



**Mississippi University
for Women**

A Tradition of Excellence for Women and Men

Teacher Education Handbook 2011-2012

**MUW Office of Field Experiences
Department of Education
College of Education and Human Sciences**

**662-329-7191
662 241-7869 (fax)**

**306 Education and Human Sciences Building
1100 College Street, MUW-1637
Columbus, Mississippi 39701**

35th Edition

Mississippi University for Women (MUW)

Mississippi University for Women has been dedicated to training teachers since it was founded in 1884, more than 125 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 of 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.

U.S. News & World Report's 2009 edition of "America's Best Colleges," ranks MUW, the only Mississippi School listed, 12th among Southern public master's universities. It has appeared in this category five years straight. It also consistently ranks as a best value among the top 100 public colleges in America from sources such as *Kiplinger's Personal Finance* magazine and *Consumer Reports*.

Handbook Editions

10 th Edition, 1976:	Dr. John. L. Southwell, Director of Student Teaching
12 th Edition, 1979:	Dr. Maude Yow, Director of Student Teaching
13 th Edition, 1982:	Dr. Nell May, Director of Field Experiences
14 th Edition, 1986:	Dr. Nell May, Director of Field Experiences
15 th Edition, 1987:	Dr. Nell May, Director of Field Experiences
16 th Edition, 1988:	Dr. Martha Jo Mims, Director of Field Experiences
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18 th Edition, 1991:	Dr. Martha Jo Mims, Director of Field Experiences
19 th Edition, 1994:	Dr. Martha Jo Mims, Director of Field Experiences
20 th Edition, 1995:	Dr. Martha Jo Mims, Director of Field Experiences
21 st Edition, 1997:	Dr. Martha Jo Mims, Director of Field Experiences
22 nd Edition, 1998:	Dr. Martha Jo Mims, Director of Field Experiences
23 rd Edition, 1999:	Dr. Martha Jo Mims, Director of Field Experiences
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33 rd Edition, 2009:	Dr. Lillie Gayle Smith, Coordinator of Field Experiences
34 th Edition, 2010:	Dr. Shelley H. Bock, Director of Field Experiences
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Non-Discrimination Policy

Mississippi University for Women does not discriminate on the basis of race, sex, age, color, religion, disability, or national origin.

Introduction

The Teacher Education faculty and staff of Mississippi University for Women (MUW) welcome you to the Teacher Education Program. MUW has a rich tradition of preparing teacher candidates for the profession in both Mississippi and the nation. Graduates of our program have consistently been recognized for excellence in teaching. We look forward to working with you as you pursue a career in education.

This *Teacher Education Handbook* is designed as a supplement to the *Mississippi University for Women Bulletin*. It includes information on course offerings, policies, procedures, regulations and requirements of the Teacher Education Program. Because requirements governing licensure and teacher education are continually changing, students are advised to not only be familiar with the requirements in this *Handbook* and in the *MUW Bulletin*, but to also be in close communication with an education advisor. Specific policies and procedures governing the professional semester are detailed in the *MUW Teacher Internship Handbook*. These policies and procedures may change as licensure requirements change.

The *MUW Teacher Education Handbook*, at its current printing, describes as accurately as possible the policies, procedures, regulations and requirements related to teacher education. The MUW Teacher Education Unit reserves the right to adjust its policies at any time to promote the best interest of those involved in the program or to be in compliance with state regulations regarding teacher education.

Accreditation

SACS ACCREDITATION

Mississippi University for Women is fully accredited by the Southern Association of Colleges and Schools (SACS).

NCATE ACCREDITATION

**All programs in education at Mississippi
University for Women are accredited by
The National Council for Accreditation of Teacher Education.**

STATE ACCREDITATION

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

QUALITY ASSURANCE POLICY

**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 College of Education and Human Sciences for more information.**

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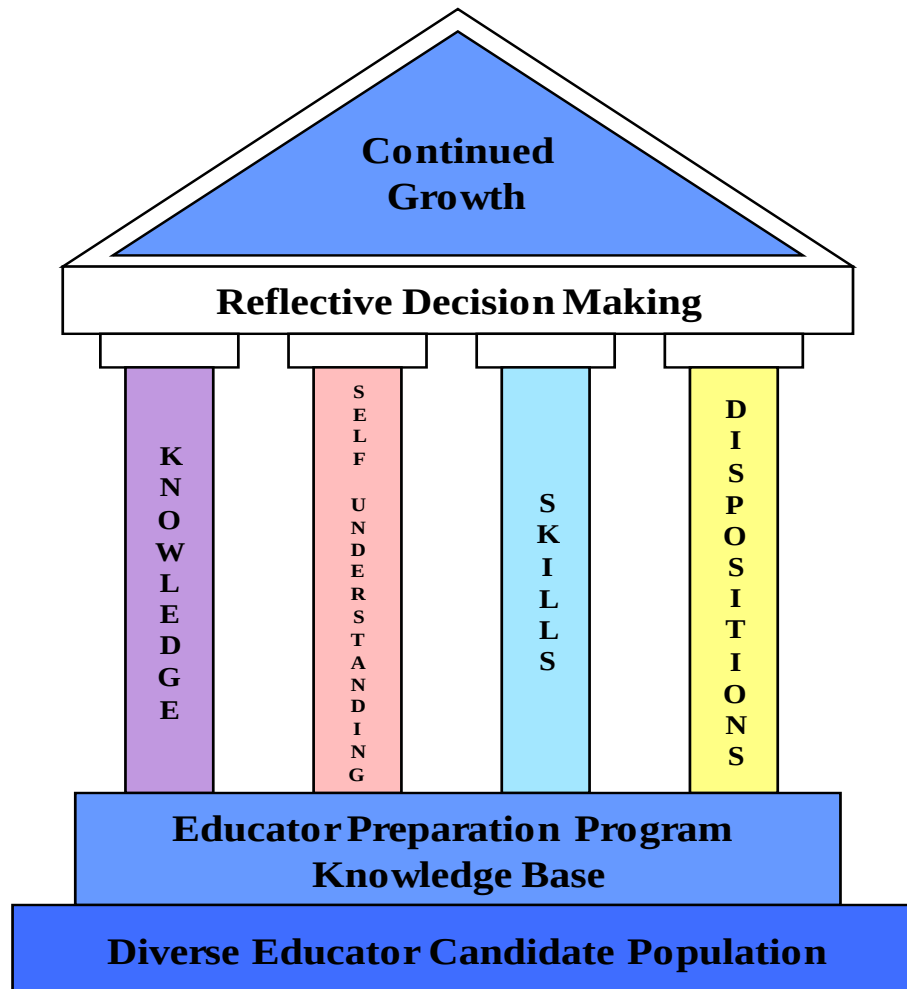
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Mississippi University for Women Conceptual Framework Model



The Educator as a Reflective Decision Maker

The Educator as a Reflective Decision Maker: The “W” Way

The Educator as Reflective Decision Maker is the model for the teacher education program at Mississippi University for Women and is designed to prepare prospective teachers to make decisions that promote the learning of students within their care. The decision making process begins with the teacher education student's personal philosophy, values, and belief system. Upon entering Mississippi University for Women, these values and beliefs are initially shaped by general studies in the University core which help students appreciate different perspectives. Paralleling the core studies are special studies which focus on human development and learning and which emphasize individual and cultural differences among learners. Professional studies help prospective teachers develop a professional work ethic and a variety of instructional strategies for organizing and presenting subject matter knowledge so that it is meaningful to those they teach. The knowledge bases acquired in these studies are applied within a structured array of field experiences culminating in teacher internship. These field experiences develop competence in instructional planning, classroom management, and the evaluation of student learning. Throughout the program of study, the model of *The Educator as Reflective Decision Maker* encourages prospective teachers to reflect critically and creatively on their own knowledge, self-understanding, skills, and dispositions and to actively seek out continued professional growth.

Aim

The aim of the Teacher Education Program at Mississippi University for Women, in collaboration with Mississippi public schools, is to provide the curricula, organization, facilities, and experiences that will best prepare prospective educators as sound professional decision makers. To guide in the accomplishment of their aim, the Education Program has adopted 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 toward which prospective and practicing teachers can aspire.

Program Model

The *Educator as Reflective Decision Maker* model represents the beliefs about the process of teacher education and leadership development held by the Education Program at Mississippi University for Women. The first step in the model is the recruitment of a diverse educator candidate population representing age, gender, race, and experiential differences. The task of the Education Program is to nurture these individual differences while providing candidates with an understanding of content and pedagogy, along with the experiences they will need to be reflective decision makers. Once students enter the University they need to acquire a strong general knowledge base in core subject areas. When they have been accepted into the Education Program, they gain the knowledge, skills, and attitudes about education that they will need to be successful decision-makers. The curricula of courses in Special Studies and Professional Studies programs are based on well-founded theories and current research about teaching and learning. The three levels of field experiences that begin in the ED 302 *The Art and Science of Teaching* course and conclude with the internship experiences allow candidates to apply the knowledge they have gained in meaningful ways. In addition, they learn to use metacognition and reflection to develop understanding about themselves as teachers, students, and human beings. As they progress into the world of education, they exhibit the informed decision-making and continued growth that characterize exemplary teachers.

Undergraduate Conceptual Framework

Candidates in our **undergraduate program** come from diverse backgrounds and experiences. Many are non-traditional students seeking career change or are paraprofessionals who want to become teachers. Candidates in our program must exhibit the following: (a) competence in applying theoretical knowledge about teaching and learning; (b) attitudes that foster learning and positive human relationships; (c) self-understanding and reflection; and (d) a repertoire of teaching skills so that they can make sound professional decisions in the classroom. *(See model on previous two pages.)*

A teacher who graduates from the Education Program at Mississippi University for Women is expected to demonstrate the following knowledge, skills, dispositions, and self-understanding (INTASC principles):

Knowledge and Skills

1. To understand the central concepts, tools of inquiry, structures, and professional standards of the discipline(s) he or she teaches and to create learning experiences that make these aspects of subject matter meaningful for students.
2. To understand how children learn and develop and to provide learning opportunities that supports their intellectual, physical, psychological, social, moral, and personal development.
3. To understand how students differ in their approaches to learning and to create instructional opportunities that challenge diverse learners.
4. To understand and use a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills.
5. To use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. To use knowledge of effective verbal and nonverbal communication, along with technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. To plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. To understand and use formal and informal assessment strategies to evaluate and insure the continuous intellectual, physical, psychological, social, moral, and personal development of the learner.

Dispositions and Self Understanding

9. To be a reflective decision maker who continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community) and who grows professionally, actively seeking out opportunities for self understanding.
10. To work collaboratively with students, colleagues, parents, and agencies in the larger community to support student learning and well-being.

MUW Licensure Programs

MDE Endorsement Code	Endorsement Area
ELEMENTARY EDUCATION	
120	Elementary Education (K-6)
119	Concentration Area for English
188	Concentration Area for Science
192	Concentration Area for Social Studies
154	Concentration Area for Mathematics
SECONDARY EDUCATION AND SPECIAL SUBJECTS	
102	Art (K-12)
181	Biology (7-12)
119	English (7-12)
192	History/Social Studies (7-12)
154	Mathematics (7-12)
166	Music Education/Vocal (K-12)
144	Physical Education (K-12)
140	Spanish (K-12)
182	Physical Sciences (7-12)
INSTITUTIONAL ADD-ON ENDORSEMENTS	
185	Chemistry (7-12)- <i>Added to endorsement 182 ONLY</i>
143	Comprehensive Health (K-12)- <i>Add on for Life Science and Health/PE ONLY</i>
111	Computer Applications (K-12)
207	Gifted Education (K-12)
174	Reading/Literacy (K-12)
223	Special Education: Mild/Moderate Disability K-8 (<i>Elementary only</i>)
224	Special Education: Mild/Moderate Disability 7-12 (<i>Sec. or special subject only</i>)

Note: *The add-on endorsements listed above are specific to MUW and require institutional recommendation. All courses required for these institutional endorsements must be the specific courses listed in this handbook (see appendix), and the course must be taken at MUW. NO transfer courses are accepted for institutional supplemental endorsements.*

Students Record of Progression through the Undergraduate Education Program

1. Admission to University

All paperwork concerning admission to MUW can be secured from and returned to the Office of Admissions (telephone: 329-7106).

Date of Admission to MUW _____

2. Declaration of a Major in Teacher Education

Elementary Education major students report to the Office of the Dean in the College of Education and Human Sciences for assignment of an advisor.

Other majors should report to content area department in the College of Arts and Sciences for an academic advisor.

Advisor's Name

Phone/Email

Office

3. Core Classes

Students should meet with his or her academic advisor each semester during the designated pre-registration time to plan coursework for future semesters.

4. Admission to Teacher Education

Admission to Teacher Education is initiated in ED 300: *Education as a Profession*. This step usually occurs during the sophomore year or first semester of the junior year.

Date of Admission to Teacher Education _____

Teacher Education Admissions Checklist	Date Completed
Application for Admission to Teacher Education	
Curriculum Check Sheet	
Notification of Criminal Background Checks	
Teacher Education Briefing Form	
Professional Dispositions Statement of Commitment	
Teacher Candidate Licensure Advisory Form	
Criminal Background Check	
TaskStream Registration	
Minimum Grade of "C" in ED 300	
Completion of 44 semester hours*	
Minimum Overall GPA of 2.50	
Passing Scores on Praxis I or ACT	

Praxis Scores				
Tested Areas	PPST	C-PPST	Date Taken	
Reading	170	170		
Writing	172	172		
Mathematics	169	169		
Praxis scores must be <u>no more than 5 years old</u> at time of initial admission <u>OR</u> Minimum ACT composite score of 21 with no sub score below 18 or SAT score of 860 at time of admission to college. <i>ACT or SAT option is not applicable for Speech Pathology majors. Candidates from Alabama should be aware that the ACT or SAT may be used for progression through the MUW Teacher Education Program but Praxis I is required for Alabama licensure.</i>				
ACT Scores				
English	Math	Social Studies	N. Science	Composite
SAT Scores				
Verbal	Math	Composite Equivalent of 860		

* The 44 hours will not include Physical Education or UN-labeled courses. In Music Education, MUS 301-302 History of Music from the major courses may be counted. In Art Education, ART 211-212 Art History Survey may be counted.

Students Record of Progression through the Undergraduate Education Program

4. Admission to Teacher Education (continued)

NOTE: If a secondary or K-12 major has completed 50% or more of the endorsement area courses at an institution other than MUW, a satisfactory score on the student's Specialty Area Test of the Praxis II must also be submitted before the student will be admitted to Teacher Education.

Praxis Specialty Score**		Date Completed	
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**Specialty scores vary; see Praxis section of this handbook.

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 still satisfy the following education requirements: MA 113 *College Algebra*, EN 101 *English Composition*, EN 300 *Advanced Composition*, COM 101 *Oral Communications*, MA 111 *Modern Elementary Math I*, and MA 112 *Modern Elementary Math II* (MA 11-112 applies to Elementary Education majors only). Additionally, if a course is required for teacher education and was not a part of the individual's first degree, the course/courses must be taken here at MUW.

5. 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 intern will be distributed at a required Teacher Internship orientation seminar at the beginning of each semester. Candidates seeking admission to Teacher Internship must submit documentation of the following to the **Office of Field Experiences**, EDHS 306, Education and Human Sciences Building.

Date of Admission to Teacher Internship _____

Teacher Internship Admissions Checklist					Date Completed
Admission to Teacher Education (<i>At least one semester prior to filing application for TI</i>)					
Completion of 84 Semester Hours (<i>Must include all required professional education courses except professional semester courses</i>)					
Application for Teacher Internship					
Teaching Center Placement Preference Form					
Ethics Statement and Insurance Verification/Release of Liability					
Praxis Principles of Learning and Teaching Passing Score (152)					
Praxis Specialty Area Passing Score (Scores vary)					
Overall Minimum GPA of 2.50***					
MUW Minimum GPA of 2.50***					
75 Hours of Working with Children Documentation (Secondary and K-12 only)					
Minimum Grade of "C" in the following courses:					
English Comp I	English Comp II	Speech 101	Math 113	All Professional ED courses	All Endorsement Area Courses
Elementary Majors ONLY:					
Math 111			Math 112		

Praxis Scores			
Tested Areas	Required	Your Score	Date Taken
PLT	152		
Specialty	Scores Vary _____		

*****GPA Evaluation:** Rounding to the nearest tenth is not permitted (i.e., a 2.47 GPA may not be rounded to meet the minimum requirement of 2.50.)

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 figuring endorsement area or professional area GPA.

Students Record of Progression through the Undergraduate Education Program

6. Admission to Candidacy for Graduation

Admission to Candidacy for Graduation Checklist	Completed
Residency Requirements (<i>Minimum of 30 semester hours credit from MUW, excluding correspondence courses and advanced standing exams</i>)	
2.50 overall GPA _____	
2.50 MUW GPA _____	
2.50 GPA in major field _____ credit hours in chosen curriculum	
Completion of all courses required in chosen curriculum	
2 semester hours credit in physical education	
Application for degree filed with Registrar by the deadline date.	

7. Application for Teaching License

Application for 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 I and II (Scores have been sent to MS Department of Education)	
Transcript request to MS Department of Education (Degree date must show as conferred)	
Submit online licensure application https://sso.mde.ms.gov/Login/Login.aspx	

Licensure Classes for Mississippi Teacher Certification

A **Class A** license requires a baccalaureate degree.

A **Class AA** license requires a master's degree.

A **Class AAA** license requires a specialist degree.

A **Class AAAA** license requires a doctoral degree.

Supplemental Endorsements for Mississippi Teacher Certification

Additional 7-12 endorsements in some teaching areas may be added to standard license with 21 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.

Ex: An elementary education major that qualifies for a standard license and has 21 hours in math and 21 hours in social studies can be certified to teach both math and social studies.

Ex: An English education major that qualifies for a standard license and has 21 hours of French can be licensed to teach French.

Ex. A physical education major that qualifies for a standard license and has 21 hours of biology can be licensed to teach biology.

Additional and up-to-date information concerning licensure is available at the Mississippi Department of Education website:

Mississippi Department of Education

Office of Educator Licensure

601-359-3483

teachersupport@mde.k12.ms.us

http://www.mde.k12.ms.us/ed_licensure/index.html

MUW's NCATE accreditation also leads to certification reciprocity with several other states. For specifics, please consult the state in which licensure is desired.

Program Planning Notes

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.

Filing of Curriculum Check Sheet, Transfer Transcripts, and Long Range Plan: Each teacher candidate must file the following with the Office of Field Experiences: the appropriate curriculum check sheet indicating grades on completed courses; a transcript of all coursework taken at an institution other than MUW; and a tentative plan of courses remaining to be taken for program completion. The check sheet and tentative plan are routinely completed as a part of the ED 300 course and must be on file as a requirement for Admission to Teacher Education. If a student changes to a different curriculum after the initial forms are completed, it is the teacher candidate's responsibility to update the forms. These forms are traditionally submitted with the application for admission to Teacher Education.

ED 300 and ED 302 ED 300 *Education as a Profession* is the first education course to be taken. The route to a teacher education degree begins in this course. Establishment of the record file by which teacher candidates are tracked throughout their program and application to Teacher Education are initiated in this course. ED 300 may be taken in the sophomore year or in the first semester of the junior year.

ED 302 *The Art and Science of Teaching* may be taken during the same semester as ED 300 but **should be taken immediately following ED 300**. Teacher candidates complete a 20-hour field experience in a public school classroom – 2 or 3 hours per week over a 9-week period. Teacher candidates develop an instructional unit and teach three lessons in the assigned classroom.

ED 302 Field Placements School and classroom placements are made through the MUW Office of Field Experiences in cooperation with the appropriate school district. Lab days and times are determined by the individual teacher candidate in cooperation with the assigned teacher.

Course Requirements for ED 302 re-enrollment:

Dispositions: The candidate must submit an improvement plan to the appropriate committee prior to readmission.

Field Experience: The 20-hour experience must be repeated.

Instructional Portfolio: The candidate must submit an improvement plan to the appropriate committee prior to re-admission. A second Instructional Portfolio must be developed.

MA 111 Modern Elementary Math: Teacher candidates who register for MA 111 *Modern Elementary Math* need to pick up information about the pre-test that will be given the first day of class. These can be secured from Dr. Bonnie Oppenheimer in Room 106B in Parkinson Hall or from an elementary education advisor.

Unrestricted Education Courses All professional education courses are restricted to those students who have been admitted to Teacher Education, with exception of the following: ART 340 *Art Education*, ED 206 *Developing Critical and Creative Thinking*, ED 300 *Education as a Profession*, ED 302 *The Art and Science of Teaching*, ED 304 *Principles of Early Childhood*, ED 306 *Introduction to Exceptional Learners*, ED 351 *Educational Measurement*, ED 361 *Early Literacy Instruction I*, ED 362 *Early Literacy Instruction II*, ED 365 *Content Area Reading*, ED 366 *Reading Assessment & Intervention*, ED 497 *Computers in the Classroom*, and EDS 313 *Introduction to Special Education*.

Program Planning Notes

Restricted Professional Education Courses

These courses require admission to Teacher Education.

ED 305*	Teaching Math in Elementary & Middle School
ED 310*	Teaching Social Studies in Elementary & Middle School
ED 312*	Teaching Science in Elementary & Middle School
ED 334*	Methods for Teaching Reading and Language Arts in Elementary & Middle School
ED 366*	Reading Assessment & Intervention
ED 401	Classroom Management
ED 406, 407, 409	Teacher Internship
EDS 324	Teaching in the Inclusive Classroom
EDS 330	Org. Procedures for the Resource Room
EDS 414	Practicum in the Elementary Resource Room
EDS 415	Practicum in the Secondary Resource Room
HK 351	Materials & Methods of Teaching Phys. Ed. & Health in Elementary School (restricted for Secondary majors only)
HK 451	Instructional Methods in Physical Education
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 Science (Physical)

* Taken together as the Elementary Education Block Semester.

Frequency of Course Offerings – Fall and Spring

ED 300	Education as a Profession
ED 302	Art and Science of Teaching
ED 304	Early Childhood Learning
ED 305*	Teaching Math in Elementary & Middle School
ED 310*	Teaching Social Studies in Elementary & Middle School
ED 312*	Teaching Science in Elementary & Middle School
ED 334*	Methods for Teaching Reading and Language Arts in Elementary & Middle School
ED 361	Early Literary Instruction I
ED 362	Early Literary Instruction II
ED 365	Content Area Reading
ED 366	Reading Assessment & Intervention
ED 497	Computers in the Classroom
ED 401*	Classroom Management
ED 406, 407, 409*	Teacher Internship
PSY 206	Human Growth & Development
ED 306	Introduction to Exceptional Learners
ED 351	Educational Measurement
PSY 360	Educational Psychology
PSY 482	Psychology of Creative Development

* These courses require admission to Teacher Education.

Program Planning Notes

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 demand and faculty availability.

Special Methods Courses for Secondary and K-12 Majors: Various academic divisions 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 insure these courses are taken prior to teacher internship.

ART 340	Art Education
MUS 320	Music Education Materials & Methods
HK 351	Materials & Methods of Teaching Physical Education & Health in the Elementary School
HK 451	Instructional Methods in Physical Education
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 Science (Physical)

Program Planning Notes

Prerequisites for Professional Education Courses

Individual instructors are responsible for verifying that teacher candidates **enrolled in professional education courses** have met the specified prerequisites. Any teacher candidates who have not met the prerequisites should be directed to meet with their advisor for appropriate dropping/adding. Questions regarding admission to teacher education should be directed to the **Office of Field Experiences**.

Course	Course Prerequisites
ED 206	None specified
ED 297	None specified
ED 300	None specified
ED 302	None specified
ED 304	None specified
ED 305	Admission to TE; C or above in MA 111-112, ED 302
ED 306	None specified
ED 310	Admission to TE; ED 302; must have completed all core Social Studies courses
ED 312	Admission to TE; ED 302; must have completed all core Science courses
ED 334	Admission to TE; ED 302, EN 101-300
ED 351	None specified
ED 361	ED 300
ED 362	C or better in ED 302, ED 361 (cannot take 361 and 362 concurrently)
ED 365	ED 300
ED 366	ED 300, 361, or ED 362, or 365
ED 401	Admission to TE and TI
ED 406/407/409	Admission to TE and TI
ED 461	Admission to TE; ED 361 and ED 362, or permission of instructor
ED 463	Admission to TE; ED 461 or equivalent
ED 498	ED 297 or a computer course
EDS 313	None specified
EDS 320	None specified
EDS 324	Admission to TE, EDS 313
EDS 330	Admission to TE
ART 340	None specified
FPA 300	None specified
EN 410	Admission to TE
FL 410	Admission to TE
HIS 410	Admission to TE
HK 351	ED 300; ED 302
HK 451	Admission to TE; ED 300, ED 302; HK 351
BSB 313	Admission to TE
MA 319	Admission to TE
PS 313	Admission to TE
MUS 320	MUS 315

Program Planning Notes

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 Work Teacher candidates planning to take courses at other institutions should secure the approval of the department 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 enroll in ED 401 *Classroom Management* (3 semester hours) 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 Internship. 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 coursework be completed prior to the Professional Semester, all professional education and endorsement area courses must have been completed with a “C” or above. Elementary majors must earn a “C” or better in concentration courses that will be used for licensure.**

Education majors should plan carefully in scheduling the professional semester. Some departments offer the teacher internship every semester; others may offer it one semester only, either fall or spring. The teacher internship in English or History/Social Studies is spring semester only.

Appeals/Requests for Exception to Stated Policy

A route of appeal exists for a teacher candidate who-

- a) Questions a decision affecting status in the 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.

- b) At the earliest appropriate time, a meeting of the Teacher Education Admission/ Appeals Committee will consider the student's petition.
- c) The teacher candidate will be notified in writing of the decision.

Description of Field Experiences

Mississippi University for Women's field-based experiences are planned so that the knowledge, theories, and practices taught in the teacher education courses are applied in meaningful ways throughout the program. Teacher candidates begin the series of three levels of field experience in ED 302 *The Art and Science of Teaching* and conclude with the teacher internship experience. The sequencing moves the teacher candidate from identifying the decisions teachers make, to making instructional and management decisions themselves. All field experiences are in schools in which teacher candidates are able to observe and work with students who are culturally and racially diverse.

The **Level I** experience occurs in ED 302 *The Art and Science of Teaching*. The course requires 20 clock hours in a public school classroom – 2 or 3 hours per week over a nine-week period. Teacher candidates may not delay field experience and attempt to complete 20 hours within a shortened time period. The 20 hours must be completed over 9 weeks. Assignments are made by the Director of Field Experiences in cooperation with school district central office liaisons and building principals. 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. Teacher candidates will work with their assigned cooperating teachers to develop and actually teach three lessons. An evaluation is completed by the cooperating teacher.

Level II field experience occurs in the special methods classes. Teacher candidates enrolled in special methods courses in elementary education teach lessons at the elementary schools in the community. In the methods and materials course in reading, for example, teacher candidates may work for a full semester with learners in a local off-campus school. Secondary methods instructors identify schools in which they would like to have field experiences, and arrangements are coordinated through the Office of Field Experiences. Approximately 20% - 30% of the course time is spent in the field. An evaluation is by the classroom teacher and the special methods instructor.

Note: Levels I and II field experience assignments will be made with MUW partner schools that are located within an approximate 30-40 mile radius of Mississippi University for Women. Assignments beyond this range of the MUW campus will only be made in extenuating situations. Some field experience courses are placed exclusively at certain school centers according to partnership agreements and/or availability of school center curricula/programming aligned with a particular field experience course.

The teaching internship comprises **Level III** of the field experience sequence. MUW places teacher interns in two settings: one for Phase I (seven weeks) and another for Phase II (seven weeks). 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 building principals. **Teacher candidates who wish to intern in a particular school should not request that school for other field experiences before internship.** Mentor teachers must have an educational background beyond the minimum required by law for their position. They must have at least three years of teaching experience in the area of assignment, be trained as evaluators for the Teacher Intern Assessment Instrument, and have a genuine desire to work with interns. The university supervisor is a member of the MUW faculty in the specialty area and has had K-12 classroom experience. The mentor teacher and university supervisor work together to ensure a positive learning experience for the student teacher and to provide midterm and final assessments of teaching performance. The teacher intern is visited four times per phase, observed by the university supervisor, at least 3 times per phase (minimum of 6 times during the semester). During the professional semester, the teacher intern also returns to campus for seminars, allowing interaction with the Director of Field Experiences, the university supervisors, and other teacher interns.

Note: Internship assignments will be made with MUW partner schools that are located within an approximate 30-40 mile radius of Mississippi University for Women. Assignments beyond this range of the MUW campus will only be made in extenuating situations.

Summary of Field Experience Requirements

ART 340 Methods and Materials for Art Education—Teacher candidates will spend a minimum of **10 hours** in a K-12 classroom assisting the cooperating teacher in working with individual students, preparing materials and/or visuals, and creating at least one lesson.

BSB 313 Materials & Methods in Science (Biology)-- Teacher candidates will spend **10 hours** in direct teaching, tutoring, assisting with projects, and teaching one full lesson.

ED 302 The Art and Science of Teaching—This is the first education course in which field experiences are required. **20 hours** must be spent in a K-12 classroom. Candidates must teach three lessons, (for whole class or small group) that are developed under the direction of the university instructor, and must be approved and evaluated by the cooperating teacher, and assist in other ways in the classroom.

ED 305/ED 310/ED 312/ED 334/ED 366 (Elementary Education BLOCK)—Teacher candidates enroll in the Block during the semester immediately prior to student teaching. They spend 80 – 100 hours in the classroom during a 5 week period.

ED 361 Early Literacy Instruction I—Teacher candidates will spend a minimum of **10 hours** in the K-12 classroom observing, conducting an emergent reader assessment, planning and implementing a read-aloud, and planning and implementing a phonemic awareness or phonics lesson. Two lessons are taught.

ED 365 Content Area Reading—Teacher candidates will spend a minimum of **10 hours** in the middle school classroom observing and teaching two content area literacy lessons.

EDS 414 Practicum in Special Education—Teacher candidates will spend a minimum of 144 hours total in the classroom performing tasks, including direct instruction of 6 lessons, as arranged between the supervisor and the cooperating teacher.

EN 410 Materials and Methods in Secondary English—Teacher candidates will spend a minimum of **22 hours** involved in group work, class discussions, tutoring, and direct teaching, with one lesson taught in its entirety.

FLS 410 Materials and Methods of Secondary Foreign Language—Teacher candidates will spend **10 hours** in direct teaching, tutoring, assisting with projects, and teaching one full lesson.

FPA 399 Fine and Performing Arts Special Topics: Teaching Methods—Teacher candidates will spend a minimum of **10 hours** in the K-12 classroom observing and assisting.

HIS 410 Materials and Methods of Secondary Social Studies—Teacher candidates will spend **10 hours** in direct teaching, tutoring, assisting with projects, and teaching one full lesson.

HK 351 Materials and Methods of Teaching Physical Education and Health in the Elementary School—Teacher candidates will spend a minimum of **10 hours** in the K-12 classroom observing and assisting.

HK 370 Adapted Physical Education —Teacher candidates will spend **10 hours** observing, assisting, and planning lessons.

HK 451 Instructional Methods in Physical Education —Teacher candidates will spend **10 hours** observing, assisting, planning lessons, and team teaching.

MA 319 Materials and Methods of Secondary Math —After observing and assisting in the classroom, teacher candidates will spend a minimum of 10 hours teaching lessons. Team teaching experiences are allowed.

MUS 320 Music Education Materials and Methods—Teacher candidates will spend **10 hours** observing, assisting, planning lessons, and teaching.

MUS 325 Secondary Music Methods— Teacher candidates will spend **10 hours** observing, assisting, planning lessons, and teaching.

PS 313 Materials & Methods in Science (Physical)—Teacher candidates will spend **10 hours** observing, assisting, planning lessons, and teaching.

Removal from Field Experience

Administrative Removal

Field experience students may be removed from a field placement for cause will be administratively removed for the academic semester. The field experience courses include lecture and lab (field experience). It is not possible to be successful in a field experience course without completion of the lab experience. Therefore, field experience students removed from placement will be directed to drop the course. Since this action is an administrative removal, the grades recorded for student teaching and classroom management will be a "W". **Note:** Students 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/Academic Department Chair, Education Dean) to seek termination of the field placement. If a cooperating teacher or principal believes a field experience student is not performing appropriately in the assignment, the cooperating teacher and/or principal must discuss the problems with the university officials and the field experience student. If the university officials believe a field 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 field experience student will collaboratively write an improvement plan.

The improvement plan will be signed by the field experience student to confirm agreement to work toward meeting the goals of the improvement plan. If the field experience student refuses to sign the plan, then a statement will be written on the plan indicating that the field 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 field experience student's file. If the field experience student shows continuous improvement, the field experience student will proceed with the experience at the assigned site with careful supervision.

If the cooperating teacher, principal, or university personnel continue to see no improvement in the field experience student's performance within five (5) school days of the date of the student's signature on 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 field 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 the following:

1. Timeliness
2. Attendance
3. Appearance of Dress
4. Confidentiality
5. Poise/Attitude
6. Initiative
7. Language
8. Rapport
9. Cooperation
10. Responsive to Feedback
11. Organization
12. Flexibility
13. Sensitivity to Diversity

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, cooperating teacher, appropriate university personnel, and field experience student 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 student within three (3) school days of the committee hearing.

Immediate Termination. A field experience student may be terminated immediately if continuing the placement compromises the safety of public school students. Decisions for immediate termination should represent a consensus among the school principal or superintendent, university personnel, and the cooperating teacher. A decision for immediate termination **cannot** be made unilaterally.

School personnel who believe their students are unsafe if the placement continues should contact the appropriate university officials. A professor 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.

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.

Appeals Procedure for the Field Experience Student

If it is determined that a candidate needs to be removed from a field placement, the candidate has the right to appeal that decision. The candidate 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 Field Experience Student. A field experience student appealing for readmission into the field experience course will submit a typed letter to the Director of Field Experiences requesting a meeting with the Field Experience Admissions Committee. In the written letter the student 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 Field Experience Course -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 field experience course.

The letter will be forwarded to the Education Department Chair, who will then convene the Field Experience Course/Appeals Committee. The Education Department Chair will send a letter to the student indicating the time and place of the meeting requesting that the candidate be prepared to explain the situation provide documentation to verify remediation, and to answer questions by the committee members.

Action of the Field Experience/Appeals Committee. The committee can either accept or deny the student's appeal request. The student will be notified within five (5) school days of the committee's decision.

NOTE: If the committee accepts the student's appeal and permits the student to reenter field experience, the student will complete the course the next semester (not the semester in which the removal occurred).

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 into 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 Teacher Education Program provides field experiences as a part of education courses and allows any additional hours accumulated through approved experiences.

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:

Summer Camp Leader	Head Start Worker
Day Camp Leader	Assistant Teacher
City Recreation Employee/Volunteer	Substitute Teacher
Youth Organization Leader/Volunteer	Private Tutor
<i>(Y Teens, 4-H, Boy or Girl Scouts)</i>	Coach
Vacation Bible School Teacher	Extra Methods Courses Hours
Child & Parent Development Center Volunteer	Extra ED 302 hours
Sunday School Teacher	Extra ED 361 tutoring hours

Age Requirements:

Experience should be with a school-age population (**minimum of 3 years of age**), or in an educational setting approved by the Coordinator 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 in high school. In the case of non-traditional students, more recent experiences are preferred, but hours can be counted as far back as necessary **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 supervision. Letters should be mailed to:

**MUW Office of Field Experiences
1100 College Street, MUW-1637
Columbus, MS 39701**

**Or faxed to:
662-241-7869**

Students are advised not to delay getting their letters of verification on file. Applications to teacher internship will not be approved until this verification is received.

The Praxis Series

Informational Flyers Praxis Informational flyers include detailed information on the three Academic Skills Assessments and Specialty exams. Dates, times, places, length and content of exams, cost, registration forms and information are all included. Informational flyers can be found in the following locations:

College of Education & Human Sciences, Field Experiences Office
Career Services Office, Reneau Hall

Information concerning the Praxis Series can also be found on the website:

www.ets.org/praxis.

Overview of the Praxis Series Tests

Praxis I: Academic Skills Assessment

Academic Skills Assessments include the Pre-Professional Skills Test (PPST) [paper and pencil] and the Computer Pre-Professional Skills Test (C-PPST), both of which measure basic proficiency in reading, mathematics and writing.

The Pre-Professional Skills Tests (PPST) of Reading, Mathematics, and Writing are each one-hour multiple-choice tests. The Writing Test includes both multiple-choice questions and a 30-minute essay.

The C-PPST provides year-round testing by appointment at a network of Sylvan Technology Centers or approved university sites. The tests are administered on an IBM or compatible PC with a mouse.

Although passing scores are generally achieved through either the PPST or the C-PPST, it is acceptable to present a passing score from one with two passing scores from the other.

Praxis II: Subject Assessments

(Replaced the Professional Knowledge subtest of the National Teachers Exam August 1, 1997.)

The Principles of Learning and Teaching (PLT) is a two-hour test administered on the nation-wide test dates.

Elementary Education students may take either the K-6 or 5-9 exams. Secondary majors should take the 7-12 exam. Special subject (K-12) majors may take any of the three exams.

The Specialty Area Tests are taken in the area of one's license endorsement. Teacher candidates must take and pass both the PLT and the Specialty Area test for his/her major area.

When to Take the Praxis Test: Praxis I (PPST or C-PPST) must be taken during the semester of enrollment in ED 300. Teacher candidates must make the attempt to pass Praxis I before taking

additional education courses. ***Passing Praxis I scores are required prior to Admission to Teacher Education.***

Praxis II (PLT and Specialty Area) should be taken two semesters prior to the Professional Semester in the senior year (*example: if you plan to teach in Spring 2012, sign up for Praxis II in Spring 2011*). **Passing scores are required for admission to Teacher Internship as well as for licensure.**

Score Expiration for Admission to Teacher Education: PPST or C-PPST scores must be no more than 5 years old at time of Admission to Teacher Education.

Sending Scores to MUW MUW students are reminded that they **must request** that all Praxis 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 the official scores have to be requested later.** The student's copy is so designated and, just as with transcripts, cannot serve as an "official" copy. **The ETS recipient code for MUW is 1481.**

PRAXIS SCORES

Praxis I Requirements for Teacher Licensure in Mississippi

Pre-Professional Skills Tests (PPST) [paper/pencil]		Passing Score
Reading	10710	170
Writing	20720	172
Mathematics	10730	169

OR

Computer Pre-Professional Skills Tests (C-PPST)		Passing Score
Reading	5710	170
Writing	5720	172
Mathematics	5730	169

A teacher candidate with an ACT composite score of 21 with not less than 18 in all areas or a SAT score of 860 can use those scores toward Mississippi licensure. Candidates from Alabama should be aware that the ACT or SAT may be used for progression through the MUW Teacher Education Program but Praxis I is required for Alabama licensure.

Praxis II Requirements for Teacher Licensure in Mississippi

Principles of Learning & Teaching (PLT)		Passing Score
Grade Level K-6	30622	160
Grade Level 5-9	30623	160
Grade Level 7-12	30624	157

Specialty Score Requirements
(Scores effective September 1, 2011)

<u>Test Code</u>		<u>Passing Score</u>
0134	Art: Content Knowledge	158
0235	Biology: Content Knowledge	150
0245	Chemistry: Content Knowledge	151
0011 5011 (Computer)	Elementary Education: Curriculum, Instruction and Assessment (K-6)	158
0041	English Language, Literature & Composition	157
0061	Mathematics: Content Knowledge	123
0113	Music: Content Knowledge	139
0091	Physical Education: Content Knowledge	138
0081	Social Studies: Content Knowledge	143
5195	Spanish	160
0354	Special Education	142
0330	Speech-Language Pathology	600

MUW Student Education Organizations

MUW Teacher Education teacher candidates are encouraged to participate in their professional organizations. Watch for notices of meetings.

SMAE Student Mississippi Association of Educators

Eligibility: Any Teacher Education major
(Admission to Teacher Education is not a prerequisite)

Meetings: Once a month, generally at noon

KDE Kappa Delta Epsilon

Eligibility: Admission to Teacher Education, second semester sophomore or above with 3.0 GPA **(By application, then invitation)**

Meetings: Once a month, generally at noon

Services

The Ellison Letter Machine An Ellison Machine and a set of numeral, alphabet, and pattern dies are available for students. The Ellison is located on the first floor of the Education & Human Science Building and is available for use by teacher candidates Monday – Friday, 8:00 am – 5:00 pm.

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 Education Department formally conducts one year and three-year follow-up on teacher education graduates.

Curriculum Lab: Candidates may use books and other materials in this resource library, located on the third floor of the Education & Human Sciences Building. Candidates should visit the lab during the posted hours of operation or speak with their professor directly about lab procedures.

Videotaping Equipment: Video cameras are available through the Office of Field Experiences on a limited basis for candidates if they are taping themselves as part of a class assignment.

TEACHER INTERNSHIP PROGRAM

Teacher Internship Introduction

This information is intended to serve as a guide 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 cooperative Teacher Internship endeavor are included. Individuals responsible for guiding a Teacher Intern through the program should, along with the Teacher Interns, consider themselves as members of a team with a common goal, the development of the best teachers possible.

The MUW *Teacher Education Handbook*, at its current printing, describes as accurately as possible the policies, procedures, regulations, and requirements related to the teacher internship. The MUW Teacher Education Unit reserves the right to adjust its policies at any time to promote the best interest of those involved in the program or to be in compliance with state regulations regarding the student teaching experience.

For additional information about the MUW Teacher Internship Program:

MUW Office of Field Experiences
(662) 329-7186
1100 College Street, MUW-1637, Columbus, MS 39701
<http://web2.muw.edu/index.php/en/edu-field-office.html>

Teacher Internship at MUW

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 a developing 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 application for admission to 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 Mentor Teachers and University Supervisors.

Catalog Description of Teacher Internship

Observation and Directed Teaching (Course Numbers ED 406, ED 407, and ED 409) (9 semester hours) Full time 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 courses provide 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 courses are scheduled for five days each week during the Professional Semester. The last day of the Professional Semester is devoted to seminars under the direction of University Supervisors, for the purpose of identifying and reinforcing areas in which additional information and study are needed. Teacher Interns will be on duty each day for the same hours required of their Mentor Teacher(s). Teacher Interns will normally follow the calendar of the school system of the student teaching assignment.

ED 406 Observation and Directed Teaching: Grades K-8. (9 semester hours)

ED 407 Observation and Directed Teaching: Grades K-12. (9 semester hours)

ED 409 Observation and Directed Teaching in Secondary Education: Grades 7-12. (9 semester hours)

Goals of MUW Teacher Internship

1. 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:
 - a. 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.
 - b. Opportunities for the Teacher Interns to explore their potential effectiveness in both formal and informal teaching-learning situations.
 - c. Opportunities for the Teacher Interns to explore theories of method and techniques, which have evolved from their formal course work and other experiences, in actual classroom situations.
2. To obtain practical experience in performing the extra class functions normally expected of the classroom teacher, which should include:
 - a. Participation in the "total" program of the cooperating school.
 - b. Development of an understanding of the proper role of the teacher in the community.
 - c. Experience in the role of the teacher as an agent of good public relations.
3. To begin developing the resourcefulness and maturity needed to cope with the problems of guiding the total growth of children and youth.
4. 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:
 - a. Plan for teaching by establishing a sound plan of instruction based upon clearly stated behavioral objectives and by utilizing appropriate instructional aids.
 - b. Give evidence of basic knowledge of subject matter.
 - c. Communicate subject matter and skills to students in Standard English.
 - d. Motivate learners through enthusiasm and respect for students as individuals.
 - e. Control their verbal behavior through use of questioning and listening skills as well as involving students in appropriate interaction.
 - f. Diagnose student needs in content and affective areas.
 - g. Manage classrooms effectively, both student behavior and physical environment.
 - h. Evaluate student achievement, using a variety of valid and reliable techniques, and utilize evaluation results for instructional purposes.
 - i. Display positive interpersonal skills with students and other staff members.
 - j. Exhibit acceptable personal qualities such as appropriate dress and grooming, voice quality, communication, punctuality, and sense of humor.

Internship Terminology

The **Professional Semester** is the Teacher Internship semester. Teacher Interns enroll in ED 401 Classroom Management (3 semester hours) and the appropriate student teaching course (9 semester hours). Classroom Management meets daily from 9:00 A.M. until 4:00 P.M. for approximately the first eight days of the semester. Two half-day days will be spent in the cooperating school to become familiar with environment of that setting. Teaching during the 14 weeks serves as the laboratory for application of principles studied in the Classroom Management seminar.

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

A **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 who, in addition to teaching duties, is responsible for supervising Teacher Interns. Responsibilities include visiting the Teacher Interns, holding conferences with them and with their Mentor Teachers, evaluating the progress of the 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 the 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 **Chair of the Department of Education** works closely with the Director of Field Experiences and has supervisory responsibilities to ensure a functioning, effective teacher education program.

The **Dean of the College of Education and Human Sciences** has the overall responsibility for the program of teacher education, its relationship with other departments and offices of the university, the State Department of Education, and the university administration.

Phase I Teacher Internship refers to the first half of the student internship experience and lasts approximately 7 weeks.

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

Teacher Intern Assessment Instrument (TIAI). To receive a passing grade in student teaching, 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 Teacher will also assess the Teacher Intern's performance using the TIAI.

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. They represent as nearly as possible the kinds of systems in which the Teacher Interns are likely to be employed. 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 requests 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 places Teacher Interns in two settings: one for Phase I and one for Phase II, as follows:

Elementary	One placement in lower elementary (K-4) One placement in upper elementary or middle school (4-8)
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 of available TIAI certified Mentor Teachers, and schedules and travel time of University Supervisors. A list of requests for assignments is mailed to the superintendents of the respective school systems. Superintendents consult the principals of the centers and approve the list as submitted or approve 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 30-40 mile radius of 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. Cooperating Mentor Teachers must have an educational background beyond the minimum required by law for 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, be certified as Teacher Intern evaluators, and have a genuine desire to work with Teacher Interns. The Mentor Teachers selected are professionals who value in-service activities related to their new responsibilities and the completion of formal courses in supervision when the opportunities are present. A Master's degree is preferred.

University Supervisor Assignments

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.

Responsibilities of Members of the Teacher Internship Team

Teacher Intern: Responsibilities

The central figure in a program of preparatory teaching is the Teacher Intern. The specific responsibilities for the Teacher Intern are as follows:

To the school:

1. Secure a school handbook, seating charts, schedules, textbooks, etc. during the first visit to the school.
2. Complete a minimum of 2 observations per phase in a classroom other than the one where assignment has been made. At least one observation should be in a special education setting. Documentation of these observations is provided to the Director of Field Experiences.
3. Submit all lesson plans to the cooperating Mentor Teacher for evaluation and initialing prior to teaching. The initialed plans should be placed in a lesson plan notebook and made available to the University Supervisor on each visit. Deadlines for these submissions should be respectfully followed.
4. Assume responsibility for teaching according to the suggested schedule below for Phase I. Teaching responsibility in Phase II should be assumed more quickly.
 - Week 1 Orientation to the school/classroom; observing, assisting, and interacting with students.
 - Week 2 Primary responsibility for one class in a 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.
 - Week 4 Approximately half-time teaching.
 - Weeks 5 & 6 Full-time teaching.
 - Week 7 Transition of teaching back to cooperating Mentor Teacher.
5. Mentor Teachers and Teacher Interns are encouraged to use a team approach. Therefore, the above schedule refers to the level of involvement of the Teacher Intern and does not mean that the Mentor Teacher is removed from any responsibilities. This is a suggested guideline and will vary according to the setting. Teacher Interns should gradually assume the lead for preparation and delivery of instruction.
6. Develop and display at least two bulletin boards or visual displays per phase. At least one per phase will be interactive.
7. Consider school duties as professional responsibilities and make them a priority. Accept responsibilities which are a necessary part of the profession. Exemplify the attitudes and actions of a teacher rather than those of a student.
8. Conform to the school's rules, policies, and standards of behavior.
9. Cooperate at all times with students, teachers, and administrators.
10. Avoid unfavorable criticism of the school, the cooperating Mentor Teacher, and the community.
11. Safeguard all personal and confidential information and use it for professional purposes only.
12. Dress appropriately and in keeping with faculty and university standards. Males should wear ties. Females may wear dresses or slacks. Comfortable shoes are a must. ***Jeans, low-riding pants or skirts, shorts, and sweats are not considered appropriate. T-shirts are not to be worn except in instances of school t-shirts for spirit days or special occasions. Mini-skirts, halter tops or any top/blouse that reveals skin below the neck is inappropriate.***
13. Take an active part in the extracurricular activities of the school.
14. Endeavor to discover personal professional shortcomings and try to correct them.
Return all school materials, textbooks, resource materials, and student records before completing each phase.
15. Complete an interest inventory and learning styles inventory at the beginning of each phase (prior to teaching). Summaries of the results of these should be included in the lesson plan notebooks

To the university and teaching center:

1. Attend all university seminars and other functions assigned by the education unit or the University Supervisor. Failure to attend Post-Seminar will result in an incomplete grade, which must be cleared in accordance with university policy.
2. Provide the University Supervisor with a scheduled of planned teaching and observation activities each week by deadlines established by the University Supervisor.
3. Record information on the Time Summary Record each week and submit a final tallied report.
4. Submit in writing all anticipated requests to be away from the Teacher Internship center. The request is made to the University Supervisor who recommends approval or denial and forwards to the Office of Field Experiences. If the request is approved, it is the responsibility of the Teacher Intern to inform the principal and Mentor Teacher of the planned absences.
5. Report all unanticipated absences (illness, for example) immediately to the University Supervisor, principal, and Mentor Teacher. Also, report each absence to the Director of Field Experiences via e-mail the day of your absence.
6. Prepare and present a professional portfolio on the date assigned by the University Supervisor.
7. Self-evaluate, using the TIAI, at the end of Phase I and at the end of Phase II, and bring the completed self-evaluation to the final evaluation conference with the University Supervisor and the Mentor Teacher.

Mentor Teacher: Responsibilities

Research clearly indicates the importance of the effective Mentor Teacher in a successful internship experience. Through the Mentor Teacher's guidance and knowledge, the Teacher Intern experiences firsthand teaching. To facilitate this experience, the following responsibilities are suggested:

1. Prepare the students for the Teacher Intern. Emphasis should be placed on the Teacher Intern as a “teacher” rather than as an “intern”. Students should be encouraged to go to the Teacher Intern for help, especially when teaching begins.
 2. Collect a set of textbooks for the Teacher Intern and provide helpful materials such as a daily schedule, class rolls, discipline plan, medical information, school handbook, SACS School Improvement plan, and curriculum frameworks or guides.
 3. Provide a work and study area (desk or table) in the classroom for the Teacher Intern.
 4. Orient the Teacher Intern to the school through a tour of the building, introduction to Principal and other school personnel, and arrange time to visit and observe throughout the school.
 5. Orient the Teacher Intern to the classroom physical environment: ventilation, temperature control, lighting, seating arrangements, bulletin boards, chalkboards, housekeeping tasks, available supplies, instructional equipment, and technology.
 6. Explain, at appropriate times, record-keeping methods: attendance records, homeroom records, grade and report cards, cumulative folders, and other records.
 7. Inform the Teacher Intern about matters of school policy, management, fire drills, and discipline.
 8. Include the Teacher Intern in attendance at faculty and staff meetings, PTA meetings, assembly programs, parent conferences, and other activities/duties expected of teachers.
 9. Schedule a conference with the Teacher Intern at least once a week on a regular basis. In addition, impromptu conferences may occur daily depending on the Teacher Intern's needs and the Mentor Teacher's time.
 10. Schedule at least two observation opportunities for the Teacher Intern in classrooms other than the one to which she/he is assigned. Such opportunities should especially be provided in the first week of each phase, and should include at least one special education setting. Observations may also occur as the phase progresses, as well as at the end.
 11. Guide the Teacher Intern in lesson planning.
 12. Plan jointly for the transition into teaching. The schedule below is suggested for Phase I. Teacher Interns should move into the teaching experience more quickly in Phase II.
 - Week 1 Orientation to the school/classroom; observing, assisting, and interacting with students.
 - Week 2 Primary responsibility for one class in a 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.
 - Week 4 Approximately half-time teaching.
 - Weeks 5 & 6 Full-time teaching.
 - Week 7 Transition of teaching back to cooperating Mentor Teacher.
- Mentor Teachers and Teacher Interns are encouraged to use a team approach. Therefore, the above schedule refers to the level of involvement of the Teacher Intern and does not mean that the Mentor Teacher is removed from any responsibilities. This is a suggested guideline and will vary according to the setting. Teacher Interns should gradually assume the lead for preparation and delivery of instruction.
13. Critique and initial the Teacher Intern's lesson plans in sufficient time to allow for revisions. Set clear deadlines for submissions to allow time for appropriate and adequate review.
 14. 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.
 15. Encourage the Teacher Intern to try his/her own ideas.
 16. Inform the University Supervisor or the Director of Field Experiences IMMEDIATELY when serious problems occur or are threatening.
 17. Share frequently the evaluation of the Teacher Intern's progress with the Teacher Intern and the University Supervisor. Complete a Weekly Report Sheet on the Teacher Intern's progress and submit to the University Supervisor.

18. Evaluate the Teacher Intern twice using the TIAI Summary Form provided by the university. A formal conference with the Teacher Intern should follow. The Teacher Intern will be asked to sign the form after the evaluation has been explained. File the form with the University Supervisor.
19. Encourage the Teacher Intern's positive attitude about the teaching profession.

School Principal: Responsibilities

The school principal shares an important responsibility in assuring a successful student teaching experience. To facilitate this experience, the following suggestions are offered:

1. Prepare the Mentor Teacher for the Teacher Intern and share information furnished by the university.
2. 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.
3. Introduce the Teacher Intern at a faculty meeting to foster the feeling of being a part of the school.
4. Check periodically with the Mentor Teacher and/or the University Supervisor to assess the experience.
5. Ensure that the Teacher Intern has as complete as possible picture of "what teaching is," while providing a secure environment in which to integrate previous learning into a personal teaching style.
6. Inform the University Supervisor or Director of Field Experiences immediately in the event of a professionally troublesome experience or an emergency.
7. Provide professional support and mentoring to the Teacher Intern whenever possible.

University Supervisor: Responsibilities

The University Supervisor has responsibility for coordinating resources of the university and cooperating school. Responsibilities include the following:

1. Hold an orientation meeting with assigned Teacher Interns prior to leaving campus to discuss expectations, guidelines, supervision style, etc.
2. Interpret university procedure, routine, and evaluation to the Teacher Intern, Mentor Teacher, and principal.
3. Meet with and provide necessary orientation to new Teacher Interns concerning their responsibilities.
4. Visit each Teacher Intern within the first week of each phase, for the purpose of discussing the Teacher Intern's schedule and verifying adjustment to the teaching assignment.
5. Evaluate and provide Teacher Interns feedback on the videotaped reflective analysis. A reflective analysis on a 45 minute videotaped session of the Teacher Intern's teaching will be submitted by the Teacher Intern during Phase I of student teaching.
6. Visit each Teacher Intern a MINIMUM of 4 times during each phase. One visit should occur during the first week of each phase (item 3). The remaining visits shall be devoted to observation and frank discussions with the Teacher Intern and Mentor Teacher concerning the Teacher Intern's performance in the classroom 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 visitations of each phase should occur during the last two weeks for the purpose of final evaluation. Although only 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 6 observations of actual teaching should be a part of these visits.
7. Consult with the Mentor Teacher at least every two weeks to assess the Teacher Intern's progress.
8. Regularly examine the Teacher Intern's lesson plan notebook and offer feedback.
9. Evaluate the Teacher Intern's instructional portfolio or lesson plan notebook, completed at the discretion of the University Supervisor, during each phase and provide feedback within a reasonable time.
10. Observe the Teacher Interns teaching during each phase and provide feedback on the TIAI competencies. The University Supervisor should make every effort to observe the teaching of multiple lessons.
11. Maintain a record of Teacher Intern observations and conferences (via form ED-ST-24).
12. Know and follow cooperating school policies and programs.
13. Recommend approval/denial of special requests to be absent from the teaching center and forward them to the Director of Field Experiences.
14. Meet with Teacher Interns as necessary during seminars.
15. Provide opportunities for Teacher Intern to ask questions, clarify expectations, and express concerns. Be supportive and available to Teacher Interns beyond the school visits.
16. Inform the Director of Field Experiences as soon as possible of a potentially troublesome situation.
17. Prepare two TIAI Evaluations on the Teacher Intern's performance, one at the end of Phase I and the other at the end of Phase II, and discuss both with the Teacher Intern.
18. Assign and report the student intern's final letter grade for student teaching to the Registrar and to the Office of Field Experiences.
19. Submit a completed folder for each Teacher Intern into the Office of Field Experiences during the final week of the student teaching assignment or by the established deadline

Director of Field Experiences: Responsibilities

The Director of Field Experiences is responsible for administering the Teacher Internship program within established guidelines. Specifically, the Director is responsible for the following Teacher Intern related tasks:

1. Evaluate and approve Teacher Intern applications.
2. Recommend placement of Teacher Interns.
3. Consult with the Chair of the Department of Education regarding assignment of University Supervisors.
4. Supply necessary forms and reports, including an up-to-date Teacher Education Handbook, to Teacher Interns, Mentor Teachers, and University Supervisors.
5. Provide professional development and training for University Supervisors and Mentor Teachers.
6. Serve as the identified liaison between the university and the cooperating schools.
7. Insure that Teacher Interns are involved in the experiences that will most effectively enhance their development.
8. Work with University Supervisors and/or Teacher Interns to resolve problems with the student teaching assignments or interpersonal relationships within a center.
9. Conduct the student teaching seminars.
10. 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.
11. Provide placement assistance to program graduates by cooperating with campus career services for Educator Interview Day, mailing graduate availability info to area school districts, circulating information on position openings to graduates, and responding to requests from administrators.
12. Provide support for, and follow-up studies of, graduates of MUW's Teacher Internship program.
13. Maintain files on Teacher Interns and program graduates.
14. Prepare and administer the student teaching budget.
15. 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.

Suggested Early Experiences for the Teacher Intern

1. Complete at least two observations in classrooms other than the one to which assigned.
2. Carefully observe the individual students in the classes for which assuming responsibility.
3. Learn all about school and classroom policies and procedures: (See if a handbook is available.)
 - a) Reporting accidents, first-aid services.
 - b) Group movement within the corridors, building.
 - c) Evacuation plans for fire drills, bomb threats, tornado drills.
 - d) Use of duplicating equipment, requisitioning supplies, equipment.
 - e) Use of audio-visual equipment, media center, and computer lab
 - f) Lunchroom regulations; policies regarding the noon hour; open/closed campus.
 - g) Teachers' meetings; other professional and in-service meetings
 - h) Parent-teacher meetings/conferences.
 - i) Handling student absences, tardiness, check-outs, etc.
 - j) Arrangements about custodial services
 - k) Discipline procedures.
 - l) Student code of conduct: chewing gum, snacks, dress, leaving class during instruction, etc.
 - m) Acceptable Use policies for technology.
4. Become familiar with the Mentor Teacher's lesson and unit plans.
5. Plan jointly with the Mentor Teacher for the transition into teaching. The schedule below is suggested for Phase I. Teacher Interns should move into the teaching experience more quickly in Phase II.

Week 1 Orientation to the school/classroom; observing, assisting, and interacting with students.

Week 2 Primary responsibility for one class in a 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.

Week 4 Approximately half-time teaching.

Weeks 5 & 6 Full-time teaching.

Week 7 Transition of teaching back to cooperating Mentor Teacher.

Mentor Teachers and Teacher Interns are encouraged to use a team approach. Therefore, the above schedule refers to the level of involvement of the Teacher Intern and does not mean that the Mentor Teacher is removed from any responsibilities. This is a suggested guideline and will vary according to the setting. Teacher Interns should gradually assume the lead for preparation and delivery of instruction.

6. Become familiar with the Mentor Teacher's supply budget and purchasing or requisitioning system.
7. Determine how to maintain attendance record and grading system. (Will the Teacher Intern have a separate grade book?)
8. Schedule a conference with the principal, if possible. Philosophy regarding discipline? Any suggestions for a Teacher Intern? (Invite the principal to visit the classroom.)
9. Schedule a conference with the counselor, if possible. Inquire about the testing program, the kind of information maintained in cumulative folders, etc.
10. Visit the school library; meet the librarian; assess the status of holdings, both books and periodicals; and determine policies for use of the library.
11. Assist in the classroom: roll call, evaluating papers, bulletin board, lab assistance, etc. Start teaching at least the equivalent of one class period per day by the second week.

What to Expect During a University Supervisor's Visit

1. The University Supervisor (US) is in the Teacher Internship center as an observer and will need a vantage point for best observing the Teacher Intern's (TI) performance. A chair or desk may be provided at the back or side of the learning environment to facilitate viewing both the Teacher Intern and the participation of the learners.
2. The US does not expect a formal introduction or undue attention. If students have been informed in advance that occasionally a teacher from the university will be present for the purpose of observing the Teacher Intern, a brief comment on the supervisor's first visit is all that will be necessary.
3. The US should be provided the lesson plan notebook, with a copy of the day's lesson plan, as soon as possible upon arrival. The US will also want to view copies of handouts being utilized in the lesson.
4. During instruction, expect the US to write notes, usually using a carbon critique form provided by the Office of Field Experiences. The notes will include strengths of the lesson as well as suggestions and will form the basis for the follow up conference later.
5. Do not expect the US to assist in teaching. The Teacher Intern needs to be prepared to teach independently. If the Teacher Intern needs assistance in behavior management or instructional delivery, it is the Mentor Teacher's (MT) role, not the US's. Input from the US may be sought in the follow up conference.
6. The US will want to have a follow up conference with the Teacher Intern. In some cases, the MT will assume responsibility for the next period of instruction to allow the ST to meet with the US. In other cases, when the TI cannot conveniently be available or if the US's schedule does not permit staying, the TI and US will mutually decide on a time to confer.
7. The US will usually use a carbon critique form as a basis for the follow up conference. The original copy will be left with the TI for reference, and the carbon will remain with the US for future reference as well. If the ST does not receive the amount of feedback desired, then specific questions should be asked.
8. It is recommended that the final minutes of the follow up conference focus on completion of the record form of the US visit. The US and TI both maintain records which will be turned in at the conclusion of the semester.
9. In addition to valuing three-way communication (US, MT, TI) the US usually likes to have some private time with both the TI and with the MT, providing time for questions or advice that may be apart from the student teaching experience.
10. The US will check in and check out at the Principal's office when entering/exiting a teaching center.

Program Policies

Lesson Plans

MUW requires that all Teacher Interns **MUST HAVE WRITTEN LESSON PLANS** for all classes taught. Plans need to include the learning objectives, materials needed for instruction (e.g. audio-visual resources, games, etc.), plan of instruction, assignment (where appropriate), and evaluation. Plans need to be given to the Mentor Teacher at least 24 hours or earlier as determined by the MT in advance of proposed use to allow time to integrate feedback into the lesson. 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 be arranged chronologically in a folder or three-ring notebook available for review by the University Supervisor. The Teacher Intern should confer with the Mentor Teacher after a lesson presentation to secure input on the effectiveness.

Some schools may provide a lesson plan book - a large double-page book consisting of blocks of space with subject headings and corresponding days of the week. Other schools may provide a one-page format with key plans for a 5-day week of lessons. When such a plan book or lesson plan sheet is used, it serves as a supplement to more detailed plans which follow the instructional portfolio format of Mississippi University for Women. Some schools may also require electronic submission of lesson plans.

Attendance/Absences

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 schools 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.

Any day a Teacher Intern cannot report to school, the Principal, Mentor Teacher, and University Supervisor must be notified as early as possible. Such notice will allow the MT to assume the TI's responsibilities and will prevent the US making a visit when the TI is not present. TI's are limited to two EXCUSED absences for illness or emergencies only. Any additional absences must be made up. Arrangements for make-up days are to be made through the University Supervisor and Director of Field Experiences, who will coordinate with the school. If a TI must be absent and has teaching materials that will be needed that day by the MT, it is the responsibility of the TI to get these materials to the school. Absences must also be reported via e-mail to the Director of Field Experiences the day of the absence.

Teacher Interns are expected to perform their assigned responsibilities at all times, except in the case of personal illness or emergency circumstances. For other situations where there is justifiable cause for requesting to be absent (educational conference or job interview) a Teacher Intern Request to be Absent 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. If the requested and approved absence takes the total beyond the two built into the schedule, make-up days will be required.

Additional Coursework/Outside Employment

Teacher Interns enroll in ED 401 Classroom Management (3 semester hours) and the appropriate teacher internship course (9 semester hours). No other coursework may be taken except with special approval by the Admissions Committee for Teacher Interns. In cases when permission is granted, the request approval form must be on record in the Teacher Intern's file. Because the Teacher Internship is a full-time on-the-job experience and requires much planning and preparation beyond the 40-hour workweek, 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 the faculty with emphasis placed on their role as teachers whenever possible; however, they are not legal employees of a system and are subject to some restrictions. Teacher Interns should not assign grades. This does not mean that Teacher Interns should not work with the Mentor Teachers in assigning grades or that they should not construct, administer and grade tests. It does mean that the Mentor Teacher ultimately is responsible for the reported grades. In addition, for the protection of the Teacher Interns and the school system, Teacher Interns must not administer physical punishment. Although Teacher Interns should contribute to the school in every way possible, they cannot be used as substitute teachers and should not be used as assistant teachers. They should not represent the school in any official capacity.

Teacher Internship Seminars

On-campus seminars are scheduled during the internship period. If desired, other seminars may be seminar is held at the end of the internship. Mississippi Teacher Licensure. The Teacher Intern will be eligible for a Mississippi teacher's license on completion of all degree requirements and teacher education program requirements, to include a minimum grade of "C" on Teacher Internship during the professional semester. The intern must demonstrate all competencies on the TIAI. The application process for Mississippi licensure will be explained during the post Teacher Internship seminar. Candidates desiring to apply in other states should contact the respective certification offices in those states and request applications.

Evaluation of the Teacher Intern

The evaluation of the Teacher Intern should be a continuous process. Through the use of self-evaluation and planned conferences with the University Supervisor and Mentor Teacher, the Teacher Interns should make periodic checks on their own progress. The University Supervisor as the representative of MUW has the ultimate responsibility for assigning the final grade for the Teacher Intern. The student teaching grade is the most important grade that a prospective teacher can receive and must be carefully considered. Prior to reaching this 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 student teaching and eligibility for licensure. If health reasons, unforeseen circumstances, or lack of time to demonstrate all competencies interfere with successful completion of the student teaching experience within the time frame provided, an "Incomplete" may be granted with approval from the Director of Field Experiences, the appropriate College Dean, and the Vice President for Academic Affairs.

Withdrawal from 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.

Removal from Teacher Internship

Termination of a Placement

Although rare, sometimes a Teacher Intern's lack of progress in assuming classroom responsibilities 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 public 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 the 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:

1. Timeliness
2. Attendance
3. Appearance of Dress
4. Confidentiality
5. Poise/Attitude
6. Initiative
7. Language
8. Rapport
9. Cooperation
10. Responsive to Feedback
11. Organization
12. Flexibility
13. Sensitivity to 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:

1. Unprofessional or unethical behavior in the school setting.
2. Any evidence of a lack of sensitivity to multicultural situations by the Teacher Intern.
3. Excessive absenteeism, tardiness, and/or failure by the Teacher Intern to comply with established rules and policies.
4. 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.
5. Inappropriate interpersonal skills with students, staff, faculty, and administrators.
6. Inappropriate attitude or hostility.
7. 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 public school students. 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 the 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 and classroom management. 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 Teacher Internship Admissions Committee. In the written letter the Teacher Internship 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 Teacher Intern Admissions/Appeals Committee. 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 provide documentation to verify remediation, and to answer questions by the committee members. Action of the Teacher Intern Admissions/Appeals Committee. 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 reenter Teacher Internship, the student will intern the next semester (not the semester in which the removal occurred).

APPENDIX

Curriculum Sheets for individual majors may be viewed on the
MUW Registrar's webpage:

<http://www.muw.edu/registrar/>

STUDENT'S SIGNATURE _____ LICENSURE AREA _____

ADVISOR'S SIGNATURE _____ DATE _____

TENTATIVE PLAN OF COURSES**By semester**

FRESHMAN		FRESHMAN		FRESHMAN	
Fall	Year	Spring	Year	Summer	Year
				1st term	
				2nd term	
Fall	SOPHOMORE Year	Spring	SOPHOMORE Year	Summer	SOPHOMORE Year
				1st term	
				2nd term	
Fall	JUNIOR Year	Spring	JUNIOR Year	Summer	JUNIOR Year
				1st term	
				2nd term	
Fall	SENIOR Year	Spring	SENIOR Year	Summer	SENIOR Year
				1st term	
				2nd term	

Guidance on Selecting Concentration Areas

A concentration area requires a minimum of 21 semester hours.

- * Developmental courses do not count toward a concentration: e.g. EN 100, MA 100.
- * No minimum grade is currently specified for a Concentration, but if the Concentration is to result in an additional endorsement, then all grades must be a “C” or above.
- * Transfer courses are acceptable.
- * Students may specify more than 2 concentrations; all will be noted for licensure.
- * One-credit hour continuing education workshop courses do not count toward a concentration.

English - 21 hours

- EN prefix, EN 101 or above

Mathematics - 21 hours

- MA prefix, MA 111 or above

Science - 21 hours

- BS, BSB, BSM, PS, PSC, SM prefixes -- any combination for K-8 Concentration for degree and license. A combination of 21 hours of biological and physical sciences is acceptable. However, if students wish to have a state endorsement in science, they need to choose all biological science courses (21 hours) or all physical science courses (21 hours).

Social Studies - 21 hours

- ANT, GEO, HIS, POL, SOC prefixes -- any combination. Economics courses with ECO and BU prefixes are acceptable. PSY prefixes do not satisfy this requirement. *The Mississippi Department of Education encourages courses to be HIS, POL, and GEO courses.*

STUDENT _____ DATE _____

Concentrations
[Elementary Education majors only]

Select 2 areas of concentrations, consisting of a minimum of 21 semester hours in each area.

English Mathematics Science Social Studies

Concentration #1 _____

<u>Course #</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Concentration #2 _____

<u>Course #</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ACADEMIC ADVISOR

EDUCATION ADVISOR

Institutional Supplemental Endorsements

The following supplemental endorsements may be added to a Mississippi standard license.

Gifted Education K-12

ED	516	Understanding Gifted Populations	3
ED	517	Methods, Materials & Resources for Teaching the Gifted	3
ED	552	Curriculum Development and Improvement	3
ED	595	Program Development and Evaluation in Gifted Education	3
ED	598	Internship	3
			15

Reading/Literacy K-12

ED	523	Early Literacy Development (Pre-K -3)	3
ED	527	Content Area Literacy	3
ED	564	Effective Literacy Assessment and Intervention	3
ED	524	Expanding Literacy Development (4-12)	3
ED	599	Internship in Reading Literacy	3
			15

Mildly - Moderately Handicapped K-8

ED	306	Introduction to Exceptional Learners	3
EDS	313	Introduction to Special Education	3
EDS	320	Education of the Handicapped	3
EDS	324	Teaching in the Inclusive Classroom	3
EDS	330	Procedures for the Resource Room	3
EDS	414	Practicum K-8	6
			21

Mildly - Moderately Handicapped 7-12

ED	306	Introduction to Exceptional Learners	3
EDS	313	Introduction to Special Education	3
EDS	320	Education of the Handicapped	3
EDS	324	Teaching in the Inclusive Classroom	3
EDS	330	Procedures for the Resource Room	3
EDS	415	Practicum 7-12	6
			21

Comprehensive Health for Family & Consumer Science, Biology, or Health/Physical Education only

HK	307	Emergency Healthcare	3
HK	380*	Health Methods	3
SOC	305	Marriage & the Family or FHD/PSY 330 Human Sexuality	3
FHD	470	Substance Abuse	3
			12

* HKH 101 is a prerequisite.

Computer Applications

ED	297	Computer and the Classroom	3
ED	498	Instructional Technology	3

Choose 2 of the following for 6 hours: (* = recommended choices) 6

*BU	157	Information Systems Using Microcomputers	
*BU	160	Spreadsheet Applications	
BU	296	Applications Program Development (COBOL II)	
SM	135	Programming in C	12

Physical Science (for Biology, General Science, Chemistry, Physics, Earth Science only)

_____	_____	Laboratory-based Chemistry	8
_____	_____	Laboratory-based Physics	8
			16

NOTE: These supplemental endorsements are specific to MUW and require institutional recommendation. All courses must be the specific course listed and it must be taken at MUW. No transfer courses are accepted for institutional supplemental endorsements.

State Financial Aid

THE CRITICAL NEEDS TEACHER LOAN/SCHOLARSHIP PROGRAM (CNTP)

Benefits

Tuition, fees, books, and average cost of room/meals

Requirements

Juniors - Seniors - 2.5 college GPA (maintain 2.5 for renewal)

Obligation

2 years' award = 2 years' teaching in CSA

Other awards = year for year

Default = Immediate repayment plus interest

Contact State Student Financial Aid at 1-800-327-2980 or (602) 432-6997

THE WILLIAM WINTER TEACHER SCHOLAR LOAN PROGRAM (WWTS)

Benefits

Up to \$3,000

Requirements

Juniors - Seniors - 2.5 college GPA (maintain 2.5 for renewal)

Obligation

2 years' award = 2 years' teaching in CSA

Other awards = year for year

Default = Immediate repayment plus interest

Contact State Student Financial Aid at 1-800-327-2980 or (602) 432-6997

THE GRADUATE TEACHER SUMMER LOAN/SCHOLARSHIP (GTS) offers assistance to Mississippi residents who have been accepted into a program of study that leads to a first Master's Degree and a Class AAA standard teacher educator license. The applicant must attend an accredited Mississippi public or private institution of higher learning and must be under contract as a full-time classroom teacher (K through twelfth grade) in an accredited Mississippi public school for one academic year immediately following the summer for which funds were received. Recipients who are not serving as full-time teachers in the school year immediately following the summer in which the loan/scholarship is received must repay the full amount of the loan within 30 days of notification by the Board. **Application deadline is April 1.**

THE MISSISSIPPI TEACHER FELLOWSHIP offers financial scholarships for a maximum of three academic years, not to exceed the completion of a Master of Education degree or Educational Specialist degree to applicants who meet the following requirements by the start date of the program: hold a Mississippi teacher's license; be employed by a school district geographically located in Mississippi where a critical teacher shortage exists as designated by the State Board of Education; comply with all eligibility requirements outlined in the application; must be accepted in a Master of Education or Educational Specialist program at one of the following Mississippi institutions: Alcorn State, Delta State, Jackson State, Mississippi College, Mississippi University for Women, Mississippi State, Mississippi Valley State, University of Mississippi, University of Southern Mississippi, or William Carey college. In addition, participants will receive stipends for books/supplies and may be eligible for reimbursement of up to \$1,000 in moving expenses. Participants shall agree to employment as a licensed teacher in a Mississippi public school district identified as a critical shortage area for a period of not less than three years. For application and deadline information call: School of Education, University of Mississippi at 601/232-3991 or 1-888-611-5160 or visit the Website: <http://www.olemiss.edu/programs/mtfp>.

Board of Trustees, State Institutes of Higher Learning

Student Financial Aid

3825 Ridgewood Road

Jackson, MS 39211-6453

1-800-327-2980 or 601-432-6997

www.ihl.state.ms.us

NOTIFICATION OF CRIMINAL BACKGROUND CHECKS OF PUBLIC SCHOOL EMPLOYEES IN MISSISSIPPI

The information below is to inform all Teacher Education majors of a change to the Mississippi Code. Please read it carefully, sign and date the form indicating that you understand this portion of the Mississippi Code.

Senate Bill 2658 amended Section 37-9-17, Mississippi Code of 1972, to require fingerprinting and criminal records background checks for new public schools licensed and nonlicensed employment applicants, to prohibit employment of persons determined through such fingerprinting or background checks to be guilty of certain felonies, to authorize waivers for mitigating circumstances and to provide immunity to school districts and school district employees regarding certain employment decisions, to authorize the School Board of any school district to designate a personnel supervisor or another principal employed by the school district to make or accept recommendations for the employment of non-instructional employees and to transmit approved recommendations to the Board.

SECTION 1. Section 37-9-17. Mississippi Code of 1972, is amended as follows:

37-9-17.(2) The superintendent of the school district shall require that current criminal records background checks and current child abuse registry checks are obtained, and that such criminal record information and registry checks are on file for **any new hires applying for employment as a licensed or nonlicensed employee** at a school not previously employed in such school district *prior to July 1, 2000*. In order to determine the applicant's suitability for employment, the applicant shall be fingerprinted. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Department of Public Safety to the FBI for a national criminal history record check. The fee for such fingerprinting and criminal history record check shall be paid by the applicant, not to exceed Fifty Dollars (\$50.00); however, the school board of the school district, in its discretion, may elect to pay the fee for the fingerprinting and criminal history record check on behalf of any applicant. Under no circumstances shall a school district superintendent, school board member or any individual other than the subject of the criminal history record checks disseminate information received through any such checks except insofar as required to fulfill the purposes of this section.

(3) If such fingerprinting or criminal records checks disclose a felony conviction, guilty plea or plea of nolo contendere to a felony of possession or sale of drugs, murder, manslaughter, armed robbery, rape, sexual battery, sex offense listed in Section 45-31-3(i), child abuse, arson, grand larceny, burglary, gratification of lust or aggravated assault which has not been reversed on appeal or for which a pardon has not been granted, the new hire shall not be eligible to be employed at such school. Any employment contract for a new hire executed by the superintendent of the local school district shall be voidable if the new hire receives a disqualifying criminal record check. However, the school board may, in its discretion, allow any applicant aggrieved by the employment decision under this section to appear before the board, or before a hearing officer designated for such purpose, to show mitigating circumstances which may exist and allow the new hire to be employed at the school. The school board may grant waivers for such mitigating circumstances, which shall include, but not be limited to: (a) age at which the crime was committed; (b) circumstances surrounding the crime; (c) length of time since the conviction and criminal history since the conviction; (d) work history; (e) current employment and character references; (f) other evidence demonstrating the ability of the person to perform the employment responsibilities competently and that the person does not pose a threat to the health or safety of the children at the school.

(4) No school district or school district employee shall be held liable in any employment discrimination suit in which an allegation of discrimination is made regarding an employment decision authorized under this Section 37-9-17.

SECTION 2. This act shall take effect and be in force from and after July 1, 2000.

I acknowledge that I have read and/or had explained to me Sections 1 (2) - Section 2, of SECTION 37-9-17, Mississippi Code of 1972, as amended by Senate Bill 2658. I understand that to be hired in a public school district in Mississippi, I must undergo a criminal background check.

SIGNATURE

DATE

Teacher Candidate Licensure Advisory

The information provided within this document is to advise you of current licensure requirements. This document and licensure guidelines may change without notice. It is the responsibility of the applicant to remain abreast of licensure requirements.

1. Traditional Baccalaureate Teacher Education Program Candidate:

A five year educator license is granted to applicants meeting all licensing requirements and completing a state approved or National Council for Accreditation of Teacher Education (NCATE) approved teacher education program from a regionally/nationally accredited institution of higher learning.

Minimum licensure requirements are as follows:

Educational courses

A full semester of student teaching

Praxis II Principles of Learning and Teaching Test

Praxis II Specialty Area Test in Degree Area

Please visit the following link to identify specific test codes for assessments that have been validated for the state of Mississippi:

http://www.mde.k12.ms.us/ed_licensure/pdf/Praxis_test.pdf

Praxis tests are administered by the Educational Testing Services (ETS). You may register by telephone at 1-800-772-9476 or www.ets.org/praxis.

Supplemental endorsements may be added to a valid three-year alternate route or five-year traditional Mississippi License.

Endorsements with 18 or 21 Hours

Teachers who wish to add endorsements for most major subject areas may take the Praxis II test or have 18-21 hours of coursework.

*18 hrs are required if all coursework was completed prior to 9/1/04.

*21 hrs are required if any portion of the coursework was completed after 9/1/04

***Grades must be C or higher.

Endorsements with Approved Programs

Some supplemental endorsements require an **approved program** of study. The programs are different at each college and for each endorsement. The **Dean of Education or designee** shall advise the teacher of the required coursework, and an institutional recommendation must be signed by the Dean or Institutional Certification Officer in order to add the endorsement to the license.

Please visit the following website for information regarding the requirements for adding specific supplemental endorsements:

http://www.mde.k12.ms.us/ed_licensure/pdf/SUPPLEMENTAL_ENDORSEMENTS.pdf

2. Licensed Teacher Completing Master's Degree:

If a licensed teacher completes a master's degree in a specific subject area endorsed by the Mississippi Department of Education, the individual will receive a Class AA license in that specific area.

If a licensed teacher completes a master's degree in a general area of education such as, secondary education or curriculum and instruction, the individual will receive a Class AA license in the area of their bachelor level degree earned if it is in a subject area endorsed by the Mississippi Department of Education.

- **This does not include special licenses such as educational leadership, school counseling, and other support services provided to students.**

Please visit the following website for information regarding the subject area endorsements:

http://www.mde.k12.ms.us/ed_licensure/pdf/SUPPLEMENTAL_ENDORSEMENTS.pdf

3. Basic Application Procedures for Licensure can be found at the Mississippi Department of Education website: www.mde.k12.ms.us.

Incomplete packets will be returned to the applicant with no action taken.

Teacher Licensure Advisory Form

I _____, acknowledge that the
Print Name

Mississippi Department of Education licensure process and requirements have been reviewed. I understand that licensure guidelines may change without notice, and it is my responsibility to remain abreast of current requirements.

Teacher Education Candidate

Dean of Education/Designee

Date

Mississippi University for Women Teacher Professional Dispositions

STATEMENT OF COMMITMENT TO PROFESSIONALISM

A **teacher professional disposition** is the tendency to act in a certain manner aligned with the field of professional education. The dispositions below are aligned with the Mississippi Educator Code of Ethics and Standards of Conduct Code 1717 (http://www.mde.k12.ms.us/SBE_policymanual/1717.htm) .

A critical component of the MUW teacher education program is an emphasis on the development of professional dispositions that reflect a commitment to excellence in teaching.

The purpose of the *Statement of Commitment to Professionalism* is to identify the professional dispositions and behaviors for which you will be held accountable. As part of the application process to the Teacher Education Program, you will read and sign the statement below.

In addition to a standards-based program of study in education, a number of professional behaviors suggest that an individual will perform well in the educational setting. These include, but are not limited to:

1. Timeliness
2. Attendance
3. Appearance of Dress
4. Confidentiality
5. Poise/Attitude
6. Initiative
7. Language
8. Rapport
9. Cooperation
10. Responsive to Feedback
11. Organization
12. Flexibility
13. Sensitivity to Diversity

Statement of Commitment to Professionalism

"I, _____, have read the MUW *Statement of Commitment to Professionalism* and the *MUW Teacher Professional Dispositions Rubric*. I understand that these dispositions will be used to evaluate my performance as partial fulfillment of professional education course requirements and related field experiences and the Teacher Internship. I further understand that I am expected to demonstrate these dispositions to continue in field experience courses and to be accepted into the Teacher Internship."

Student's Signature

Date

MUW ID

Mississippi University for Women Teacher Professional Dispositions Rubric

A **teacher professional disposition** is the tendency to act in a certain manner aligned with the field of professional education. The dispositions below are aligned with the Mississippi Educator Code of Ethics and Standards of Conduct Code 1717 (http://www.mde.k12.ms.us/SBE_policymanual/1717.htm).

NOTE: The indicators listed below do not include skills related to curriculum, instruction, assessment, and classroom management. These skills are evaluated using the Teacher Internship Assessment Instrument (TIAI).

Directions: Circle the proficiency level that best describes the candidate for each indicator. Include notes that justify the proficiency level selected. This rubric should be introduced in ED 300 Education as a Profession, and students should sign the *Statement of Commitment* to be retained in their Teacher Education file. All professional education courses should integrate the teaching of professional dispositions into the coursework, particularly the field experience courses. Students should use this rubric as a self-evaluation tool. This rubric is used in the Teacher Internship to determine the dispositions portion of the final grade.

Student's Name:			Course:		
Evaluator:			Semester:		Overall Score:
General Standards for Conduct					
Indicator	Unacceptable 0	Meets Expectations 1	Exceeds Expectations 2	NOTES	SCORE
Timeliness INTASC Standard: 5	Frequently late and/or leaves early	Arrives on time and remains as expected	Consistently arrives prior to designated time and remains as needed until task is complete		
Attendance INTASC Standard: 5	Does not attend as scheduled; may or may not notify teacher; not dependable	Attends regularly as scheduled; makes up time missed	Consistently attends regularly; volunteers to attend beyond required time		
Appearance and Dress INTASC Standard: 5	Dresses inappropriately for the school environment and is poorly groomed	Generally dresses appropriately for the school environment and is generally well-groomed	Consistently dresses in a professional manner, is well- groomed and demonstrates an understanding of appropriate dress		
Confidentiality INTASC Standard: 9	Talks inappropriately to others concerning students and school; lacks respect for confidential matters	When necessary, talks appropriately with other professionals concerning students; maintains confidentiality on school matters	Consistently keeps all school matters confidential and refrains from discussing with anyone outside of school; holds high regard for confidentiality		

Comments: _____

Autonomy					
Indicator	Unacceptable	Meets Expectations	Above Expectations	Notes	SCORE
Poise/ Attitude INTASC Standard: 6	Shows little self-confidence; displays a critical or negative attitude; demonstrates inappropriate behaviors	Generally self-confident, courteous; displays attitude that is positive and agreeable	Consistently demonstrates self-assured behaviors; always displays appropriate behavior; willing attitude at all times		
Initiative INTASC Standard: 5	Exhibits little energy or enthusiasm; seldom volunteers for tasks	Demonstrates enthusiasm for students, curriculum, and teaching; volunteers for tasks; asks questions	Consistently demonstrates an eagerness to participate; makes suggestions and is inquisitive; takes on added responsibility		
Language INTASC Standard: 6	Speaks in inaudible language; writes illegibly; displays inappropriate grammar or syntax; errors in spoken or written language; uses incorrect, vague, or inappropriate vocabulary	Speaks in clear and correct language; writes legibly; uses correct grammar and vocabulary	Consistently demonstrates appropriate expressive language and vocabulary; demonstrates superior understanding of grammar and syntax		
Rapport INTASC Standard: 5, 6, 10	Exhibits little respect when communicating or interacting with students, faculty, and/or staff; relates with others in a negative, demeaning, or sarcastic manner	Demonstrates an ability to communicate and interact effectively and professionally with students, faculty, and staff	Consistently communicates and interacts effectively and professionally with students, faculty, and staff; establishes a positive rapport; exhibits caring and respect		

Comments: _____

Decision Making					
Indicator	Unacceptable	Meets Expectations	Above Expectations	Notes	SCORE
Cooperation INTASC Standards: 5, 9, 10	Demonstrates an unwillingness for compromise and collaboration when working with colleagues and community	Demonstrates an ability and willingness to work cooperatively with colleagues and community	Consistently works cooperatively with colleagues and community to create an optimal learning environment for students		
Responsive to Feedback INTASC Standards: 7, 9	Rejects or ignores constructive feedback	Accepts constructive feedback and responds appropriately	Consistently solicits feedback about performance and consistently refines practice		
Organization INTASC Standards: 4, 7, 8	Neglects to follow plans; gets off topic	Uses time effectively; preplans assignments; prepares materials in advance	Consistently presents thorough and efficient assignments		
Flexibility INTASC Standards: 3, 5, 7	Fails to adjust lesson, address time factors and/or unexpected events	Adapts to the situation	Consistently demonstrates flexibility to meet time and content concerns		
Sensitivity to Diversity INTASC Standards: 3, 6, 7	Appears unaware of student and colleague differences; relates to some students and colleagues in a negative, demeaning or sarcastic manner; shows favoritism	Displays sensitivity and acceptance of diverse backgrounds and abilities of all students and colleagues	Consistently displays sensitivity and acceptance of diverse backgrounds and abilities of all students and colleagues		

Comments: _____

An INTASC Principles-Based Videotaped Teaching Session Assessment & Reflective Analysis

Teacher candidates are required to make a videotaped recording of themselves teaching and to do a formal analysis of their teaching based on the videotape.

Videotaping Directions: Teacher interns will:

1. Tape a teaching session (one during Phase I Teaching Internship). The lesson plan, reflective analyses, and university supervisor feedback is turned in to the Office of Field Experiences at the end of the semester.
2. Coordinate the videotaping session with the mentor teacher in sufficient time to ensure compliance with all School District/Cooperating School policies.
3. Obtain appropriate permission (written permission if needed) from the District and/or students' parents/guardians prior to videotaping lessons (sample permission request letter is attached). **Or, obtain copies of the permission slips collected by the classroom teacher.**
4. Select lesson to videotape in which originality, innovation, and creativity are demonstrated. The videotape should also showcase the relationships between the teacher intern and the students. **A written lesson plan must accompany the videotaped lessons.**
5. Capture a complete lesson that is approximately 45 minutes in duration. [Please remember that teaching includes all behaviors. Analysis can reveal how well you are managing guided work, supervising small groups, and other activities.] **The 45 minutes of recording in an elementary classroom may consist of more than one direct lesson.** In general, the camera should capture a wide view of the classroom so that reactions of pupils to instruction are evident.
6. **Keep in mind that a second videotaped session may be required by the university supervisor if there is not sufficient evidence of quality teaching practices demonstrated in the first session.**

Analyzing the Videotaped Teaching Segments: Videotapes of teaching segments can be used effectively to assess various aspects of teaching. Teacher interns will use the guiding questions provided on the Reflective Tool.

Submission of Final Product:

- (a) cover page with pertinent identification information
- (b) a copy of the lesson plan
- (c) the questions you selected to answer and the written explanation for your choice of questions
- (d) written analysis of the session
- (f) the video file that contains the lesson

Intern: _____ Semester: _____

Placement Grade/Subject: _____ Mentor Teacher: _____

Video Self-Assessment Reflective Questions

Use the guiding questions below for your initial review of the video lesson. Write down any observations, insights, or feelings you have about your lesson and your teaching behaviors. Particularly be on the lookout for any behavior patterns.

For the final submission of the video project, use the D-A-R format to show growth from reflection on the video lesson experience. Provide a detailed description of the video lesson, an analysis, and your personal reflection. Use your responses from the questions below to help you organize the final assignment into the D-A-R format. PLEASE BE SURE TO CHECK YOUR SUBMISSION BACK TO THE RUBRIC PROVIDED.

1. How does my voice sound? Pitch? Volume? Expression? Pace?
2. How does my face and body language convey my enthusiasm for the lesson? Do I smile? Do I make eye contact with the children?
3. Do I move around the room appropriately as I teach?
4. Do I make nonverbal connections with children during the lesson?
5. Do I reflect “with-it-ness?” Do I project awareness of what is happening in all parts of the classroom with all the children? Do some children glance up at me to determine if I am “with-it” or not?
6. What is the approximate ratio of teacher talk compared to student talk?
7. Are the children on-task? Who is not? Do I notice? What do I do about it?
8. Is the noise level appropriate for the lesson? Do I set noise level expectations in advance?
9. Do I lead into the lesson in a stimulating way? Do I set a purpose for the lesson?
10. Am I aware of how my second language learners are able to access the lesson? What specific provisions do I make to add comprehensible input into the lesson?
11. Do I appear to have a clear objective for my teaching? Do I reach my objective? How?
12. Do my procedures follow a logical sequence?
13. Do I give the children clear instructions and check that they understand what they are to do?
14. How do I use praise? Count the number of instances of positive reinforcement and the instances of negative reinforcement. What are my interpretations of these numbers?
15. On what area of classroom management do I need to focus?
16. What are the strengths of the lesson?
17. What are the strengths of my teaching performance?
18. What are the problems, if any, with the lesson?
19. What would I change in the lesson before teaching it again?
20. What would I change in my teaching performance before teaching the lesson again?

INTASC Reflective Video Analysis Rubric

Indicator	Outstanding (4)	Above Average (3)	Acceptable (2)	Unacceptable (1)
Evidence of INTASC Standards Addressed	Entries are detailed and address all INTASC standards related to selected questions. Evidence of each INTASC standard presented is easily discerned on the videotape. Each question is addressed with detailed explanations.	Evidence is presented for all INTASC standards related to selected questions and execution of standards is visible on the videotape. All questions related to the standards are sufficiently addressed .	At least 75% of all INTASC standards related to selected questions are addressed and evidence of standards is provided based on the videotape. Shallow answers are provided to all questions related to standards.	Less than 75% of all INTASC standards related to selected questions are addressed. Shallow explanations are provided for some of the questions related to standards.
Mechanics/Organization	Information demonstrates logical sequencing of ideas through well-developed paragraphs ; transitions enhance organization; error free spelling and grammar.	Paragraph development is present and ideas are clear and understandable . There are no grammar and spelling errors.	Paragraph development is present, but not perfected ; a few errors in spelling and grammar (not more than 5 errors).	Writing is sloppy and ideas are not easily understood; illogical organization of ideas. No evidence of paragraph structure. Numerous spelling and grammar errors (more than 5 errors)
Analysis	Entries interpret events in the classroom, examining in detail why each event occurred (causes) and the reasoning behind decisions.	Entries interpret events in the classroom, addressing causes and reasoning behind decisions; however, explanations lack detail.	Analyses are superficial , not addressing causes of events and decisions for improvement.	There is no analysis of causes of events and decisions for improvement.
Reflection	Excellent suggestions presented for how similar situations could be approached in the future based on current understanding of classroom management techniques and strategies. Specific and applicable learning, classroom management and behavioral theories are addressed .	Suggestions provided for handling similar situations in the future. Learning theories, classroom management theories and behavioral theories are addressed.	Entries include suggestions for how events in the classroom/lessons could be improved. A cursory attempt is made to address specific learning, classroom management, and behavioral theories.	Few or no meaningful suggestions are included related to how events in the classroom/lessons could be improved. Specific and applicable learning theories, classroom management theories and behavioral theories are not addressed.

-S A M P L E-**MEMORANDUM THAT TEACHER INTERNS
MAY SEND TO PARENTS AND/OR GUARDIANS****DATE:** _____**TO:** Parents and/or Guardians**FROM:** _____**RE:** Permission to Videotape in the classroom

As a Mississippi University for Women teacher intern, I am working with Mr. /Ms. _____ for the next seven weeks. As part of my internship requirement, I must videotape myself teaching a lesson. The videotaped lesson must be at least 45 minutes in length. Since your child is a student the class and will be participating in the lesson, I request permission to include him/her in the videotape.

My mentor teacher and university supervisor will view the videotaped lesson. They will use the videotaped lesson to help me refine and sharpen my teaching skills. The videotaped information **will not** be transferred to any other medium such as television, the Internet, radio, newspaper, or research publication. It **will not** be viewed by anyone other than the mentor and supervisor.

If you agree to let your child be a part of the videotaped lesson, please indicate below by checking the appropriate box. Please sign the letter and return to me by _____. Thank you for helping me to develop into a professional teacher.

Sincerely,

Your Signature
Your Typed Name

I understand that you will videotape your class during your teaching internship.

- ☐ I give permission for my child, _____, to be videotaped as a part of the class.
- ☐ I do not want my child to appear in the videotaped lesson.

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Date: _____

The Professional Portfolio

What is a Professional Portfolio?

The Professional Portfolio is a collection of samples of teaching performance - not just what one believes, but artifacts and examples of what has actually been done. The collection can show the candidate's teaching readiness skills to prospective employers; it documents specific skills and abilities, provides means for reflection, and offers the opportunity to critique one's work. It is more than an enhanced resume and more than a scrapbook collection of lesson plans and photos of students.

The portfolio will center on the 10 INTASC standards and will show the teacher candidate's growth, decision-making skills, and demonstrated understanding of INTASC standards.

Professional Portfolio Requirement

Each teacher education student will be required to present a Professional Portfolio during ED 302, methods courses, and during the Professional Semester. The portfolio concept and format are introduced in ED 300, Education as a Profession, and students are encouraged to save work samples and experiences with learners throughout the teacher education program. The Portfolio then becomes a developmental process much like the teaching file which is strengthened each semester.

Portfolio Assessment

When: Begins in ED 300, submit three times -- in ED 302, as part of the methods course, and at the end of student teaching.

Evaluator: Course instructor (ED 302 and methods) and university supervisor.

For What: Exit requirement from student teaching.

Formative and Summative

Evidence: Artifact that matches each INTASC Standard and a reflection on that artifact, in addition to statement of educational philosophy, etc.

Evaluated three times by a rubric created by the Teacher Education Faculty (TEF)

Materials: 3-ring binder and CD (electronic portfolio)

Possible Inclusions

Cover/Title Page - nature of document (*Professional Portfolio*), for whom (*name*), and area(s) of licensure

Table of Contents - or indication of how reviewer can navigate the portfolio

Personal/Professional Profile

Resume, Photo, Transcript, Praxis Scores, Letters of Reference,

Philosophy of Education - *brief statement of specific beliefs about nature of learners, teacher's role, learning strategies, assessment, classroom management, role of particular subject area; avoid the Aone size fits all@ statement that could belong to any member of the profession. This should be one or two pages.*

Plans for TeachingClassroom Management Plan (*created in ED 401*)

Learning Styles or Interest Inventory created

Sample lesson plan developed and taught

Artifacts - INTASC Standards

Include an artifact for each of the 10 INTASC Standards. Write a one-page reflection for each artifact.

Evaluating and Giving Feedback to Students

Tests you have constructed and evaluated

Student scores before and after a unit has been taught

Contact with Parents

Logs of phone calls/conferences

Letters/notes

Mechanics of Presentation:

Form of Presentation: Loose-leaf 3-ring binders are chosen for collection and presentation of items because they allow for additions and deletions to meet specific purposes: securing a teaching position, documenting professional development, applying for national board certification.

Binder Type: Consider a 3-ring binder with a cover sleeve to present the portfolio identification. Binders with clear plastic on front, back, and spine are less likely to get soiled in handling.

Binder Color: Neutrals -- black, white, navy -- are generally viewed as more professional.

Binder Size: A 2" or 3" binder is usually adequate.

Index Tabs: Clear self-adhesive tabs which can be affixed to plastic sleeve or cardstock divider pages provide a professional look. Standard 8 1/2 x 11 tabbed divider pages are not large enough to extend beyond plastic page protectors. Tabs should be indexed by the INTASC standard of the artifact(s) represented.

Horizontal entries are more conveniently viewed if all are presented in same direction so the notebook does not have to be twisted and turned for viewing.

PROFESSIONAL PORTFOLIO RUBRIC

The portfolio is a work in progress throughout the undergraduate student experience in teacher education. The completed product is submitted at the end of the teacher internship.

	Proficient 5-4	Satisfactory 3-2	Unsatisfactory 1-0
Artifacts	Each artifact is a strong example of the INTASC standard it represents – demonstrating the candidate’s understanding of the standard and his/her ability to do high quality work.	Each INTASC standard is represented by an artifact that demonstrates the candidate’s understanding and skills.	Artifacts are not related to a standard. Artifacts do not demonstrate the candidate’s understanding of INTASC standards.
Description	All descriptions of artifacts are detailed and include all criteria listed under “Satisfactory.”	The candidate tells when and how the artifact was created, summarizes the artifact, and lists the INTASC standard to which it relates.	Descriptions are minimal or missing.
Analysis	The analysis covers all criteria in detail and demonstrates understanding of principles of teaching and learning.	The candidate tells why the artifact was chosen, how it relates to the standard, and how it could/did affect student learning. (For standard 8, cite specific evidence of student learning).	Analysis is minimal or missing.
Reflection	The evaluation is detailed and demonstrates growth as a professional.	The candidate evaluates the strengths and weaknesses of the artifact.	Reflection is minimal or missing.
Organization	Portfolio is attractive and well organized with table of contents, numbered pages, and typed tab sections. All required items are present. All items are clearly identified.	Portfolio is well organized, with table of contents and dividers. Each artifact is easy to find.	Portfolio has a sloppy appearance and/or is not organized. Artifacts are difficult to locate.
Quality of Writing	Writing is effective, professional, and contains no technical errors. Transitions enhance organization.	Writing is organized into clear paragraphs, with few spelling, punctuation, or usage errors (5 or fewer).	Portfolio has more than 5 errors, and/or is not clearly written and/or lacks organization.

1. To accompany each artifact:

- a. *Description* of the artifact and the *INTASC standard* that is related to the artifact.
- b. *Analysis* of the contribution of the artifact and **how it relates to the standard**.
- c. *Reflection/Evaluation* of the artifact/self.

2. Summary: (To be completed during teacher internship.)

- a. *Describe, analyze, and reflect* on the entire set of artifacts.
- b. *Describe* how the artifacts *demonstrate growth*, and *how they have impacted* your understandings and skills, and *how they will help you improve* student learning in your classroom.

Sample Professional Portfolio Reflections

Artifact # 3

INTASC Standard number three states, “The teacher understands how students differ in their approaches to learning and creates instructional opportunities that challenge diverse learners.”

To provide an example of this standard, I have prepared a case study of a student in my field experience class that I observed while taking a course called *The Art and Science of Teaching*. I personally tutored the child after school as well. The seventh grader I worked with had just moved to America and spoke Spanish as her native language. Though she could speak English fairly well, the student had trouble pronouncing and spelling new words. In my case study I analyzed the student’s academic, social, and emotional needs and then described in detail how I would meet those needs if she were in my classroom.

I chose this artifact to represent INTASC standard number three because my work with the bilingual student exemplified my understanding of her diverse needs. In my case study I discuss how the student used avoidance strategies when she could not think of the English word she was trying to say. I also explain how, in the beginning, her Spanish language interfered with learning English spelling words. However, after I tutored the 7th grader, she began to use her Spanish language to help her remember spellings. In my case study, I discuss the cultural shock that the student was experiencing and provide a plan for how I would promote gradual recovery within the student. By addressing the child’s academic, social, and emotional needs, her motivation and learning could increase. Therefore, to meet the student’s diverse needs, my case study suggests particular grouping strategies, learning style-focused activities, and meaningful, realistic assignments.

Overall, I feel my case study was thorough and professional in its analysis. However, I believe that the paper is weak in addressing the child’s social needs in an effective way. Though I suggest various grouping strategies, I feel more needs to be done to help the child adjust to American culture. Perhaps the school counselor could intervene so the child will feel supported by several people. I also feel the student benefited from our tutoring time; therefore, I would use this method in my own classroom as well. By completing the case study, I have gained a better understanding of how to meet the needs of diverse students.

Artifact # 4

INTASC Standard number four states, “The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical and creative thinking, problem solving, and performance skills.”

To provide an example of this standard, I have completed an instructional portfolio on the topic of poetry for my course, *The Art and Science of Teaching*, in the spring of 2004. In my poetry unit, I have included lessons at each level of Bloom’s Taxonomy that includes higher-level thinking, technology, and flexible grouping. Each lesson also addresses multiple intelligences and learning styles.

I selected my instructional portfolio to reflect standard number four because it contains several strategies that promote a higher-level of student learning. For example, by addressing each of the multiple intelligences and learning styles, the needs of many students are met. Students are motivated, and their learning increases when they discover how successful they are when allowed to incorporate their individual intelligence or learning style into the lesson. By planning my lessons around Bloom’s Taxonomy, the products within each of my lessons encourage critical and creative thinking, especially at the synthesis and evaluation levels. The products of each lesson enable students to develop and improve their performance skills. Through flexible grouping and the use of technology, students are given various opportunities to increase their learning. In addition, students demonstrate advance problem solving skills by discussing higher-level thinking questions.

As a way to strengthen my poetry unit, I would incorporate more advanced technology into the lessons. For example, instead of having the students type their presentation, I could have them create a power-point presentation. To strengthen the musical aspect of my lessons, I could have the students write a poem that they actually turn into a song and perform for the class. Overall the unit is very strong in creatively incorporating the various multiple intelligences and learning styles. Through all the strategies presented, students can decide which method helps to increase their learning the most.

Artifact # 7

INTASC Standard number seven states, “The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.”

To give an example of this standard, I have provided a preliminary planning document for a unit on poetry that I compiled in a course in the spring of 2004 called the art and science of teaching. Through this document I exemplified how I planned to incorporate the State’s Curriculum Framework into my unit. I also discussed my goal for the year in the subject area of English and, specifically, my goal for my poetry unit. Plus, I developed “fat questions” about my topic and described how I would relate my unit to the student’s lives and interests.

I chose this planning document to represent standard number seven because it clearly reflects my ability to plan instruction based on the needs and requirements of my surroundings. For example, I demonstrated an understanding of English and poetry by stating my goals for the year and for my unit. My knowledge of the subject matter was also evident in the “fat questions” I developed. By relating my unit to the lives of my students, I exemplified my understanding of the students and their community. Lastly, I displayed my comprehension of planning curriculum goals by creating goals of my own that were directly related to the State’s Curriculum Framework. By having a good understanding of the subject matter, students, community, and curriculum goals, I can create a unit that promotes and increases student learning.

There are a few things I would change within my planning document to make it stronger. For example, I do not believe my unit goal is narrow enough. I want to incorporate so much more than is stated. The “fat questions” also need further development to insure that the class discussion will remain active. However, I am pleased with my method for relating the unit to the lives and interests of my students. Overall, this document was successful in leading me in the right direction to create an effective curriculum unit.

Article # 8

INTASC standard number eight states, “The teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, physical, psychological, social, moral, and personal development of the learner.”

To provide an example of this standard, I have included a formative assessment that I wrote in the spring of 2004 for my class called *The Art and Science of Teaching*. To demonstrate my ability to use formative assessment, I analyzed the test results of an exam taken by the students in my field placement classroom. Through my analyses, I determined which students needed enrichment and which ones needed remediation. Then I described the kinds of activities I would provide to the students who excelled on the exam, those who had some errors, and those who failed to understand the concepts being tested.

I chose the formative assessment to represent standard number eight because it shows my understanding and use of formal and informal assessment to increase student learning and development. For example, to remediate the group of students who had some errors on their test, I split them into groups so they could discuss the correct answers to the questions they answered incorrectly. To represent formal assessment, the students had to write a paragraph exemplifying the writing term they answered incorrectly. For the low level group, I provided examples of the writing terms and then asked the group to do a role play that exemplified the term. This method of assessment was informal and allowed the students to socially interact with each other while learning. The low level students were also allowed to maintain their dignity by entertaining the class with the role play. Through these assessment strategies, the students’ intellectual, physical, psychological, social, moral, and personal development increased.

As a weakness, I feel my formative assessment is a bit confusing in its description of the low level errors. To make this section clearer, I am going to provide a copy of the test I analyzed. However, I am pleased with the paper’s depth of the enrichment and remediation activities. Through these activities, I believe student learning will increase.

Teacher Education Candidate Portfolio Assessment Checklist

Teacher Candidate's Name

ED 302 Assessment

____ Candidate included 4 artifacts.

____ Each artifact addressed a different INTASC standard.

____ Each artifact and standard is described, including the semester and course when the artifact was completed.

____ Each artifact is analyzed.

____ Candidate reflected on each artifact.

Name of Instructor

Date: _____

Methods Course Assessment

____ Candidate included 6 artifacts (to include the previous 4 artifacts).

____ Each artifact addressed a different INTASC standard.

____ Each artifact and standard is described, including the semester and course when the artifact was completed.

____ Each artifact is analyzed.

____ Candidate reflected on each artifact.

Name of Instructor

Date: _____

Assessment by University Supervisor

_____ Candidate included 10 artifacts (to include the 6 previous artifacts).

_____ Each artifact addressed a different INTASC standard.

_____ Each artifact and standard is described, including the semester and course when the artifact was completed.

_____ Each artifact is analyzed.

_____ Candidate reflected on each artifact.

Name of Instructor

Date: _____

Quality Assurance Policy & Warranty Agreement For Beginning Teachers

Mississippi University for Women

According to IHL policy 506.01, each public institution of higher learning offering Teacher Education programs will ensure that its graduates:

1. Have sufficient subject matter knowledge in all areas included on their teaching certificate;
2. Can demonstrate success in bringing students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning;
3. Are able to use telecommunication conducive to learning;
4. Can maintain an environment conducive to learning.

Within the **first two years** after graduation, **Mississippi University for Women** will provide additional training to any graduate who is teaching in-field and at a grade level included on the certificate and is judged by the employing Mississippi school district and the university school district liaison to need additional training to be effective in helping students make satisfactory progress.

Additional training will be provided at no cost to the teacher or to the school district. This training will consist of an individualized plan with specified learning outcomes agreed upon between the school district and the university.

Before remediation is requested by the school district, there must be at least two formal assessments, documentation of professional development provided by the school, a copy of the professional improvement plan, and a written explanation of the principal's rationale for referring the teacher to the university.

The Quality Assurance Policy does not apply in situations where the teacher has been given an unreasonable number of assignments, an out-of-field assignment, an excessive number of students, or when other contextual arrangements exist which conflict with the idea of minimal and necessary support for beginning teachers.

This policy is effective with the 2002 education graduates.

I acknowledge that I have been briefed on the Quality Assurance Policy and understand its provision.

Teacher Candidate's Printed Name

Date

Teacher Candidate's Signature

ACTIVITY RECORD (Completed Activities)

Teacher Intern _____

School _____

Subject/Grade Level _____

University Supervisor _____

Directions: Side 1 (Front)

This record will be kept daily. It includes all activities during the school day. Information on this side will be summarized on the Time Summary Sheet.

WEEK OF _____

(Inclusive dates)

Time	Subj.	Monday's Activities

Time	Subj.	Tuesday's Activities

Time	Subj.	Wednesday's Activities

Time	Subj.	Thursday's Activities

Time	Subj.	Friday's Activities

ACTIVITY RECORD (*Planned Activities*)

Teacher Intern _____

Directions: Side 2 (Back)

This record represents the activities for the upcoming week. A conference should be held with the Mentor Teacher in sufficient time to determine the Teacher Intern’s activities.

The University Supervisor will use this information in planning observation visits.

IMPORTANT: This form must be to the University Supervisor by 8:00 a.m. on Monday morning. It may be e-mailed or hand delivered.

WEEK OF _____
(Inclusive dates)

Time	Subj.	Monday’s Activities
Time	Subj.	Tuesday’s Activities

Time	Subj.	Wednesday’s Activities
Time	Subj.	Thursday’s Activities
Time	Subj.	Friday’s Activities

TIME SUMMARY

(In hours)

Teacher Intern's Signature _____ Semester & Year....

University Supervisor's Signature _____

GENERAL	Weeks in the Internship														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Conferences (MT, US, etc.)															
Faculty/Department Meetings, etc.															
Observations (MT, other)															
Professional Meetings															
Visiting with Parents, PTA/PTO, etc.															
Planning (at school)															
Planning (away from school)															
Other															
Weekly Total															

Total General

ASSISTING DUTIES	Weeks in the Internship														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Bulletin Boards (teacher made)															
Opening/Clerical activities															
Duty Posts (lunch, hall, playground)															
Special Projects/Programs															
Evaluation (constructing/grading)															
Other															
Weekly Total															

Total Assisting

ACTUAL TEACHING DUTIES		Weeks in the Internship														Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Bulletin Boards (directing students)																
Projects/Programs (directing students)																
Evaluation (administering/discussing)																
Tutoring/Individualized Instruction																
Field Trips																
Content Area Instruction:																
<i>Elementary</i>	<i>Secondary</i> (specific)															
Arithmetic																
Art																
Handwriting																
Language																
Music																
Phys. Ed.																
Reading																
Science																
Social Studies																
Spelling																
Weekly Total (should be at least 200 hours)																

Total Actual Teaching**GRAND TOTAL TIME IN THE TEACHER INTERNSHIP**

Mississippi University for Women
Teacher Intern Request to Be Absent Form
(May be duplicated as needed)

Teacher Interns are expected to be performing their assigned responsibilities at all times except in the case of personal illness or extreme emergency circumstances. For other situations when there is strong, justifiable cause for requesting a scheduled absence, this form must be completed by the Teacher Intern and submitted to the Mentor Teacher and University Supervisor at least 5 days prior to the projected absence. Makeup work may be required. Teacher Interns must abide by the Attendance/Absence policy as noted in the Program Policies section of the *Teaching Internship Handbook*.

Teacher Intern’s Name: _____

Time which you are requesting to be absent from your student teaching assignment:

Month	Day	Hour	to	Month	Day	Hour
-------	-----	------	----	-------	-----	------

Reason for Absence: If you are going for a job interview, supply the following information:

Name of administration asking you to come: _____

Name of school where you are interviewing: _____

Address of school: _____

Telephone number of school: _____

If you are not going for a job interview, what is the reason for your absence?

Teacher Intern’s Signature *Date*

Mentor Teacher’s Approval *Date*

University Supervisor’s Approval *Date*

Field Experiences Director’s Approval *Date*

For additional comments, use the back of this form.

**Mississippi University for Women
Teacher Intern Assessment Instrument**

Teacher Candidate/Intern _____ Semester/Year _____ Circle One: Phase I
or II

Evaluator _____ Circle One: University/College Supervisor Mentor
Teacher

I. PLANNING AND PREPARATION

***Items 1-9 should be assessed from written plans.**

1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/OR inappropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives, based on state frameworks and best practices, are stated as performance outcomes and are planned for different instructional levels and individual needs (DOK Levels Bloom's, Understanding by Design, etc.) .	In addition to acceptable , objectives, which are appropriate for student learning, are aligned with assessments.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

2. Plans appropriate teaching procedures. (2, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No procedures are included, OR procedures are not referenced to objectives.	Procedures are referenced to objectives and are appropriate for students.	Procedures are sequential, clearly referenced to objectives, and appropriate for students.	In addition to acceptable , procedures are both learner-centered and teacher-centered.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.	In addition to acceptable , materials and technology show initiative and creativity in original development.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for students.	In addition to acceptable , informal (performance) and formal assessments and materials are planned including rubrics/checklists.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of some students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of most students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of all students.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.	Demonstrates a thorough understanding of students' background, interests, experiences, and prior knowledge and effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.
First Assessment →	Score:	Second Assessment →	
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

7. Integrates knowledge from several subject areas in lessons. (1, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Provides instruction that relates to only one subject and focuses on specific skills.	Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines.	Instruction includes effective integration of content areas clearly establishing connections across disciplines.	In addition to acceptable , creates innovative lessons which include activities that assist students in making connections across multiple disciplines.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

8. Incorporates diversity, including multicultural perspectives, into lessons. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not incorporate diversity or multicultural perspectives into lessons.	Ineffectively incorporates diversity into lessons.	Incorporates diversity, including multicultural perspectives, into lessons.	Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lesson.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

9. Uses a variety of strategies to introduce and close lessons. (1, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No introductions and/or closures to lessons.	Inconsistently or inappropriately uses introductions and/or closures to lessons.	Consistently and appropriately uses a variety of strategies to introduce and close lessons. Strategies to introduce lessons motivate students and closures accurately summarize the lessons.	In addition to acceptable , introductions and closures are creative and innovative.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

II. COMMUNICATION AND INTERACTION**10. Uses acceptable written, oral, and nonverbal communication. (6)**

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.	Uses acceptable written, oral, and nonverbal communication proficiently.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

11. Provides clear, complete written and/or oral directions for instructional activities. (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to acceptable , uses concrete examples to model and clarify tasks and concepts.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

12. Communicates high expectations for learning to all students. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate high expectations for learning to all students.	Inconsistent in communicating to all students that they are capable of meeting learning expectations.	Consistent in communicating to all students that they are capable of meeting learning expectations.	In addition to acceptable , provides a supportive, risk free environment.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

13. Conveys enthusiasm for teaching and learning. (1, 5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	In addition to acceptable , the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	Involves the students in interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to acceptable , frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents an/or guardians through an introduction.	In addition to emerging , maintains communication with parents and/or guardians.	In addition to acceptable , consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

III. TEACHING FOR LEARNING

16. Demonstrates knowledge of the subject(s) taught. (1)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate basic knowledge of the subject(s) taught.	Demonstrates adequate knowledge of the subject(s) being taught.	Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	In addition to acceptable , challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s).
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of teaching strategies.	Ineffectively uses a variety of teaching strategies.	Effectively uses a variety of appropriate teaching strategies.	In addition to acceptable , teaching strategies are both teacher-centered and learner-centered.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment	

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and effectively provides learning experiences that accommodate the developmental and individual needs of diverse learners.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	In addition to emerging , provides opportunities for students to propose and test solutions.	In addition to acceptable , provides opportunities for students to analyze and evaluate their solutions and to present findings.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

20. Responds to and elicits student input during instruction. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions.	Inconsistently responds to and/or elicits student input during instruction.	Consistently and appropriately responds to and elicits student input during instruction.	In addition to acceptable , provides appropriate prompts to elicit expanded student responses.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not allow sufficient and equitable wait time to encourage students to expand and support their responses.	Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses.	Allows sufficient and equitable wait time to encourage students to expand and support their responses.	In addition to acceptable , probes and encourages students to expand and support their responses.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use questioning to engage students.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	In addition to acceptable , asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis and evaluation).
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	In addition to acceptable , encourages the students' effective use of family and community resources in lessons to enhance student learning.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

IV. MANAGEMENT OF THE LEARNING ENVIRONMENT

24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	In addition to acceptable , monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not adjust lessons.	Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses.	Effectively adjusts lessons according to individual student cues, personal reflections, and group responses.	In addition to acceptable , takes advantage of teachable moments to enhance lessons.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

26. Attends to or delegates routine tasks. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Attends to and delegates routine tasks.	In addition to acceptable , has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to inappropriate student behavior.	Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	In addition to acceptable , uses a variety of strategies that promote cooperation and learning.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	In addition to acceptable , creates a positive, interactive learning environment.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

29. Uses instructional time effectively.(5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	In addition to acceptable , students are on-task and engaged in meaningful learning activities.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

V. ASSESSMENT OF STUDENT LEARNING

30. Communicates assessment criteria and performance standards to the students. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to acceptable , various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of informal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses informal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of informal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses informal assessment information to accommodate differences in developmental and/or educational needs of all students.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of formal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses formal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of formal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses formal assessment information to accommodate differences in developmental and/or educational needs of all students.
First Assessment →	Score:	Second Assessment →	Score:
Comments on Effectiveness			
First Assessment:		Second Assessment:	

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	In addition to acceptable , encourages student conferences and reflections for self-evaluation.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

34. Maintains records of student work and performance and appropriately communicates student progress. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.
First Assessment →	Score:	Second Assessment →	Score:
<u>Comments on Effectiveness</u>			
First Assessment:		Second Assessment:	

Additional comments:

Date of First Assessment: _____

Date of Second Assessment: _____

Date Reviewed with Teacher Intern: _____

Signature of Evaluator_____
Signature of Teacher Intern

Interstate New Teacher Assessment And Support Consortium (INTASC) Standards

The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, crafted model standards for licensing new teachers. Developed by representatives of the teaching profession along with personnel from 17 state education agencies, these standards represent a common core of teaching knowledge and skills that will help all students acquire 21st century knowledge and skills. The standards were developed to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards. This document addresses the knowledge, dispositions, and performances (skills) deemed essential for all teachers regardless of their specialty area.

STANDARDS

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
3. The teacher can relate his/her disciplinary knowledge to other subject areas.

Dispositions

1. The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
3. The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
4. The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

1. The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
2. The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
3. The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
4. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
5. The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
6. The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how learning occurs -- how students construct knowledge, acquire skills, and develop habits of mind -- and knows how to use instructional strategies that promote student learning.
2. The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
3. The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

1. The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
2. The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances

1. The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
2. The teacher stimulates student reflection on prior knowledge and links new ideas to already active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

1. The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps students' strengths as the basis for growth.
2. The teacher knows about areas of exceptionality in learning -- including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
3. The teacher knows about the process of second language acquisitions and about strategies to support the learning of students whose first language is not English.
4. The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
5. The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

1. The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
2. The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." The teacher

respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

3. The teacher is sensitive to community and cultural norms.
4. The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performances

1. The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
2. The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
3. The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, and communication and response modes) for individual students who have particular learning differences or needs.
5. The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. Drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The teacher creates a learning community in which individual differences are respected.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, intervention, memorization and recall) and how these processes can be stimulated.
2. The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
3. The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

1. The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
2. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

1. The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
2. The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
3. The teacher constantly monitors and adjusts strategies in response to learner feedback.
4. The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of students.
5. The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
2. The teacher understands how social groups function and influence people, and how people influence groups.
3. The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
4. The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperating, and purposeful learning in the classroom.
5. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

1. The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
2. The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
3. The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
4. The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
5. The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

1. The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
3. The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
4. The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
5. The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
6. The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

1. The teacher understands communication theory, language development, and the role of language in learning.
2. The teacher understands how cultural and gender differences can affect communication in the classroom.
3. The teacher recognizes the importance of nonverbal as well as verbal communication.
4. The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

1. The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
2. The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
3. The teacher is a thoughtful and responsive listener.
4. The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

1. The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
2. The teacher supports and expands learner expression speaking, writing, and other media.
3. The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
4. The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
5. The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
2. The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
3. The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

1. The teacher values both long term and short term planning.
2. The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
3. The teacher values planning as a collegial activity.

Performances

1. As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
2. The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
3. The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
4. The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
5. The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Knowledge

1. The teacher understands the characteristics, uses, advantages, and limitations of different types of assessment (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
2. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
3. The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

1. The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
2. The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

1. The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
2. The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
4. The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
5. The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
6. The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge

1. The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
2. The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, and professional development activities).

Dispositions

1. The teacher values critical thinking and self-directed learning as habits of mind.
2. The teacher is committed to reflection, assessment, and learning as an ongoing process.
3. The teacher is willing to give and receive help.
4. The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
5. The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

1. The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
2. The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
3. The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

1. The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
2. The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
3. The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

1. The teacher values and appreciates the importance of all aspects of a child's experience.
2. The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
3. The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
4. The teacher respects the privacy of students and confidentiality of information.
5. The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performances

1. The teacher participates in collegial activities designed to make the entire school a productive learning environment.
2. The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
3. The teacher can identify and use community resources to foster student learning.
4. The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
5. The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
6. The teacher acts as an advocate for students.