction TIAI #6; CAEP R1.3; TGR 6	ED 435 Internship	-Lesson plan/unit showing sequence of learning over time, use of knowledge of students, and use of instructional technology
InTASC 8 – Instructional Strategies TIAI #15; CAEP R1.3; TGR 4	ED 302 Senior Block Methods Courses	-Video clip of instruction, evaluations from mentor teacher; lesson plan with instructional technology
InTASC 9 – Professional Learning and Ethical Practice TIAI #25; CAEP R1.4; TGR 9	ED 435 Internship	-Certificates from professional training, certificates/minutes from PLCs, Parent/Teacher Meetings, pre-professional scenarios that presented an ethical dilemma related to the MS Educator Code of Conduct
InTASC 10 – Leadership and Collaboration TIAI #25; CAEP R1.4; TGR 9	ED 435 Internship	-Examples of collaboration with parents such as newsletters, notes, parent conferences, and events; Descriptions of your work with colleagues, departmental, PLCs, and school specialists; Other evidence of leadership activities related to teaching

<h1 align="center">How to Use a Reflective Writing Process to Learn from Each Artifact</h1>

"We do not learn from experience... we learn from reflecting on experience."
-John Dewey, American philosopher, psychologist and educational reformer (1859-1952)

To demonstrate program experience alignment for each of the ten (10) InTASC standards, the teacher candidate will submit ten (10) artifacts (one for each standard as shown in the table on the previous page) along with a reflection (one for each standard) using the D-A-R format described below. Each reflection document should be submitted within the format and reflection framework as shown.

<h2 align="center">REFLECTION OF InTASC #___ Artifact</h2>

Teacher Candidate:
Course:
Type of Artifact:

Description: In this section, the teacher candidate should provide a clear, concise description of the artifact. The description should include the purpose and intended learning outcome(s) of the artifact with relevant information such as content area, grade level. If the artifact is from a field-based experience, then the description section should include a class profile with student characteristics such as but not limited to: school district, school, grade level, class size, average age, gender, race/ethnicity, socio-economic status (# of free/reduced lunch), explanation of self-contained, block schedule, etc., overall performance of the class (grade average or standardized test performance), student exceptionalities, English language learner(s), and any other additional contextual information to provide a clear picture of the field setting.

Analysis: In this section, identify the **InTASC standard** for the focus of the reflection on this artifact and demonstrate how the artifact aligns specifically with the standard. The language associated with the standard should be used in the analysis. Justification of the alignment should be clearly stated and aligned with a research-based practice (**transfer**), including appropriate citation(s).

Additionally, the narrative in this section should provide the teacher candidate's interest/passion for the subject, instructional technology (**curiosity**), additional effort to the required work (**initiative**), and the developmental of their own ideas beyond the mentor teacher or course instructor (**independence**).

Reflection: In this section, the teacher candidate should **reflect** upon the artifact/experience using these guiding questions:

1.) What did you learn about the teaching from this artifact/situation? (Feeling)
2.) What did you learn about yourself form this artifact/situation? (Feeling)
3.) What do you consider a success related to this artifact/situation? (Evaluation)
4.) What do you consider an area for continuous improvement related to this artifact situation? (Evaluation)
5.) Based upon your reflection, what do you establish as a goal(s) for yourself as a future educator? (Action Plan)

The instructor will not be evaluating the artifacts submitted. These are items from program experiences, which have already been evaluated. The instructor will evaluate the reflection of each artifact using the rubric provided below. The teacher candidate is aiming for the **MILESTONES** level of the rubric. See the next page for tips on how to use the rubric to write your reflection in the DAR framework.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC
for more information, please contact value@aacu.org

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence." An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

CAEP	Indicator	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
R1.3	**Curiosity**	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding **insight** and/or information **indicating interest in the subject.**	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
R1.3	**Initiative**	Completes required work, generates and pursues additional opportunities to expand knowledge, skills, and abilities.	Completes **required work**, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
R1.2	**Transfer**	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	**Beyond** classroom **requirements**, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
R1.3	**Transfer**	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references **to previous learning and shows evidence** of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
R1.1	**Reflection**	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Proprietary Rubric: AACU Foundations and Skills for Lifelong Learning Rubric

How to use the Rubric to Write your Reflection in the DAR Framework

Refer back to the DAR framework above as your writing guide for the information and standards to include. As you write each **DAR** reflection, consider the indicators in the **rubric** above for how the **A and R** sections of the reflection will be evaluated.

Curiosity: Reflect upon the artifact demonstrating your new insight on a topic, deepened interest in the subject/topic, application of new technology or information to engage students. (CAEP R1.3)

Initiative: Reflect upon the artifact demonstrating your skills and commitment to completing the required work based upon P-12 learning outcomes/standards. (CAEP R1.3)

Independence: Reflect upon the artifact demonstrating your ability to go beyond requirements possibly developing original ideas from the mentor teacher. (CAEP R1.2)

Transfer: Reflect upon the artifact demonstrating your ability to align theory into your practice by referencing previous learning from courses and research (cite sources). Include how you applied this knowledge, skills, strategies based upon the research. (CAEP R1.3)

Reflection: The R section of your reflection should show how you will use what was learned from the experience represented by this artifact to apply to your future career as a teacher. (CAEP R1.1)

APPENDIX B

TEACHER INTERN ASSESSMENT INSTRUMENT

DOMAIN I: PLANNING AND PREPARATION

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	1	1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	Objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	Objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	Objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	**In addition to meets standard**, objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).
R1.1	2	2	2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	Does not develop meaningful nor authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	Develops meaningful and authentic learning experiences, but accommodations are not made to meet individual needs of each learner in the group.	Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	**In addition to meets standard,** provides evidence of research-based strategies that accommodate developmental and individual needs of each learner in the group.
*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.							
R1.2	4	4	3. Integrates core content knowledge across and within subject areas in lessons when appropriate.	Instructional plans never integrate core content knowledge across and within subject areas.	Instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	Instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	**In addition to meets standard**, instructional plans **include** connections of content across disciplines.*
*To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.							
R1.3	8	2	4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	Does not plan appropriate or sequential teaching procedures that include innovative introductions and closures. Different teaching strategies are not utilized.	Plans lack logical sequence and different teaching strategies.	Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	**In addition to meets standard,** multiple lesson plans cited research-based evidence.
*Examples include but are not limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.							
R1.3	6	3	5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	Plans do not indicate use of assessments that effectively evaluate student learning and development.	Plans indicate use of assessments but not all are appropriate.	Plans indicate use of appropriate assessments that effectively evaluate student learning and development.	**In addition to meets standard**, assessments are performance-based to enhance critical thinking and problem solving.
*Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.							

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	6	5	6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	Plans do not include technology that will engage students.	Plans lack logical use of technology.	Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.	**In addition to meets standard, multiple lesson plans** utilize technology to enhance learning opportunities.

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

DOMAIN II: ASSESSMENT

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

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

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	Does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	Uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group,	Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	**In addition to meets standard**, conferences with individual students to assist with monitoring progress.

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

DOMAIN III: INSTRUCTION

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	4	9. Uses standard written, oral, and nonverbal communication in instruction.	Does not use standard written, oral, and nonverbal communication in instruction.	Standard written, oral, and nonverbal communication is difficult to follow for students.	Uses standard written, oral, and nonverbal communication in instruction to engage students.	**In addition to meets standard,** enriches conversation with expressive language and vocabulary to engage students.
R1.1	3	4	10. Provides explicit written and oral directions for instructional activities.	Does not provide explicit written and oral directions for instructional activities.	Provides written and oral directions for instructional activities that are not explicit.	Provides explicit written and oral directions for instructional activities.	**In addition to meets standard,** uses concrete examples to model and to clarify tasks and concepts.

CAEP	InTASC	TGR		Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2		11. Communicates positive expectations for learning for all students.	Does not communicate positive expectations for learning for all students.	Has difficulty communicating positive expectations for learning for all students.	Communicates positive expectations for learning for all students.	**In addition to meets standard,** encourages all students to set positive expectations for themselves and peers.
R1.1	3	7		12. Conveys enthusiasm for teaching and learning for all students.	Does not convey enthusiasm for teaching and learning for all students.	Has difficulty conveying enthusiasm for teaching and learning for all students.	Conveys enthusiasm for teaching and learning for all students.	**In addition to meets standard,** elicits enthusiasm from students.
R1.1	3	5		13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	**In addition to meets standard,** enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
R1.2	4	4		14. Demonstrates content knowledge and an understanding of how to teach the content.	Does not demonstrate content knowledge and how to teach the content.	Has difficulty demonstrating content and content pedagogical knowledge.	Demonstrates content knowledge and an understanding of how to teach the content.	**In addition to meets standard**, uses a variety of instructional methods to ensure an understanding of the content

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	5, 6, 7	15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	Does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	Has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	**In addition to meets standard**, uses a variety of appropriate **student-centered** teaching strategies to impact student learning and development.

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

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

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

| R1.2 | 5 | 4 | | 17. Engages all students in critical thinking through higher-order questioning.* | Does not engage all students in critical thinking through higher-order questioning. | Relies on lower level questioning. | Engages all students in critical thinking through higher-order questioning. | **In addition to meets standard**, provides opportunities for students to apply concepts in problem-solving and critical thinking. |

*Guiding questions need to be listed in lesson plans.

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	18. Adjusts instruction as needed based on student input, cues, and individual/group responses.	Does not adjust instruction as needed based on student input, cues, and individual/group responses.	Elicits student input during instruction and attempts are made to adjust instruction based on student responses.	Elicits student input and adjusts instruction as needed based on student input, cues, and individual/ group responses.	**In addition to meets standard**, constructs appropriate prompts to encourage student responses that expand and justify their reasoning. Revises instruction based on student responses.
R1.4	10	9	19. Uses family and/or community resources in instruction to impact student learning and development.*	Does not use family and/or community resources in instruction to impact student learning and development.	Attempts to use family and/or community resources to impact instruction but meaningful connections are not made.	Uses family and/or community resources in instruction to impact student learning and development.	**In addition to meets standard,** designs and organizes instruction to foster ongoing communication and high expectations for learners.

*Examples include special guests

DOMAIN IV: LEARNING ENVIRONMENT

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

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	3	5	20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	Does not adjust the classroom environment to enhance positive peer relationships, motivation, and learning.	Has difficulty adjusting the classroom environment to enhance positive peer relationships, motivation, and learning.	Adjusts the classroom environment and delivers instruction to enhance positive peer relationships, motivation, and learning.	**In addition to meets standard**, encourages students to develop self-monitoring skills.
R1.1	3	6	21. Attends to and delegates routine tasks.	Does not attend to and delegate routine tasks.	Attempts to attend to and delegate routine tasks but there is no consistency or established routine.	Attends to and delegates routine tasks.	**In addition to meets standards,** has a systematic routine for attending to and delegating tasks.
R1.1	3	5	22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	Does not manage student behavior.	Has difficulty applying appropriate strategies in managing student behavior.	Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	**In addition to meeting the standard,** students self-monitor their behavior.
R1.1	3	7	23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	Does not create a culturally inclusive environment.	Has difficulty maintaining a culturally inclusive environment.	Creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	**In addition to meets standard,** cultural inclusivity is evident in student interactions.
R1.3	7	6	24. Maximizes instructional time.	Does not maximize instructional time.	Has difficulty maximizing instructional time.	Maximizes instructional time.	**In addition to meets standard**, transitions, routines and procedures are executed in an efficient manner with minimal teacher direction.

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

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	10	9	4	25. Collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	Does not collaborate with professional colleagues to communicate with families about student learning and development.	Has difficulty collaborating with professional colleagues to communicate with families about student learning and development.	Collaborates with professional colleagues to communicate with families about student learning and development.	**In addition to meets standard**, engages in ongoing professional learning opportunities with professional colleagues, and seeks advice/ information from experienced
*Examples include documented evidence such as PLCs, data meetings, newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.								

APPENDIX C

PROFESSIONAL DISPOSITIONS RUBRIC

DOMAIN I: PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

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

DOMAIN II: CHARACTER DISPOSITIONS

MCoE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
2	4. The teacher candidate exemplifies **honesty and integrity** (honesty, tact, and fairness) with all stakeholders during his/her time in the program.	The teacher candidate **does not exemplify** honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The teacher candidate **demonstrates an effort** toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher candidate **exemplifies honesty and integrity** with all stakeholders during his/her time in the program.	The teacher candidate **exemplifies** honesty and integrity with all stakeholders and **encourages students** to also act with honesty and integrity.
1	5. The teacher candidate accepts **constructive criticism** in a positive manner.	The teacher candidate is **non-receptive and/or rejects** constructive criticism. .	The teacher candidate **listens** to constructive criticism, **but disagrees** with various comments, feedback, suggestions, and recommendations.	The teacher candidate **accepts** constructive criticism in a positive manner.	The teacher candidate **accepts** constructive criticism in a positive manner and also **self-reflects and participates in professional development activities** to promote personal professional growth.

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

APPENDIX D
IMPACT ON STUDENT LEARNING

CONTEXTUAL FACTORS

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	7	**1.1. Community and school information** The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC **does not discuss information for any of the areas** about the community and school and/or the provided information is inaccurate	The TC provides **an incomplete or inaccurate** description of characteristics of the community and school **for any of the following areas:** Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides **an accurate and comprehensive** description for each of the following: information about the community and school: Geographic location; Community/ schoo l population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides **an accurate and comprehensive** description for each of the following information about the community and school: Geographic location; Community/ school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). *The TC also discusses the following: Community support for education and Other factors in the environment that impact education.*
R1.1	3	7	**1.2. Classroom Information** The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/ guardian involvement, and grouping practices (whole group, small group, pairs, etc.)	The TC describes **inaccurate** classroom factors related to the following: physical features, technology resources, parental/ guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides **an accurate but incomplete** description of the following classroom factors or the TC provides a narrow scope of descriptions for the following classroom factors: physical features, technology resources, parental/ guardian involvement, and grouping practices (whole group, small group, pairs, etc.)	The TC provides **an accurate and comprehensive** description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides **an accurate and comprehensive** description for each of the following factors: physical features, technology resources, parental/ guardian involvement, and grouping practices (whole group, small group, pairs, etc.). *The TC also describes how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the classroom on a regular basis.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	1.3. Student Characteristics The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.	The TC describes **inaccurate or incomplete classroom and student characteristics** that impact students and the learning environment including grade/age level, gender, race/ ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.	The TC provides an **accurate but incomplete** description of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.	The TC provides an **accurate and comprehensive** description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests and learning differences.	The TC provides **an accurate and comprehensive** description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences. *The TC also includes background information from parents/guardians and/or teachers that is helpful in better understanding student characteristics.*

LEARNING GOALS AND OBJECTIVES FOR UNIT AND/OR GROUP LESSONS

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	1	2.1. MCCRS and Unit or Group of Lessons Topic and Learning Goals The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/ goals and describes and justifies the lesson plans learning purposes/goals. *MCCRS refers to the Mississippi College- and Career-Readiness Standards*	The TC **does not identify** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/ goals and does not describe the lesson plans learning purposes/goals	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/ goals but **does not** describe the lesson plans learning purposes/goals	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and **describes** the lesson plans learning purposes/goals	The TC **identifies** MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and **describes** the lesson plans learning purposes/goals. *The TC also includes a chart/table that clarifies the standards and topics and describes how the overall learning goal supports previous goals and/or will support future learning goals.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	1	2	2.2. Appropriateness of Objectives Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors.	Daily learning goals and objectives are **not aligned with MCCRS and do not reflect** a connection to the real world or to the TC's research on community, school, or classroom factors. The objectives **do not consider** students' development, characteristics, experiences, skills, or prior learning.	Daily learning goals and objectives, **aligned with MCCRS, reflect a connection** to the real world and the TC's research on community, school, and classroom factors but **does not take into consideration** knowledge of students' development, characteristics, experiences, skills, or prior learning	Daily learning goals and objectives, **aligned with MCCRS, reflect** a connection to the real world and to the TC's contextual information/ findings on factors including, but not limited to, knowledge of student' development, characteristics, experiences, skills, and prior learning.	Daily learning goals and objectives, **aligned with MCCRS, reflect** a connection to the real world and to the TC's contextual information/findings on factors including, but not limited to, knowledge of students' development, characteristics, experiences, skills, and prior learning. *The TC also includes objectives that demonstrate differentiation using Bloom's/DOK levels.*

ASSESSMENT PLAN

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	3.1. Assessment Plan Overview The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations /modifications based on individual needs of student or contextual factors.	The TC **does not include** an Assessment Plan Overview Table or assessments **do not align** with the daily objectives or accommodations/ modifications **are not included or are not based** on individual student needs or contextual factors.	The TC **provides** an Assessment Plan Overview Table that is **incomplete and does not** include all daily assessments that match daily objectives AND/OR accommodations/ modifications **are not included** based on individual student needs or contextual factors.	The TC **provides** an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and **includes** accommodations/ modifications based on individual needs of student or contextual factors/findings.	The TC **provides** an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and **includes** accommodations/ modifications based on individual needs of student or contextual factors/findings. *The TC also discusses the alignment of assessments to objectives and includes a rationale for each modification based on individual needs of students or contextual factors/ findings.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	**3.2. Pre-Assessment and Summative Assessment** The teacher candidate (TC) provides descriptions of the pre- and post assessments, noting when assessments will be administered, and criteria used to establish mastery.	The TC **does not** describe how the pre-assessment and summative assessment are administered, or how the assessments are aligned with daily objectives, or the criteria used to establish mastery, or the TC **does not include** copies of these assessments and scoring guides (rubrics, answer keys, etc.),	The TC **provides incomplete** descriptions of how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, or the criteria used to establish mastery. Copies of the pre- and post-assessments and scoring guides (rubrics, answer keys, etc.) are **included**.	The TC **describes** how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, and the criteria used to establish mastery. The TC **includes** copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered.	The TC **describes** how the pre-assessment and summative assessment are administered and the criteria used to establish mastery. The TC **includes** copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered. *The TC also describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance*
R1.3	6	3	**3.3. Daily Assessments** (Formative Assessments) The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring.	The TC **does not provide** a description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments are **not included.**	The TC **provides** an incomplete or inaccurate description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are **not all included or do not vary** in type.	The TC **describes** the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are **included.**	The TC **describes** the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are included. *The TC also describes how specific assessments address individual differences. (INTASC 6k)*
R1.3	6	3	**3.4. Assessment Data** The teacher candidate (TC) provides an assessment data table that documents individual performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students.	The TC does not provide an assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessments.	The TC provides an incomplete or unorganized assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessments.	The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students.	The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessments. Mastery criteria for each assessment is included for all students. *The TC also discusses how students will be given opportunities to review and communicate about their own progress and learning. (INTASC 6q)*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	3.5. Communication of Assessment Results The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit.	The TC **does not provide** a plan for communicating assessment expectations, results, or feedback.	The TC **provides** a plan for communicating assessment expectations, results, and feedback to all students, but the plan **lacks a method** for students to monitor their own progression through the unit.	The TC **describes** a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted **includes a method** for students to monitor their own progression through the unit.	The TC **describes** a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted **includes a method** for students to monitor their own progression through the unit. *The TC also includes a variety of strategies for communicating feedback to all students.*

INSTRUCTIONAL DESIGN

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	7	2	4.1. Accommodations/ modifications to Instruction Based on Pre-Assessment Data Analysis The teacher candidate (TC) analyzes pre-assessment data to determine accommodations/ modifications to instruction with descriptions of the accommodations/modifications for the whole group, subgroups of students, or for individual students.	The TC **does not** analyze pre-assessment data or use the results to identify patterns of student performance relative to learning goals and objectives and **does not describe** instructional modifications for the whole group, subgroups of students, or for individual students	The TC **analyzes** pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives **but does not describe** instructional modifications for the whole group, subgroups of students, or for individual students.	The TC **analyzes** pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives and **describes** instructional modifications for the whole group, subgroups of students, or for individual students.	The TC **analyzes** pre-assessment data and uses results to identify patterns of student performance relative to learning goals and objectives and **describes** instructional modifications for the whole group, subgroups of students, or for individual students. *The TC also provides a research-based findings/contextual information for the instructional accommodations/ modifications for whole group, for subgroups, and individual students.*
R1.1	2	4	4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students.	The TC **does not include** **evidence of research-based strategies or procedures to differentiate learning for all students.**	**The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students** based on students' skill levels, learning differences, multiple intelligences, and **does not reference** specific individual student characteristics as described in the contextual factors' sections.	**The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students** based on students' skill levels, learning differences, multiple intelligences, and **references** specific individual student characteristics as described in the contextual factors' sections.	**The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students** based on students' skill levels, learning differences, multiple intelligences, and **references** specific individual student characteristics as described in the contextual factors' sections. *The TC also **provides citations** that the instructional strategies are research-based.*

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3 R2.3	8	6	5 6 7	**4.3. Technology – Teacher Candidate** The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC **did not use** technology in the lesson plans to facilitate, create, track, analyze, and communicate student learning. The TC **does not describe how** the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning student learning **but does not describe** how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating. *The TC also describes how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.*
R1.3 R2.3	8	6	6	**4.4 Technology –Student Use** The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.	The TC **does not** describe how technology is used by students to research, create, communicate, and present and **does not explain** how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present but **does not explain** how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. *The TC also describes how* **students** *used multiple forms of current technology to research, learn, create, communicate, and track student learning.*
R1.4	10	9	7	**4.5. Plan for Parent/Guardian Communication** The teacher candidate (TC) describes the plan for communicating with parents/ guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/ guardian communication.	The TC **describes an incomplete plan** for disseminating unit information **and** explaining how individual student progress was shared with parents/ guardians. The TC **does not** provide evidence of communication with parents or guardians.	The TC **describes an incomplete plan** for disseminating unit/ lesson information or explaining how individual student progress was shared with parents/guardians but does provide evidence of some communication with parents/ or guardians**.**	The TC **describes the plan** for disseminating unit/ lesson information, explains how individual student progress was shared with parents/ guardians, and provides evidence of parent/guardian communication.	The TC **describes a plan** for disseminating unit/ lesson information and communicating student progress to parents and/or guardians. The TC **provides multiple pieces of evidence of** consistent communication with parents or guardians. *The TC also provides examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to their students' education.*

INSTRUCTIONAL DECISION-MAKING

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	2	5.1. Instructional Modifications Based on Needs of Students The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s.	The TC **does not describe modifications** to instruction that are congruent with learning objectives or **does not provide** a complete rationale for those modifications based on student performance; or the TC **does not provide** a description of how the modification led students toward meeting objectives.	The TC **describes modifications** to instruction that are congruent with learning objectives but **does not provide a complete rationale** for those modifications based on student performance. The TC **provides an incomplete description** of how the modification led students toward meeting objectives.	**The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, _OR_ responses that justifies the instructional modification/s.**	**The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, _AND_ responses that justifies the instructional modification/s.**
R1.3	6	3	5.2. Instructional Differentiation or Modifications Based on Formative Assessments The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.	The TC **does not describe** the use of formative assessment data or does not include examples of data-based modifications to instruction.	The TC **gives an incomplete description** of the use of formative assessment data and **includes an example** of modifications to instruction to accommodate individual differences in developmental and/or educational needs of students but **does not cite** student data as the basis for the modification.	The TC **describes how** formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.	The TC **describes how** formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. *The TC also includes multiple examples of research-based modifications of instruction to accommodate individual needs of students.*

ANALYSIS OF STUDENT LEARNING

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	6.1. Data Analysis The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work.	The TC **does not provide a**nalyses for either whole class, subgroups, or individuals. Student work samples from each category are missing.	The TC **provides an incomplete** analysis. The TC provides analyses for either whole class, subgroups, or individuals. Student work samples from each category **are provided.**	The TC **analyzes** student data from the assessment data table and **provides an analysis** of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance **with samples** of student work.	The TC **analyzes** student data from the assessment data table and **provides an analysis** of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance **with samples** of student work. *The TC also reflects on how the overall learning experiences were monitored throughout the unit or*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	6	3	6.2. Evidence and Interpretation of Impact on Student Learning The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.	The TC does not use pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives	The TC **uses** pre- and post-assessment data to describe impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives but **does not** draw conclusions about the impact on student learning.	The TC **uses** pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.	The TC **uses** pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives. *The TC also provides multiple hypotheses for why students did or did not achieve mastery on the post-*

REFLECTION

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	9	8	7.1. Reflection on High Success/ Levels of Mastery The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning.	The TC **selects** objective/s for which students were most successful but **does not discuss** factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and **provides limited discussion** of the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and provides a thorough discussion on the **factors** that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were most successful and provides a thorough discussion on the **factors** that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). *The TC also includes the progression/next steps for instructional design and teaching for the targeted students with high student success.*

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	9	8	7.2. Reflection on Low Success/ Levels of Mastery The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning.	The TC **selects** objective/s for which students were the least successful but **does not provide a discussion** of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were the least successful and **provides a limited discussion** of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC **selects** objective/s for which students were the least successful and provides a thorough discussion on the **factors** that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). *The TC also cites and describes research-based methods for planning or instructional strategies that could be utilized in future to positively impact*
R1.4	9	8	7.3. Implications for Future Instructional Design and Teaching The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.	The TC **does not discuss** ideas for redesigning purposes, objectives, instruction, and assessments in future teaching.	The TC **discusses** ideas for redesigning purposes, objectives, instruction, and assessments in future teaching BUT **they are inappropriate or there is no rationale provided** explaining why these modifications would improve student learning.	The TC **discusses** ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND **provides a rationale** explaining why the modifications will improve student learning.	The TC **discusses** ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND **provides a rationale** explaining why the modifications will improve student learning. *The TC also cites and describes research-based evidence that supports these ideas.*
R1.4	9	8	7.4. Implications for Professional Development The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.	The TC **does not discuss** professional learning goals or ideas for professional development to improve teaching.	The TC **discusses one** professional learning goal to improve teaching that emerged from insights learned from teaching the unit.	The TC **discusses two** professional learning goals that emerged from the implementation and review of the unit/ group of lessons and **identified specific steps including** professional development to improve teaching and planning in these areas.	The TC **discusses two** professional learning goals that emerged from the implementation and review of the unit/ group of lessons and **identified specific steps including** professional development to improve teaching and planning in these areas. *The TC also identifies research based professional development to*

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