THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

EDUCATIONAL FIELD EXPERIENCES
UNIVERSITY SUPERVISOR HANDBOOK

DIRECTOR: DR. ANNE SYLVEST
August 2015

Dear University Supervisor,

Once again I begin a year filled with hopes and dreams for our teacher candidates.

Along with the programmatic changes driven by the Mississippi Department of Education and national accreditation agencies, USM supervisors have historically worked to improve the quality of the teacher internships. I continue to value your intellect, your comments, your critique, and most importantly, your humor!

As I look forward to another year in this collaborative venture, I thank you for the dedication you bring to this important work.

Most sincerely,

Anne
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RESPONSIBILITIES OF UNIVERSITY SUPERVISORS

_____ Attend the University Supervisor meetings.

_____ Secure a USM e-mail address. Contact I-Tech (601.266.4357) if you do not have an email address.

_____ Be familiar with the contents of Tk20.

_____ Attend all Professional Development Seminars with teacher interns unless you are teaching a class. Meet with interns during scheduled times during PDS.

_____ Discuss and reflect on the lesson plans, instruction, and assessment strategies that demonstrate on understanding of student development, content knowledge, state standards, and assessment strategies.

_____ Communicate regularly with teacher interns, the Cooperating Teachers, the Educational Field Experience Office, and P-12 Community.

_____ Make a minimum of three visits to each teacher intern per experience (an introductory visit and two observations). A minimum of two visits to each teacher intern per experience is required to observe teaching performance. Additional visits may be necessary for interns/situations.

_____ Report mileage when supervising teacher interns and submit it by the last Wednesday of each month. Please schedule your visits to combine observations to minimize travel costs. The latest due date for final mileage is the last Wednesday of each semester. In order to be reimbursed correctly, use the Rand-McNally mileage chart available on the web.

_____ Verify that teacher interns prepare the required lesson plans for every lesson they teach, leaving enough time for teacher input and approval. (NOTE: Interns cannot teach without first receiving the Cooperating Teacher’s approval of lesson plans.)

_____ Hold interns accountable for notifying their Cooperating Teachers, principals, and University Supervisors before any absences or early leaves from teacher internship. Please read the attendance policy carefully. It is essential that we hold uniform expectations for our interns.

_____ Check teacher interns’ weekly entries for accuracy and completeness on a regular basis. Notify the Educational Field Experience office if journal and lesson plans are not submitted on time. Read/respond to journal and portfolio entries weekly as an efficient/early attempt to ward off problems.

_____ Complete all student forms on Tk20 by the due date for grade submission of each semester.

_____ Remind Cooperating Teachers to contact you early with problems, especially with attendance, timeliness, and quality of lesson plans.

_____ Participate in planning and implementing on-campus Professional Development Seminars.

_____ Notify the Director if changes occur in the status of teacher intern’s criminal background check.

_____ Be familiar with the Professional Education Unit Professional Dispositions Policy.
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
CHECKLIST FOR INITIAL COMMUNICATION WITH COOPERATING TEACHERS

____ Business card and Cooperating Teacher Manual delivered by teacher intern

____ Review Timeline Guide
  ▪ Gradual assumption of teaching and two formal assessment visits
  ▪ Breaks/Vacations – follows host school calendar
  ▪ International Placement Timelines (if applicable)
  ▪ Excused Dates: All Student Teaching Professional Development Seminars and Science Fair & Science Olympiad
  Reading Fair
  Educational Job Fair

____ Review Absence/Tardy Policy. (Intern has only 3 excused absences allowed per semester.)

____ Discuss intern full time teaching load: assumption and release of duties.

____ Review Protocol Guidelines

____ Review Lesson Plans

____ Review Cooperating Teachers’ Responsibilities:
  ▪ Importance of daily conferences and dialog journal options
  ▪ Observation requirements
  ▪ Videotaping
  ▪ Particularly pages 9-14 of the Cooperating Teacher Manual and this manual

____ Set evaluation dates and times

____ Plan to meet principal (if possible) during first TIAI visit and leave business card
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.
## Cooperating Teacher Checklist Fall, First Experience

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Task</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 20-30</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 (as needed)     | 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** |
|                        | **Accurate reporting of attendance is vital.**                      |                                                                                                                                            |
| 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? |
| By September 19        | 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 3           | 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 3           | Summative Evaluation of Teacher Candidate                            | 1. Click on **Cooperating Teacher Summative/Dispositions Evaluation**  
2. Enter information and click **SAVE** |
| By October 3           | Evaluation of Student Teaching Experience                            | 1. Click on **Cooperating Teacher Survey**  
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 3           | 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**. |
## Cooperating Teacher Checklist Fall
### Second Experience

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Task</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 8-17</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 (as needed)        | 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 |
|                           | **Accurate reporting of attendance is vital.**                      |                                                                                                                                                                  |
| 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? |
| By November 7             | 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 21            | 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 November 21            | 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 |
| By December 5             | Summative Evaluation of Teacher Candidate                           | 1. Click on **Cooperating Teacher Summative/Dispositions Evaluation**  
2. Enter information and click SAVE |
| By December 5             | Evaluation of USM and Student Teaching                              | 1. Click on **Cooperating Teacher Survey**  
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 |
| December 5                | Submit                                                              | 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. |

By November 7

1. **In-Class Evaluation-First Review**
2. Enter scores in Tk20 and click SAVE
3. Discuss scores and ways to improve

By November 21

1. **In-Class Evaluation-CT Final Evaluation**
2. Enter scores in Tk20 and click SAVE
3. Discuss scores and ways to improve

By November 21

1. **Teacher Intern Assessment Instrument**
2. Enter scores in Tk20 and click SAVE
3. Discuss scores and ways to improve

By December 5

1. **Cooperating Teacher Summative/Dispositions Evaluation**
2. Enter information and click SAVE

By December 5

1. **Cooperating Teacher Survey**
2. Enter information and click SAVE

If needed; Contact US first

1. **Candidate Concern Form**
2. Enter information and click SAVE

December 5

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.
Protocol Guidelines for Cooperating Teachers

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

1. At the first notice of a concern regarding a teacher intern’s professional knowledge, skills, or disposition: speak with the teacher intern 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 your administrator about the situation for additional guidance.

2. If the concern continues, inform the teacher intern that you need to fill out the Teacher Intern Concern Form.

3. Notify the University Supervisor that you are filling out a Teacher Intern Concern Form and send a fax copy of the Teacher Intern Concern Form to the Educational Field Experiences (EFE) office. The fax number is: 601.266.4427.

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

5. A plan is developed with the cooperating teacher, University Supervisor, Director, and teacher intern to resolve the concern.

6. If the concern continues and substantive and timely progress has not been made by the teacher intern to alleviate the concern, then the cooperating teacher, school administrator, University Supervisor, teacher intern, and Director will meet to discuss the situation.

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

Teacher Intern of Concern ___________________________ ID# ____________

School ___________________________ Grade Level ________ Subject __________

Cooperating Teacher ________________ Phone ____________ Cell __________

University Supervisor assigned to Candidate ____________________________

Check the following that apply to the person of concern in question:

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

Concerns/Course of Action:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Person sending this report: ________________________ Position: ____________________

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 of Person Noting Concern/Title ___________________ Date __________

Phone & Fax Numbers __________________________________________

Attention: Dr. Anne Sylvest
Fax: 601-266-4427
Teacher Candidate Remediation

Criteria for Removal

• Performance and/or actions of candidate are detrimental to the welfare of the students as determined by the mentor teacher, University supervisor, school administrator, and the Director of Educational Field Experiences.

• Performance and/or actions of candidate are in violation of policies of the cooperating school, board, or district.

• Performance and/or actions of candidate are in violation of University and/or Educational Field Experiences policies concerning the teacher candidacy program.

Removal Process

Removal of a candidate from a cooperating school may result in remediation or it may result in repeating all or a portion of the teacher candidacy block.

• Notification to Director of Educational Field Experiences as soon as possible by mentor teacher, district administrator, and/or University supervisor

• Investigation of situation by Director of Educational Field Experiences and documentation from all parties including mentor teacher, University supervisor, cooperating school administrator, and teacher candidate

• Meeting with candidate to discuss problems perceived, options/choices available, and possible outcomes

• Attempt to correct deficiencies within a maximum of two weeks coaching and intervention, if all parties agree

• Failure of candidate to sufficiently improve will result in removal from the teaching experience

• Cost of additional course work and second (final) attempt as teacher candidate is waived, if possible, upon successful completion of remediation

Remediation Process

Remediation is determined on a case-by-case basis, depending upon the needs of the candidate.

• A contract stipulating all expected outcomes of remediation is prepared and signed by the instructor, candidate, and Educational Field Experiences Director.

• The leadership team will determine if/when the candidate has been successful in the remediation process and is ready to re-enter the capstone experience.
• Successful candidates re-enter candidacy on a probationary basis with the benefit of a clean slate in a new district and with a new University supervisor, whenever possible.
• Weekly reports of progress are sent to the Director to ensure that performance of the candidate is at an appropriate level.
• Most common scenarios for remediation include the following:
  1. Lacking in content knowledge: audit appropriate course(s) or if coursework is required, complete course(s) with a minimum grade of B
  2. Lacking ability to plan appropriately: guidance through lesson plan development and successful independent completion of quality plans
  3. Lacking effective teaching skills: instruction in effective teaching strategies and the pedagogy of the teaching/learning process, practice writing and executing teaching plans with guidance and evaluation until successful
  4. Lacking in classroom management: guidance writing a strong management plan, coaching with various effective classroom management skills, discussion of classroom management case studies to diagnose effective classroom management skills and practices
  5. Lacking in effective discipline technique(s): help devising an appropriate discipline plan including both rewards and consequences; instruction regarding various age-appropriate, successful formats
  6. Improper grammar or pronunciation issues: instruction in basic grammar and coaching to correct usage or pronunciation.
Monthly Travel Instructions

Travel forms and instructions for the documents can be downloaded in a Microsoft Excel spreadsheet at https://www.usm.edu/procurement-contract-services/travel-forms-and-instructions.

Select the “Mileage Only Form”. Begin at the red Start Here tab at the bottom.

Complete the “Start Here” form except for the “Chartfield” area under fund, dept id, program, project/grant, and amount then move onto TV pg1. You will begin listing your travel by date. Please use specific addresses in the “From-City, State” and “To-City State” field to decrease the likelihood that your travel voucher may be returned to you for correction.

Please list your point of departure as your home address or your university home campus address—whichever is the shorter distance.

According to University Travel Policy all mileage must be calculated using randmcnally.com. This may differ from the mileage listed on your car, but the Travel office will only accept mileage calculated by randmcnally.com.

After you have filled in the “Date”, “From-City, State”, “To-City State”, and “Miles” fields the “Rate” and “Total” fields will self populate.

Move on to the Multi Trip Mileage tab if you need more spaces to complete your travel for the month.

The following forms need to be completed and submitted to Educational Field Experiences:

- *Employee Travel Voucher* page 1 (TV pg1)
- *Multi Trip Mileage* (if travel extends to this page)

E-mail forms to: Valencia.Hopkins@usm.edu, bring them to J. B. George room 103, fax them to 601-266-4427, or mail to Box #5028. If travel is emailed you must include, “Valencia Hopkins has permission to sign my travel voucher,” in the email.

Signed hard copies of Travel Vouchers are due in Educational Field Experiences Office by noon the last Wednesday of every month; failure to submit vouchers by the deadline may result in non-reimbursement. Accumulation of travel expenses beyond a single month is extremely difficult and may be impossible to be honored.
**SOAR Grade Entry Instructions for Secondary and K-12 University Supervisors**

**Basic Navigation**
Home > Self Service > Faculty Center

**FYI...**
1. How to change the term
   a. Click on the associated with the **Select Term** box.
   b. When appropriate term displays in the box, click on the **change** button.
2. 📚 = Class Roster
3. 📊 = Grade Roster
4. 📊 = Import to MS Excel

**Enter Grades**
1. Verify the correct semester is displayed. Change if needed.

2. Click on the button associated with the class for which you wish to enter grades.

3. Choose the correct roster type (midterm or final) in the box.

4. Enter LETTER GRADES into the box in the column.

**NOTE: STUDENTS NOT ATTENDING CLASS** – If a student is not attending class, enter NA (not attending) beside the student’s name on the midterm roster. This helps us to comply with the U.S. Department of Education regulations that the university must identify students who are not attending class. Noncompliance will affect federal funding of students’ financial aid. The Registrar’s Office and Financial Aid Office will send a correspondence to all students who are not attending classes. It is the student’s responsibility to withdraw from these classes by completing a drop form or withdrawing from the university. Failure to do so will result in a grade F for each class the student did not attend.

5. Once there is a grade entered for each student and they have been reviewed for accuracy, choose “Approved” for the box.

**NOTE:** Once the grade roster has been set to “Approved,” a change of grade form must be submitted to the Registrar’s Office to change a grade.

6. Click on the button.

7. You may print a copy of this roster for your records if you so choose. Click on the button for a sleek looking report.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address: Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

We consider the partnership between Southern Miss and our mentor teachers/school districts as an invaluable aspect of our teacher education program. We certainly want to do everything possible to strengthen that partnership and to support our mentor teachers. In the past, we have been able to demonstrate appreciation for our mentor teachers by offering a rather generous policy regarding Mentor Teacher Scholarships. During the past three years, however, we have been faced with serious budget cuts at Southern Miss, coupled with an increase in scholarship applications. We have been forced (at least temporarily) to make adjustments to our criteria for awarding Mentor Teacher Scholarships. Please note the criteria for Mentor Teacher Scholarships effective Summer 2012 as outlined below.

1. **Supervision of a teacher candidate (student teacher) qualifies a mentor teacher to apply for a scholarship through Educational Field Experiences (EFE) for coursework at Southern Miss.** If granted a scholarship, the mentor teacher is still responsible for the payment of online, lab, parking, late registration, interest, and certain specialty course fees. Please note: Scholarship application forms will be date stamped upon arrival to EFE. Scholarships will be awarded based upon:
   a. available funds;
   b. a first-come, first-served basis; and
   c. a maximum of 2 scholarships (6 credit hours) per applicant per semester.

2. It is important for the mentor teacher to register for course(s) with the University before submitting the scholarship form to EFE. Once the scholarship form has been submitted, the mentor teacher should please contact EFE for confirmation that the form has been received.

3. Registration for the course is completed through standard USM registration channels. If registration assistance is needed, please contact the College of Education and Psychology Dean’s Office at (601) 266-4224.
   Please note: Processing the Mentor Teacher Scholarship form with EFE does not enroll a mentor teacher in a Southern Miss course.

4. Scholarship awards will be determined no later than the first two weeks of class.

5. EFE will notify the mentor teacher via email if a scholarship is awarded.

6. If the mentor teacher gets a bill, please do not ignore it. Call EFE at (601) 266-4571 for clarification and support.
7. In order to qualify for a three (3) semester hour scholarship, the scholarship applicant must have mentored a USM student teacher during Fall 2004 or later.

8. In order to avoid late fees, the mentor teacher should please register with Southern Miss and apply to EFE the semester prior to taking a class.

FINAL DATES FOR SUBMISSION OF SCHOLARSHIP APPLICATIONS ARE LISTED ON THE EDUCATIONAL FIELD EXPERIENCES WEBSITE:
http://www.usm.edu/education-clinical-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:** __________________________

**Note:** University Supervisor will schedule classroom evaluation visits using the In-Class Evaluation with teacher interns twice each placement (total of four assessments for the 16 week internship). University Supervisors will use the TIAI to evaluate the teacher intern at the end of the second experience.

## 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.)*

<table>
<thead>
<tr>
<th>1. 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)</th>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<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 and are appropriate for student learning, but 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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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)</th>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. Does not incorporate diversity or multicultural perspectives into lessons.</td>
<td>Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge. <strong>Does not effectively</strong> use the information in developing learning experiences that are relevant and meaningful. Ineffectively incorporates diversity into lessons.</td>
<td>Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. <strong>Effectively</strong> uses this knowledge in developing learning experiences that are relevant and meaningful. Incorporates diversity, including multicultural perspectives, into lessons.</td>
<td>Demonstrates a thorough understanding of student backgrounds, interests, experiences, and prior knowledge. <strong>Effectively and consistently</strong> uses this knowledge in developing learning experiences that are relevant and meaningful. Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lessons.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Unacceptable (0)</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td>Plans and instruction <strong>do not include</strong> the necessary content and do not connect content across the disciplines.</td>
</tr>
</tbody>
</table>

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, 1 – 4, III – 10; NCATE 1a, 1b)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures are <strong>not connected</strong> 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 <strong>may not be</strong> 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>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments are <strong>not aligned</strong> with the Mississippi Curriculum Frameworks/Common Core State Standards.</td>
<td>Assessments in plans are <strong>partially aligned</strong> with the Mississippi Curriculum Frameworks/ Common Core State Standards.</td>
<td>Multiple assessments are included in plans where needed, and assessments <strong>directly correlate</strong> 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>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not 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>
</tr>
</tbody>
</table>

**DOMAIN II: ASSESSMENT**

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

7. **Communicates assessment criteria and performance standards to the students and provides timely feedback on students’ academic performance.** (InTASC 6; M-STAR Domains II – 5, II – 6; NCATE 1a, 1d)
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)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not plan and use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.</td>
<td>Occasionally plans and uses informal and formal assessments to accommodate differences in developmental and/or educational needs of some of the students.</td>
<td>Frequently plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.</td>
<td>Consistently plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of all students.</td>
</tr>
</tbody>
</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>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)</th>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not use standard written, oral, and nonverbal communication.</td>
<td>Uses standard written, oral, and nonverbal communication with multiple errors.</td>
<td>Uses acceptable written, oral, and nonverbal communication with minimal errors.</td>
<td>Uses acceptable written, oral, and nonverbal communication proficiently.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11)</th>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No written and/or oral directions for instructional activities are provided.</td>
<td>Provides written and/or oral directions for instructional activities that are vague and/or confusing.</td>
<td>Provides clear, complete written and/or oral directions for instructional activities.</td>
<td>In addition to acceptable, uses concrete examples to model and clarify tasks and concepts.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15)</th>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not communicate high expectations for learning to any students and does not hold students accountable for meeting instructional goals.</td>
<td>Inconsistent in communicating to all students that they are capable of meeting learning expectations.</td>
<td>Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals.</td>
<td>Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16)</th>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
</table>
13. **Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.** (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<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>

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

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

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)

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

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>
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<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not plan 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>

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>
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<th>Target (3)</th>
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</thead>
</table>
**DOMAIN IV: LEARNING ENVIRONMENT**

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

20. **Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.** *(InTASC 3; M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)*

<table>
<thead>
<tr>
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<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not monitor or adjust the classroom environment, and does not address classroom disruptions.</td>
<td>Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but <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>
</tr>
</tbody>
</table>

21. **Attends to or delegates routine tasks.** *(InTASC 3; M-STAR Domain IV – 12)*

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
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)*

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
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<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not</strong> establish and communicate rules and/or expectations.</td>
<td>Establishes and communicates classroom rules and/or expectations but <strong>overlooks opportunities</strong> to reinforce them.</td>
<td><strong>Frequently</strong> establishes, communicates, and reinforces classroom rules and/or expectations and ensures that students understand the rules.</td>
<td><strong>Consistently</strong> 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>
</tr>
</tbody>
</table>

23. **Creates and maintains a climate of fairness, safety, respect, and support for all students.** *(InTASC 3; M-STAR Domain IV – 13)*

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
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<th>Acceptable (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does not</strong> demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.</td>
<td><strong>Inconsistently</strong> demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.</td>
<td><strong>Consistently</strong> demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.</td>
<td><strong>In addition to acceptable,</strong> creates a positive, interactive learning environment.</td>
</tr>
</tbody>
</table>

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

<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</strong> use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.</td>
<td>Overall pacing and transitions are smooth; however, there are <strong>minor problems</strong> with effective use of instructional time.</td>
<td>Pacing is appropriate, transitions are smooth, and there are <strong>no unnecessary delays</strong> or undesirable digressions.</td>
<td><strong>In addition to acceptable,</strong> students are on-task and engaged in meaningful learning activities.</td>
</tr>
</tbody>
</table>

---

**DOMAIN V: PROFESSIONAL RESPONSIBILITIES**

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

25. **Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).** *(InTASC 10; M-STAR Domain V – 19; NCATE 1g)*

<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</strong> establish opportunities for communication with parents and/or guardians.</td>
<td>Initiates communication with parents and/or guardians through an introductory letter.</td>
<td><strong>In addition to emerging,</strong> maintains communication with parents and/or guardians through newsletters, notes, class websites (under the supervision of the classroom mentor teacher), etc.</td>
<td><strong>In addition to acceptable,</strong> consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways. Also participates in additional professional development opportunities and seeks advice/information from experienced teachers/peers.</td>
</tr>
</tbody>
</table>
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Office of Educational Field Experiences
IN-CLASS EVALUATION

Candidate ___________________________________________ EMPL ID#
Major________ Grade/Subject ___________________________ Experience _____1st _____2nd

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).

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.

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.

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.

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.

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.

1st Observ. Date 2nd Observ. Date
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. Candidate uses a variety of strategies effectively, including higher order questioning and relevant independent and cooperative practice.

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:________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

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 _______ _______
CISE TEACHER CANDIDATE

FIRST EXPERIENCE GRADE SHEET

COOPERATING TEACHER

<table>
<thead>
<tr>
<th></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>Cooperating Teacher Total Points</td>
<td>176</td>
<td></td>
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</table>

UNIVERSITY SUPERVISOR

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

PROFESSIONAL PORTFOLIO

<table>
<thead>
<tr>
<th></th>
<th>POSSIBLE POINTS</th>
<th>ACTUAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
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<td>Lesson Plans</td>
<td>75</td>
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<td>Classroom Information</td>
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<tr>
<td>School Information Project</td>
<td>15</td>
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<tr>
<td>Class Description</td>
<td>15</td>
<td></td>
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<tr>
<td>Reflections and Observations</td>
<td></td>
<td></td>
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<tr>
<td>First Week of School Packet</td>
<td>50</td>
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<tr>
<td>Weekly Reflective Journals</td>
<td>45</td>
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<tr>
<td>Video Reflection</td>
<td>40</td>
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<tr>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Survey (No points, but required in portfolio)</td>
<td>0</td>
<td></td>
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<tr>
<td>Resume</td>
<td>10</td>
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<tr>
<td>Portfolio Total Points</td>
<td>250</td>
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</table>

PROFESSIONAL PERFORMANCE EVALUATION

<table>
<thead>
<tr>
<th></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>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. 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>Total Professional Points Deducted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Possible Points = 634

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 634
A = 571 - 634 (90%-100%)
B = 507 – 570 (80%-89%)
C = 444 – 506 (70%-79%)
Below 444 = Failure (Below 70%)
## CISE TEACHER CANDIDATE
### SECOND EXPERIENCE GRADE SHEET

### COOPERATING TEACHER

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Possible Points</th>
<th>Actual Points</th>
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<tbody>
<tr>
<td>In-Class Evaluation 1</td>
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<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>
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</table>

**Cooperating Teacher Total Points** 355

### UNIVERSITY SUPERVISOR

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
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<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>
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<tr>
<td>Teacher Candidate Performance Evaluation</td>
<td>228</td>
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</tbody>
</table>

**Supervisor Total Points** 511

### 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>75</td>
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<tr>
<td>Classroom Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Students’ Academic Growth</td>
<td>100</td>
<td></td>
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<tr>
<td>Reflections and Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Reflective Journals</td>
<td>45</td>
<td></td>
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<tr>
<td>Observation and Interview Assignment</td>
<td>45</td>
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<tr>
<td>Video Reflection</td>
<td>40</td>
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<td>Professionalism</td>
<td></td>
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<tr>
<td>Philosophy of Education</td>
<td>10</td>
<td>0</td>
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<tr>
<td>Post-Survey (No points, but required in portfolio)</td>
<td></td>
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</table>

**Portfolio Total Points** 315 points

### 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** = 1181

**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 1181

- A = 1063 – 1181 (90% - 100%)
- B = 945 -- 1062 (80% - 89%)
- C = 827 – 944 (70% - 79%)
- Below 827 = Failure (Below 70%)

---

8-4-2015
# SECONDARY/K-12 TEACHER CANDIDATE FIRST EXPERIENCE GRADE SHEET

<table>
<thead>
<tr>
<th>Candidate</th>
<th>ID#</th>
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## COOPERATING TEACHER

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Possible Points</th>
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## UNIVERSITY SUPERVISOR

<table>
<thead>
<tr>
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<th>Actual Points</th>
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<tr>
<td>In-Class Evaluation</td>
<td>104</td>
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<tr>
<td>TIAI (Formative)</td>
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<tr>
<td><strong>Supervisor Total Points</strong></td>
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## PROFESSIONAL PORTFOLIO

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
<th>Actual Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
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<td>Class Description</td>
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<td>Assessment of Student Growth</td>
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<td>Reflections and Observations</td>
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<td>3 Observations</td>
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<td>6 Weekly Reflective Journals (includes FWOS)</td>
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<td>Video Reflection</td>
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<td>Pre-Survey</td>
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<tr>
<td><strong>Portfolio Total Points</strong></td>
<td>512 points</td>
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</tr>
</tbody>
</table>

## DEPARTMENT’S SPA ACTIVITIES ** Portfolio Total Points | 500 points ** |

## 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 = 896

**Total Possible Points with SPA = 1396**

**TOTAL POINTS EARNED THIS EXPERIENCE:** | |

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.

## GRADE EARNED THIS EXPERIENCE:

<table>
<thead>
<tr>
<th>Scale for 896</th>
<th>Scale for 1396**</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 806 - 896 (90%-100%)</td>
<td>A = 1256 - 1396 (90%-100%)</td>
</tr>
<tr>
<td>B = 717 - 805 (80% - 89%)</td>
<td>B = 1117 – 1255 (80% - 89%)</td>
</tr>
<tr>
<td>C = 627 - 716 (70% - 79%)</td>
<td>C = 977 – 1116 (70% - 79%)</td>
</tr>
<tr>
<td>Below 627 = Failure (Below 70%)</td>
<td>Below 977 = Failure (Below 70%)</td>
</tr>
</tbody>
</table>
**SECONDARY/K-12 TEACHER CANDIDATE SECOND EXPERIENCE GRADE SHEET**

<table>
<thead>
<tr>
<th>Candidate</th>
<th>ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COOPERATING TEACHER</strong></td>
<td><strong>POSSIBLE POINTS</strong></td>
</tr>
<tr>
<td>In-Class Evaluation</td>
<td>0</td>
</tr>
<tr>
<td>In-Class Evaluation</td>
<td>104</td>
</tr>
<tr>
<td>Summative/Dispositions Evaluation</td>
<td>72</td>
</tr>
<tr>
<td>TIAI (Summative)</td>
<td>75</td>
</tr>
<tr>
<td><strong>Cooperating Teacher Total Points</strong></td>
<td><strong>251</strong></td>
</tr>
<tr>
<td><strong>UNIVERSITY SUPERVISOR</strong></td>
<td></td>
</tr>
<tr>
<td>In-Class Evaluation</td>
<td>104</td>
</tr>
<tr>
<td>In-Class Evaluation</td>
<td>104</td>
</tr>
<tr>
<td>TIAI</td>
<td>75</td>
</tr>
<tr>
<td><strong>Supervisor Total Points</strong></td>
<td><strong>283</strong></td>
</tr>
<tr>
<td><strong>PROFESSIONAL PORTFOLIO</strong></td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>100</td>
</tr>
<tr>
<td>Classroom Information</td>
<td></td>
</tr>
<tr>
<td>School Information Project</td>
<td>36</td>
</tr>
<tr>
<td>Class Description</td>
<td>24</td>
</tr>
<tr>
<td>Assessment of Student Growth</td>
<td>100</td>
</tr>
<tr>
<td>Reflections and Observations</td>
<td></td>
</tr>
<tr>
<td>6 Weekly Reflective Journals</td>
<td>96</td>
</tr>
<tr>
<td>3 Observation Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Video Reflection</td>
<td>100</td>
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<tr>
<td>Professionalism</td>
<td></td>
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<tr>
<td>Reflective Analysis of Classroom Management Plan</td>
<td>56</td>
</tr>
<tr>
<td>Post-Survey</td>
<td>0</td>
</tr>
<tr>
<td><strong>Portfolio Total Points</strong></td>
<td><strong>532 points</strong></td>
</tr>
<tr>
<td><strong>DEPARTMENT’S SPA ACTIVITIES</strong></td>
<td><strong>Portfolio Total Points</strong></td>
</tr>
<tr>
<td><strong>PROFESSIONAL PERFORMANCE EVALUATION</strong></td>
<td></td>
</tr>
<tr>
<td>Follows MDE/University/EFEDistrict policies and procedures (for each infraction)</td>
<td>- 25</td>
</tr>
<tr>
<td>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)</td>
<td>- 10</td>
</tr>
<tr>
<td>Receives supervisors’ (CT and/or US) critique in a professional manner (for each infraction)</td>
<td>- 25</td>
</tr>
<tr>
<td>PDS attendance and participation (for each unexcused tardy or early leave/unexcused absence)</td>
<td>- 50/-100</td>
</tr>
<tr>
<td>Attendance (for each ½ day absence, tardy, early leave and/or improper notification)</td>
<td>- 25</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. Total Professional Points Deducted</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points</strong> = <strong>1066</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS EARNED THIS EXPERIENCE</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>SCALE FOR 1066</strong></td>
<td><strong>SCALE FOR 1566</strong></td>
</tr>
<tr>
<td>A = 959 - 1066 (90% - 100%)</td>
<td>A = 1409 - 1566 (90% - 100%)</td>
</tr>
<tr>
<td>B = 853 - 958 (80% - 89%)</td>
<td>B = 1253 - 1408 (80% - 89%)</td>
</tr>
<tr>
<td>C = 746 - 852 (70% - 79%)</td>
<td>C = 1096 - 1252 (70% - 79%)</td>
</tr>
<tr>
<td>Below 746 = Failure</td>
<td>Below 1096 = Failure</td>
</tr>
<tr>
<td><strong>GRADE EARNED THIS EXPERIENCE</strong>:</td>
<td></td>
</tr>
</tbody>
</table>

*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.*
Introduction and Rationale

The Professional Education Unit has a responsibility to the educational community to ensure that individuals whom The University of Southern Mississippi recommends to the State of Mississippi for certification are qualified to join the education profession. Teaching requires strong academic preparation and mastery of pedagogy or other professional competencies. It also requires non-academic competencies, such as communication or interpersonal skills, which are as critical to success as those in the academic domain. This document sets forth those essential non-academic criteria or “technical standards” that are common to all unit-wide licensure programs at the University.

Technical standards serve several important functions, including, but not limited to: (a) providing information to those considering licensure programs provided by the University; (b) advising applicants of non-academic criteria required to successfully complete the teacher education program; and (c) serving as the basis for feedback provided to students in these programs regarding their progress toward mastery of all program objectives.

All interns in the Southern Miss professional preparation programs are expected to demonstrate that they are prepared to work with children and youth in educational settings. This preparation results from the combination of successful completion of University coursework and field/internship experiences and the demonstration of important human characteristics and dispositions that all educators should possess. These characteristics and dispositions, the Professional Education Unit Technical Standards, are outlined below.

Professional Education Unit Professional Dispositions

The Professional Education Unit Technical Standards are grouped into four categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, Cognitive Dispositions, and Personal and Professional Requirements.

Within the professional context to which each intern aspires, all interns must:

Communication/Interpersonal Skills

- Be able to communicate effectively concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff
  - Interns write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
Interns communicate effectively with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.

- Interns demonstrate sufficient skills in English to understand content presented in the program, to adequately complete all verbal assignments, and to meet the objectives of field placement experiences, as specified by faculty.

- **Have communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments**
  - Interns appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual, and/or cultural values on others.
  - Interns demonstrate an awareness of appropriate social boundaries between students and educators and show that they are ready and able to observe those boundaries.

- **Have the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team**
  - Interns demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents, and students.
  - Interns demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.

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**Emotional and Physical Abilities**

- **Be able to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in all situations**
  - Interns possess the sensory ability to effectively assess behavior in the classroom.
  - Interns possess the sensory, cognitive, and physical abilities to make and execute appropriate decisions in a stressful environment.
  - Interns demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations; and to cope with extreme variations in workload and stress levels.
  - Interns have the capacity to maintain composure and continue to function well in a myriad of situations.

- **Have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties**
  - Interns exhibit motor and sensory abilities to attend and participate in class and practicum placements.
  - Interns are able to tolerate physically demanding workloads and to function effectively under stress.
Cognitive Dispositions

• Be able to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations
  o Interns have the mental capacity for complex thought as demonstrated in prerequisite college level course work and in standardized testing.
  o Interns have sufficient cognitive (mental) capacities to assimilate the technically detailed and complex information presented in formal lectures; small group discussions; and individual teaching, counseling, or administrative settings; and in classroom and school settings.
  o Interns are able to analyze, synthesize, integrate concepts, and problem-solve to formulate assessment and educational judgments.
  o Interns demonstrate the ability to think analytically about educational issues. They are thoughtfully reflective about their practice.
  o Interns demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
  o Interns are able to perceive events realistically, to think clearly and rationally, and to function appropriately in routine and stressful situations.

Personal and Professional Requirements

• Arrive (and be on time) for professional commitments, including classes and field experiences
  o Interns meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.

• Seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors
  o Interns show that they are ready to reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon reasonable criticism.
  o Interns are flexible, open to new ideas, and willing and able to modify their beliefs and practices related to their work.

• Demonstrate attitudes of integrity, responsibility, and tolerance
  o Interns demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.
  o Interns interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences.
  o Interns must not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
  o Interns demonstrate the ability to understand the perspectives of others in the context of teaching, counseling, administration, etc. and the ability to separate personal and professional issues.
• Interns exhibit acceptance of and are able to make appropriate adjustments for exceptional learners.
• Interns protect the confidentiality of student information unless disclosure serves professional purposes or is required by law.

**Show respect for self and others**
• Interns exhibit respect for all The University of Southern Mississippi and school personnel, as well as peers, children and families and members of their communities.
• Interns are expected to be free of the influence of illegal drugs and alcoholic beverages in classes and field placements.
• Interns demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.
• Interns use sound judgment. They seek and effectively use help for medical and emotional problems that interfere with scholastic and/or professional performance.

**Project an image of professionalism**
• Interns demonstrate appropriate personal hygiene habits.
• Interns dress appropriately for their professional contexts.
• Interns possess maturity, self-discipline, and good judgment.
• Interns demonstrate good attendance, integrity, honesty, conscientiousness in work, and teamwork.

**Implementation and Review Procedures**

Prior to receiving the Gold Card, interns will receive a copy of the Professional Education Unit Technical Standards and Professional Dispositions Policy and be asked to sign a Technical Standards and Professional Dispositions Acknowledgement Form. Interns in the undergraduate teacher preparation programs will be required to submit an updated Professional Education Unit Technical Standards and Professional Dispositions Acknowledgement Form as part of the College’s selective admissions review prior to their capstone experience.

Self-assessments of interns and faculty evaluations of students on the technical standards will occur during each field/internship experience (see Intern’s Self Assessment and Technical Standards and Professional Dispositions Evaluation Form). Students will be monitored and given feedback throughout the program. At specified points (e.g., field experiences), students will be notified of inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the student’s functioning will be obtained. Interns who experience deficiencies in any areas will be encouraged to seek appropriate professional help from University or other sources. If the problem seems to be beyond remediation, continuation in professional programs, graduation or recommendation for certification may be denied.
**Assistance For Individuals With Disabilities**

Technical standards may be met with, or without, accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990.

Requests for accommodations should be directed to the Office for Disability Accommodations and follow established university policy and procedures. Voice Telephone: 601.266-5024 or 228.214.3232  Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.
Within the professional context to which each intern aspires, all interns must:

**Communication/Interpersonal Skills**
- be able to communicate effectively concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff;
- have communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments;
- have the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team;

**Emotional and Physical Abilities**
- be able to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies;
- have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties;

**Cognitive Dispositions**
- be able to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations;

**Personal and Professional Requirements**
- arrive (and be on time) for professional commitments, including classes and field experiences;
- meet deadlines for course assignments and program requirements with no pattern of absences or lateness;
- seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors;
- demonstrate attitudes of integrity, responsibility, and tolerance;
- show respect for self and others; and
- project an image of professionalism.

I have read and acknowledge receipt of the Professional Education Unit Technical Standards Policy.

---

**Intern Signature** __________________________  **PRINTED Name** ______________________________  **Date** __________

**NOTE:** If you have a documented disability and are seeking accommodations, you should register with the University's Office of Disability Accommodations. Students should initiate this process as soon as possible (prior to the start of classes and/or field experiences).
**PROFESSIONAL EDUCATION UNIT**
**PROFESSIONAL DISPOSITIONS**

**INTERN’S SELF ASSESSMENT**

*Within the professional context to which I aspire (elementary education, secondary, or K-12 education), I believe I am able to:*

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>Communication/Interpersonal Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Communicate effectively concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>demonstrate communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>exhibit the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>Emotional and Physical Abilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>possess the sensory, cognitive, and physical abilities to execute appropriate decisions;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties;</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>Cognitive Dispositions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>organize time and materials, prioritize tasks, perform several tasks at once, and adapt to changing situations;</td>
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</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>Personal and Professional Requirements</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>arrive (and be on time) for professional commitments, including classes and field experiences;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>meet deadlines for course assignments and program requirements with no pattern of repeated absences or lateness</td>
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<tr>
<td></td>
<td></td>
<td>seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors;</td>
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<tr>
<td></td>
<td></td>
<td>demonstrate attitudes of integrity, responsibility, and tolerance;</td>
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<tr>
<td></td>
<td></td>
<td>show respect for self and others; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>project an image of professionalism.</td>
</tr>
</tbody>
</table>

*Students should submit on back an explanation for each item checked “NO.”*

I have reviewed the Professional Education Unit Technical Standards Policy.

Intern Signature ___________________________ Date ___________________________

Intern’s PRINTED Name

**NOTE:** If you have a documented disability and are seeking accommodations, you should register with the University’s Office of Disability Accommodations. Students should initiate this process as soon as possible (prior to the start of classes and/or field experiences).
PROFESSIONAL EDUCATION UNIT
PROFESSIONAL DISPOSITIONS EVALUATION FORM

Intern Name: ________________________________________  Emp. ID__________

Program Area:_________________________________   Advisor:  _________________

Rate the intern on each of the standards listed below:

**KEY:** 4 – Frequently  3 – Sometimes  2 – Rarely Ever  1 – Not Applicable

*Insufficient Opportunity to Observe*

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communicates effectively concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments</td>
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<td></td>
<td>Exhibits the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Possesses the sensory, cognitive, and physical abilities to execute appropriate decisions</td>
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<td>Has the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties</td>
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<td></td>
<td></td>
<td>Arrives on time for professional commitments, including classes and field experiences</td>
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<td></td>
<td>Meets deadlines for course assignments and program requirements with no pattern of repeated absences or lateness</td>
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<td></td>
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<td>Seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive feedback from supervisors</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Projects an image of professionalism</td>
</tr>
</tbody>
</table>

Recommendation for program entrance: _____ yes  _____ no  _____ probationary
Recommendation for program continuance: _____ yes  _____ no  _____ remediation

Additional Comments:_________________________  ______________________________________________________________________
____________________________________________________________________

Name/Title  __________________________  Signature/Date  _________________

Name/Title  __________________________  Signature/Date  _________________
Contact Information:

Dr. Anne Sylvest
Director

Educational Field Experiences
University of Southern Mississippi
118 College Drive Box #5028
Hattiesburg, MS 39406-0001

Phone: 601-266-4571
Fax: 601-266-4427

E-mail:
Anne.Sylvest@usm.edu