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Welcome!

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

Your knowledge, experiences, and skills are crucial to this student’s potential as a successful teacher. It is important that you nurture and support the teacher candidate’s efforts in a positive manner. This teacher candidate is a novice, not an experienced teacher. Constructive criticism is both welcomed and appropriate; so are praise, encouragement, and positive reinforcement.

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

Warm regards from Southern Miss,

Dr. Anne Sylvest
Director, Educational Field Experiences
PROFESSIONAL EDUCATION UNIT
VISION AND MISSION STATEMENTS

Introduction

Vision and Mission of the Institution and Unit

Faculty, staff, and candidates within the Professional Education Unit (Unit) at The University of Southern Mississippi (USM) collaborate to generate, disseminate, and apply knowledge to improve the lives of individuals, families, and communities. Building on the distinctive heritage of our University as a normal college, we prepare our candidates to engage in creative, bold, and determined actions that positively influence a culturally diverse, global community.

The vision of The University of Southern Mississippi is to emerge as the premier research University of the Gulf South -- engaging and empowering individuals to transform lives and communities. Supporting the institutional theme of empowerment, the Professional Education Unit is dedicated to the delivery of high quality academic programs in all areas of professional education. Candidates develop knowledge, skills, and professional dispositions through exposure to exemplary teaching, research, and professional service. The Unit contributes to the mission of the University through all aspects of scholarship that promote a climate for academic success; that enhance the image of the University and its professional education programs; and that foster connections with P-12 partners and external agencies.

The Professional Education Unit’s conceptual framework is consistent with the University’s historical roots as a normal college, its mission, and its future. The University, since its founding in 1910, has been committed to the exemplary preparation of teachers, counselors, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the Unit is committed to improving the educational attainment of the citizens of Mississippi, and in turn, the economic development of our state. Therefore, the mission of the Unit is fivefold: a) prepare high quality teachers and education leaders for our state; b) conduct innovative, relevant research that informs decision-making in education; c) establish strong relationships with local school districts and the Mississippi Department of Education to improve education in our state, d) promote a healthier populace; and e) enhance cultural understanding among our citizens.

Conceptual Framework Core Themes & Constructs

Shared Vision

The Professional Education Unit’s conceptual framework provides the foundation that supports the governance of the Unit by the Professional Education Council, the delivery of instruction to our students, as well as the learning outcomes for candidates at all levels. It provides clarity of vision to the Unit by defining how teacher education candidates and other school professional candidates are to be prepared. Unit faculty members and administrators developed outcomes consistent with the University mission statement, as well as state, subject-area accreditation, and NCATE standards. These core outcomes support the critical constructs embedded within the vision and mission of the University and Unit. Furthermore, the efficacy of the Unit’s vision is continually validated through the assessment of outcomes based on candidate performances.

Professional education faculty members are committed to diversity and the preparation of educators who help all students learn. Unit faculty members also demonstrate their commitment to the integration of technology to enhance candidate and student learning through scholarship, service, and teaching. Furthermore, the Unit has embedded knowledge, skills, dispositions, and commitment to diversity and technology throughout its teacher education program. Thus, Unit faculty members prepare candidates to become creative, bold, and determined educational leaders who possess the characteristics embodied within the following four core themes: the power of knowledge to inform, the power of knowledge to inspire, the power of knowledge to transform lives, and the power of knowledge to empower a community of learners.
Within these four themes are the overarching constructs for all professional education candidates at Southern Miss, encompassing the vision and mission of the Unit:

1. **Power of Knowledge to Inform**
   a. Understands general, as well as technological, content-specific pedagogical skills (Content Knowledge*, Technology*, and Pedagogy*)
   b. Understands and employs data-driven assessment processes (Assessment of Learning*)
   c. Competent in content knowledge (Content Knowledge*)
   d. Understands implications of diversity in the classroom (Diversity*)
   e. Understands standards-based content knowledge (Content Knowledge*)
   f. Understands theoretically-based knowledge of student learning processes (Assessment of Learning*)

2. **Power of Knowledge to Inspire**
   a. Believes all can learn (Diversity* and Dispositions*)
   b. Believes in ability to foster learning (Dispositions*)
   c. Believes that best teaching is based on sound educational theory and research (Pedagogy*)
   d. Resilient (Dispositions*)
   e. Values lifelong learning (Professional Development*)
   f. Inspires and engages learners (Classroom Management*)
   g. Demonstrates ethical and professional dispositions (Dispositions*)

3. **Power of Knowledge to Transform Lives**
   a. Effectively demonstrates general, as well as technological, content-specific, pedagogical skills (Pedagogy*)
   b. Interprets and uses assessment data to ensure and improve learning outcomes (Assessment of Learning*)
   c. Is able to teach so that all can succeed in a complex, changing society (Instructional Planning*)
   d. Is a critical thinker and problem solver (Assessment of Learning*)
   e. Communicates effectively (Communication*)
   f. Monitors safety and creates a physical environment which is conducive to learning (Classroom Management*)

4. **Power of Knowledge to Empower a Community of Learners**
   a. Continues professional and personal development (Professional Development*)
   b. Are responsible citizens of their communities (Professional Development*)
   c. Is able to contribute to society in meaningful ways (Professional Development*)
   d. Is able to build a learning community partnership (Professional Collaboration*)

*Constructs assessed

For more detailed information about the Unit’s vision and mission statements, please refer to: [http://usm.edu/sites/default/files/groups/college-education-psychology/pdf/conceptual_framework.pdf](http://usm.edu/sites/default/files/groups/college-education-psychology/pdf/conceptual_framework.pdf)
ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS

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

B. Expectations

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

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

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

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

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

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

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

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

Preparing for the Coming of the Student Teacher

I Have:

_____ 1. Familiarized myself with all the available background information on my student teacher.

_____ 2. Worked with my principal and with other staff and faculty to make my student teacher feel welcome and accepted.

_____ 3. Prepared my class (or classes) for the coming of “another teacher”.

_____ 4. Arranged for a desk or table, mailbox, parking space, roll and plan book, computer access and other basic necessities for my student teacher.

_____ 5. Prepared a collection of pertinent information and material that my student teacher will be working with early in the program. (Examples might include: county and school policy statements including FERPA, class routines, school-wide forms, manuals and texts, report card, long-range and short-range plans, etc.).

_____ 6. Made tentative plans for my student teacher's early observation of other teachers, initial teaching and participatory experiences, and orientation to the school building.

Observations

I Have:

_____ 1. Helped my student teacher identify specific competencies to look for throughout all observations of teaching.

_____ 2. Provided my student teacher with time, during the first three weeks of the program, to examine data from the academic records of the students he or she will be working with and to become familiar with the various services the school provides.

_____ 3. Observed my student teacher very closely during his or her first participatory and teaching experiences, attempting to identify any difficulties.
4. Observed my student teacher consistently throughout the entire experience to provide continuing, specific feedback and evaluation.

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

Conferences
I Have:
1. Set a time daily to confer with my student teacher.
2. Made conferences both reinforcing and corrective.
3. Encouraged my student teacher to ask questions and to discuss all observed teaching.

Teaching
I Have:
1. Provided a gradual induction into teaching for my student teacher.
2. Planned early teaching experiences for my student teacher that promise maximum chance of success.
3. Considered the demonstrated readiness of my student teacher in determining the amount of responsibility he or she assumes throughout the program.
4. Allowed my student teacher the flexibility to choose his or her own teaching methods, that achieved student learning.
5. Encouraged initiative and creativity on the part of my student teacher.
Evaluation
I Have:
  ____ 1. Provided for on-going evaluation in relation to the Teacher Intern Assessment Instrument (TIAI), making sure my student teacher knows exactly where he or she stands in relation to strengths and weaknesses at every stage of the program.
  ____ 2. Given my student teacher both specific suggestions for improvement and specific praise for his or her successes.
  ____ 3. Given my student teacher much opportunity to reflect on and evaluate his or her own teaching in relation to student learning.

Personal and Professional Relations with My Student Teacher
I Have:
  ____ 1. Respected the personal integrity of my student teacher.
  ____ 2. Accepted my student teacher as both a student and a fellow professional.
  ____ 3. Encouraged my student teacher to express his or her opinions and ideas and to discuss freely any professional issues.
  ____ 4. Assisted my student teacher in developing suitable professional dispositions and relationships.

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

Other Considerations
I Have:
  ____ 1. Encouraged my student teacher to observe and participate in extracurricular and community/parent activities.
  ____ 2. Helped my student teacher learn to manage the routine tasks of a teacher: keeping a register, recording grades, carrying out special duties, securing resource materials, and using technology for instruction and classroom management.
3. Helped my student teacher become familiar with the characteristics and resources of the school and of the community from which the pupils are drawn.

4. Helped my student teacher learn about the school's curriculum and how it is organized for instruction.
COOPERATING TEACHERS’ FREQUENTLY ASKED QUESTIONS

1. How much observation by the Teacher Candidate is necessary prior to teaching?
   It varies, but involve your Teacher Candidate immediately, giving responsibility for routine procedures right away (such as taking roll and working one-on-one with students).

2. How soon should the Teacher Candidate assume full teaching responsibility?
   The Teacher Candidate can assume teaching responsibilities as soon as you feel secure in the competence, eagerness, and professional maturity demonstrated. The teacher candidacy period should involve two to three weeks of full teaching responsibility per experience.

3. Should the Teacher Candidates have a daily lesson plan?
   Absolutely! The Teacher Candidate should develop a plan for each class taught. It MUST be reviewed not only by you for suggestions and recommendations, but it must also receive your approval prior to the actual lesson.

4. Can the Teacher Candidate utilize my lesson plans for teaching purposes?
   Yes, at the early stage of teaching, this approach is not only acceptable, but also desirable. Teacher Candidates are required to expand considerably upon the lesson plan format used in most districts. Your plans may serve as a basis for the lesson, but USM requirements must still be met.

5. Should I leave the room while the Teacher Candidate is teaching?
   This question requires a conditional yes. Attempt to maintain a proper balance between leaving and remaining in the classroom. When you are not in the room, a Teacher Candidate should know where you are and be able to quickly retrieve you if an emergency arises.

6. How often are conferences necessary?
   Conferences should be held on a daily basis at minimum. A daily opportunity for sharing is essential for adequate cooperating and idea exchange to occur. In addition, formal pre-conferences and post-conferences should occur prior to and just after formal evaluations using the TIAI.

7. Can a Teacher Candidate be used as a substitute teacher?
   No, a Teacher Candidate cannot legally assume the role of substitute teacher. Teacher candidacy is designed to enhance classroom teaching skills under the supervision of a qualified, licensed Cooperating Teacher who provides supervision and guidance at all times.
Teacher Candidate Contract

This document is an agreement between The University of Southern Mississippi, hereinafter known as the university, and _______________________________ School District, hereinafter known as the district, concerning the placement of teacher candidates in educational field experiences.

The district agrees to accept students from the university upon recommendation of the director of Educational Field Experiences or the dean or associate dean of the College of Education and Psychology. Upon acceptance, the district agrees to assign a qualified mentor teacher to supervise a teacher candidate. The mentor teacher qualifications are as follows:

a. must be a full-time employee in a cooperating district
b. must hold a standard teaching license
c. must have three consecutive years of positive teaching evaluations
d. must positively impact student learning
e. must be teaching in his/her field of licensure
f. must have successfully completed the Southern Miss Mentor Teacher Workshop
g. must voluntarily accept the responsibilities of a mentor teacher as outlined in the Mentor Teacher Workshop (i.e. observing, conversing, critiquing, working collaboratively, evaluating)

The university will have the option of declining an assigned mentor teacher. Appropriate documentation must accompany any such action. This decision may be made when there is sufficient reason to believe that such assignment would result in poor professional experiences for both the teacher candidate and the mentor teacher. The university offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, religion, color, national origin, Vietnam-era veteran status or disability status. These provisions are pursuant to applicable federal and state regulations.

The district agrees to complete the Teacher Candidacy Placement Form within a prescribed period of time in order to facilitate the timely placement of all teacher candidates. Should problems arise concerning placement or supervision of teacher candidates, representatives of both parties will attempt to reach satisfactory agreements.

This contract will be in effect upon the signing by both parties until terminated by written request from either party.

______________________________________________________
Superintendent, School District or Designated Agent

DATE ____________________________

______________________________________________________
Director, Educational Field Experiences

DATE ____________________________

______________________________________________________
Dean, College of Education and Psychology

DATE ____________________________

______________________________________________________
Provost, The University of Southern Mississippi

DATE ____________________________

______________________________________________________
President, The University of Southern Mississippi

DATE ____________________________
**THE LEGAL STATUS OF TEACHER CANDIDATES**

What does Mississippi Law state?
The 1973 Mississippi legislature passed the following legislation concerning Teacher Inters:

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

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

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

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

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

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

What are the legal duties and responsibilities of Teacher Candidates?
Candidates assume responsibilities in varying degrees, according to the agreements made between the schools and universities. In Mississippi, Teacher Candidates are granted responsibilities identical to those of regular teachers. They are to follow the same rules and regulations of the schools in which they have their experiences. Each person is responsible for his/her own negligent acts and thus, teachers are responsible for their action in relationships to their pupils.
At The University of Southern Mississippi: We expect our Teacher Candidates to act as professional and responsible individuals, but mentors have the ultimate responsibilities for the classroom. We strongly encourage every Teacher Candidate to obtain personal liability insurance.

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

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

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

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

A teacher Candidate applicant shall not be eligible to participate in field experiences sponsored by the University of Southern Mississippi if fingerprinting or criminal records checks disclose a criminal history of conviction, pending indictment, guilty plea or plea of nolo contendere, whether misdemeanor or felony, that bears upon an individual’s fitness to have responsibility for the safety and well-being of children, including but not limited to the following offenses: possession, sale or distribution of drugs, murder, manslaughter, robbery, rape (capital or statutory), sexual battery, sexual assault, kidnapping, assault with intent to ravish, exploitation of a child, contributing to the delinquency of a child, child abuse, child neglect, condonation of child abuse or neglect, abandonment or desertion of a child, fondling, carnal knowledge of a child, child molestation, incest, child endangerment, endangering the welfare of a child, sodomy or unnatural intercourse, adultery or fornication between teacher and pupil, neglect of a vulnerable adult, sexual or physical abuse of a vulnerable adult, sexual servitude of a minor, human trafficking, obscenity, filming another without permission where there is an expectation of privacy, arson, larceny, burglary, gratification of lust or aggravated assault which has not been reversed on appeal or for which a pardon has not been granted, or any other offense resulting in a conviction in another jurisdiction which, if committed in this state, would be deemed to be such a crime without regard to its designation elsewhere; or any conviction of conspiracy to commit, accessory to commission, or attempt to commit any offense listed in this section.
### Cooperating Teacher Checklist --- Fall 2016 Part I

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Task</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 22-26</td>
<td>Cooperating Teacher Information</td>
<td>1. Log onto Tk20, using the link provided in the email from Dr. Debbie Stoulig.</td>
</tr>
</tbody>
</table>
| Weekly         | Attendance                                                          | 1. Click on Absentee/Tardy Form  
2. Enter any absence, tardy, and/or early dismissal and reason for each  
3. At end of experience, if there are none, type N/A in grade box at the bottom of form and SAVE |
| Weekly         | Check lesson plans                                                  | 1. Click on Lesson Plan Form  
2. Click Add; type in weekly beginning and ending dates  
3. Scroll over to answer 3 questions with Yes or No  
a. Corrections made?  
b. Alignment with curriculum?  
c. Approved for teaching? |
|               | Accurate reporting of attendance is vital.                          |                                                                                                                                              |
| By September 12| TIAI Training (Prezi)                                               | 1. Go to: [http://soe.olemiss.edu/tiai/](http://soe.olemiss.edu/tiai/)  
a. Choose a username (all lower case) and password  
b. Use your school email address  
c. University affiliation: University of Southern Miss  
2. Complete the Prezi training  
3. Save a copy of certificate verifying completion of training  
4. Follow instructions in Tk20 to send to USM |
| By September 23| In-Class Evaluation (with University Supervisor present)           | 1. Click on In-Class Evaluation-First Review  
2. Enter scores in Tk20 and click SAVE  
3. Discuss scores and ways to improve |
| By October 6   | In-Class Final Evaluation (with University Supervisor present)      | 1. Click on In-Class Evaluation-CT Final Evaluation  
2. Enter scores in Tk20 and click SAVE  
3. Discuss scores and ways to improve |
| By October 6   | Summative Evaluation of Teacher Candidate                            | 1. Click on Cooperating Teacher Summative/Dispositions Evaluation  
2. Enter information and click SAVE |
| If needed; Contact US first | Candidate Concern Form                                     | 1. Click on Candidate Concern Form  
2. Enter information and click SAVE |
| By October 6   | Final Submission                                                    | 1. Type N/A in all grade boxes at bottom of each form  
2. After all forms are complete and no flags appear, click Submit |
Mentor Teacher Responsibilities

**Feedback**

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

**Plan Ahead**

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

**Offer Resources**

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

**Communicate with Supervisor**

Email or phone the supervisor with any questions or concerns as soon as they arise; do not wait until an evaluation visit to express concerns.
<table>
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|                     | Accurate reporting of attendance is vital.                          |                                                                                                                                                                                                           |
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3. Scroll over to answer 3 questions with Yes or No  
   a. Corrections made?  
   b. Alignment with curriculum?  
   c. c. Approved for teaching? |
|                     | This should be completed each week.                                 |                                                                                                                                                                                                           |
| By November 4       | In-Class Evaluation (with University Supervisor present)            | 1. Click on In-Class Evaluation-First Review  
2. Enter scores in Tk20 and click SAVE  
3. Discuss scores and ways to improve |
| By November 4       | TIAI Training (Prezi)                                              | 1. Go to: [http://soe.olemiss.edu/tiai/](http://soe.olemiss.edu/tiai/)  
   a. Choose a username (all lower case) and password  
   b. Use your school email address  
   c. University affiliation: University of Southern Miss  
2. Complete the Prezi training  
3. Print certificate verifying completion of training  
4. Upload to Tk20 |
| By December 2       | In-Class Final Evaluation (with University Supervisor present)      | 1. Click on In-Class Evaluation-CT Final Evaluation  
2. Enter scores in Tk20 and click SAVE  
3. Discuss scores and ways to improve |
| By December 2       | Summative Evaluation of Teacher Candidate                            | 1. Click on Cooperating Teacher Summative/Dispositions Evaluation  
2. Enter information and click SAVE |
| By December 2       | Evaluation of Student Teaching Experience                           | 1. Click on Cooperating Teacher Survey  
2. Enter information and click SAVE |
| By December 2       | Teacher Intern Assessment Instrument                                | 1. Click on Teacher Intern Assessment Instrument  
2. Enter scores in Tk20 and click SAVE  
3. Discuss scores and ways to improve |
| If needed; Contact US first | Candidate Concern Form                                      | 1. Click on Candidate Concern Form  
2. Enter information and click SAVE |
| By December 2       | Final Submission                                                    | 1. Type N/A in all grade boxes at bottom of each form  
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Work ahead with the student teacher; plan lessons during the week *before* they will be taught; leave time for the student teacher to prepare and ask questions of you.

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

**Communicate with Supervisor**
Email or phone the supervisor with any questions or concerns as soon as they arise; do not wait until an evaluation visit to express concerns.
Tk20 Guide
Tk20 URL: https://usm.tk20.com

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

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

Dear Trudy,

You have been assigned to supervise and evaluate Fake Student at ABC School. Please click the link below or copy and paste the URL into your browser to complete and submit assessments associated with this placement.

https://training5.tk20.com/campustoolshighered/externalAction.do?type=fieldexperience&user=3e02a01b7/98e6140e3ff0e87-7e92&portfolioPK=5e02a8c0b469e147a63d349e-7f7

Make sure to save this email. You will be able to access the associated assessments from the link provided.

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

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

Note(s):
- A 📝 will be present beside any unsaved assessments.
- A ✅ will be present by all assessments that are open for editing.
- If the ✅ is not present, then roll your mouse over the assessment to see when it will be available.
# CISE Teacher Candidate
## First Experience Grade Sheet

### Cooperating Teacher
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Evaluation</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Summative/Dispositions Evaluation</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperating Teacher Total Points</strong></td>
<td><strong>176</strong></td>
<td></td>
</tr>
</tbody>
</table>

### University Supervisor
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Evaluation</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td>TIAI (Formative)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Supervisor Total Points</strong></td>
<td><strong>208</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Portfolio
<table>
<thead>
<tr>
<th>Category</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Classroom Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Assessment of Student Growth</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>- Placement Description</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Reflections and Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- First Week of School Packet</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>- Weekly Reflective Journals</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>- Video Reflection</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ethic &amp; Professional Conduct</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>- Pre-Survey (No points, but required in portfolio)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>- Resume</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio Total Points</strong></td>
<td><strong>457</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Performance Evaluation
- Follows MDE/University/EFE/District policies and procedures (for each infraction) - 25

*Additionally, a violation of the MS Teacher Code of Ethics can result in immediate dismissal from the program.*

- Failure to meet deadlines (for each day late) - 10

- Receives supervisors’ (CT and/or US) critique in a professional manner (for each infraction) - 25

- PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence) - 50/-100

- Attendance (for each ½ day absence, tardy, early leave and/or improper notification) - 25

*Up to three excused absences may be allowed during the semester. Excused absences beyond the allowed 3, as well as unexcused absences, require 1 additional teaching day, per absence during the experience.*

**Total Professional Points Deducted**

Total Possible Points = 841

**TOTAL POINTS EARNED THIS EXPERIENCE:**

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

**GRADE EARNED THIS EXPERIENCE:**
# CISE Teacher Candidate
## Second Experience Grade Sheet

### Cooperating Teacher

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Evaluation 1</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>In-Class Evaluation 2</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Summative/Dispositions Evaluation</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>TIAI</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperating Teacher Total Points</strong></td>
<td><strong>355</strong></td>
<td></td>
</tr>
</tbody>
</table>

### University Supervisor

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Evaluation 1</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>In-Class Evaluation 2</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>TIAI (Summative)</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td><strong>Supervisor Total Points</strong></td>
<td><strong>283</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Portfolio

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Classroom Information</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Reflections and Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Reflective Journals</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Observation and Interview Assignment</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Video Reflection</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio Total Points</strong></td>
<td><strong>333</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Performance Evaluation

- Follows MDE/University/EFE/District policies and procedures (for each infraction) -25
- Additionally, a violation of the MS Teacher Code of Ethics can result in immediate dismissal from the program.
- Failure to meet deadlines (for each day late) -10
- Receives supervisors’ (CT and/or US) critique in a professional manner (for each infraction) -25
- PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence) -50/-100
- Attendance (for each ½ day absence, tardy, early leave and/or improper notification) -25

Up to three **excused** absences may allowed during the semester. **Excused absences** beyond the allowed 3, as well as **unexcused absences**, require 1 additional teaching day, per absence during the experience.

**Total Professional Points Deducted**

Total Possible Points = 971

**TOTAL POINTS EARNED THIS EXPERIENCE:**

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

**GRADE EARNED THIS EXPERIENCE:**

### Scale for 971

- **A = 874 - 971 (90% - 100%)**
- **B = 777 - 873 (80% - 89%)**
- **C = 680 - 776 (70% - 79%)**
- Below 680 = Failure (Below 70%)
SECONDARY/K-12 TEACHER CANDIDATE
FIRST EXPERIENCE GRADE SHEET

<table>
<thead>
<tr>
<th>COOPERATING TEACHER</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Evaluation (First)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>In-Class Evaluation (Final)</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Summative/Dispositions Evaluation</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>TIAI (Formative)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperating Teacher Total Points</strong></td>
<td><strong>176</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIVERSITY SUPERVISOR</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Evaluation (First)</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>In-Class Evaluation (Final)</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>TIAI (Formative)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Supervisor Total Points</strong></td>
<td><strong>208</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PORTFOLIO</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Classroom Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Student Growth</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Placement Description</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Reflections and Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Observations</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>6 Weekly Reflective Journals (includes FWOS)</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Video Reflection</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics &amp; Professional Conduct</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Pre-Survey</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio Total Points</strong></td>
<td><strong>479</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPARTMENT'S SPA ACTIVITIES **</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio Total Points</strong></td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PERFORMANCE EVALUATION</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows MDE/University/EFE/District policies and procedures (for each infraction)</td>
<td>- 25</td>
<td></td>
</tr>
<tr>
<td><strong>Additionally, a violation of the MS Teacher Code of Ethics can result in immediate dismissal from the program.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to meet deadlines (for each day late)</td>
<td>- 10</td>
<td></td>
</tr>
<tr>
<td>Receives supervisors’ (CT and/or US) critique in a professional manner (for each infraction)</td>
<td>- 25</td>
<td></td>
</tr>
<tr>
<td>PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence)</td>
<td>- 50/-100</td>
<td></td>
</tr>
<tr>
<td>Attendance (for each ½ day absence, tardy, early leave and/or improper notification)</td>
<td>- 25</td>
<td></td>
</tr>
<tr>
<td>Up to three excused absences may allowed during the semester. <strong>Excused absences</strong> beyond the allowed 3, as well as unexcused absences, require 1 additional teaching day, per absence during the experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Professional Points Deducted</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Possible Points = 863**

**Total Possible Points with SPA = 1363**

TOTAL POINTS EARNED THIS EXPERIENCE: __________

GRADE EARNED THIS EXPERIENCE: __________

SCALE FOR 863
A = 777 - 863 (90%-100%)
B = 690 - 776 (80% - 89%)
C = 604 - 689 (70% - 79%)
Below 604 = Failure (Below 70%)

SCALE FOR 1363**
A = 1227 - 1363 (90%-100%)
B = 1090 - 1226 (80% - 89%)
C = 954 - 1089 (70% - 79%)
Below 954 = Failure (Below 70%)

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

Educational Field Experiences//Cooperating Teacher Manual

Revised February 2016

29
SECONDARY/K-12 TEACHER CANDIDATE
SECOND EXPERIENCE GRADE SHEET

<table>
<thead>
<tr>
<th>COOPERATING TEACHER</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Evaluation</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>In-Class Evaluation</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Summative/Dispositions Evaluation</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>TIAI (Summative)</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperating Teacher Total Points</strong></td>
<td><strong>251</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIVERSITY SUPERVISOR</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Evaluation</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>In-Class Evaluation</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>TIAI</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td><strong>Supervisor Total Points</strong></td>
<td><strong>283</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PORTFOLIO</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Classroom Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Student Growth</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Placement Description</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Reflections and Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Weekly Reflective Journals</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>3 Observation Assignment</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Video Reflection</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Analysis of Classroom Management Plan</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Post-Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio Total Points</strong></td>
<td><strong>421</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPARTMENT'S SPA ACTIVITIES * *</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence)</td>
<td>50/-100</td>
<td></td>
</tr>
<tr>
<td>Attendance (for each ½ day absence, tardy, early leave and/or improper notification)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio Total Points</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PERFORMANCE EVALUATION</th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows MDE/University/EFE/District policies and procedures (for each infraction)</td>
<td>- 25</td>
<td></td>
</tr>
<tr>
<td>Additionally, a violation of the MS Teacher Code of Ethics can result in immediate dismissal from the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receives supervisors’ (CT and/or US) critique in a professional manner (for each infraction)</td>
<td>- 10</td>
<td></td>
</tr>
<tr>
<td>PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence)</td>
<td>- 25</td>
<td></td>
</tr>
<tr>
<td>Attendance (for each ½ day absence, tardy, early leave and/or improper notification)</td>
<td>- 25</td>
<td></td>
</tr>
<tr>
<td>Up to three excused absences may allowed during the semester. Excused absences beyond the allowed 3, as well as unexcused absences, require 1 additional teaching day, per absence during the experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Professional Points Deducted</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Possible Points = 955**

**Total Possible Points with SPA = 1455**

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

**TOTAL POINTS EARNED THIS EXPERIENCE:**

**GRADE EARNED THIS EXPERIENCE:**

**SCALE FOR 955**

- A = 860 - 955 (90% - 100%)
- B = 764 - 859 (80% - 89%)
- C = 669 - 763 (70% - 79%)
- Below 669 = Failure

**SCALE FOR 1455**

- A = 1310 - 1455 (90% - 100%)
- B = 1164 - 1309 (80% - 89%)
- C = 1019 - 1163 (70% - 79%)
- Below 1019 = Failure
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Educational Field Experiences

IN-CLASS EVALUATION

Candidate __________________________ EMPL ID# __________________________
Major ___________ Grade/Subject __________________________ Experience _______1st _______ 2nd

ANALYSIS SCALE:
1 Unacceptable  2 Marginal  3 Mastery  4 Exemplary

TEACHING

1. Candidate has materials and equipment ready. (REF 3, 4)
   1. Materials are inappropriate or missing.
   2. Some materials inappropriate and/or some missing.
   3. Most materials appropriate and ready.
   4. Materials are appropriate and ready, and there is a bell ringer activity (if appropriate or class begins without delay).

   1st Date   2nd Date

2. Candidate activates prior knowledge. (REF 2, 5, 6, 7)
   1. Candidate has no review of previous lesson.
   2. Candidate’s review is weak and students do not actively participate.
   3. Candidate and students do the review properly and developmental instruction for some students occurs.
   4. Candidate takes every opportunity to activate prior knowledge, while accommodating for developmental needs for most students.

   1st Date   2nd Date

3. Candidate states purpose and plan/procedures. (REF 4, 11)
   1. Purpose and plan are implied but not stated or mentioned.
   2. Purpose and/or plan is weak and/or late.
   3. Purpose and plan are stated to students, but are done late.
   4. Appropriate purpose and plan, and provisions for early finishers are stated to students at lesson start.

   1st Date   2nd Date

4. Candidate relates the importance/relevance of the lesson through examples that relate content to real life. (REF 6, 8)
   1. Candidate fails to state the importance/relevance.
   2. Candidate relates the importance, though it is weak and/or late.
   3. Candidate relates importance/relevance effectively and in a timely manner.
   4. Candidate relates importance/relevance of the lesson and engages students in a motivational or thought-provoking manner.

   1st Date   2nd Date

5. Candidate provides knowledge of the subject area. (REF 17)
   1. Information is inaccurate and content is shallow and/or confusing.
   2. Information is shallow and/or confusing.
   3. Information is accurate.
   4. Information is clear, concise, accurate, sufficient, and interesting.

   1st Date   2nd Date
6. Candidate sequences topics/procedures appropriately for flow of lesson. (REF 2, 7)
   1. Sequencing is inappropriate or confusing.
   2. Sequencing is slightly out of order.
   3. Sequencing of topic/procedures is appropriate.
   4. In addition, procedures in the lesson are both appropriately student-centered and teacher-centered.

7. Candidate expands beyond teacher's direct lesson. (REF 3, 4)
   1. Supplementary materials and/or technology are not specified or limited to textbooks and worksheets.
   2. Some appropriate supplementary materials and/or technology are specified and related to procedures, though may be ineffectively used.
   3. Appropriate, specific, related instructional aids/technology are evident.
   4. In addition, candidate shows initiative and creativity in original development or use of supplementary materials, technology, or instructional aids.

8. Candidate uses appropriate teaching methods/strategies. (REF 1, 15, 18, 19, 20, 21)
   1. Candidate does not employ effective teaching strategies.
   2. Candidate may vary teaching strategies, but methods may not match objectives.
   3. Candidate uses a variety of teaching strategies that match learners with content.
   4. In addition, candidate shows initiative and creativity in original development or use of supplementary materials, technology, or instructional aids.

9. Candidate clarifies high expectations to whole class through models, rubrics, and/or examples. (REF 11, 12, 29)
   1. Candidate does not inform students of high expectations or they may be insufficient, ineffective or late.
   2. Candidate uses models, rubrics and/or examples, though some may be insufficient, ineffective or unclear.
   3. Candidate uses sufficient models, rubrics and/or examples.
   4. Candidate effectively clarifies high expectations to whole class through appropriate, adequate, and creative use of models, rubrics and/or examples.

10. Candidate gives clear verbal, written, and/or nonverbal directions which are easily understood. (REF 9, 10, 11, 18, 20)
    1. Candidate does not give clear, complete directions.
    2. Candidate provides clear directions, though some may be late or improperly sequenced.
    3. Candidate provides clear, complete instructions in a timely manner for completing instructional activities.
    4. Candidate provides clear, complete instructions in a timely manner for completing instructional activities and uses concrete examples to model tasks and concepts for clarification when questions arise or as necessity dictates.

11. Candidate provides relevant practice - individually or in a group. (REF 5, 11, 15, 18)
    1. Candidate does not involve the students in any type of relevant interactive activities.
    2. Candidate has limited success with planned learning opportunities.
    3. Candidate regularly provides effective, interactive activities, including independent practice.
    4. Candidate provides effective practice at every available opportunity.

12. Candidate effectively monitors learning and checks for understanding. (REF 4, 14, 20, 21)
    1. Candidate does not check for understanding and remains stationary most of the time.
    2. Candidate monitors learning and checks for understanding though it may be done ineffectively or only occasionally.
    3. Candidate effectively monitors learning and checks for understanding, while circulating around the room.
    4. In addition, candidate provides clarifications and gives appropriate feedback when necessary.
13. Candidate incorporates effective questioning strategies. (REF 19, 21)
   1. Candidate does not utilize questioning strategies.
   2. Candidate utilizes basic level questioning.
   3. Candidate utilizes questioning strategies with limited reinforcement.
   4. Candidate utilizes a variety of questioning strategies, while building discussion prompted by student responses.

14. Candidate teaches to a variety of learning styles/multiple intelligences - visual, auditory, kinesthetic, etc. (REF 2, 9, 15, 18)
   1. Candidate is not aware of individual learning styles.
   2. Candidate’s use of learning styles is ineffective.
   3. Candidate is aware of learning styles, though may not consistently attend to them.
   4. Candidate attends to all students’ individual learning styles, providing a learning-rich environment for every student.

15. Candidate makes provision for rates of learning, remediation needs, and/or early finishers. (REF 5, 12, 15, 18, 24)
   1. No provisions are made for remediation and/or early finishers.
   2. Provisions are made, but may be ineffective.
   3. Provisions are appropriate and effective.
   4. Provisions for rates of learning, multiple remediation, and early finishers are evident in the lesson.

16. Candidate uses a variety of effective assessments. (REF 4, 29, 30)
   1. Assessment tools are not specified in the plans.
   2. Assessment tools are inappropriate for the lesson or are not matched to objectives.
   3. Assessment tools are appropriately matched to the objectives, and some performance criteria are stated.
   4. Assessment tools are appropriately matched to the objectives, and expectations for performance criteria are clearly stated.

17. Candidate provides appropriate closure to lesson. (REF 2, 28)
   1. Candidate fails to close the lesson.
   2. Candidate closes lesson, though it may be weak or out of sequence.
   3. Candidate provides closure, though it may be rushed.
   4. Candidate provides closure effectively and efficiently.

Comments:

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

CLASSROOM ENVIRONMENT

18. Candidate paces instructional time. (REF 2, 18, 19, 25, 28)
   1. Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.
   2. There are some unnecessary delays, undesirable digressions from the topic, and/or ineffective transitions between activities.
   3. Activities are appropriate and varied, though pacing may be somewhat off and/or involvement may be below expectations.
   4. Pacing is appropriate, transitions are smooth, and students are on task.

19. Candidate provides a positive environment for risk-taking for all students. (REF 13, 14, 21, 23, 24, 27)
   1. Candidate is not encouraging and supportive of students or shows favoritism.
   2. Candidate provides acceptance for risk-taking some of the time.
   3. Candidate provides acceptance for risk-taking most of the time.
   4. In addition, candidate sustains an environment which motivates, facilitates learning, and encourages creativity and academic risk-taking.
20. Candidate maintains proper classroom management and discipline through positive remarks and reinforcement. (REF 23, 24, 25, 26, 27)
   1. Candidate does not convey behavioral expectations, does not maintain discipline, and/or positive remarks are not made.
   2. Candidate conveys unclear behavioral expectations.
   3. Candidate demonstrates effective management procedures and discipline techniques most of the time.
   4. Candidate demonstrates effective management procedures and discipline techniques all of the time and delegates tasks effectively.

21. Candidate demonstrates an understanding of the implication of diversity (to include but not only gender, race, ability level, ESL, religion) among individuals. (8, 20, 23, 24, 27)
   1. Candidate exhibits no sensitivity to diversity among the students.
   2. Candidate exhibits limited sensitivity to diversity or misses obvious opportunities to celebrate diversity within the lesson.
   3. Candidate exhibits sensitivity to diversity throughout the lesson.
   4. Candidate exhibits sensitivity to all types of diversity at every opportunity available within the lesson.

Comments:
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____________________________________________________________________________________

INTERPERSONAL SKILLS

22. Candidate exhibits and sustains enthusiasm for teaching and learning. (REF 13)
   1. Candidate does not exhibit enthusiasm for teaching and learning.
   2. Candidate exhibits enthusiasm for teaching and learning some of the time.
   3. Candidate exhibits enthusiasm for teaching and learning most of the time.
   4. Candidate exhibits and sustains enthusiasm for teaching and learning.

23. Candidate has patience and appropriate disposition. (REF 13, 14, 20)
   1. Candidate lacks patience and appropriate disposition.
   2. Candidate shows patience and appropriate disposition some of the time.
   3. Candidate shows patience, respect, and appropriate disposition most of the time.
   4. Candidate shows patience, respect, and appropriate disposition all of the time.

24. Candidate demonstrates proficiency in oral communication. (REF 9)
   1. Abundant errors in candidate’s oral communication are evident.
   2. Frequent errors in candidate’s oral communication are evident.
   3. Occasional errors in candidate’s oral communication are evident.
   4. Candidate demonstrates proficiency in oral communication.

25. Candidate demonstrates proficiency in written communication. (REF 10)
   1. Abundant errors in candidate’s written communication are evident.
   2. Frequent errors in candidate’s written communication are evident.
   3. Occasional errors in candidate’s written communication are evident.
   4. Candidate demonstrates proficiency in written communication.

26. Candidate responds positively to students’ input and/or questions during the lesson. (REF 9, 13, 14, 20, 21, 27)
   1. Candidate responds negatively to students.
   2. Candidate does not respond to students’ comments.
   3. Candidate is inconsistent in responding or giving appropriate feedback.
   4. Candidate responds to students’ input with appropriate verbal or nonverbal feedback.

Comments:
____________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

104 Total Possible Points

TOTAL __________  __________
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Educational Field Experiences

TEACHER INTERN ASSESSMENT INSTRUMENT
TIAI

Teacher Intern ____________________________  Semester/Year: ______________________

Check one:  1st Placement: _____  2nd Placement: _____  Grade Level/Subject: ______________________

University Supervisor: __________________

School: ____________________________  Date(s) Evaluation Completed: ______________________

**DOMAIN I: PLANNING AND PREPARATION**

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

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<thead>
<tr>
<th></th>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-STAR Domain I – 4; NCATE 1a)</td>
<td>Objectives are not based on Mississippi Curriculum Frameworks/Common Core State Standards and are not stated as performance objectives.</td>
<td>Objectives are based on Mississippi Curriculum Frameworks/Common Core State Standards, are developmentally appropriate, are stated as performance objectives, and are clearly aligned with assessments.</td>
<td>In addition to acceptable, includes objectives at different instructional levels that meet individual needs of students (DOK Levels, Bloom’s, Understanding by Design, etc.).</td>
</tr>
</tbody>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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**Formative Assessment:**

**Summative Assessment:**
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; NCATE 1c, 4a)

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.</td>
<td>Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge.</td>
<td>Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge.</td>
<td>Demonstrates a thorough understanding of student backgrounds, interests, experiences, and prior knowledge.</td>
</tr>
<tr>
<td>Does not incorporate diversity or multicultural perspectives into lessons.</td>
<td>Does not effectively use the information in developing learning experiences that are relevant and meaningful.</td>
<td>Effectively uses this knowledge in developing learning experiences that are relevant and meaningful.</td>
<td>Effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.</td>
</tr>
<tr>
<td></td>
<td>Ineffectively incorporates diversity into lessons.</td>
<td>Incorporates diversity, including multicultural perspectives, into lessons.</td>
<td>Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lessons.</td>
</tr>
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SCORES AND COMMENTS ON EFFECTIVENESS

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3. Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a)

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

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<tbody>
<tr>
<td>Procedures are not connected to core content knowledge, sequential, and do not include effective introductions, closures, or use of technology.</td>
<td>Procedures are referenced to objectives and are appropriate for students, but may not be sequential. Plans include introductions or closures and some use of technology.</td>
<td>Procedures are appropriate and sequential, clearly referenced to objectives, include innovative introductions and closures, and incorporate technology and teaching materials effectively.</td>
<td>In addition to acceptable, procedures include both teacher-centered direct instruction and learner-centered activities (groups, choice of topics, self-evaluation of work, etc.)</td>
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5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1a, 1d)

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<tbody>
<tr>
<td>Assessments are not aligned with the Mississippi Curriculum Frameworks/Common Core State Standards.</td>
<td>Assessments in plans are partially aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.</td>
<td>Multiple assessments are included in plans where needed, and assessments directly correlate to objectives and are aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.</td>
<td>In addition to acceptable, plans include informal (performance) and formal assessments along with rubrics/checklists.</td>
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6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)

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<th>Emerging (1)</th>
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<tbody>
<tr>
<td>Does not use assessment results to adjust individual and/or whole-group instructional strategies.</td>
<td>Ineffectively or inaccurately uses assessment results to adjust individual and/or whole-group instructional strategies.</td>
<td>Frequently uses assessment results to adjust individual and/or whole-group instructional strategies.</td>
<td>Consistently and appropriately uses assessment results to adjust individual and/or whole-group instructional strategies.</td>
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**DOMAIN II: ASSESSMENT**

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

<table>
<thead>
<tr>
<th>7.</th>
<th>Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; NCATE 1a, 1d)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unacceptable (0)</strong></td>
<td><strong>Emerging (1)</strong></td>
</tr>
<tr>
<td>Does not communicate assessment criteria and performance standards to the students. Does not provide students with feedback on their performance.</td>
<td>Ineffectively communicates assessment criteria and performance standards to the students. Provides students with <strong>minimal or only summative</strong> feedback on their performance.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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<tr>
<th>8.</th>
<th>Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unacceptable (0)</strong></td>
<td><strong>Emerging (1)</strong></td>
</tr>
<tr>
<td>Does not plan and use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.</td>
<td>Occasionally plans and uses informal and formal assessments to accommodate differences in developmental and/or educational needs of some of the students.</td>
</tr>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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</table>
**DOMAIN III: INSTRUCTION**

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

<table>
<thead>
<tr>
<th></th>
<th>Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)</th>
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</thead>
<tbody>
<tr>
<td>Unacceptable (0)</td>
<td>Uses standard written, oral, and nonverbal communication with multiple errors.</td>
</tr>
<tr>
<td>Emerging (1)</td>
<td>Uses acceptable written, oral, and nonverbal communication with minimal errors.</td>
</tr>
<tr>
<td>Acceptable (2)</td>
<td>Uses acceptable written, oral, and nonverbal communication proficiently.</td>
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<th></th>
<th>Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11)</th>
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<tbody>
<tr>
<td>Unacceptable (0)</td>
<td>No written and/or oral directions for instructional activities are provided.</td>
</tr>
<tr>
<td>Emerging (1)</td>
<td>Provides written and/or oral directions for instructional activities that are vague and/or confusing.</td>
</tr>
<tr>
<td>Acceptable (2)</td>
<td>Provides clear, complete written and/or oral directions for instructional activities.</td>
</tr>
<tr>
<td>Target (3)</td>
<td>In addition to acceptable, uses concrete examples to model and clarify tasks and concepts.</td>
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<tr>
<th></th>
<th>Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15)</th>
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<tbody>
<tr>
<td>Unacceptable (0)</td>
<td>Does not communicate high expectations for learning to any students and does not hold students accountable for meeting instructional goals.</td>
</tr>
<tr>
<td>Emerging (1)</td>
<td>Inconsistent in communicating to all students that they are capable of meeting learning expectations.</td>
</tr>
<tr>
<td>Acceptable (2)</td>
<td>Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals.</td>
</tr>
<tr>
<td>Target (3)</td>
<td>Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals.</td>
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### 12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16)

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<th>Score Level</th>
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<tbody>
<tr>
<td></td>
<td>Does not convey enthusiasm for the content being taught.</td>
<td>Conveys limited interest and enthusiasm for the content being taught.</td>
<td>Motivates students by conveying enthusiasm and interest for the content being taught.</td>
<td>In addition to acceptable, the motivation, enthusiasm, and interest in the content are evident through students’ attitudes, questions, and ability to stay focused on tasks and activities.</td>
</tr>
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</table>

**SCORES AND COMMENTS ON EFFECTIVENESS**

**Formative Assessment** → Score:  
**Summative Assessment** → Score:

**Formative Assessment:**  
**Summative Assessment:**

### 13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)

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

**SCORES AND COMMENTS ON EFFECTIVENESS**

**Formative Assessment** → Score:  
**Summative Assessment** → Score:

**Formative Assessment:**  
**Summative Assessment:**

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

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

**SCORES AND COMMENTS ON EFFECTIVENESS**

**Formative Assessment** → Score:  
**Summative Assessment** → Score:

**Formative Assessment:**  
**Summative Assessment:**

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

**Formative Assessment** → Score:  
**Summative Assessment** → Score:

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

**SCORES AND COMMENTS ON EFFECTIVENESS**

**Formative Assessment** → **Score:**

**Summative Assessment** → **Score:**

**Formative Assessment:**

**Summative Assessment**

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16. **Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).** (InTASC 1, 2, 8; M-STAR Domain I – 2; NCATE 1c)

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

**SCORES AND COMMENTS ON EFFECTIVENESS**

**Formative Assessment** → **Score:**

**Summative Assessment** → **Score:**

**Formative Assessment:**

**Summative Assessment**

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

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

**Formative Assessment** → **Score:**

**Summative Assessment** → **Score:**

**Formative Assessment:**

**Summative Assessment:**
**DOMAIN IV: LEARNING ENVIRONMENT**

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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<tbody>
<tr>
<td>18.</td>
<td>Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1c, 1d)</td>
<td><strong>Does not</strong> respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions. No adjustments are made to instruction based on student responses.</td>
<td>Inconsistently responds to and/or elicits student input during instruction and few attempts are made to adjust instruction based on student responses.</td>
<td>Consistently and appropriately responds to and elicits student input during instruction. Adjustments are made to instruction based on student input and responses.</td>
<td>In addition to acceptable, provides appropriate prompts to encourage students to expand and justify their responses.</td>
</tr>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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<tr>
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<th>Target (3)</th>
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<tbody>
<tr>
<td>19.</td>
<td>Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10; NCATE – 1c, 1g)</td>
<td><strong>Does not</strong> use family or community resources in lessons.</td>
<td>Limited use of family or community resources in lessons to enhance student learning.</td>
<td>Effectively uses family and community resources in lessons to enhance student learning.</td>
<td>In addition to acceptable, encourages the students’ effective use of family and community resources in lessons and assignments to enhance student learning.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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**DOMAIN IV: LEARNING ENVIRONMENT**

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<th>Target (3)</th>
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<tbody>
<tr>
<td>20.</td>
<td>Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)</td>
<td><strong>Does not</strong> monitor or adjust the classroom environment, and does not address classroom disruptions.</td>
<td>Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but <strong>does not always make adjustments</strong> to enhance learning. Classroom disruptions are addressed in an inefficient manner.</td>
<td>Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions are addressed immediately but not always efficiently.</td>
<td>In addition to acceptable, monitors students’ participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. Classroom disruptions are addressed immediately and efficiently.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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</table>
### 21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12)

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<tbody>
<tr>
<td>Does not attend to or delegates routine tasks.</td>
<td>Seldom attends to and delegates routine tasks.</td>
<td>Consistently attends to and delegates routine tasks.</td>
<td>In addition to acceptable, has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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### 22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16)

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

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<tbody>
<tr>
<td>Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.</td>
<td>Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.</td>
<td>Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.</td>
<td>In addition to acceptable, creates a positive, interactive learning environment.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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### 24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)

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<tr>
<td>Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.</td>
<td>Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.</td>
<td>Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.</td>
<td>In addition to acceptable, students are on-task and engaged in meaningful learning activities.</td>
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*Item 25 should reflect the teacher intern’s ability to involve parents and/or guardians in the child’s learning. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (inventories, surveys, and other documentation).

<table>
<thead>
<tr>
<th>Item 25.</th>
<th>Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unacceptable (0)</strong> Initiates communication with parents and/or guardians through an <strong>introductory letter</strong>.</td>
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THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Office of Educational Field Experiences

COOPERATING TEACHER SUMMATIVE EVALUATION

Candidate __________________________________________  ID# __________________________
Major __________________________ Grade/Subject __________  Experience _____1st _______2nd

NCATE defines dispositions as “The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.”

ANALYSIS SCALE:

1 Unacceptable
2 Marginal
3 Mastery
4 Exemplary

Please indicate the level of achievement of teacher candidate for each of the dispositions as listed below.

1. Candidate is tactful.
   1. Actions and/or speech indicate thoughtlessness/insensitivity to others’ feelings and opinions
   2. Limited sensitivity and/or diplomacy in relationships
   3. Occasional faux pas evident
   4. Diplomatic and sensitive interactions with others

2. Candidate is dependable/responsible/conscientious.
   1. Is irresponsible; fails to complete assigned tasks and/or duties in thorough and timely manner; places blame and/or responsibility on others; whines
   2. Accepts limited responsibility for self; needs to be reminded to attend to assigned tasks/duties
   3. Completes assigned tasks/duties in a thorough and timely manner without a reminder
   4. In addition, perceives needs and voluntarily attempts to meet them

3. Candidate maintains a positive attitude and professional demeanor with all supervisory personnel and peers.
   1. Projects a negative or inappropriate attitude and/or demeanor (69% or more)
   2. Maintains a positive attitude and professional demeanor some of the time (70-79%)
   3. Maintains a positive attitude and professional demeanor most of the time (80-89%)
   4. Maintains positive/energetic attitude and professional demeanor (90-100%)

4. Candidate is responsive to feedback.
   1. Defensive behavior and/or unreceptive to feedback given
   2. Receptive, but no implementation of suggestions
   3. Receptive and adjusts performance accordingly
   4. Receptive, adjusts performance, and solicits feedback from others and seeks new/better ways to improve teaching

5. Candidate demonstrates initiative/independence within a team relationship.
   1. Depends solely upon others for guidance, ideas, and/or direction and/or is passive
   2. Obtains ideas and/or direction from limited resources
   3. Works effectively with limited supervision
   4. Independently implements creative, resourceful plan

6. Candidate demonstrates maturity/sound judgment/common sense.
   1. Makes hasty, emotional, immature, and/or inappropriate choices/responses (3 minor errors or 1 major error)
   2. Responds to some situations in an appropriate or professional manner (2 minor errors)
   3. Handles most situations in an appropriate and professional manner (1 minor exception)
4. Possesses and uses exceptional maturity, sound judgment, and common sense

7. **Candidate maintains open professional relationships with students**
   1. Is antagonistic toward students **and/or** works well with only a few students (69% or below)
   2. Relates easily and positively with some students (70-79%)
   3. Relates easily and positively with most students (80-89%)
   4. Relates easily and positively with students (90-100%).

8. **Candidate demonstrates teaching improvement and professional growth**
   1. Unable to see self objectively **and/or** makes limited or no attempt to change (69% or less)
   2. Able to see self objectively and makes some change (70-79%)
   3. Able to see self objectively and makes most changes suggested (80-89%)
   4. Able to see self objectively and makes appropriate changes consistent with best practices and suggestions or candidate is already performing a level of excellence (90-100%)

9. **Candidate maintains confidentiality**
   1. Shares information to inappropriate individuals or in inappropriate setting in **3 + minor breaches or 1 major violation of confidentiality**
   2. 2 minor violations of confidentiality
   3. 1 minor violation of confidentiality
   4. Shares confidential information appropriately in accordance with standards contained in the Family Educational Rights and Privacy Act

10. **Candidate is poised/self-confident**
    1. Does not handle self with poise and assurance **and/or** does so only on a limited basis (4+ times)
    2. Handles self with poise and assurance in some situations (2-3 times)
    3. Handles self with poise and assurance in most situations (1 time)
    4. Is self-assured and confident

11. **Candidate maintains professional ethics/behavior**
    1. **3 + minor violations of professional ethics/behavior**
    2. 2 minor violations of professional ethics/behavior
    3. 1 single minor violation of professional ethics/behavior
    4. Maintains high and professional standards of ethics/behavior

12. **Candidate maintains professional appearance**
    1. **3 + violations of acceptable professional appearance**
    2. 2 violations of acceptable professional appearance **and/or** needs expectations repeated
    3. A single violation of acceptable professional appearance **and/or** follows expectations once alerted to error
    4. Maintains a high standard of professional appearance

13. **Candidate demonstrates warmth and friendliness**
    1. Candidate is isolated and does not interact with others
    2. Candidate is somewhat friendly, but doesn’t exert too much energy in interactions
    3. Candidate is friendly, but lacks true warmth
    4. Candidate demonstrates warmth and friendliness

14. **Candidate has ability to diagnose and to measure student performance according to established criteria and based on objectives.**
    1. Candidate has no ability to diagnose and measure student performance
    2. Candidate can diagnose and measure student performance based on student work samples only
    3. Candidate can diagnose and measure student performance according to established criteria by means of pretest/post test
    4. **In addition**, candidate reflects on findings and adjusts teaching according to results

15. **Candidate knows safety measures and appears prepared to handle emergency situations.**
    1. Candidate shows no knowledge of safety measure **or** ability to handle emergency situations
    2. Candidate shows some knowledge of safety procedures, **and/or** may not apply the knowledge properly
    3. Candidate shows knowledge of safety procedures, but may still be uncomfortable in emergency situations
    4. Candidate shows maturity in safety situations and handles emergencies well

16. **Candidate participates in professional activities (PTA, staff meetings, etc.)**
    1. Candidate never participates in professional activities **or** has inadequate participation (69% or less)
    2. Candidate attends but does not actively participate **or** only attends some activities (70-88%)
    3. Candidate participates in most professional activities (90-99%)
    4. Candidate participates in professional activities (100%)
17. **Candidate follows the policies and procedures**
   1. Candidate blatantly ignores the policies and procedures **or** follows few policies (69% or less)
   2. Candidate follows some policies (70-79%)
   3. Candidate follows most policies and procedures (89-90%)
   4. Candidate follows the policies and procedures of the school district with no breach (90-100%)

18. **Candidate demonstrates an aptitude for success in teaching**
   1. Evaluator recommends candidate’s review of career options and consideration of working another area of education and/or move to another career altogether
   2. Evaluator recommends candidate’s continuation in teaching profession, but only with a strong mentor (for ___ years)
   3. Evaluator recommends continuation in teaching profession for this candidate
   4. Evaluator highly recommends this exceptional candidate for a teaching career

**TOTAL (72 total possible points)**

Evaluator /Title: ___________________________________________ Date: ____________________
Protocol Guidelines for Cooperating Teachers

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

1. At the first point of a concern regarding a Teacher Candidate’s professional knowledge, skills, or disposition: speak with the Teacher Candidate about the concern. If you are unsure how to address the issue or simply want useful input, contact the University Supervisor. You may wish to speak with a school administrator about the situation for additional guidance.

2. If the concern continues, inform the Teacher Candidate and fill out the TC Concern Form. Send a fax copy of the TC Concern Form to the Educational Field Experiences (EFE) office. The fax number is: 601.266.4427.

3. Notify the University Supervisor, if you have not already done so, that you are filling out and faxing a TC Concern Form to EFE.

4. As soon as EFE is notified, the University Supervisor and Teacher Candidate are contacted by the Director of EFE.

5. A plan is developed with the Cooperating Teacher, University Supervisor, Director, and Teacher Candidate to resolve the concern.

6. If the concern continues and/or substantive and timely progress has not been made by the Teacher Candidate to alleviate the concern, then the Cooperating Teacher, school administrator, University Supervisor, Teacher Candidate, and Director will meet to discuss the situation.

7. The outcome of the meeting will result in continuation in the program, removal for the current school placement, and/or enrollment in a remediation program administered by EFE.
Teacher Candidate Concern Form

Teacher Candidate ___________________________________________________________

School ___________________________ Grade Level _________ Subject _____________

Cooperating Teacher ___________________________ Phone _______________________

University Supervisor assigned to Candidate _______________________________________

Person Sending this Report ___________________________ Position ________________

Check the following that apply:

☐ Acceptance of responsiveness to constructive criticism ☐ Family involvement ☐ Punctuality
☐ Acceptance of constructive criticism ☐ Initiative ☐ Responsiveness to feedback ☐ Reflective
☐ Attendance ☐ Maturity ☐ School involvement ☐ Student relationships
☐ Attitude ☐ Multiculturalism/Diversity ☐ Tactfulness ☐ Teaching skills
☐ Classroom management ☐ Organizational skills ☐ Technology use/Creative ☐ Verbal communication
☐ Collegiality ☐ Passion for teaching/Learning ☐ supplementary materials ☐ Written communication
☐ Confidentiality ☐ Poise/Self-assurance ☐ Professional appearance ☐ Expectations for pupils
☐ Content knowledge ☐ Professional appearance ☐ Professional ethics ☐ Professionalism
☐ Dependability ☐ Professional ethics ☐ Professional appearance ☐ Dependability
☐ Discipline ☐ Professionalism ☐ Professional appearance ☐ Discipline
☐ Expectations for pupils ☐ Professional appearance ☐ Professionalism ☐ Expectations for pupils

Concerns/Course of Action:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Please choose a course of action:

☐ Contact immediately in person ☐ Contact immediately by phone ☐ Contact at earliest convenience
☐ Contact me at the following e-mail address: _______________________________________

__________________________________________  ______________________  ______________________
Signature Date Phone & Fax Numbers

Email or Fax to: Dr. Anne Sylvest (anne.sylvest@usm.edu)  Fax Number: 601-266-4427
University Supervisor Evaluation of Placement

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

UNIVERSITY SUPERVISOR EVALUATION OF PLACEMENT

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

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

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

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

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

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

1. My Cooperating Teacher communicated with me regarding continuous assessments to improve my teaching. □ 5 □ 4 □ 3 □ 2 □ 1

2. My Cooperating Teacher discussed my evaluations and offered suggestions or advice to improve my teaching effectiveness during this experience. □ 5 □ 4 □ 3 □ 2 □ 1

3. My Cooperating Teacher encouraged me to use critical thinking to enhance students' performance during this experience. □ 5 □ 4 □ 3 □ 2 □ 1

4. My Cooperating Teacher encouraged me to demonstrate creativity in my teaching to enhance students’ performance during this experience. □ 5 □ 4 □ 3 □ 2 □ 1

5. My Cooperating Teacher encouraged me to include multiculturalism in my teaching to enhance students’ performance during this experience. □ 5 □ 4 □ 3 □ 2 □ 1

6. My Cooperating Teacher encouraged me to include diversity in my teaching to enhance students’ performance during this experience. □ 5 □ 4 □ 3 □ 2 □ 1

7. My Cooperating Teacher encouraged me to utilize technological skills in my teaching to enhance students’ performance during this experience. □ 5 □ 4 □ 3 □ 2 □ 1

8. My Cooperating Teacher encouraged me to demonstrate creativity in my teaching to enhance students’ performance during this experience. □ 5 □ 4 □ 3 □ 2 □ 1

9. My Cooperating Teacher had a positive impact on developing my knowledge, skills, and professional dispositions during this experience. □ 5 □ 4 □ 3 □ 2 □ 1
Contact Information

Dr. Anne Sylvest, Director

Educational Field Experiences
University of Southern Mississippi
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