Center for Teacher Quality
Educator Preparation

Jackson State University
College of Education and Human Development

The Responsive Educator
Excellent in Learning and Leadership

Handbook for Initial and Advance Initial Field Experiences

Revised: July 2014
PREFACE

The handbook for undergraduate field experience clarifies policies, expectations and guidelines for candidates involved in field experience, practicum, and student teaching in the teacher education program at Jackson State University, College of Education and Human Development. The handbook is prepared for teacher education candidates, cooperating teachers, school administrator and university supervisors.

This handbook is intended to facilitate the transition from on-campus classroom theory to off-campus clinical practice. Its purpose is to answer many questions concerning teacher internship and to provide the reader with an understanding of the role and responsibilities of the program's participants.

While this handbook contains basic information and policies concerning the teacher internship program of the College of Education and Human Development at Jackson State University, it should not replace the personal contact and ongoing communication among the program participants, which is essential to a successful professional experience.

The Center for Teacher Quality is located in the Joseph Jackson Building, Suite 309. Communication regarding field experience should be directed to:

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Jackson State University does not discriminate against any student protected by law based on race, color, religion, sex, national origin, disability, age veteran status, sexual orientation, or genetic information
Dear Principal and Cooperating Teacher:

This handbook is intended as a reference for our school partners in providing preparation and guidance for our teacher candidates. To this end, the professional responsibilities of the teacher candidate/intern are clearly delineated in this guide. It also provides valuable information about the nature of our program, and the knowledge, skills, and dispositions expected of our candidates. Our candidates are expected to be reflective about their practice, agents of change, and exhibit habits of lifelong learning. They are also expected to serve as an active member of the education community. In this context, candidates will demonstrate and continue to develop knowledge, skills and dispositions necessary for a highly qualified teacher. As our candidates grow professionally, they are also expected to exhibit reflective and self-monitoring behaviors.

The handbook outlines the roles and responsibilities of key personnel. Included among these are the teacher candidate, university supervisor, the cooperating teacher and central office personnel. Varied checklists and tools are included to assist in guiding the candidate. Feedback is critical as we engage the developing professional in best practices and building expertise around the concept that “all children can learn.” Additionally, it is critical that the impact of the teacher candidate on student learning continue as a clear and measurable goal. The varied tools throughout the handbook will provide guidance in this regard.

It is a wonderful time in the College of Education and Human Development as we develop strong collaborative partnerships with diverse stakeholders. Our faculty, staff and indeed our teacher candidates, are poised for the many changes in education. Technology is collaboratively used by our candidates and faculty to impact the teaching-learning process. State standards as well as national standards have become road maps for student teaching and learning as we work with schools, state agencies and national organizations. New and changing student demographics demand adaptive and targeted teams of problem solvers.

Thanks for agreeing to partner and share your expertise with the Jackson State education community. Education at Jackson State is a collaborative venture. The candidate will arrive with a set of skills needing continued development and “fine tuning.” Your assistance is appreciated not only for assisting our students but also faculty and administrators who will facilitate and monitor teacher candidates.

Sincerely,

Daniel Watkins
Daniel Watkins, Dean

Lennie Little
Lennie Little, Director

Jackson State University
College of Education and Human Development
# Table of Content

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECTORY</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>DEGREE PROGRAMS, CONCENTRATIONS AND OPPORTUNITIES CERTIFICATION</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>4</td>
</tr>
<tr>
<td>Unit Mission</td>
<td></td>
</tr>
<tr>
<td>Unit Goals</td>
<td></td>
</tr>
<tr>
<td><strong>RESPONSIVE EDUCATOR</strong></td>
<td>6</td>
</tr>
<tr>
<td>University History and the College of Education</td>
<td></td>
</tr>
<tr>
<td>Unit Philosophy and Purpose</td>
<td></td>
</tr>
<tr>
<td>Unit Outcomes and Commitments</td>
<td></td>
</tr>
<tr>
<td>The Responsive Educator</td>
<td></td>
</tr>
<tr>
<td>Interstate Teacher and Assessment and Support Consortium</td>
<td></td>
</tr>
<tr>
<td><strong>GENERAL POLICIES AND GUIDELINES FOR STUDENT TEACHING</strong></td>
<td>10</td>
</tr>
<tr>
<td>AND FIELD ASSIGNMENTS</td>
<td></td>
</tr>
<tr>
<td><strong>REQUIREMENTS FOR STUDENT TEACHING</strong></td>
<td>10</td>
</tr>
<tr>
<td>Admission to Teacher Education</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Admission to Student Teaching</td>
<td></td>
</tr>
<tr>
<td>Graduate Admission to Student Teaching</td>
<td></td>
</tr>
<tr>
<td><strong>SELECTION OF COOPERATING SCHOOLS</strong></td>
<td>15</td>
</tr>
<tr>
<td>Jackson Public School District</td>
<td></td>
</tr>
<tr>
<td>Hinds County Public School District</td>
<td></td>
</tr>
<tr>
<td>Participating Public Schools for Placement of Teacher Candidates</td>
<td></td>
</tr>
<tr>
<td>Criteria for Selecting Cooperating Schools</td>
<td></td>
</tr>
<tr>
<td>Placement of Teacher Candidates</td>
<td></td>
</tr>
<tr>
<td><strong>ROLES AND RESPONSIBILITIES OF KEY PERSONNEL</strong></td>
<td>19</td>
</tr>
<tr>
<td>Central Office Personnel</td>
<td></td>
</tr>
<tr>
<td>Checklist for University Supervisors</td>
<td></td>
</tr>
<tr>
<td>Teacher Candidate Placements</td>
<td></td>
</tr>
<tr>
<td>Teacher Candidate Observations</td>
<td></td>
</tr>
<tr>
<td>Conferences with Teacher Candidates</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Teacher Candidates</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teachers</td>
<td>22</td>
</tr>
<tr>
<td>Teacher Candidates</td>
<td>23</td>
</tr>
<tr>
<td>Principals</td>
<td>23</td>
</tr>
</tbody>
</table>
COMPLETION OF STUDENT TEACHING

Length of Student Teaching Experience
(Academic Credit and Termination)
Concurrent Campus-Based Seminars
Lesson Plans
Dress Code
Attendance
Special Holidays, Vacations
Books
Health
Housing
Teacher Candidates as Guests
Outside Employment
Pay for Teacher Candidates
Discipline
Teacher Candidates as Substitutes
Internship Readiness Checklist
Expectations of Teacher Candidates

TEACHER CANDIDATE OUTCOMES

Candidate Proficiencies Aligned with Conceptual Framework Outcomes
Training Pace and Experiences

STUDENT TEACHING PACING GUIDE

CLASSROOM OBSERVATIONS

EVALUATION OF TEACHER CANDIDATES

Formal Evaluation
Performance Assessment Portfolio
Exit Philosophy of Education Writing Exam
Summary of Evaluation
Intervention for Poor Candidate Performance
Candidate Formal Complaint Process

POLICIES AND PROCEDURES FOR APPLYING FOR TEACHING CERTIFICATES

Procedures for Applying for the Provisional Class A Teaching Certificate
APPENDICES

Appendix A STUDENT TEACHING RELATED FORMS

A-1. Application for Admission to Teacher Education and Interview Rubric 40
A-2. Application for Student Teaching 52
A-3. Pre-Observation Meeting Form (Clinical/Performance Observations) 57
A-4. Mid-Term Evaluation 65
A-5. Final Evaluation 66
A-6. Teacher Candidate Intervention Form 76
A-7. Teacher Candidates Removal Form 78
A-9 Teacher Candidate Absentee Form 80
A-10. Teacher Candidate Contract 81

Appendix B SUPPORT ACTIVITIES AND IDEAS FOR TEACHER CANDIDATES 83

B-1. Suggested Areas for Teacher Candidates to Observe 84
B-2. Lesson Plan Format 86
B-3. Planning Checklist 88

Appendix C EXIT SURVEY 91

Candidate Exit Survey 92

Appendix D RESPONSIVE EDUCATOR AND CANDIDATE PROFICIENCIES 98

Teaching Proficiencies: INTASC Standards and the COEHD Conceptual Framework 99
JSU COE Candidate Response Chart 101
Diversity Proficiencies in the JSU COEHD Conceptual Framework 102
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DEGREE PROGRAMS,
CONCENTRATIONS AND OPPORTUNITIES FOR CERTIFICATION

**Undergraduate Programs**

B.S.Ed.  
- Elementary Education
- Mathematics Education
- Social Science Education
- Health Physical Education and Recreation
- History Education
- Music Education
- Special Education*

**Graduate Programs**

M.S.  
- Elementary Education

Ed.S.  
- Elementary & Early Childhood

Ed.D.  
- Early Childhood

M.A.T.  
- Elementary and Secondary (Advance Initial License)

M.S.  
- Educational Administration

Ed.S.  
- Educational Administration

Ph.D.  
- Educational Administration

M.S.  
- Special Education*

Ed.S.  
- Special Education*

M.S.  
- Guidance and Counseling

Ed.S.  
- Guidance and Counseling

MS.Ed.  
- Reading

M.S.  
- Psychometry

**Add-On Certification Areas**

- Computer Applications  
  Mildly Moderately Handicapped K-8
- English as a Second Language  
  Mildly Moderately Handicapped 7-12
- Gifted Education  
  Remedial Reading
- Driver Education  
  Technology
Introduction

Arising as a private venture fed by religious roots, JSU’s early-stage emergence as a public institution in the 1940’s culminated as a four-year teacher preparation institution (Jackson State College). The institution's further development into university status, and onward to its present configuration, has been informed by its teacher training heritage, and it continues to bear the imprint of a legacy embedded in educator preparation. Given the centrality of this developmental strand, the College of Education remains the flagship of the fundamental values and the historical mission of an institution that moves forward under the banner of its official designation as “Mississippi’s Urban University” (1979). Thus, it is within this context of the vision, mission, and core values of the JSU learning community that the conceptual framework of educator preparation in the JSU College of Education (COE) has been formed and continuously revisited.

Unit Philosophy and Purpose

The university's history of responsiveness to needs created by a context of deep social change, and its heritage of arising from a disadvantaged minority culture has, in turn, fostered a critically important COE sensitivity to the need for an equity pedagogy that addresses education's role in contributing to the equality of access by all students to the offerings of a democratic society. Its immediate urban social context, situated in a predominately rural state, presents a highly variegated and challenging educational context of learner experiences and K12 student socioeconomic circumstances. This variability between students, different classrooms, system schools, and indeed the systems themselves, account in large part for the COE’s emphasis on the core idea of being continually “responsive" and adaptive in deploying an educator professionalism that is prominently characterized by ethical commitment and technical expertise. The “Responsive Educator" concept adopts an approach to educator preparation that purposes to build on JSU's core values in a manner that takes seriously the sanctity of the public trust and embraces the university's ongoing tradition of providing a diversity-rich and nurturing learning community that is essential to the larger aim of facilitating the development of creative agents of positive social service and change. Wedded to its motto “Excellence in Learning and Leadership," the responsive educator concept, as put forward in the COE, seeks to enact learning experiences that are integral to the university's vision of offering “a model urban learning community for highly motivated students from diverse backgrounds."
Unit Mission
The work of the COE is intended to address a keen need to equip educators, not merely as delivery technicians, but in helping them to emerge as what Geneva Gay calls “cultural brokers” (1993). These “brokers” are markedly adaptive educators with notable skills of mediation who cultivate a culturally responsive educational practice through their understanding of multiple cultural systems. The Responsive Educator concept broadly seeks to support K-12 student achievement through its emphasis on candidate competency that is distinctly attuned to needs created by diversity, especially as it is culturally-based. The COE intends that “Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities” (NCATE Unit Standards, 6.1). The COE accepts the implications of research demonstrating that the tapping of student “funds of knowledge” acquired in their native cultures, can be an immensely effective tool for neutralizing the effects of cultural barriers and facilitating cross-cultural linkages that make for improved educational outcomes. Additionally, the COE seeks to inculcate a candidate perspective that lends itself to advocacy for systemic improvements in institutional responsiveness to the needs of learners as they confront culturally erected impediments to the implementation of a more equitable accessing of educational opportunity.

Unit Goals
The ultimate goal of the JSU COE is to positively impact the full range of K12 students. To this end, it strives to provide learning opportunities for its candidates that are conducive to equipping completers who are qualified to:

- Demonstrate leadership
- Foster learning
- Facilitate collaboration
- Nurture diversity
- Integrate technology
- Implement accountability systems
- Develop instruction
- Advocate wellness
College of Education’s
CONCEPTUAL FRAMEWORK
THE RESPONSIVE EDUCATOR

Introduction

The “Responsive Educator" conceptual framework of the Jackson State University (JSU) College of Education and Human Development (COEHD) rests on a foundation consistent with the vision, mission, and core values of the JSU learning community. The university embraces six core values (1) tradition 2) accountability 3) learning 4) nurturing 5) service and 6) responsibility) seeks to be a learning community that welcomes both the “highly capable, as well as capable but under-prepared students who require a nurturing academic environment.”

The Responsive Educator

Given this perspective, the ideal educator as envisioned by the JSU COE is a caring and continually responsive educational professional who is ethically disposed and technically capable of implementing and supporting an accountable evidence-based equity pedagogy that is technologically enhanced and conducted with adaptive expertise. Having this vision, the COE's operational goal is to effectively create and maintain an integrated and organic “fabric" of interrelated candidate learning opportunities that, taken together, inculcate the ethical dispositions, impart the appropriate knowledge, and develop the suitable skills required by its envisioned educator for the task of implementing student success. To accomplish this, the unit has corporately committed to model the pedagogy-related mandate that it seeks to facilitate in the outcomes of candidates. Thus, for example, the commitment to technology infusion, diversity enhancement, and accountability maintenance has been strategically interwoven into a unit assessment system that is designed to assist programmatic coherence, monitor and facilitate candidate outcomes, enhance technological proficiencies, systematize unit operations, and assess the effective attainment of articulated goals for candidate and unit performance.
Unit Outcomes and Commitments

The college of education has adopted four outcomes that are applicable to candidates and completers in all schools, departments, and programs of the unit. The JSU COE is committed to the continual development, refinement, maintenance, and enhancement of learning opportunities designed to facilitate candidate outcomes consistent with the unit's vision of the "responsive educator," one who provides and embodies

- A Committed Response
- A Knowledgeable Response
- A Skillful Response
- A Professional Response

The four outcome areas and the faculty beliefs upon which they are based follows. The model is presented graphically in Figure 1.

Figure 1  Responsive Educator
The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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

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

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

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using
multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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

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

**Instructional Practice**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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

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

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

**Professional Responsibility**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration.
Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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

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

Council of Chief State School Officers (2011)

**GENERAL POLICIES AND GUIDELINES FOR STUDENT TEACHING AND FIELD SERVICES**

The following policies and guidelines have been adopted by the College of Education and Human Development and the Center for Teacher Quality to govern field experiences of education majors at Jackson State University.

1. All matters of transportation and housing while on the field are the responsibility of the candidate and not the Center for Teacher Quality. The Director of Teacher Education will gladly confer with a student at any time about student teaching or related matters during office hours or by appointment. The Center for Teacher Quality is located on the third floor of the College of Education and Human Development Building, Office Number 309, telephone (601) 979-2335.

2. Each applicant will be notified as to where he or she has been assigned to do student teaching provided that the student has met all of the requirements.

3. The Center for Teacher Quality is responsible for evaluating all teacher candidates at the end of the semester in which the application is filed.

4. A student teaching fee of $75.00 is required and payable at the time of registration.
5. Teacher candidates are encouraged not to hold jobs during the twelve-week field experience.

6. After a student has filed application for a given semester, and for any reason fails to meet clearance requirements for the particular semester; it is his/her responsibility to update his/her application the following semester.

7. Candidates may not be placed in classrooms of parents, spouses or other relatives for the student teaching experience.

8. Removal of all grades of “incomplete”; grade “C” or better in all core and professional education courses.

9. Candidates who need in excess of 6 semester hours to fulfill graduation requirements will not be approved for student teaching. A student who has a cumulative grade point average of 3.0 or above and needs 6 semester hours in addition to student teaching may enroll for 6 semester hours of course work simultaneously with student teaching. Candidates with a cumulative grade point average of less than 3.0 will be limited to 3 semester hours course work while on the field (if approved by the department). Candidates who have not met the requirements for all courses listed as professional education will not be admitted to student teaching.

10. Student teaching placements will be confined to a 60 mile radius of the University, unless special permission is granted by the Director of Teacher Education based upon the guidelines.

**Placement Outside the Sixty Mile Policy**

**Within and Outside the State of Mississippi:**

1. The teacher candidate must document special circumstances/hardship and/or present a special placement request for a school located in a high needs area.

2. The teacher candidate must make a written request at least one semester prior to placement, or as soon as an extenuating circumstance develops.

3. The teacher candidate must submit a written statement from the selected school principal granting permission to complete student teaching under the terms and guidelines established by the College of Education and Human Development.

4. The teacher candidate must sign a written agreement provided by the Center for Teacher Quality establishing understanding and acceptance of the conditions for placement.
5. The teacher candidate must be placed in an upper and lower level experience within the designated school district for a minimum period of six weeks each.

6. The teacher candidate must attend all university based seminars and activities scheduled for student teachers.

7. The department chair must identify a university supervisor in his/her area who will consent to travel (outside the mile limit) for observation and supervision of the student at least three times during the semester.

8. The teacher candidate must reimburse all expenses, beyond a sixty mile radius, related to transportation to and from the school site.

9. Proof of liability insurance is required before going on the field for student teaching.

**International Placements:**

Placements outside of the country will be considered by special requests, recommendations, arrangements, negotiations, and contracts.

*The College of Education and Human Development reserves the right to accept or reject all placement requests on a case-by-case bases.*

**REQUIREMENTS FOR STUDENT TEACHING/INTERNSHIP**

**Admission to Teacher Education**

A student is eligible to apply for admission to a teacher education program when the following criteria have been met:

1. A cumulative GPA of 2.75 at time of admission to Teacher Education.

2. A minimum of forty-four (44) hours of the Core Curriculum. (Grades of C or better in EDCI 100, ENG 104, ENG 105, ENG 205, ENG 218 and MATH 111 are required for completing all teacher education program.

3. One of the following sets of passing scores: PRAXIS CASE Exam, ACT (Score 21 with all sub-scores of 18 & above) and/or SAT (Score of 990).

4. Satisfactory results on an interview.

Candidates who are able to present official documentation of these criteria, should complete an online application for admission to teacher education (see Appendix). The application along with support documents should be filed in the Center for Teacher Quality located in
Suite 309 in the Joseph H. Jackson College of Education and Human Development Building. Once candidates have been approved by the Professional Education Council (PEC), all Candidates admitted to teacher education are notified by the office. Candidates who meet admissions requirements will matriculate through their selected major area under the recommendations of departmental advisers in accordance with the requirements of their curriculum programs.

**Undergraduate Admission to Student Teaching**

Candidates who have been admitted to teacher education and have completed all course requirements except student teaching (or will complete all requirements in the current semester enrolled) should apply for directed student teaching. The deadline dates for filing student teaching applications are as follows: November 1 for spring directed teaching and May 1 for fall directed teaching. Student teaching may not be completed during summer sessions.

The center for teacher quality will evaluate all transcripts of Candidates who have submitted applications for student teaching. Candidates will not be approved for student teaching until the following requirements have been met:

1. Admission to Teacher Education Program
2. Completion of all General Education courses
3. Completion of all major department courses
4. Completion of 114 semester hours
5. Completion of the Professional Education sequence courses.
6. A minimum cumulative grade point average of 2.75
7. Submission of the state’s minimum required scores on PRAXIS CASE, PRAXIS II (Principles of Learning and Teaching & Specialty Area Test). (*Reading Assessment Test for Elementary Education majors, Effective: July 1, 2016*).
8. All substitution of courses must be approved by the appropriate administrators in a letter or on a standard University Course Substitution Form.
9. Removal of all grades of Incomplete (I) and a “C” or better in professional education courses.
10. Verification of liability insurance.
11. Complete background check.
12. Meet with the Director of Teacher Education to apply for the 101 Teacher Intern License, (*Effective Spring 2015*).
13. Demonstration of general proficiency in communicative skills with completion of the English sequence, with a minimum grade of "C".
14. Demonstration of exemplary moral and ethical character and dispositions.
15. Recommendation by adviser, appropriate department chair and the Director of Teacher Education.
16. Approved by the Professional Education Council (PEC)

Graduate Admission to Internship Master of Arts in Teaching (MAT) Alternate Route Advance Initial program

Persons who hold a bachelor's degree in an area other than teaching, and wish to become certified in a teaching area must also complete the student teaching experience as part of their teacher education training program. This requirement is consistent with Mississippi's standards for certification of school personnel. Candidates in this category must have met the following requirements to be admitted in the program and complete the Internship.

Admission Criteria for Alternate Route (MAT)

1. Make application for admission to the Division of Graduate Studies
2. Hold a Bachelor’s degree for an accredited college or university with a minimum GPA of 2.75
3. Make application for admission to the Master of Arts in Teaching Program
4. Passing scores on the Praxis CASE and Praxis II content area exam. Reading Assessment Exam required for licensure in Elementary Education 4-6, (Effective: July 1, 2016)

Admission Criteria for Alternate Route (MAT) Internship

1. Completion required pre-teaching coursework with a “B” or better
2. Attainment of a minimum cumulative GPA of 3.0
3. Demonstration of exemplary moral and ethical character
6. Recommendation by adviser
7. Recommendation by the appropriate department chair
8. Approval by the Director of Teacher Education
9. Approval by the Professional Education Council (PEC)
**SELECTION OF COOPERATING SCHOOLS**

Field sites are usually selected from the Jackson Public Schools, Hinds County Public Schools, Rankin County Schools, Clinton Public School, Pearl Public Schools and Madison County Schools. Under special circumstances Candidates may be assigned to other districts provided that the operations of those schools support the philosophy and activities of the responsive educator as discussed in this manual.

Schools with populations that are culturally diverse and exceptional and/or considered high needs areas are given first priority as sites for directed teaching. The following is a description of the Jackson Public Schools and Hinds County Schools.

*Partial list of Partnering Public Schools for Placement of Teacher Candidates*

<table>
<thead>
<tr>
<th>Davis Magnet School</th>
<th>Laura R. Lester Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey Magnet School</td>
<td>Northwest Jackson Middle School</td>
</tr>
<tr>
<td>Baker Elementary School</td>
<td>Marshall Elementary School</td>
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<tr>
<td>Barr Elementary School</td>
<td>McCleod Elementary School</td>
</tr>
<tr>
<td>Blackburn Middle School</td>
<td>North Jackson Elementary School</td>
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<tr>
<td>Boyd Magnet School</td>
<td>Mary Morrison Elementary School</td>
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<tr>
<td>Bradley Elementary School</td>
<td>William B. Murrah High School</td>
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<tr>
<td>Sam M. Brinkley Middle School</td>
<td>Oak Forest Elementary</td>
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<tr>
<td>Brown Elementary School</td>
<td>Peeples Middle School</td>
</tr>
<tr>
<td>Callaway Senior High School</td>
<td>Poindexter Elementary School</td>
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<tr>
<td>Hattie Casey Elementary</td>
<td>Powell Middle School</td>
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<tr>
<td>Chastain Middle School</td>
<td>APAC Power School</td>
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<tr>
<td>Clausell Elementary School</td>
<td>Provide High School</td>
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<tr>
<td>George B. Dawson Elementary School</td>
<td>Mary Ida Raines Elementary School</td>
</tr>
<tr>
<td>Forest Hill High School</td>
<td>Rowan Middle School</td>
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<tr>
<td>Emma French Elementary School</td>
<td>Swell Road Middle School</td>
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<tr>
<td>Galloway Elementary School</td>
<td>G N Smith Elementary School</td>
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<tr>
<td>George Elementary School</td>
<td>Pearl Spann Elementary School</td>
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<tr>
<td>Emma Green Elementary School</td>
<td>Timberlawn Elementary School</td>
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<tr>
<td>Hardy Middle School</td>
<td>Sykes Elementary School</td>
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<tr>
<td>Jim Hill High School</td>
<td>Walton Elementary School</td>
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<tr>
<td>John Hopkins Ave. Elementary School</td>
<td>Van Winkle Elementary School</td>
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<tr>
<td>Emmalee Isabel Elementary School</td>
<td>Watkins Elementary School</td>
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<tr>
<td>Johnson Elementary School</td>
<td>Pecan Park Elementary School</td>
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<tr>
<td>Key Elementary School</td>
<td>Whitten Middle School</td>
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<tr>
<td>Viola E. Lake Elementary School</td>
<td>Iola T. Wilkins Elementary School</td>
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<tr>
<td>Lanier Senior High School</td>
<td>Woodville Heights Elementary School</td>
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<tr>
<td>Robert E. Lee Elementary School</td>
<td>Wingfield High School</td>
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<tr>
<td>Reuben Elementary School</td>
<td>Gary Road Elementary School</td>
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<tr>
<td>Byram Attendance Center</td>
<td>Mixon Elementary School</td>
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<tr>
<td>Carver Elementary School</td>
<td>Perryman Elementary School</td>
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<tr>
<td>Edwards Attendance Center</td>
<td>Raymond High School</td>
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<tr>
<td>Utica High School</td>
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</tbody>
</table>

**Overview of Field Experience**

The field-based experience are planned so that the knowledge, theories and practices taught in the University classroom are applied in meaningful ways at selected points in the program. During the professional education core coursework, teacher education candidates are required to observe and teach in selected classrooms, interview teachers, and reflect on lessons taught. Candidates develop and refine understanding of teaching and learning as a facilitative instructional practice. Learning about effective teaching, developing professional dispositions and practicing the field-based experiences provide candidates the opportunity to work directly with practitioners and school students at varying grade and developmental levels. Field experience begins in the candidates’ second semester of their freshman year through their junior year. Then the candidate moves into practicum and student teaching during their senior year. The teacher education candidates have diverse placement for their field experiences.
The field experiences are completed in school districts and grade levels that diverse in demographics and student population. Candidates are placed in schools identified as partner school sites.

**Selection of Partnering Schools**

Field sites are usually selected from schools in the metropolitan area that are with 30 miles of the University. Under special circumstances candidates may be assigned to other districts provided that the operations of those schools support the philosophy and activities of the responsive educator as discussed earlier in this manual.

The purpose of the partnership of the schools and the University is to create a structured collaborative effort to:

- Provide introductory, practicum, student teaching an internship field experiences
- Support and enable the professional growth of school and higher education faculty
- Support inquiry and improve educational practices
- Support and enhance student achievement

**Criteria for Partnering Schools**

Schools are selected for field placement on the basis of the following criteria:

Approval of contractual arrangements with the selected superintendent to participate in the program of student teaching operated by Jackson State University. Responsive Educator’s philosophy guiding the operation of schools selected.

- Approval of and contractual arrangements with the selected superintendent to participate in the program of student teaching operated by Jackson State University.
- Quality and extent of curricula offerings.
- A school program that meets major and minor needs of Teacher Candidates.
- Adequacy of physical plant.
- Accessibility of the University (close proximity whenever possible).
- Schools committed to focus on programs for a diverse population of students and exhibit such population.
- Schools with classroom teachers who are willing and desire to assume responsibility for the supervision of Teacher Candidates.
- Schools with classroom teachers who are selected to become mentor teachers by their district and the University demonstrate outstanding professional leadership, excellence in teaching and model facilitative learning and reflective practices.
- Schools mentor teacher are willing to complete the online training module for evaluating the intern and attend campus based orientation.
- Accessibility of the centers for university supervisors (close proximity whenever possible).\
Criteria for Selection of Mentor/Cooperating Teacher

The following criteria are used for selection of mentors/cooperating teachers:

- Recommendation of the partnering school or district administrator
- Recommendation of the University faculty
- Committed to the collaborative partnership of the District and University
- Three years of successful classroom teaching experience
- Ability to exhibit facilitative behaviors which focus on meaningful student learning
- Ability to interact constructively with various groups such as colleagues, administrators, students, internal and external stakeholders, University teacher candidates and faculty.

Criteria for Selection of University Supervisors

The following criteria are used for selection of University Supervisors:

- Commitment to professional development and to improvement of the collaborative partnership of the University and District
- Teach at the University in the supervising discipline or taught in K-12 in the supervising discipline
- Ability to exhibit facilitative behaviors which focus on meaningful student learning
- Ability to interact constructively with various groups such as colleagues, administrators, students, internal and external stakeholders, University teacher candidates and faculty.
- Recommended by the Chair of the department or the Dean of the College

Placement of Teacher Candidates

Placement of Teacher Candidates

Student teaching is completed at assigned schools following admission to the program. All assignments are arranged by the Director of Teacher Education. The process of making these arrangements with public schools is known as "placement." Since teachers and school administrators are not obligated to accept teacher candidates, the relationship between the University and Partnering District and cooperating schools is one of "guest to host." This relationship very often has significant impact upon where a student is placed.

Other factors affecting placement include the quality of school facilities and the availability of qualified personnel in a facility. Strong consideration is given to requested placements by candidate. However, teacher candidates are encouraged to be prepared emotionally and financially to accept whatever assignments they are given.
The following guidelines are adhered to when placing Teacher Candidates:

1. A teacher candidate is placed with one cooperating teacher during the first six weeks teaching assignment and second cooperating teacher during the second half of the twelve weeks placement (for example elementary and middle or middle and high).

2. Teacher Candidates work in their minor fields of concentration only by special permission.

3. Teacher candidates are not assigned to teaching principals, coordinators of instruction or anyone whose major responsibility is not teaching.

4. Teacher candidates are assigned two levels of directed teaching, one upper and one lower.

5. **All teacher education majors** must spend a minimum of 480 clock hours in student teaching with at least 350 of such hours spent in actual teaching. A substantial portion of the 350 hours of actual student teaching shall be on an all-day basis.

### ROLES AND RESPONSIBILITIES OF KEY PERSONNEL

**Central Office Personnel**

It is advantageous to the participating school system and to the teacher internship program when one person at the central office level is designated as liaison person with the College of Education and Human Development. In Jackson, Mississippi and most school systems, an assistant superintendent or designated placement specialist assumes this role. This provides a focal point for communications, which must pass to and from Jackson State University.

Among the responsibilities of a central office liaison person are:

1. To help establish system-wide policies for teacher internship. The policies must be consistent with University policies as described in this Clinical and Field-Based Experiences Handbook.

2. To provide assistance to the Director of Teacher Education in selecting schools for placement of teacher candidates.

3. To develop an overall plan for the utilization of schools in the teacher internship program. The clustering of schools is especially advantageous in that such clustering reduces travel time for the university supervisor, thus increasing the amount of time the university supervisor may spend with teacher candidates and cooperating teachers.
4. To provide a communications system whereby people involved in the teacher internship program may effectively receive notices, exchange ideas, etc.

5. To assist the university supervisor in identifying an appropriate space in which teacher candidates may hold seminars. This place may or may not be in a public school, but should be central to the schools participating in the program.

6. To help promote the idea of quality teacher internship to the total school staff. The idea should include the fact that quality teacher internship is beneficial to university teacher candidates and public schools.

7. To serve as resource person for the school system in terms of the teacher internship program.

8. To serve as liaison person between the school system and the Director of Teacher Education.

**Checklist For University Supervisors**

**Placement**

- Obtain a list of your teacher candidates, cooperating teachers and cooperating schools from the Center for Teacher Quality.

- Become acquainted with cooperating schools, locations, teaching situations and cooperating teachers before teacher candidates arrive, if possible.

- Become acquainted with particular strengths and needs of your teacher candidates.

- Announce assignments to teacher candidates only after final approval has been made by the Director of Teacher Education.

**Student Observation**

- Conduct a minimum of four in-class observations during a regular 16-week period. Each observation visit should be conducted for the duration of a complete lesson.

- Conduct a minimum of two in-class observation periods during a split internship or eight-week period. Each observation visit should be conducted for the duration of a complete lesson (Effective fall 2006).

- Supervisors should provide written justification in cases where the nature of the assignment requires deviation from the minimum.
Conferences

- A pre-conference should be held with each teacher candidate prior to the teaching experience. A post-conference should be held at the conclusion of the teaching experience.

- Follow-up conference should be scheduled with teacher candidates as soon after observation as feasible.

- Arrange for periodic conferences with the cooperating teacher.

- Plan for at least one conference with the building principal during the academic semester.

- Group seminars shall be conducted for teacher interns weekly. Please refer to the handbook regarding suggested activities for these seminars.

- An In-Service Seminar for the cooperating teachers shall be conducted at the announced date and time during each semester.

Evaluation

- Prior to the student teaching experience, discuss criteria contained on the evaluation form with each teacher candidate.

- Alert teacher interns to consider their intent to establish an “open” or “confidential” placement file.

- Provide the cooperating teacher with one copy of the evaluation form.

- Evaluation forms from cooperating teachers and university supervisors must be completed electronically; however if approved to complete paper-based it must be mailed or collected by university supervisors and returned to the Center for Teacher Quality.

- Conduct an evaluation conference with cooperating teachers mid-way through the semester and again prior to the final evaluation regarding each teacher candidate.

Handbooks

- Distribute excerpts of the handbook to each teacher candidate.

- Distribute excerpts of the handbook to cooperating teachers and principals.

- Review the contents of the handbook with the teacher candidate.

- Distribute and review the requirements for Portfolio Assessment.

- Distribute and review the Conceptual Model: Responsive Educator.
Cooperating Teachers

Cooperating teachers are the persons with whom teacher candidates are placed for the major portion of student teaching experiences. To serve as a cooperating teacher, a teacher must hold a valid Mississippi certificate and have a minimum of three years of teaching experience authorizing him/her to teach in the field of his/her supervisory assignment. The University relies upon cooperating teachers to provide day-to-day guidance and training opportunities for Teacher candidates. The major responsibilities of cooperating teachers are:

1. Providing for an appropriate balance of practice in direct and indirect instructional activities.
2. Modeling appropriate and responsible teaching skills that reflect current, research based strategies for Teacher candidates to observe.
3. Sharing in planning with Teacher candidates for culturally diverse learners and critiquing their plans.
4. Assisting Teacher candidates in teaching experiences and helping in the identification and implementation of responsive and effective teaching behaviors.
5. Helping Teacher candidates to develop understanding of personal strengths and weaknesses, and building a healthy self-concept.
6. Assisting Teacher candidates in setting reasonable standards of performance for pupils and giving suggestions in matters of discipline.
7. Assisting Teacher candidates in recognizing theories in practice.
8. Modeling accuracy in keeping pupil records.
9. Being available to teacher candidates for consultation and moral support when needed.
10. Showing a willingness to consider new and different techniques in an open-minded manner.
11. Keeping university personnel informed about the progress and needs of Teacher Candidates.
Teacher Candidates

Once a candidate has met entry requirements and has been admitted to the student teaching program at Jackson State University, he/she is expected to assume certain responsibilities. Notably, these responsibilities include the following:

1. Attending the pre-student teaching seminars prior to beginning the student teaching experience. The seminars are held for one week before each teaching period begins.

2. Reporting to the teaching assignment on time and continuing in daily attendance throughout the 12 week period.
   Clearing all requests for the use of instructional materials with the person in charge of school materials.


5. Submitting to the Director of Teacher Education the required reports as scheduled.

6. Preparing lesson plans early enough so that the cooperating teacher can check them before they are used.

7. Serving as a good model for pupils in manners of speech, courtesy and punctuality.

8. Asking for help from the cooperating teacher when needed.

9. Becoming thoroughly acquainted with basic instructional materials used at the level(s) of the teaching assignment.

10. Exhibiting a cooperative attitude in relations with cooperating teachers, principals and university supervisors.

11. Demonstrating competence in knowledge of the Responsive Educator content.

Principals

The principal plays a vital role in the student teaching experience, because it is the principal who is legally and administratively responsible for the total program of the school. Some of the specific ways the principal may help the teacher candidates are:

1. Work closely with the university supervisor in placing candidates in an environment where they will have experiences that are culturally diverse and exceptional.
2. Work closely with the university supervisor to provide in-service experiences for cooperating teachers to better enable them to work successfully with teacher candidates.

3. Make certain that the cooperating teacher really desires to work with a teacher candidate.

4. Ensure that the teacher candidate is treated as a faculty member.

5. Provide each teacher candidate with a school and/or school district handbook and discuss school policies.

6. Orientate teacher candidates to physical facilities and building operational procedures.

7. Protect teacher candidates from undue burdens placed on them by cooperating teachers and ensure that the cooperating teacher is fulfilling his/her role.

8. Set the climate for the student teaching experience.

**COMPLETION OF STUDENT TEACHING**

In addition to placement in an assigned school, teacher candidates, undergraduate and graduate, must also successfully meet the requirements explained below.

**Length of the Student Teaching Experience (Academic Credit and Termination)**

Candidates must earn a minimum grade of "C" for their performance to receive credit for student teaching. Candidates who earn less than a grade of "C" must repeat student teaching. Ordinarily, the student experience covers one complete semester and terminates at the end of each semester. Upon justifiable recommendations from cooperating teachers or university supervisors, the period a student remains in the field can be extended.

Assignments to student teaching may be terminated at any time if it is determined that the welfare of the pupils or the teacher candidate is being affected. In the case of termination, Candidates may receive a grade of "I" or "F" depending upon the circumstances.

**Concurrent Campus-Based Seminars**

University instruction of a student does not end when student teaching begins. On the contrary, university instruction becomes more focused and synchronized with Candidates' field-based training. Teacher Candidates are required to attend concurrent all-day seminars on Fridays. A minimum of four seminars are conducted each semester. Critical topics, issues, trends and research are discussed in seminars.

**Lesson Plans**

Both the teacher candidates and cooperating teachers maintain a serious responsibility for planning. Under no circumstance is a teacher candidate to teach without an approved
lesson plan. In order for the cooperating teacher to discharge his or her responsibility of checking plans, making suggestions for improvement, and approving plans, the Teacher Candidates must submit plans several days prior to the projected date for implementation.

**Dress Code**

The University does not have a specific dress code. It requires only that teacher candidates are neat and clean at all times. If, however, the school in which the teacher candidate is placed specific dress code, the teacher candidate is expected to adhere to it. A good rule is to follow the lead of the cooperating teacher and other professionals in the school.

**Attendance**

Teacher candidates are not expected to be absent from teaching. Responsibilities over which teacher candidates have even the slightest bit of control should be completed after the normal school day for teachers. Responsibilities to be treated in this manner include appointments with doctors, lawyers, and perspective employers. Normal school hours for most teachers are from 7:45 a.m. to 4:00 p.m., Monday through Friday. Teacher candidates are expected to maintain the same hours as regular teachers in the school system. A more specific guide is to abide by the same hours as the cooperating teacher. These hours may vary slightly for each district.

When emergencies demand Teacher candidates' absence for any length of time, they must notify their cooperating teachers and principals. Where the potential for extended absences (more than one day at a time) exists, Teacher candidates should, without failure, discuss matters with the Director of Teacher Education. Teacher candidates who miss in excess of three days without an excuse will be subject to having extra days added to their minimum 12 week period which will likely involve days the following semester. The three days are for medical or other emergencies which will require a written excuse.

The teacher candidate is expected to attend regular scheduled staff functions. If functions such as PTA, FHA, etc., are a part of the cooperating teacher's activity, they are a part of the teacher candidate's activities. Committee meetings and special meetings are open to Teacher Candidates by invitation of their cooperating teachers and the local school administrators. If in doubt, an inquiry should be made to the cooperating teacher and/or the university supervisor.

Absences dictated by the Student Teaching Calendar have received prior approval and do not require Teacher Candidates to complete and return Absentee Forms. Copies of the Student Teaching Calendar for each semester are provided for cooperating teachers and principals.

**Special Holidays, Vacations**

Teacher candidates are expected to observe the rules and regulations and dates of the calendar for the schools in which they are working in the observance of special holidays and vacation periods. When to report to work, observe holidays, and take vacations will be governed by those policies, NOT the University's calendar.
Books

Each teacher candidate is required to own and read the Student Teaching Handbook for prospective teachers at Jackson State University. Candidates should take this handbook with them to their schools.

Health

Good health is an asset to teacher candidates as it makes for ease of adjustment to the teaching-learning situation. It is advisable that Candidates have a health check-up prior to entering student teaching.

Housing

Teacher candidates are expected to live in the assigned school community or nearby. Securing housing is the responsibility of the student. Financial transactions with landlords and creditors should be handled by Candidates in accordance with good business practices before leaving the community. Final clearance from student teaching is not given by Jackson State University until all financial obligations have been met.

Teacher Candidates as Guests

Teacher candidates are guests in the schools in which they are placed. They are there by courtesy of the Board of Education, the administration and the cooperating teacher. As a guest in the community, certain courtesies are expected and required. Do not criticize the program, pupils, teachers, administrators, nor the community either in or out of the school. If the teacher candidate feels that certain grievances must be aired, do so first with the university supervisor.

Outside Employment

Since directed teaching is a full time responsibility, outside employment is strongly discouraged. However, exceptions can be made in extreme cases through consultation with the university supervisor and the Director of Teacher Education. If employment interferes with student teaching performance, the teacher candidate will be required to choose between the employment and student teaching.

Pay for Teacher Candidates

Schools are not permitted to pay teacher candidates for any activity performed during student teaching. Failure to abide by this policy may result in withholding certification recommendation. (For any expectations consult your university supervisor). Special arrangements may be considered for “teacher assistants” upon approval by the Director of Teacher Education.

Discipline

Cooperating teachers should plan learning activities so that pupils are so constructively involved that classroom discipline does not become an issue. Extreme cases of
classroom disruption should be taken care of under the guidance of cooperating teachers. Teacher candidates are not to administer any form of corporal punishment. If such a practice is followed in schools, it is strictly the business of the principals or cooperating teachers. Planning for total pupil/student involvement will offset most discipline problems before they arise.

**Teacher Candidates as Substitutes**

Under no circumstance should cooperating school personnel use teacher candidates as substitutes for teachers or other personnel (librarians, for example) who are absent. This university policy applies to all situations of such absences, including instances where teachers are required to work on school grounds, but away from their classrooms for prolonged periods of time. Although teacher candidates may have achieved a high level of competency, cooperating teachers are legally responsible for their classrooms and can provide teacher candidates invaluable feedback on their performance if they are present to observe them in action. This policy does not apply in instances where cooperating teachers leave the classroom for short periods of time to determine a teacher candidate's ability to handle the class in their absence.
**TEACHER CANDIDATE**
**INTERNSHIP READINESS CHECKLIST**

**Teacher Candidate**

First Name ________________________________  Last Name ________________________________

Please complete this checklist prior to the first day of student teaching. If Teacher Candidates truthfully answer “yes” at least 17 of the following statements, the candidate is prepared to being the professional internship.

<table>
<thead>
<tr>
<th>As a teacher candidate, I:</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Have an understanding of the purpose, objectives, and philosophy of student teaching.</td>
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<tr>
<td>Have acquired a basic knowledge of child growth and development, along with desirable professional “tool” courses.</td>
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<tr>
<td>Have mastered the subject matter required in both major and minor teaching fields.</td>
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<tr>
<td>Have acquired skill in making subject matter meaningful to children.</td>
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<td>Have developed acceptable personal behavior patterns.</td>
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<td>Have learned to dress in good taste.</td>
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<tr>
<td>Have developed a pleasing personality particularly suited to the classroom</td>
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<td>Have acquired knowledge of direction of at least one extra-class activity.</td>
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<td>Have acquired skill in putting into practice effective oral and written expression.</td>
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<td>Have acquired skill in administering, grading, and interpreting “teacher-made” and standardized tests.</td>
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<td>Have acquired an understanding of group processes as they apply to teaching.</td>
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<tr>
<td>Have acquired an understanding of the factors involved in the utilization of instructional materials as they apply to pupil learning.</td>
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<tr>
<td>Have made plans to become familiar with the instructional materials of the school.</td>
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<td>Have made plans to meet parents in homes, PTA/PTO meetings and school conferences.</td>
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<tr>
<td>Have made plans to study with a purpose, the cumulative record of each student.</td>
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<tr>
<td>Have made plans to study the community as it pertains to the improvement of pupil learning.</td>
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<tr>
<td>Have made plans to become familiar with other academic and non-academic building personnel.</td>
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<tr>
<td>Have made plans to learn the complete lay-out of the school campus—offices, storage space, duplicating facilities, cafeteria, washrooms, nurse’s room, etc.</td>
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<tr>
<td>Have made plans to master both pupil and teacher rules, regulations, and policies.</td>
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<tr>
<td>Have made plans to develop a day-by-day log or a running account of all student teaching experiences.</td>
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</table>
EXPECTATIONS OF TEACHER CANDIDATES

The following are requirements of teacher candidates. This is not a comprehensive list.

1. **The internship in teacher certification programs shall be full-time in the schools as a teacher for at least 16 weeks with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 days, including at least 10 consecutive days at each level. For P – 12 programs the internship should be divided between early elementary and secondary grades.**

2. Report to the principal’s office of your assigned school and present official assignment letter.

3. Attend and participate in Pre-Internship, Mid-Term and Post-Internship Seminars and Workshops.

4. Spend the entire school day at the cooperating school. This includes each day the school is in session of each week for the entire internship period.

5. Report to your school, class, and seminar on time.

6. Plan a unit of work or lesson plan before beginning to teach.

7. Teach according to schedule approved by your cooperating teacher and university supervisor.

8. Submit a copy of your approved teaching schedule to your university supervisor and the Center for Teacher Quality.

9. Design and develop a Performance Assessment Portfolio as an Exit Examination requirement. Secure portfolio booklet from JSU bookstore.

10. Attend and become involved in faculty, student and parent activities and conferences at your school.

11. Notify your cooperating teacher or principal, your university supervisor, and the Director of Teacher Education if the need for absence occurs. (Do your utmost to be present each day; even one absentee can affect your internship adversely.)

12. Submit copies of lesson plans, reports and schedules as directed by your cooperating teacher and university supervisor.

13. Notify the Director of Teacher Education immediately in case of withdrawal from Student Internship. However, in such a case, it will be your responsibility to withdraw officially from the course with the University Registrar. Withdrawal from Teacher Internship invalidates a student’s application. **Therefore, WHEN A STUDENT WITHDRAWS FROM STUDENT TEACHING EXPERIENCE, A NEW APPLICATION MUST BE SUBMITTED.**

You are advised that in the role of Teacher Candidates, you are representatives of Jackson State University and yourself. The quality of your representation hinges upon your performance and behavior in the schools and communities where you are privileged to serve. --Dr. Lennie M. Little
## STUDENT TEACHING OUTCOMES

### Candidate Proficiencies Aligned with Conceptual Framework Outcomes

**JSU COEHD Core Beliefs and Values**

**Foundations of the Domains of Professional Competency**

<table>
<thead>
<tr>
<th>Reflective/metacognitive Domain</th>
<th>Developmental Domain</th>
<th>Pedagogical Domain</th>
<th>Professional Domain</th>
<th>Contextual Domain</th>
</tr>
</thead>
</table>
| 1. Concerning professional reflection and self knowledge  
A practice of critical reflective self-awareness | 2. Concerning knowledge of learners  
A deep understanding of individual and group motivation and behavior, combined with a knowledge of learning dynamics and human development | 3. Concerning knowledge of subject matter and responsive/adaptive teaching strategies  
Knowledge competency in general education, specific content areas, technology infusion, instructional planning, communication strategies, assessment, and concomitant teaching | 4. Concerning Professionalism  
An understanding and acceptance of educator professionalism in conformity to accepted principles and practices incumbent upon all members of the education profession | 5. Concerning Educational Context Enhancement  
Commitment to enhancing the K-12 learning context through strong community ties, advocacy for learners, and the maintenance of a community-sensitive, culturally-responsive, diversity-aware equity pedagogy |

### Unit Outcomes and Domains of Professional Competency as Aligned with Core Beliefs and Values

<table>
<thead>
<tr>
<th>Reflective/Metacognitive</th>
<th>Developmental</th>
<th>Pedagogical</th>
<th>Professional</th>
<th>Contextual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1: Knowledgeable Response</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| K1- Reflective/Metacognitive  
(Knowledge of self [metacognition] and as a practitioner [reflection])  
Utilize a metacognitive, self-monitoring, self-regulating approach to professional reflection and adaptation | K2- Developmental  
(Knowledge of learners)  
Apply understanding of human development and exceptionalities to optimize student achievement | K3- Pedagogical  
(Knowledge of subject matter and associated teaching strategies)  
Demonstrate content and pedagogical content knowledge in general education and in areas of specialization | K4- Professional  
(Knowledge of professional competencies)  
Evidence understanding of professional standards, broadly accepted principles and practices of education | K5- Contextual  
(Knowledge of learning implementation context)  
Demonstrate an integrated understanding of cross-cultural issues for the effective implementation of learning environments conducive to the success of all students. |

### Outcome 2: Skillful Response

<table>
<thead>
<tr>
<th>Reflective/Metacognitive</th>
<th>Developmental</th>
<th>Pedagogical</th>
<th>Professional</th>
<th>Contextual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 2: Skillful Response</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Outcome 3: Committed Response

<table>
<thead>
<tr>
<th>S1- Reflective/Metacognitive</th>
<th>S2- Developmental</th>
<th>S3- Pedagogical</th>
<th>S4- Professional</th>
<th>S5- Contextual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to conduct effective self-monitoring and professional self evaluation</td>
<td>Demonstrate ability to utilize knowledge of learning and human development to create and support learning opportunities</td>
<td>Demonstrate ability to employ a firm grasp of general and specialized subject matter</td>
<td>Demonstrate ability to apply an understanding of the social purposes of education in the enactment of a vision for educational practice</td>
<td>Demonstrate ability to integrate practices of collaboration and lifelong learning into a culturally responsive equity pedagogy</td>
</tr>
</tbody>
</table>

### Outcome 4: Professional Response

<table>
<thead>
<tr>
<th>Reflective/Metacognitive</th>
<th>Developmental</th>
<th>Pedagogical</th>
<th>Professional</th>
<th>Contextual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a flexible and adaptive mindset of professional development that is marked by lifelong learning</td>
<td>Seek and utilize collaboration and professional development opportunities to deepen and enrich an understanding of the knowledge and human development to enhance the learning potential of all students</td>
<td>Adopt professional goals that support continuous enhancement of the knowledge of general and specialized disciplinary content and state-of-the-art pedagogical practice</td>
<td>(See above)</td>
<td>Continuously update and enhance skills in the use of technology and all other available resources to support a culturally and diversity-sensitive equity pedagogy</td>
</tr>
</tbody>
</table>

The outcomes stated above are the ones for which teacher candidates will be held responsible for achieving. Cooperating teachers will be expected to provide practice and training, and university supervisors will be prepared to observe and provide support services. Consequently, these outcomes also are the criteria by which teacher candidates will be evaluated. Each outcome area is defined on the evaluation form which appears later in this handbook.

### Training Pace and Experiences

The greatest adjustment a teacher candidate has to make in his or her academic career is to begin participating in the teaching process as a teacher candidate. Although these are matters to be individualized, training and induction into teaching must be a gradual and comfortable process.

Cooperating teachers can ease the period of adjustment for teacher candidates by having clear-cut directions for them to follow. Teacher candidates must assume responsibility for carrying out these directions and should not hesitate to ask for clarification of matters concerning their participation. The relationship between cooperating teachers and teacher candidates should continually be that of openness.
The adjustment period will vary among teacher candidates; however, candidates' readiness for work in the classroom will be determined by cooperating teachers. The following pacing schedule is suggestive of gradual induction into the program and the types of experiences teacher candidates are expected to have.

**STUDENT TEACHING PACING GUIDE**

**First Week**

The teacher candidate will:

- meet all school personnel.
- observe class seating arrangement, class list, and daily schedule.
- begin learning pupils’ name.
- observe classroom procedures, pupil-teacher interactions, teacher controls for behavior.
- assist with instructional materials, distributing supplies, bus, hall, cafeteria and/or playground duties.
- have a formal conference with cooperating teacher to discuss observed procedures and to plan for instructional responsibilities.
- plan with cooperating teacher for attending faculty meetings, PTA, open house and other school-community activities.
- become acquainted with fire drills and civil defense procedures.
- find out where supplies are stored in the building and observe how the teacher obtains and uses them.
- help with filing pupils’ materials.
- assist with clerical duties such as attendance reports, collecting monies, etc.
- become familiar with the reporting system of the school district.
- become familiar with school and classroom policies concerning discipline.
- become acquainted with what is expected of pupils in classwork and homework and quality of work expected for each individual; observe how the teacher communicates expectations to Candidates.
- learn procedures for getting pupils to and from special classes.
- make plans, including date(s) for teaching one lesson or class.
- discuss observations of the second week and plans for teaching with the cooperating teacher.
- review curriculum guides being used by the teacher and school and analyze teacher's less plans.
- check to see if the name of each pupil is known.

**Second and Third Week**

The teacher candidate will:

- become familiar with the cooperating teachers' substitute folder or procedures followed when the cooperating teacher is absent.
- help individual pupils with special learning problems.
- begin working with small groups and be responsible for teaching one to three lessons or classes.
- assess teaching performance and later discuss with cooperating teacher.
- gain experience in assembling, mounting and laminating pictures and preparing bulletin boards.
- be responsible for a weekly non-instructional activity that requires handling of the whole class (e.g., taking the pupils to the library, etc.).
- record needs and accomplishments of the pupils and save samples of their work.
- plan with the cooperating teacher for teaching a second lesson or class (this class may be in addition to or instead of the first class, depending upon the capabilities of the teacher candidate).
- assess teaching performance and later discuss with cooperating teacher.
plan with cooperating teacher for teaching a third class or lesson.
begin visiting other classrooms in the building.
identify pupils who appear to have learning and/or behavioral problems and discuss them with the cooperating teacher; then use an instrument to diagnose their needs.
participate in a parent-teacher conference; discuss later with cooperating teacher.
begin to identify and plan for teaching an entire unit of instruction.
assess teaching performance and later discuss with cooperating teacher.
assess how well personal energy is being conserved in planning and management procedures.
work with a team of teachers or other school staff on a special project.
teach a fourth class or lesson and begin planning for a fifth and sixth class/lesson.
assess teaching performance and later discuss with cooperating teacher.
review folders of pupils who were taught; attempt to evaluate their performance and assign a grade; discuss with teacher.
participate in parent-teacher conferences.
continue planning and preparing for teaching a unit.
assist cooperating teacher in developing a remediation plan for pupils who have deficiencies to include the possibilities of regrouping, different teaching approaches, seeking parental assistance, counseling, etc.
discuss mid-term evaluation with cooperating teacher.

Fourth and Fifth Weeks

The teacher candidate will:

teach class or lesson.
assess teaching performance and later discuss with cooperating teacher.
observe in the classroom or elsewhere in the school special remediation techniques utilized by regular and special teachers.
observe the school counselor interacting with pupils.
assess teaching performance and later discuss with cooperating teacher.
discuss completed unit plan with cooperating teacher to be taught during solo teaching.
identify with cooperating teacher skills which need strengthening; plan strategies and a schedule for practicing these skills in preparation for taking over full teaching responsibilities (solo teaching).
attend in-service workshop(s) for teachers preferably in the area(s) in need of strengthening.
plan with cooperating teacher the areas in which observation and feedback are most desired.
participate in feedback conferences with cooperating teacher.
complete a self-evaluation.

Sixth Week

The teacher candidate will:

have complete responsibility for the entire class (or all classes in the case of secondary Candidates) if there is demonstrated readiness.
chart the progress of each pupil for whom instruction is provided.
evaluate pupils' work.
be responsible for ordering or developing all materials for classroom use.
make all arrangements for one field trip (with the approval and assistance of cooperating teacher) if he or she has not done so.
assess teaching performance with the cooperating teacher and attempt to identify and implement alternate teaching strategies where necessary.
tape record and critique several lessons if not already doing so.
CLASSROOM OBSERVATIONS

The teacher candidate’s first observations should be of the cooperating teacher in order to become acquainted with teaching methods, with the pupils being taught, and with use of instructional materials and equipment. During the term, the teacher intern should observe other classrooms to get an overview of the program of the school and problems of teaching at several levels in their area of specialization. Observations should be preceded and followed by conferences with those observed when possible.

**Suggestions For What To Look For During Observations**

- Pay attention to pupils: their activities, their reactions, and the subject matter being taught.
- Pay particular attention to the type of activities engaged in by those who are vitally interested in the lesson and by those who seem to have no interest.
- Observe things that add to the attractiveness of the room.
- Observe the different techniques and methods being used by the teacher.
- Observe the methods being used to make the work more interesting.
- Observe the balance of pupil-teacher and pupil-pupil participating in the classroom discussion and activities.
- See if you can identify the objectives of the teacher during your observation.
- Observe materials being used by the teacher to increase the effectiveness of the class.
- Observe how pupils of different abilities are cared for.
- Observe how routine matters are handled.
- Observe how assignments are made.
- Observe any evidence of pupil maladjustment such as excessive shyness, overcritical attitudes, extreme sensitiveness, and day dreaming.
- Observe the different methods used by the teacher and pupils in evaluating the work of the class.
EVALUATION OF TEACHER CANDIDATES

**Formal Evaluation**

The purpose of evaluation is to assist the teacher candidates in identifying their strengths and weaknesses and to promote maximum growth and development on their part as well as that of the pupils they are teaching. Evaluation is the cooperative responsibility of the teacher candidate, the cooperating teacher, and the university supervisor.

Evaluation procedures employed include the following:

Observation by the cooperating teacher and the university supervisor.

Student Conferences with the cooperating teacher and the university supervisor.

Consultations between the cooperating teacher and the university supervisor.

Group discussions in the professional internship seminar, and other seminar responsibilities—including technology sessions—placed upon student interns.

The completion of a specialty area evaluation of teacher candidate (*Appendix A*).

The final evaluation and assignment of a grade by the university supervisor, which is recorded as credit from Jackson State University.

Evaluation of the cooperating teacher and the university supervisor by the teacher candidate.

Formal evaluation is made twice during the each placement by the cooperating teacher and the university supervisor. At mid-term, an official evaluation form for cooperating teachers and university supervisor is completed electronically. A three-way conference should follow completion of this form with decisions reached concerning emphasis for the last half of the internship when applicable.

**Performance Assessment Portfolio**

The Unit faculty requires teacher candidates in both basic and advanced programs to develop a teaching portfolio during teacher candidate’s internship as one phase of the exit examination for graduating teacher education candidates. The portfolio is based on Interstate New Teacher Assessment Support Consortium (INTASC) Standards, and National Board of Professional Teaching Standards (NBPTS).

The benefits of portfolio assessment for pre-service teachers are well documented to include promoting self-analysis and critical reflection, documenting learning, growth and development over time, using teacher certification, and preparing for working in reformed and restructured schools. A summary of the Unit's standards for the Performance Assessment Portfolio is included (see Appendix B).

Upon the completion of the teacher candidate internship experience, the cooperating teacher and the university supervisor make a final evaluation of the teacher candidate. This final evaluation is a description of the teacher candidate's effectiveness at the end of the
semester and is placed in student's College of Education file. The university supervisor submits the final grade.

In summary, it is on the basis of the university supervisor's final evaluation that recommendation is made for certification by the State of Mississippi. The items on the university supervisor's evaluation become a part of the teacher candidate's College of Education file and may become a part of the teacher candidate's file in the Center for Teacher Quality. Copies of the evaluation forms may be found in (Appendix A).

**Exit Philosophy of Education Writing Exam**

Teacher candidates are required to complete a written 300-word essay on candidate's philosophy of education. This examination reviews the philosophical orientations to teaching and is administered as part of the portfolio during the candidate's student teaching experience.

**Summary of Evaluation**

In summary, the evaluation of a teacher candidate involves more than just a grade. The evaluation is a continuous process beginning with the induction of the teacher candidate into the classroom. Evaluation is accomplished through the cooperative efforts of the university supervisor, cooperating teacher, and the teacher candidate. These three people are guided by specific principles which eventually lead to the teacher candidate becoming a reflective practitioner, a change agent and a life-long learner.

It is the responsibility of the university supervisor and the cooperating teacher to confer with the teacher candidate throughout the experience. The cooperating teacher and university supervisor must complete specific evaluation forms concerning the progress of the teacher candidate. In turn, the teacher candidates should evaluate themselves in regard to their preparation, teaching skills, and dispositions toward the school and the children.

Evaluations are also completed by the teacher candidate of the cooperating teacher and the university supervisor; the cooperating teacher evaluates the university supervisor; the university supervisor evaluates the cooperating teacher.

Finally, at the end of the period, the cooperating teacher will complete specific evaluation forms concerning the progress of the teacher candidate. The university supervisor, after a careful study of the evaluation forms and in consultation with the cooperating teacher, will give the teacher candidate the final grade.

**Intervention for Poor Candidate Performance**

Whether noted in day-to-day unit operations or in the process of candidate data analysis, the observation of the persistent failure of any candidate to meet performance expectations is immediate cause for notification of the candidate’s advisor. The advisor is obliged to schedule an intervention conference at the earliest mutually agreeable time available, a conference intended to unearth the cause of the poor performance and to design a remediation plan that is signed by the candidate at the conclusion of the meeting and placed in his/her file. The candidate is then placed on “alert” status with a follow-up consultation scheduled at a later date in which further assessment information is available.
indicating the overall direction of the candidate’s performance.

If the pattern of unacceptable performance persists, the departmental chair is notified and he/she initiates a remediation plan review that is scheduled with the candidate and possibly the advisor. At the discretion of the chair, modification of the remediation plan, along with terms for potential dismissal from the program can be discussed at this meeting and the report of this action is both forwarded to the associate dean and placed in the candidate’s file. Further unacceptable performance may result in the candidate’s dismissal from the program as initiated by the departmental chair and approved by the associate dean. (See Teacher Candidate Intervention Form and Removal Form in Appendix A).

**Candidate Formal Complaint Process**

University complaint process is open to all graduates and undergraduates students. The Grievance Policy for graduate students is sited in the Jackson State University Graduate Catalog 2013-2015, page 16. The Student Academic Grievance Procedure for undergraduate students is sited in the Jackson State University Undergraduate Catalog 2013-2015, page 86.

The Complaint Process for the College of Education and Human Development is as follows:

1. A written complaint must be submitted by the candidate to the Associate Dean or a formal conference should be scheduled with the Associate Dean;

2. The Associate Dean will schedule a meeting with the candidate. A document must be prepared at the conclusion of the meeting indicating the remedy or the next step for resolution signed by both the Associate Dean and the candidate;

3. It is the responsibility of the Associate Dean to pursue the complaint for resolution and to formally contact the candidate via email, mail or documented conference.

4. If there is no resolution, the candidate may appeal to the Dean of the College of Education and human Development.

5. If resolution is not achieved at the level of the Dean, the complaint is automatically pursued through the University process.

The Associate Dean is designated to document, maintain and report the record of the complaint and resolution.
POLICIES AND PROCEDURES FOR APPLYING FOR TEACHING CERTIFICATES/LICENSE

In the State of Mississippi a person is not eligible to apply for a teaching certificate until the appropriate bachelors degree has been granted in an approved teacher education program by a college or university. The State of Mississippi requires that minimum scores on the PRAXIS CASE or appropriate ACT or SAT scores and PRAXIS II Examinations be attained before the Class “A” Provisional Certificate can be issued. The application process begins on campus in the Center for Teacher Quality, Room 309 of the College of Education and Human Development Building.

Procedures for Applying for the Provisional Class A Teaching Certificate

Once the teacher candidate has graduated from Jackson State University with the bachelor’s degree in a teacher education program, the candidate should initiate the following procedures to obtain the Class A provisional teaching certificate.

1. Complete and file an application for a Mississippi teaching certificate in the Center for Teacher Quality, SEB 309, campus.
2. Have official transcripts sent to the Center for Teacher Quality
3. File official PRAXIS CASE or ACT (21 or SAT 990) AND PRAXIS II Examination scores with the Center for Teacher Quality.
4. Complete online application with Mississippi Department of Education, Office of Educator Licensure.

Please Note:

A background check is required by most states for all school district employees.

Official Praxis CASE and II scores and transcripts will be required by the Center for Teacher Quality before certification applications are approved, and forwarded to the Mississippi Department of Teacher Certification.
Appendix A

Teacher Candidate Related Forms
REQUIREMENTS FOR ADMISSIONS TO TEACHER EDUCATION

Students who are or will be majoring in education MUST be officially admitted to the Teacher Education Program. To enroll in the program students must:

Conference with your departmental/program advisor

Follow your prescribed program curriculum sheet as provided by your department

Complete a minimum of 44 credit hours of the Core Courses, a grade of “C” or better is required for graduation in the prescribed math and English courses (see core curriculum checklist).

Have met the Grade Point Average Requirement of a 2.75

Participate in the Professional Test Preparation Clinic workshops, and use the Learning Plus software program to prepare for the Core Academic Skills for Educators Test (CASE) by the end of your first two semester at the university. Students may be exempt using ACT or SAT scores.

Register and take the Core Academic Skills for Educators Test (CASE) by the end of your freshman year.

Complete an application for admission to teacher education including two recommendations; original passing Praxis CASE scores, ACT score of 21 (With no sub-scores below 18), or SAT score of 990 or better; a completed curriculum sheet signed by your advisor and Department Chair; and a current unofficial transcript. The core courses listed on the checklist must be highlighted on the transcript. (Application must be typed)

Complete the Admission to Teacher Education Application Survey

Schedule an interview.

Sign acknowledgement that you have been informed that a background check is required by most school districts prior to employment.

Obtain a written statement regarding your admitted status.

The English Proficiency Exam should be taken prior to enrolling in EDCI 402-student teaching.

Review the MS Code of Ethics and Standards of Conduct video on the Center for Teacher Quality Website. Then sign the attached Oath Agreement.

Admittance to Teacher education is required prior to enrolling in the EDCI 401 Research Theory & Clinical Practicum course (prerequisite course for student teaching). This course cannot be taken in the same semester as student teaching.
ADMISSION TO TEACHER EDUCATION APPLICATION

Deadline dates:
Fall Semester – May 1; Spring Semester – November 1; Summer II – May 31

This application must be typed:

<table>
<thead>
<tr>
<th>Name:</th>
<th>J-Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Security#</td>
</tr>
</tbody>
</table>

Permanent Address:

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
<th>Telephone: ( )</th>
</tr>
</thead>
</table>

Local Address:  Email Address:

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
<th>Cellular# ( )-</th>
<th>Telephone: ( )-</th>
</tr>
</thead>
</table>

Date of Birth:  Gender: □ Male  □ Female  Marital Status: □ Single  □ Married

Race/Ethnic Origin: □ Black  □ White  □ Hispanic  □ Asian/Pacific Islander  □ American Indian  □ Other

(Please specify K3, K6, Instrumental, or Vocal if it applies to your major)

<table>
<thead>
<tr>
<th>Major:</th>
<th>Concentration Areas 1.</th>
<th>2.</th>
</tr>
</thead>
</table>

University entry date:  Classification:  # Hours Completed:

<table>
<thead>
<tr>
<th>Praxis Scores:</th>
<th>CASE □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Score:</td>
<td>Writing Score:</td>
</tr>
<tr>
<td># of attempts to pass this test</td>
<td># of attempts to pass this test</td>
</tr>
<tr>
<td>Math Score:</td>
<td># of attempts to pass this test</td>
</tr>
<tr>
<td>Composite Score:</td>
<td></td>
</tr>
</tbody>
</table>

Praxis Exemption:  ACT □  SAT □  Composite Score:

Student Enrollment Status:  Regular: □  Transfer: □
Which semester will you enroll in EDCI 401 Research Theory & Clinical Practicum course? This course cannot be taken in the same semester as EDCI 402 Student Teaching Internship. _____

The following Items must be submitted along with this application: (please click on the appropriate box)

- Praxis/ACT/SAT Scores Attached: □ Yes □ No
- Two Recommendations Completed: □ Yes □ No
- Unofficial Transcript Attached: □ Yes □ No
- Core Course List Attached: □ Yes □ No
- Signed Curriculum Sheet Attached: □ Yes □ No
- Code of Ethic Oath Attached: □ Yes □ No
- Licensure Advisory Attached: □ Yes □ No

**PRAXIS I – PPST EXPIRATION DATES**

<table>
<thead>
<tr>
<th>TEST NAME</th>
<th>TEST CODE</th>
<th>NEW SCORE Beginning 9/1/2012 Accepted until 9/1/2015</th>
<th>OLD SCORE Taken before 9/1/2012 Accepted until 9/1/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>0710/5710</td>
<td>172</td>
<td>170-if taken before 9/1/2012</td>
</tr>
<tr>
<td>WRITING</td>
<td>0720/5720</td>
<td>173</td>
<td>172-if taken before 9/1/2012</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>0730/5730</td>
<td>172</td>
<td>169-if taken before 9/1/2012</td>
</tr>
</tbody>
</table>

Effective July 1, 2016 the Mississippi Department of Education will require a passing test score of 229 on the Foundations of Reading test for licensure in Elementary Education. The test will be available fall 2015.

**Signatures:**

*Please Note: By signing this application I fully understand that fingerprinting and/or required background checks for new hires in public school districts may be required. In addition, some school districts are requiring students to subsidize the cost of their own fingerprinting and background checks for clearance to student teaching in their district.*

_________________________                      _____________________
Student                                         Date

_________________________                      _____________________
Advisor                  Date

_________________________                      _____________________
Department Chair         Date

_________________________                      _____________________
Director, Teacher Education  Date
RECOMMENDATION FORM FOR APPLICATION TO TEACHER EDUCATION
(Two recommendations are required)

(Applicant must fill in top of page and give form to the person from whom the recommendation is requested.)

<table>
<thead>
<tr>
<th>Name of Applicant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

Under the provision of the Family Education Rights and Privacy Act of 1974, I waive my right of access to this letter of recommendation.

J# Number: ____________________________ Signature – Optional: ____________________________

Name of person completing the recommendation:

Please check appropriate characteristics on this reference form, and return to teacher candidate. Comments on the applicant’s character, disposition, knowledge and skills for admission to Teacher Education are requested.

<table>
<thead>
<tr>
<th>Personal Appearance</th>
<th>Maturity</th>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractive</td>
<td>Very Mature</td>
<td>Dominant</td>
</tr>
<tr>
<td>Well-groomed</td>
<td>Average</td>
<td>Strong</td>
</tr>
<tr>
<td>Neat</td>
<td>Immature</td>
<td>Reserved</td>
</tr>
<tr>
<td>Ordinary</td>
<td></td>
<td>Passive</td>
</tr>
<tr>
<td>Careless</td>
<td></td>
<td>Negative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Interest</th>
<th>Poise</th>
<th>Quality of Academic Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Overbearing</td>
<td>Excellent</td>
</tr>
<tr>
<td>Above Average</td>
<td>Confident</td>
<td>Very Good</td>
</tr>
<tr>
<td>Average</td>
<td>Balance</td>
<td>Average</td>
</tr>
<tr>
<td>Below Poor</td>
<td>Commonplace</td>
<td>Below Average</td>
</tr>
<tr>
<td>Very Poor</td>
<td>Awkward</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relations with Others</th>
<th>Disposition – Application to Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptionally well accepted</td>
<td>Outstanding in enthusiasm</td>
</tr>
<tr>
<td>Works well with others</td>
<td>Very interested</td>
</tr>
<tr>
<td>Gets along satisfactorily</td>
<td>Somewhat indifferent</td>
</tr>
</tbody>
</table>
### Teacher Education Recommendation, page 2

<table>
<thead>
<tr>
<th>Judgment</th>
<th>Dependability</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exceptionally mature</td>
<td>☐ Completely dependable</td>
</tr>
<tr>
<td>☐ Above average in making decisions</td>
<td>☐ Above average</td>
</tr>
<tr>
<td>☐ Often uses poor judgment</td>
<td>☐ Sometimes neglectful</td>
</tr>
<tr>
<td>☐ Consistently uses bad judgment</td>
<td>☐ Unreliable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to Learn</th>
<th>Punctuality:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Learns very quickly</td>
<td>Regular ☐ Irregular ☐</td>
</tr>
<tr>
<td>☐ Learns readily</td>
<td></td>
</tr>
<tr>
<td>☐ Average in learning</td>
<td></td>
</tr>
<tr>
<td>☐ Rather slow in learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to Communicate:</th>
<th>Effective</th>
<th>Needs Improvement</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Oral</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

**NOTE: Please use this space to give your general estimate of the applicant:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

Signature: _______________________________________________

Position: _______________________________________________

Address: _______________________________________________

_____________________________________________
RECOMMENDATION FORM FOR APPLICATION TO TEACHER EDUCATION
(Two recommendations are required)

(Applicant must fill in top of page and give form to the person from whom the recommendation is requested.)

Date:

Name of Applicant:

Under the provision of the Family Education Rights and Privacy Act of 1974, I waive my right of access to this letter of recommendation.

J# Number:  
Signature – Optional:

Name of person completing the recommendation:

Please check appropriate characteristics on this reference form, and return to teacher candidate. Comments on the applicant’s character, disposition, knowledge and skills for admission to Teacher Education are requested.

Personal Appearance

- Attractive
- Well-groomed
- Neat
- Ordinary
- Careless

Maturity

- Very Mature
- Average
- Immature

Personality

- Dominant
- Strong
- Reserved
- Passive
- Negative

Professional Interest

- Outstanding
- Above Average
- Average
- Below Poor
- Very Poor

Poise

- Overbearing
- Confident
- Balance
- Commonplace
- Awkward

Quality of Academic Work

- Excellent
- Very Good
- Average
- Below Average
- Very Poor

Relations with Others

- Exceptionally well accepted
- Works well with others
- Gets along satisfactorily

Disposition – Application to Work

- Outstanding in enthusiasm
- Very interested
- Somewhat indifferent
### Teacher Education Recommendation, page 2

#### Judgment
- [ ] Exceptionally mature
- [ ] Above average in making decisions
- [ ] Often uses poor judgment
- [ ] Consistently uses bad judgment

#### Dependability
- [ ] Completely dependable
- [ ] Above average
- [ ] Sometimes neglectful
- [ ] Unreliable

#### Ability to Learn
- [ ] Learns very quickly
- [ ] Learns readily
- [ ] Average in learning
- [ ] Rather slow in learning

#### Punctuality:
- [ ] Regular
- [ ] Irregular

#### Ability to Communicate:
- [ ] Written
- [ ] Oral

<table>
<thead>
<tr>
<th>Effective</th>
<th>Needs Improvement</th>
<th>Ineffective</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

**NOTE:** Please use this space to give your general estimate of the applicant:

<table>
<thead>
<tr>
<th>Note 1</th>
<th>Note 2</th>
<th>Note 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Signature: _____________________________________________

Position: _____________________________________________

Address: _____________________________________________

______________________________
## Core Curriculum for Admission to Teacher Education

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE DESCRIPTION</th>
<th>CREDITS (61 listed)</th>
<th>GRADE</th>
<th>POINTS</th>
<th>SUBSTITUTE COURSE AND/OR ELECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDCI 100</td>
<td>Introduction to Education</td>
<td>3</td>
<td></td>
<td></td>
<td>♦ Speech Arts 301-Small Group Discussion 430; Argumentative 334; Organization Communication 300</td>
</tr>
<tr>
<td>*ENG 104</td>
<td>Composition &amp; Literature</td>
<td>3</td>
<td></td>
<td></td>
<td>♦ Fine Arts – Art or Music Appreciation or Music Fundamentals. Dance Theater Humanities ♦ Physical Education-Military Science (except for P. O. majors) ♦ Biology Science-Zoology, Botany ♦ Physical Science-Earth Science 205 Geology, Chemistry or other natural Science to include Computer Science ♦ History of Civilization 360, 361; Non-Western History (U. S. History is for transfer only) ♦ Social Science-Economics, History, Mississippi History, Social Institutions; Geography; Political Science; Social Work Urban Studies; Sociology</td>
</tr>
<tr>
<td>*ENG 105</td>
<td>Composition &amp; Literature</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>*ENG 205</td>
<td>World Literature</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
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<tr>
<td>*ENG 218</td>
<td>Advanced Composition</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
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<tr>
<td>FLG 101</td>
<td>Foreign Languages</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
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<tr>
<td>FLG 102</td>
<td>Foreign Languages</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>SPCH 201</td>
<td>Speech Arts</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>*MATH 111</td>
<td>College Algebra</td>
<td>3</td>
<td></td>
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<tr>
<td>MATH 226</td>
<td>Concepts Structure in Math</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>HIST 101</td>
<td>History of Civilization</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>HIST 102</td>
<td>History of Civilization</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
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<tr>
<td>ART 206</td>
<td>Art Appreciation</td>
<td>3</td>
<td></td>
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<td>♦</td>
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<tr>
<td>MUS 205</td>
<td>Music Appreciation</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
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<tr>
<td>PSY 201</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>HE 102</td>
<td>Concept of Health</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
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<tr>
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<td>Introduction to Biology</td>
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<td>UNIV 100</td>
<td>Concepts of Success</td>
<td>2</td>
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<td>PHIL 301</td>
<td>Introduction to Philosophy</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>SS 201</td>
<td>Social Institutions</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
<tr>
<td>SCI 201</td>
<td>Physical Science</td>
<td>3</td>
<td></td>
<td></td>
<td>♦</td>
</tr>
</tbody>
</table>

### Totals

**REQUIREMENTS:**

**Core GPA:**

1. Students are required to have a minimal of 44 credits of the 61 credits listed above depending on the department curriculum. *Grades “C” or better are required in the courses indicated above for graduation.*

2. Cumulative GPA of 2.75 and a Core GPA of 2.75

3. Passage of Teacher Education entrance interview and one of the following sets of passing scores:
   - PRAXIS CASE (Core) – Reading 156  Writing 162  Math 150
   - PRAXIS I Written/Computer Exam: Reading 172  Writing 173  Math 172 (Expired 9/1/2015)
   - ACT: Composite score of 21 (with no sub-scores below 18)
   - SAT: Composite score of 990 (Critical Reading and Math Scores combined)

**ALL SUBSTITUTE COURSES MUST BE APPROVED WITHIN THE DEPARTMENTS.**

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>DATE</th>
<th>MAJOR AREA</th>
</tr>
</thead>
</table>

47
Licensure Advisory Form
(Print and submit with application)

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

**LINK:** [WWW.mde.k12.ms.us/ed_licensure/index.html](http://WWW.mde.k12.ms.us/ed_licensure/index.html)

**Signatures:**

Teacher Education Candidate: __________________________

Dean of Education/Designee: __________________________

Date: ___/___/_____

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

<table>
<thead>
<tr>
<th>License</th>
<th>Requirements</th>
<th>Validity</th>
<th>Renewal#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class A</td>
<td></td>
<td>5 years</td>
<td>Ten (10) continuing education units (CEUs) in content or job/skill related area OR Three (3) semester hours in content or job/skill related area AND Five (5) continuing education units (CEUs) in content or job/skill related area OR Six (6) semester hours in content or job/skill related area OR Completion of the National Board of Professional Teaching Standards process</td>
</tr>
<tr>
<td></td>
<td>1. Bachelor’s degree or higher in Teacher Education from a state approved or NCATE/CAEP approved program from a regionally/nationally accredited institution of higher learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Praxis II (Principles of Learning and Teaching Test)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3. Praxis II (Specialty Area Test) in Degree program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class AA</td>
<td></td>
<td>5 years</td>
<td>Three (3) semester hours in content or job/skill related area OR Five (5) continuing education units (CEUs) in content or job/skill related area OR Completion of the National Board of Professional Teaching Standards process</td>
</tr>
<tr>
<td></td>
<td>1. Meet the requirements for a Five Year Class A License</td>
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<tr>
<td></td>
<td>2. Master’s degree in the endorsement area in which license is requested</td>
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<tr>
<td></td>
<td>OR Master of Education Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class AAA</td>
<td></td>
<td>5 years</td>
<td>Same as for AA</td>
</tr>
<tr>
<td></td>
<td>1. Meet the requirements for a Five Year Class A License</td>
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<tr>
<td></td>
<td>2. Specialist degree in the endorsement area in which license is requested</td>
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<td></td>
<td>OR Specialist of Education Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class AAAAA</td>
<td></td>
<td>5 years</td>
<td>Same as for AA</td>
</tr>
<tr>
<td></td>
<td>1. Meet the requirements for a Five Year Class A License</td>
<td></td>
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<tr>
<td></td>
<td>2. Doctoral degree in the endorsement area in which license is requested</td>
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<tr>
<td></td>
<td>OR Doctor of Education Degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SUPPLEMENTAL ENDORSEMENTS
*(See Appendix A for Supplemental Endorsement Areas that may be added.)*

<table>
<thead>
<tr>
<th>License</th>
<th>Requirements</th>
<th>Validity</th>
<th>Renewal#</th>
</tr>
</thead>
</table>
| SUPPLEMENTAL ENDORSEMENT AREAS ADDED TO A STANDARD OR THREE YEAR EDUCATOR LICENSE | 1. Hold a bachelor’s degree and a valid standard or three year Mississippi license.  
2. A minimum of 21 semester hours in a content area (with a grade of “C” or higher) **OR**  
Institutional Program Verification documenting completion of a program in an additional content area through a state-approved or regionally/nationally accredited institution of higher learning **OR**  
Meet the minimum score on the Praxis II Specialty Area Test **OR**  
Complete MDE approved coursework at Mississippi State University | Based upon validity period of standard license currently held | Five Year Class A License Renewal:  
Ten (10) continuing education units (CEUs) in content or job/skill related area **OR**  
Three (3) semester hours in content or job/skill related area **AND**  
Five (5) continuing education units (CEUs) in content or job/skill related area **OR**  
Six (6) semester hours in content or job/skill related area | Five Year Class AA or Higher License Renewal:  
Three (3) hours in content or job/skill related area **OR**  
Five (5) continuing education units (CEUs) or equivalent in content or job/skill related area | *(Completion of these renewal requirements will also renew all existing five year educator licenses)*

Note: All supplemental endorsements are added at the Class A level.

Note: Renewal requirements are based upon the highest level of license.

Note: Supplemental endorsements may not be added to a one year educator license, two year reciprocity license, JROTC License, or an expert citizen license.

* Academic endorsements may not be added to the initial 3-year Vocational Education license

*See Appendix A for specific information.*
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Center for Teacher Quality

MS Department of Education Code of Ethics Oath

I __________________________________ (Print Student’s Name)
confirm that I have received training on the MS Department of Education Code of Ethics and Standards of Conduct. I understand that this code shall apply to all person licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the MS Department of Education, license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

Standards of Conduct:

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

**Standard 2: Trustworthiness**
An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

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

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

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

**Standard 6: Alcohol, Drug and Tobacco Use or Possession**
An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

**Standard 7: Public Funds and Property**
An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

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

**Standard 9: Maintenance of Confidentiality**
An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

**Standard 10: Breach of Contract or Abandonment of Employment**
An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

Please sign and return with application:

______________________________
Student’s Signature
Application for Student Teaching

Your application/portfolio for admission to student teaching serves a number of purposes:

- To evaluate your readiness for student teaching
- An opportunity for you to reflect and consider your growth as an emerging educator as well as your personal and professional goals for student teaching
- To ensure that you fulfill state and national standards for licensure

You are eligible for student teaching when you have:

- Been admitted into Teacher Education
- Completed all general education courses
- Completed all major department courses
- Completed 114 semester hours (this may differ for music majors)
- Completed the professional education sequence
- Have a minimum cumulative grade point average of 2.75
- Met the state’s minimum required scores on PRAXIS CASE and PRAXIS II (Principles of Learning and Teaching & Specialty Area Test) (Effective July 1, 2016 Foundations of Reading Test required for Elementary Education licensure, 229 passing score)
- Passed the English Proficiency Examination
- Have a grade of “C” or better in all professional courses
- Apply for Teacher Intern License Code 101-One Year License (See the Director of Teacher Education to apply)

In completing your application/portfolio, you will need to build upon your admission to Teacher Education application/portfolio by meeting the following requirements:

- Completed application and survey must be submitted the semester preceding the semester you plan to student teach
- The deadline for fall student teaching is May 1 and the deadline for spring student teaching is November 1. Incomplete and/or late applications will not be accepted.
- Applications and supporting documents must be typed according to APA guidelines.
- Applications must be accompanied by supporting documentation, which includes:
  - Official Praxis II Scores
  - A current unofficial transcript indicating enrollment/past enrollment in EDCI 401 and completion of core courses (said courses must be highlighted)
  - A completed curriculum sheet signed by your advisor and department chair
  - Verification of teaching liability insurance (MAE)
  - View the MS Code of Ethics and Standards of Conduct Video on the Center for Teacher Quality website and sign the oath agreement attached.
Initiate background check through Certifiedbackground.com. Because background checks are only valid for one year, student should not complete a request until the semester they plan to student teach. Please see the attached document for instructions.

Evidence of substitution of courses (approved of by the appropriate administrators in a letter or on a standard university course substitution form)

Policies and Procedures

- Student teaching is a full-time commitment and candidates are discouraged from taking other classes and/or being employed during the experience.
- Students will not be registered for EDCI 402 (Seminar in Student Teaching) until all criteria are met and the application has been approved by the Director of Teacher Education.
- All matters of transportation and housing while in the field are the responsibility of the candidate and not the Center for Teacher Quality.
- Each applicant will be notified of placements during student teaching seminar which begins the first day of classes. **Students are absolutely prohibited from contacting or visiting schools or teachers relative to arrangements of student teaching assignments.**
- The Center for Teacher Quality is responsible for evaluating all teacher candidates at the end of the semester in which application is filed.
- Students holding teacher assistant positions must indicate employment location on the application as the first preference if they opt to maintain employment during the experience.
- If a candidate has filed this application for a given semester and for any reason fails to meet clearance requirements for the particular semester, it is his/her responsibility to update the application the following semester.
- **Candidates who need in excess of 21 semester hours to fulfill graduation requirements will not be approved for student teaching.** A candidate who has a cumulative grade point average of 3.0 or above and needs 9 semester hours, in addition to student teaching, may enroll for 6 semester hours of course work while student teaching. Candidates with a cumulative grade point average of less than 3.0 will be limited to one 3-4 semester hours course while in the field. Any candidate will be allowed to take up to 6 semester hours required for graduation after completing student teaching. The nine additional semester credits will consist of a maximum of one required course in a discipline (if approved by the department) and two elective courses. Candidates who have not met the requirements for all courses listed as teacher education will not be admitted to student teaching.
- Candidates will **ONLY** be assigned to schools within 60 mile round-trip of the campus (unless approval is granted by the department chair and Director of Teacher Education). In such cases, the department chair must identify a university supervisor in his/her area who will consent to travel outside the mile limit for observation and supervision of the student at least four times during the semester. The criteria for placements outside 60 mile (RT) and outside of the State of Mississippi are to:
  (a) document special circumstances/hardships and/or present a special placement request from a school located in a high needs area; (b) make a written request at least one semester prior to placement, or as soon as the extenuating circumstance develops; (c) sign a written agreement provided by the Center for Teacher Quality establishing understanding and acceptance of the conditions for placement; (d) be placed in an upper and lower level experience within the designated school district for a minimum period of six weeks each; (e) attend all university based seminars and activities scheduled for student teachers and (f) reimburse mileage expense related to transportation to and from the school site (four visit are required).

The college reserves the right to accept and/or reject all placement requests on a case by case basis.
### APPLICATION FOR STUDENT TEACHING

**Deadline:** Fall Semester – May 1  --  Spring Semester – November 1

<table>
<thead>
<tr>
<th>Check one</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>Last Name</th>
</tr>
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<tbody>
<tr>
<td>Ms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Social Security #**  
**J-Number**  
**Date of Birth**

**Email Address**  
**Home Phone:**  
**Cellular Phone:**

**Permanent Address:**
- **Street/P. O. Box:**
- **City:**  
- **State:**  
- **Zip:**

**Local Address:**
- **Street/P.O. Box:**
- **City:**  
- **State:**  
- **Zip:**

**Race/Ethnic Origin:**
- [ ] Black  
- [ ] White  
- [ ] Hispanic  
- [ ] Asian/Pacific Islander  
- [ ] American Indian  
- [ ] Other

**Semester Applying for Student Teaching:**
- [ ] Fall:  
- [ ] Spring:

**Cumulative GPA:**  
**Praxis CASE Scores:**
- **Reading:**
- **Writing:**
- **Math:**

**Praxis II Scores:**  
**Specialty Area:**  
**Principles of Learning:**

**Have you been admitted to Teacher Education?**
- [ ] Yes  
- [ ] No  
**Enter semester:**

**Major:**
- (Elementary Education)
- Specify K-4 or K-8

**Minor or Concentrations (Elem. Ed. K-8 must list two areas of):**
- Music (Instrumental or Vocal)
  - 1.  
  - 2.

**EDUCATIONAL HISTORY**

**Please list the high school from which you were graduated and other colleges or universities attended to date (indicate degrees and/or diplomas)**

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Dates Attended</th>
<th>Diplomas/Degree</th>
</tr>
</thead>
</table>
PERSONAL EXPERIENCES

1. List talent, skills, and/or recreational interests which may be assets in your student teaching experiences.

2. Have you had any experiences in working with children other than in university professional courses? Yes ☐ No ☐ If yes, explain:

3. List any special recognitions you received, such as honors, prizes or scholarships:

INTERNSHIP SITE SELECTION

Please list three (3) choices, # 1 being the most preferred, of where you would like to student teach. Your choices must include at least two different counties. (Two counties could be the same, but the third must be different. You must also indicate at least one elementary, middle and high school based on your projected certification. It is our goal to fulfill all NCATE requirements in regards to student teaching and to support initiatives in collaboration with the Jackson Community.

Mississippi Learning Institute (MLI) - Jim Hill High (9-12), Blackburn Middle (6-8), George Elem. (K-5) Isabel Elem. (K-5) is a Jackson Public School collaboration.

<table>
<thead>
<tr>
<th>CHOICE 1 (MLI)</th>
<th>COUNTY</th>
<th>CITY</th>
<th>SCHOOL SYSTEM</th>
<th>SCHOOL</th>
<th>GRADE LEVEL</th>
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<tbody>
<tr>
<td>CHOICE 2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHOICE 3</td>
<td></td>
<td></td>
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</tr>
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</table>
**REQUIREMENT FOR STUDENT TEACHING CHECKLIST**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to Teacher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of General Education courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of all major department courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of 114 semester hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A minimum cumulative grade point average of 2.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of the state’s minimum required scores on Praxis CASE and Praxis II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All substitution of courses must be approved by the appropriate administrators in a letter or on a standard University Course Substitution Forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Removal of all grades of Incomplete (I) and a “C” or better in professional courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verification of teaching liability insurance</td>
<td></td>
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</tr>
</tbody>
</table>

Supervised student teaching is required for certification in Mississippi and in most other states. At Jackson State University, the student teaching process is a minimum of twelve (12) weeks, full day experience yielding twelve (12) semester hours. Therefore other courses may not be carried during the semester of student teaching without approval. Signatures below verify that the teacher candidate has completed all eligible requirements.

**SIGNATURES:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Director, Professional and Field-Based Experiences</td>
<td></td>
</tr>
</tbody>
</table>

**Office Use Only**

<table>
<thead>
<tr>
<th>Check if the following documents are attached?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Praxis CASE &amp; Praxis II Scores</td>
</tr>
<tr>
<td>Unofficial Transcript showing EDCI 401</td>
</tr>
<tr>
<td>Signed curriculum sheet</td>
</tr>
<tr>
<td>Verification of Liability insurance (MAE)</td>
</tr>
<tr>
<td>Verification of Background Check</td>
</tr>
<tr>
<td>Code of Ethics Agreement</td>
</tr>
<tr>
<td>Course substitution forms</td>
</tr>
<tr>
<td>101 License/Foundations in Reading</td>
</tr>
</tbody>
</table>
Clinical Supervisor Instructions:

Prior to the Pre-observation Meeting, you should have received and reviewed a copy of the lesson plan the Teacher Candidate prepared for this observation. During the Pre-Observation Meeting with the Teacher Candidate, discuss the plan for the lesson and any particular concerns that may be anticipated in the delivery of the lesson. In pre-observation meetings for observations 2-4 (4), be sure to follow up on any expectations from previous Improvement Plans. Record the information discussed on the Pre-observation Meeting form below. Send the original to JSU in the pre-addressed, stamped envelope provided along with the other observation forms. Please make sure every box is marked before mailing.

Lesson Plan Received: ☐ Yes ☐ No

Observation Number (check one box to indicate observation number):

<table>
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<tr>
<th>1</th>
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</table>

Teacher Candidate’s lesson expectations (review of the lesson plan):

Description of grouping arrangements (e.g., entire class instruction, large group instruction, small group instruction, independent seatwork, etc.):
Awareness of student characteristics (e.g., behavior challenged, special needs, gifted, etc.):

Evidence of lesson adaptation to meet individual needs:

What skills should the candidate demonstrate during the delivery of this lesson? (After the first observation, include skills in which progress must be demonstrated according to instructions from previous Improvement Plans (if applicable)).

What specific skills should the JSU Clinical Supervisor observe?

JSU Clinical Supervisor’s comments:
JSU Clinical Observation Tools

The JSU Clinical Observation is made up of two components, the Lesson Presentation Checklist and the Performance Observation Rating Sheet. The first part of the Clinical Observation is the Lesson Presentation Checklist. The Lesson Presentation Checklist is designed to provide the JSU Teacher Candidate with feedback on research-based lesson presentation skills. The second part of the clinical observation is the Performance Observation Checklist. The Performance Observation Checklist is a global look at the Teacher Candidate’s ability to manage, teach, and monitor the student learning progress during each observation session.

LESSON PRESENTATION CHECKLIST

Clinical Supervisors must assess and mark these objectives for each observation session. During the post-observation conference, please provide specific feedback to the JSU Teacher Candidate on any objective that you check “No.”

Instructions:

Mark each JSU Competency Objective on the checklist as follows:

Yes – Check “Yes” if the event occurred. You may add positive comments related to the teacher’s performance of the event.

No – Check “No” if the event did not occur. You must enter comments for any “No” rating that describe the situation and make suggestions for improvement.

N/A – Check “N/A” if the event was not applicable to the lesson. Enter comments that explain why the event was not applicable.

“Yes” or “N/A” rating: The Teacher Candidate Must receive a “Yes” or “N/A” on 15 of the 19 objectives to pass this assessment. We expect that early observations may be below standard. However, the Teacher Candidate should grow and improve with each consecutive observation. We anticipate most Candidates should reach competency for all objectives by the 6th performance observation. If a Teacher Candidate fails to meet all standards by the 4th observation, the Director of Field Experiences must be notified. Please attach additional notes or copies as needed.
PERFORMANCE OBSERVATION RATING SCORESHEET

After completing the Lesson Presentation Checklist, the Clinical Supervisor needs to include specific observations and feedback about the Teacher Candidate’s overall ability to manage, teach, and monitor student progress. Please complete the Performance Observation Rating Score sheet below and refer to the Performance Observations Rating Rubric with Behaviors for specific scoring criteria for each objective.

Instructions:

Mark each JSU Competency Objective on the checklist as follows:

1 = Unacceptable (You must enter comments for any “1” rating to explain the situation.)
2 = Learning (You must enter comments for any “2” rating to explain the situation.)
3 = Competent (You may add any positive comments relating to the teacher’s performance.)
4 = Exemplary (You may add any positive comments relating to the teacher’s performance.)

A rating of “1” or “2” requires the completion of an Improvement Plan form. The Improvement Plan should provide specific suggestions for student improvement and be discussed with the Teacher Candidate at the post-observation conference. Each objective identified on the Improvement Plan must be observed again during the next observation. If two consecutive Improvement Plans are required, the Director of Field Experiences must be notified.

Please attach additional notes or copies as needed.
### Start-of-Lesson

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
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<th>Y</th>
<th>N</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1.1: Ensure that all instructional materials and equipment are available and operational at the start of the lesson.</td>
<td></td>
<td></td>
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<td>1.5: Explain how the objectives will build on previous learning.</td>
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<tr>
<td>1.2: Review previous instruction at the beginning of a lesson.</td>
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<td>1.6: Ask students to remember what they know about a given lesson topic before teaching new content.</td>
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<tr>
<td>1.3: Monitor student behavior as they enter class, as class begins, during class, at the end of class, and as they leave class.</td>
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<td>1.7: Explain to students how progress towards learning objectives will be measured and the criteria for acceptable performance.</td>
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<tr>
<td>1.4: Communicate lesson objectives and lesson exercises with enthusiasm.</td>
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### Content Explanation and Demonstration

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<tr>
<th></th>
<th>Y</th>
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<tbody>
<tr>
<td>2.1: Provide specific feedback to students based on their performance on routines.</td>
<td></td>
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<td>2.6: Summarize subparts of the lesson as it proceeds.</td>
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<tr>
<td>2.2: Explain directions for instructional activities and routines.</td>
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<td>2.7: Explain to students how to apply skills and information learned in the lesson to other novel contexts or uses.</td>
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<tr>
<td>2.3: Move about in classroom during seatwork checking all students’ work and providing assistance to students.</td>
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<td>2.8: Allow wait time when introducing new or abstract material or when posing more complex questions.</td>
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<tr>
<td>2.4: Maintain a pace that ensures that all learning objectives are met.</td>
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<td></td>
<td>2.9: Monitor student comprehension of content during interactive small group and whole class instruction.</td>
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<tr>
<td>2.5: Make connections for a new word to student experiences.</td>
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# Lesson Closure

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<th>Y</th>
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<tbody>
<tr>
<td><strong>3.1:</strong> Introduce and explain a given homework assignment to students.</td>
<td></td>
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<td>3.3: Transition (bridge) the lesson with a preview of the next lesson, highlighting the accomplishments of students and noting the utility and practicality of the information, skills and concepts learned.</td>
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<tr>
<td><strong>3.2:</strong> Explain expectations for a specific academic assignment to students.</td>
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<tr>
<td>Classroom Environment and Management</td>
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<td>4.1: Demonstrate positive, supportive, respectful interaction with students.</td>
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<td>4.2: Model standards of appropriate social behavior.</td>
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<td>4.3: Provide behavior-specific timely responses to students for specific behaviors.</td>
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<tr>
<td>4.4 (a): Teach a whole-class lesson in an academic area in a manner that maintains a high level of active student engagement from all students – Teaching Behaviors</td>
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<tr>
<td>4.5 (b): Teach a whole-class lesson in an academic area in a manner that maintains a high level of active student engagement from all students – Student Behaviors</td>
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<thead>
<tr>
<th>Explanation/Demonstration of Content</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>5.1 (a): Explain lesson concepts and skills logically, accurately and explicitly – Logically</td>
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<td>5.2 (b): Explain lesson concepts and skills logically, accurately and explicitly – Accurately</td>
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<tr>
<td>5.3 (c): Explain lesson concepts and skills logically, accurately and explicitly – Explicitly</td>
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<td>5.4: Call attention to the main ideas of the lesson.</td>
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<tr>
<th>Academic Monitoring</th>
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<tbody>
<tr>
<td>6.1 (a): Give specific short statements of encouragement/praise when giving students feedback – Frequency</td>
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<tr>
<td>6.2 (b): Give specific short statements of encouragement/praise when giving students feedback – Appropriateness</td>
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<td>6.4: Ask questions at the appropriate level to match the student’s language skills and abilities.</td>
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<tr>
<td>6.5: Monitor student comprehension of content during interactive small group and whole class instruction.</td>
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<tr>
<td>6.3: Elicit student responses to check mastery of each step of the lesson before moving to the next step.</td>
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MID-TERM AND FINAL EVALUATIONS
TEACHER INTERNSHIP ASSESSMENT INSTRUMENT (TIAI)

Teacher Intern _______________________________  Semester/Year: ______________________________

Check one:    1st Placement: ______  2nd Placement: ______  Grade Level/Subject: _____________________________

Evaluator: ________________________________  Check one:  Classroom Mentor Teacher __  University Supervisor_

School: ________________________________ Date(s) Evaluation Completed: __________________________

Note: Classroom Mentor Teachers may take up to two weeks to complete the Formative and Summative Teacher Intern Assessments for assigned teacher interns. University Supervisors will schedule classroom evaluation visits with teacher interns twice each placement (total of four assessments for the 16-week internship). Additional visits will be made if needed.

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>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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</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>
</tr>
</tbody>
</table>

SCORES AND COMMENTS ON EFFECTIVENESS

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Score:</th>
<th>Summative Assessment</th>
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<tbody>
<tr>
<td>Formative Assessment:</td>
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<td>Summative Assessment:</td>
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</table>
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)

<table>
<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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</thead>
<tbody>
<tr>
<td>Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. Does not incorporate diversity or multicultural perspectives into lessons.</td>
<td>Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge.</td>
<td>Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. <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. Effectively and consistently 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>
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</table>

SCORES AND COMMENTS ON EFFECTIVENESS

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<tbody>
<tr>
<td>Summative Assessment</td>
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3. Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a)

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<tr>
<th>Unacceptable (0)</th>
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<th>Acceptable (2)</th>
<th>Target (3)</th>
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</thead>
<tbody>
<tr>
<td>Plans and instruction do not include the necessary content and do not connect content across the disciplines.</td>
<td>Plans and instruction inconsistently include the necessary content and/or do not connect to content across disciplines.</td>
<td>Plans and instruction frequently include the necessary content and connect content across disciplines; however, connections are not consistently clear, meaningful, or relevant to students’ lives.</td>
<td>In addition to acceptable, plans and instruction consistently include the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to students’ lives.</td>
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SCORES AND COMMENTS ON EFFECTIVENESS

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<th>Formative Assessment</th>
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<tbody>
<tr>
<td>Summative Assessment</td>
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4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; NCATE 1a, 1b)

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<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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</thead>
<tbody>
<tr>
<td>Procedures are <strong>not connected</strong> to core content knowledge, sequential, and do not include effective</td>
<td>Procedures are referenced to objectives and are appropriate for students, but <strong>may not be sequential.</strong> Plans include</td>
<td>Procedures are appropriate and sequential, clearly referenced to objectives, include innovative introductions and closures, and</td>
<td>In addition to acceptable, procedures include both teacher-centered direct instruction and learner-centered activities</td>
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</table>
introductions, closures, or use of technology.  introductions or closures and some use of technology. incorporate technology and teaching materials effectively. choice of topics, self-evaluation of work, etc.)

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<th>SCORES AND COMMENTS ON EFFECTIVENESS</th>
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<td>Formative Assessment</td>
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5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1a, 1d)

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<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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<tbody>
<tr>
<td>Assessments are not aligned with the Mississippi Curriculum Frameworks/Common Core State Standards.</td>
<td>Assessments in plans are partially aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.</td>
<td>Multiple assessments are included in plans where needed, and assessments directly correlate to objectives and are aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.</td>
<td>In addition to acceptable, plans include informal (performance) and formal assessments along with rubrics/checklists.</td>
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<th>SCORES AND COMMENTS ON EFFECTIVENESS</th>
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<td>Formative Assessment</td>
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6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)

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<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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</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>
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<th>SCORES AND COMMENTS ON EFFECTIVENESS</th>
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<td>Formative Assessment</td>
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**DOMAIN II: ASSESSMENT**

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

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<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
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<tbody>
<tr>
<td>Does not communicate assessment criteria and performance standards to the students. <strong>Does not</strong> provide students with feedback on their performance.</td>
<td>Ineffectively communicates assessment criteria and performance standards to the students. Provides students with minimal or only summative feedback on their performance.</td>
<td>Effectively communicates assessment criteria and performance standards to the students. <strong>Frequently</strong> provides clear and actionable feedback to students to enable them to improve their performance.</td>
<td>In addition to acceptable, various strategies are used to communicate assessment criteria and/or student input is sought in developing assessment criteria. <strong>Consistently</strong> provides clear and actionable feedback to students to enable them to improve their performance.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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<th>Formative Assessment</th>
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<th>Summative Assessment</th>
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</table>

8. 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)

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<thead>
<tr>
<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
<th>Acceptable (2)</th>
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</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>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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**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.*

9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)

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</thead>
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69
| Does not use standard written, oral, and nonverbal communication. | Uses standard written, oral, and nonverbal communication with multiple errors. | Uses acceptable written, oral, and nonverbal communication with minimal errors. | Uses acceptable written, oral, and nonverbal communication proficiently. |
| Formative Assessment | Score: | Summative Assessment | Score: |
| Formative Assessment: | | Summative Assessment: |

**SCORES AND COMMENTS ON EFFECTIVENESS**

| 10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11) |
| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
| No written and/or oral directions for instructional activities are provided. | Provides written and/or oral directions for instructional activities that are vague and/or confusing. | Provides clear, complete written and/or oral directions for instructional activities. | In addition to acceptable, uses concrete examples to model and clarify tasks and concepts. |
| Formative Assessment | Score: | Summative Assessment | Score: |
| Formative Assessment: | | Summative Assessment: |

**SCORES AND COMMENTS ON EFFECTIVENESS**

| 11. Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I – 3, IV – 15) |
| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
| Does not communicate high expectations for learning to any students and does not hold students accountable for meeting instructional goals. | Inconsistent in communicating to all students that they are capable of meeting learning expectations. | Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals. | Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals. |
| Formative Assessment | Score: | Summative Assessment | Score: |
| Formative Assessment: | | Summative Assessment: |

**SCORES AND COMMENTS ON EFFECTIVENESS**

| 12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV – 16) |
| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
| Does not convey enthusiasm for the content being taught. | Conveys limited interest and enthusiasm for the content being taught. | Motivates students by conveying enthusiasm and interest for the content being taught. | In addition to acceptable, the motivation, enthusiasm, and interest in the content are evident through students’ attitudes, questions, and ability to stay focused on tasks and activities. |
| Formative Assessment | Score: | Summative Assessment | Score: |
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### 13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)

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<tr>
<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>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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

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<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>Instruction demonstrates an in-depth understanding of content knowledge (pedagogy). Teacher candidate does not rely on written notes.</td>
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### 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)

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

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<td>Does not plan or provide learning experiences that accommodate differences in</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>
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<td>developmental and individual needs of diverse learners.</td>
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17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; NCATE 1b, 1c)

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<tr>
<td>Does not include multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions do not require higher order thinking, are not timed appropriately and/or elicit limited student participation and lead to recitation of information rather than discussion.</td>
<td>Inconsistently includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Few questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.</td>
<td>Frequently includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.</td>
<td>Consistently includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and elicit extensive participation and discussion.</td>
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18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1c, 1d)

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<tr>
<td>Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions. No adjustments are made to instruction based on student responses.</td>
<td>Inconsistently responds to and/or elicits student input during instruction and few attempts are made to adjust instruction based on student responses.</td>
<td>Consistently and appropriately responds to and elicits student input during instruction. Adjustments are made to instruction based on student input and responses.</td>
<td>In addition to acceptable, provides appropriate prompts to encourage students to expand and justify their responses.</td>
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19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.
(InTASC 10; M-STAR Domain III – 10; NCATE – 1c, 1g)

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<tr>
<td>Does not use family or community resources in lessons.</td>
<td>Limited use of family or community resources in lessons to enhance student learning.</td>
<td>Effectively uses family and community resources in lessons to enhance student learning.</td>
<td>In addition to acceptable, encourages the students' effective use of family and community resources in lessons and assignments to enhance student learning.</td>
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**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)

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<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 does not always make adjustments to enhance learning. Classroom disruptions are addressed in an inefficient manner.</td>
<td>Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions are addressed immediately but not always efficiently.</td>
<td>In addition to acceptable, monitors students’ participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. Classroom disruptions are addressed immediately and efficiently.</td>
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**SCORES AND COMMENTS ON EFFECTIVENESS**

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21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12)
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<td>22.</td>
<td>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)</td>
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<tr>
<td>Unacceptable (0)</td>
<td>Establishes and communicates classroom rules and/or expectations, but overlooks opportunities to reinforce them.</td>
<td>Frequently establishes, communicates, and reinforces classroom rules and/or expectations and ensures that students understand the rules.</td>
<td>Consistently establishes, communicates, and reinforces classroom rules and/or expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations.</td>
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<td>23.</td>
<td>Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13)</td>
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<tr>
<td>Unacceptable (0)</td>
<td>Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.</td>
<td>Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.</td>
<td>In addition to acceptable, creates a positive, interactive learning environment.</td>
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<td>24.</td>
<td>Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)</td>
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<tr>
<td>Unacceptable (0)</td>
<td>Does not use instructional time effectively - Substantial instructional time is spent in non-</td>
<td>Overall pacing and transitions are smooth; however, there are minor</td>
<td>Pacing is appropriate, transitions are smooth, and there are no unnecessary</td>
<td>In addition to acceptable, students are on-task and engaged in meaningful learning activities.</td>
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instructional activities and/or time is wasted during transitions. **problems** with effective use of instructional time. **delays** or undesirable digressions.

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**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)

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<th>Unacceptable (0)</th>
<th>Emerging (1)</th>
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<tbody>
<tr>
<td>Does not establish opportunities for communication with parents and/or guardians.</td>
<td>Initiates communication with parents and/or guardians through an introductory letter.</td>
<td>In addition to emerging, maintains communication with parents and/or guardians through newsletters, notes, class websites (under the supervision of the classroom mentor teacher), etc.</td>
<td>In addition to acceptable, 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>
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Signatures:

Teacher Intern: ___________________________ Date: ___________________________

Classroom Mentor Teacher: ___________________________ Date: ___________________________

University Supervisor: ___________________________ Date: ___________________________
TEACHER CANDIDATE INTERVENTION FORM

The Teacher Candidate, ______________________, has demonstrated an unacceptable level of performance in one or more of the following areas:

- professional behavior,
- effective teaching, or
- adherence to school policy

**Instructions:**
The Clinical Supervisor needs to fill out the form completely and discuss it with the Teacher Candidate. Then, the Clinical supervisor needs to send the original completed form to JSU and put a copy in their file.

The Mandatory Improvement Plan is as follows:

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<th>Issue:</th>
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| Required Improvements (Please include how the improved performance will be demonstrated): |

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<th>Issue:</th>
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Required Improvements (Please include how the improved performance will be demonstrated):

Date of Completed:

Teacher Candidate: _______________________________ Date: _________________

University Supervisor: _______________________________ Date: _________________

Cooperating Teachers: _______________________________ Date: _________________

Director of Field Experiences: __________________________ Date: _________________
Teacher Candidate Removal Form

Instructions:

The individual responsible for withdrawing the teacher candidate from student Teaching (Principal, Clinical Supervisor, Director of Teacher Education, etc.) needs to fill out the form completely and inform the Teacher Candidate of the decision to remove him/her from the program. Make sure the Teacher Candidate has been given a copy of the "Due Process Procedure." Then, mail the form to JSU with a copy of the Student Teaching Intervention Form attached.

Effective immediately, _______________, a Teacher Candidate affiliated with a Jackson State University, College of Education & Human Development initial licensing program, is being removed from his/her student teaching placement for the following reason(s):

Requires at least two signatures (or one signature from the building principal or district coordinator):

____________________________________________________________________________ Date ________________
Clinical Supervisor

____________________________________________________________________________ Date ________________
Cooperating Teacher

____________________________________________________________________________ Date ________________
Director, Professional and Field-Based Experiences

____________________________________________________________________________ Date ________________
School District

☐ The Teacher Candidate has been given the Due Process Procedure in writing.

☐ The Demonstration Teaching Intervention Form is attached.

Jackson State University

Center for Teacher Quality

1400 JR Lynch Street, JSU Box 17124,

Jackson, MS  39217
CENTER FOR TEACHER QUALITY
ATTENDANCE REPORT FOR TEACHER CANDIDATE

Please be sure to print and sign your name in the appropriate signature box.

Semester _____
Period Beginning _____________________ Period Ending _____________________

Teacher Candidate

Cooperating Teacher

University Supervisor

Social Security #

School & District ________________________________________________________

Grade/Subject __________________________________________________________

1st Day Reported: _____ / _____ / 20 _____

Please complete each box with the month & day you were present each week. If you were absent, please place an A in the appropriate box. In the event of an absence, you must submit appropriate documentation and explanation to the university supervisor at the end of each week.

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</tbody>
</table>
Teacher Candidate Absentee Form

Instructions:
This form must be completed and signed by the Teacher Candidate, the Cooperating Teacher (if applicable) and the University Supervisor. Please return to the Center for Teacher Quality, 1400 John R. Lynch Street, JSU Box 17124, Jackson, MS 39217.

Teacher Candidate: ___________________________ Date: __________________________

District: ____________________________________________ School: ________________

Teacher Candidate was absent from ___________ to ____________

Total school days missed (this absence): __________

Total accumulated days missed for the Teacher Candidate term: ________________

Reason for absence:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Signature of Teacher Candidate Date: ________________

Signature of Cooperating Teacher Date: ________________

Signature of University Supervisor Date: ________________
CONTRACT FOR STUDENT TEACHING FIELD PLACEMENT

This contract represents an agreement between the College of Education and Human Development/Center for Teacher Quality at Jackson State University, herein referred to as the University, and the Public School District, herein referred to as the District, concerning the twelve-week field assignment of our student teacher(s).

The District agrees to accept students from the University upon recommendation of the Director of Teacher Education or other authorized personnel. Upon acceptance, the District agrees to assign the student teacher(s) to cooperating schools and supervising teachers during their student teaching experience to the extent that qualified teachers meet the following requirements of the University.

Requirement 1: The teacher must be regularly employed in the cooperating district.

Requirement 2: The teacher must possess, at minimum, a bachelor’s degree.

Requirement 3: The teacher must hold a standard certificate.

Requirement 4: The teacher must have three years of successful teaching experience.

Requirement 5: The teacher must be certified in the area in which the student teacher is being trained.

Requirement 6: The teacher must voluntarily accept the responsibilities of a supervising teacher.

Requirement 7: The teacher must have participated in planned professional development for cooperating teachers or completed a course in the supervision of student teaching.

The University will have the option of recommending, for reasonable cause, that prescribed teachers are not assigned student teachers. This recommendation may be made where there is sufficient reason to believe that such assignment would result in poor professional experiences for student teachers, supervisors and cooperating teachers. Race, religion, disability, sex, age, or national origin will not be used for the determination of placement.

The University agrees to furnish the District with information on the student teacher(s) and his/her credentials, and respectfully request that the teacher candidate(s) be placed in the schools accordingly. The University also agrees to give the designated official of the District the name(s) of the University Supervisor(s) assigned to each teacher candidate.

The District agrees to promptly complete the assignment of all student teachers in order to facilitate their placement and inform the Center for Teacher Quality of the school and cooperating teacher(s) to which the teacher candidate(s) will be assigned.
With regards to field placement, the District agrees to:
   a. Two or more levels of experiences for K-12 student teachers and, when possible, continued placement at the same facility for a twelve-week period;
   b. Multi-cultural experiences;
   c. Clinical supervisory conferences between the student teacher(s), cooperating teacher(s), and university supervisor(s); and
   d. Input by the University on the placement process and reasonable instructional adjustments to accommodate NCATE accreditation.

With regards to supervision, JSU agrees that its University Supervisors will:
   a. Visit each teacher candidate at least four times unless prevented by emergencies;
   b. Inform the cooperating teacher and principal of any conflicts or problems involving the teacher candidate(s);
   c. Submit all evaluation forms to the Center for Teacher Quality within seven days after each visit; and
   d. Correspond with the cooperating teacher regarding the student teacher.

All parties involved agree to abide by the official practices as outlined in the Jackson State University Student Teaching Handbook. Should problems arise concerning placement or supervision of students, all parties will attempt to reach satisfactory agreements.

This contract will be in effect upon execution until terminated by written request, and acceptance by all parties involved.

<table>
<thead>
<tr>
<th>Designated District Agent</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Director</td>
<td>Date</td>
</tr>
<tr>
<td>College of Education Dean</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX B

Suggested Support Activities and Ideas for Teacher Candidate
SUGGESTED AREAS FOR STUDENT TEACHERS TO OBSERVE

Variables in the School Organization

A. School Norms
   1. How students enter and leave the school
   2. Dress codes for adults and students
   3. Teachers' rapport with colleagues
   4. Expectations for student behavior outside of classrooms
   5. Expectations for various guests and visitors

B. Rituals
   1. Opening exercises and assemblies
   2. Parties for teachers and pupils
   3. General faculty, grade level, departmental and staff development meetings
   4. Teacher planning
   5. Parent-teacher meetings and conferences

C. Formal Organization
   1. Administrative hierarchy
   2. Rules and policies, which govern pupils and adults
   3. Division of labor for entire staff
   4. Systems of communication for teachers, parents and pupils

D. Management
   1. Requirements for attendance and other types of reports
   2. Distribution and use of instructional fee monies
   3. Acquisition and distribution of classroom supplies
   4. Procedures for teacher absenteeism and utilization of substitutes

E. School Program
   1. Philosophy, goals, and grade level objectives
   2. Curriculum materials and processes
   3. Type, use of, and schedule for standardized tests
   4. Grading procedures
   5. Safety procedures
   6. Extra-curricular activities

Variables in the Classroom Organization

A. Schedule of Activities
   1. How the school day begins
      a. Teacher preparation
      b. Student entry and preparation for work
      c. Opening exercises
      d. Transition to learning activities
2. Schedule for regular and special instruction
3. Recess or rest periods

B. The Character of Instruction

1. Teaching Style
   a. Instructional grouping strategies
   b. Instructional techniques and modes of delivery

2. Types of instructional tools and materials for teacher and pupils
3. Lesson content
4. Frequency and types of pupil evaluations

C. Classroom Organization

1. Regular seating arrangements and special instructional areas
2. Storage of supplies and personal belongings

D. Classroom Management

1. Special signals for controlling pupil behavior
2. Discipline procedures
3. Materials distribution and utilization
4. Handling of completed work products
5. Procedures for leaving the classroom as individuals and in groups
6. Classroom maintenance

E. Classroom Norms

1. Acceptable student work standards, movement, talk, and off task behavior
2. Nature of teacher-student and student-student relationships
3. Procedures for getting individual assistance
4. Homework practices

F. Classroom Rituals

1. Homeroom periods
2. Show and tell, storytelling, and reading of stories
3. Birthdays, daily snacks
4. Sharpening pencils
### LESSON PLAN (Madeline Hunter Style)

Subject __________________________ Level ___________ Lesson Title __________________________ Date __________________________ Class __________________________

Period(s) __________________________ Teacher’s Name __________________________ Grade __________________________

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>PROCEDURES AND METHODS OF INSTRUCTION</th>
<th>CLOSURE/EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learner will:</td>
<td>Anticipatory Set and Instructional Input:</td>
<td>Summary</td>
</tr>
<tr>
<td></td>
<td>Audio-Visual</td>
<td>Chalk talk</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>Illustration</td>
<td>Question-Answer</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Review</td>
</tr>
<tr>
<td>Modeling:</td>
<td>Chalkboard Illustration</td>
<td>____</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
<td>____</td>
</tr>
<tr>
<td></td>
<td>Visuals</td>
<td>____</td>
</tr>
<tr>
<td>Checking for Understanding:</td>
<td>Oral signals</td>
<td>____</td>
</tr>
<tr>
<td></td>
<td>Silent signals</td>
<td>____</td>
</tr>
<tr>
<td></td>
<td>Written signals</td>
<td>____</td>
</tr>
</tbody>
</table>

Note: Explanations are given to emphasize the type of information to write in each section of the plan.

### RESOURCES AND MATERIALS

Textbook, pp. __________
Workbook, pp. __________
Duplicated work __________
Films, filmstrips __________
Cassette tape __________
Records __________

Other: __________

### STUDENT TASKS

Practice: G - Guided I - Independent

<table>
<thead>
<tr>
<th>G</th>
<th>I</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>

- Individual practice
- Problem solving
- Reading
- Laboratory
- Personal inquiry
- Small group discussion
- Library research

- Class discussion
- Field trip
- Dramatization
- Role playing
- Debate
- Art
- Individual reports
# Lesson Plan (Madeline Hunter Style)

**Subject** ___________________________  **Level** _______  **Lesson Title** ___________________________  **Date** _______  **Class**

**Period(s)** ___________________________  **Teacher's Name** ___________________________  **Grade** ___________________________

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>PROCEDURES AND METHODS OF INSTRUCTION</th>
<th>CLOSURE/EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learner will:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Complete each section as you wish, but in a professionally sound manner.

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>STUDENT TASKS</th>
<th>HOMEWORK ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other: (Specify)</td>
</tr>
</tbody>
</table>
PLANNING CHECKLIST

1. STUDY CURRICULUM GUIDES.  YES  NO  GOOD IDEA!

Do I understand the objectives for the lesson or unit?

Am I familiar with the recommended materials?

Do I have any of the recommended materials on hand?

Can I locate recommended materials in the school?

Are the suggested activities relevant for my class?

Have I considered time and financial constraints in choosing teaching activities?

Will I need help to locate materials or to discuss objectives and activities?

2. ASSESS STUDENT KNOWLEDGE, SKILLS, PERFORMANCE, AND BEHAVIOR

Have I given a written or oral pretest to determine what each of my students knows about the lesson content?

Have I talked with students to learn the extent of their interest in the lesson content?

Will I need to study test data to discover the skills my students need to succeed in the lesson or unit?

Have I explained to the students the learning sequence in terms of what we have just finished studying?

Have I noted specific behavior problems and the instructional settings in which they occur?

3. SELECT APPROPRIATE INDIVIDUAL AND GROUP OBJECTIVES.

Have I adjusted the lesson or unit objectives to meet individual interest and ability levels of my students?

Have I talked with my students to provide them with opportunities to identify their personal objectives for the lesson or unit?

Will I need to add any of my personal objectives for the lesson or unit?
He I developed a tentative schedule for meeting individual and group objectives?

4. STUDY CONTENT OF THE LESSON OR UNIT.

Have I read the student text materials and the teacher's guide(s)?

Have I located and examined teacher reference materials?

Have I reviewed my personal notes and other resource materials?

Have I exchanged ideas with fellow teachers and other instructional personnel?

Have I borrowed necessary materials from other teachers?

Can I consult with community experts in this areas of study?

5. CHOOSE TEACHING STRATEGIES.

Have I decided what part of the lesson content might best be presented in ways other than the lecture approach?

Have I chosen topics for individual and small group discussion research, and independent study?

Are additional individual and group activities needed in order for me to help students meet the objectives?

Should I use workbook assignments to reinforce student learning?

Have I made audiotapes for students to use as they read the unit/lesson materials?

Is it necessary for me to prepare written assignments for individuals or groups?

Have I paced activities to maintain interest and attention?

Have I prepared a variety of reading, writing, listening, and speaking activities for the unit/lesson?

Have I prepared thinking questions and activities, and speaking activities for the unit/lesson?

Have I scheduled meetings with students to plan and review the week's work?
Have I planned specific strategies that will help me teach the student who oftentimes misbehaves? ___  ___  ___  ___

Will I need to practice my presentation? ___  ___  ___  ___

Can I arrange to observe other teachers' presentations of similar lessons or units? ___  ___  ___  ___

6. IDENTIFY AND LOCATE RESOURCES NEEDED.

Have I selected and gathered appropriate student texts; library books and materials audiovisual materials, equipment, and learning kits? ___  ___  ___  ___

Do my plans include discussing, with student committees, the use and format of instructional displays (e.g., bulletin boards)? ___  ___  ___  ___

Have I scheduled and made other arrangements for appropriate field trips? ___  ___  ___  ___

Have I gathered enough materials on varying reading and interest levels to meet student needs and lesson objectives? ___  ___  ___  ___

7. PROVIDE FOR SYSTEMATIC EVALUATION.

Have I developed a method of keeping individual progress records (e.g., folders, grids, charts, conference notes)? ___  ___  ___  ___

Do my plans include scheduling individual and group conferences? ___  ___  ___  ___

Have I designed a form for students to use to evaluate the lesson? ___  ___  ___  ___

Have I arranged to measure group interaction in my classroom (e.g., interaction charting, audio taping or videotaping, observation)? ___  ___  ___  ___

8. WRITE DAILY TEACHING PLANS.

Have I divided the lesson or unit activities into daily tasks? ___  ___  ___  ___

Will my plan book reveal a systematic approach to teaching the lesson? ___  ___  ___  ___

Will I write notes in my plan book to indicate lesson progress, needs, concerns, and revisions? ___  ___  ___  ___

Will my plans be clear to anyone who might read them (substitute)? ___  ___  ___  ___

Do my plans provide alternative activities if unit/lesson activities do not work out? ___  ___  ___  ___

Have I listed possible follow-up activities? ___  ___  ___  ___
APPENDIX C

EXIT SURVEY


JSU COEHD Candidate Exit Survey

In conformity with the College of Education Conceptual Framework, the college’s aim is provide learning opportunities consistent with the development of the “Responsive Educator,” a completer whose work is marked by the appearance of four outcome “responses”- A Committed Response, A Knowledgeable Response, A Skillful Response, and A Professional Response to the educational challenges of our times. This survey addresses the various domains of professional competency associated with the knowledge, skills, and dispositions that the COE seeks to inculcate in order to fulfill accreditation mandates and to assess and improve the college’s performance.

<table>
<thead>
<tr>
<th>Candidate Exit Survey Information</th>
<th>Date __________</th>
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</thead>
<tbody>
<tr>
<td>Name __________________________</td>
<td>J Number __________</td>
</tr>
<tr>
<td>Gender: Male ❑ Female ❑</td>
<td></td>
</tr>
</tbody>
</table>

Race/Ethnicity (Check all that apply to you):

American Indian ❑ Asian ❑ Black/African American ❑
Black, Caribbean or West Indian ❑ Latino, Hispanic, Puerto Rican ❑
Native Hawaiian/Hawaiian, Other Pacific Islander ❑ White ❑

<table>
<thead>
<tr>
<th>Program in which you are enrolled</th>
<th>Degree sought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job or Position currently held (if applicable)</td>
<td>Job/Position sought</td>
</tr>
<tr>
<td>License/Certification currently held</td>
<td>License/Certification sought</td>
</tr>
<tr>
<td>Primary Faculty Adviser</td>
<td>Major Professor (if applicable)</td>
</tr>
<tr>
<td><strong>Outcome 1: Committed Response</strong></td>
<td>(1) Strongly Disagree</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1. Value habits of mind that include continual professional reflection, critical thinking about my practice, and self-evaluation (metacognition) relative to my performance as an educator</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate a concern and caring for students that values human diversity, shows respect for students' varied talents and perspectives, and commits to the pursuit of &quot;individually configured excellence.&quot;</td>
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<tr>
<td>3. To be dedicated to continually evaluate and utilize professional collaboration, family and community dynamics, and personal leadership to provide appropriate educational experiences suitable to the full range of students</td>
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<tr>
<td>4. To always seek to elicit a love of learning in students by seeking to find the connections of academic content to everyday life, and thus make it &quot;come alive&quot; by supporting learning opportunities that are related to the lives of diverse learners</td>
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<tr>
<td>5. To be enthusiastic about my work and to demonstrate the high expectation that all students can learn at high levels and be fully prepared to participate in a democratically diverse society</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Outcome 2: Knowledgeable Response</strong></th>
<th>(1) Strongly Disagree</th>
<th>(2) Moderately Disagree</th>
<th>(3) Agree</th>
<th>(4) Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Reflect on and evaluate theories of teaching and learning, and to seek to know myself (metacognition) and my professional practice in the context of emerging research, professional standards, and the assessment feedback that comes from students</td>
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<tr>
<td>7. Demonstrate subject content knowledge adequate for creating effective learning experiences that make the subject matter meaningful for diverse students</td>
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<tr>
<td>8. Demonstrate knowledge of how students learn and of how to utilize this knowledge to enhance learning through the use of a wide variety of materials as well as human and technological resources in adaptive planning for instruction that meets curriculum goals</td>
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<tr>
<td>9. Demonstrate knowledge of the principles of effective classroom management, combined with knowledge about human motivation and</td>
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</tbody>
</table>
behavior to develop and/or support strategies to promote positive relationships, cooperation, and purposeful learning in the classroom

| 10. Demonstrate knowledge of the broadly accepted ethics, principles and practices of education, related legal policies, local education legislation pertaining to general and exceptional students, and the curriculum frameworks applicable to students |

Instructions: Select and mark the column showing the answer that best represents your response to each of the statements below.

### Outcome 3: Skillful Response

| 11. Create/support a participatory learning environment that leads to self-motivation for learners and helps to make the central concepts of class subject matter meaningful for all students by using multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings |
| 12. Foster culturally sensitive communication in the learning environment, approach subject matter from multiple perspectives, and draw explicit connections between subject matter and community matters, and make/support assignments that are related to students' experiences and cultures |
| 13. Integrate technology in instructional practices and apply appropriate curriculum and varied instructional strategies to meet the diverse needs and backgrounds of students by making use of a variety of media communication tools, including audio-visual aids and computers |
| 14. Employ an understanding of assessment related issues to select, construct, and use appropriate assessment strategies and instruments related to learning outcomes being evaluated and for other diagnostic purposes to succeed in an accountability environment and serve the needs of all learners |
| 15. Use/support classroom management techniques/procedures that provide appropriate accommodations for individual students, and meet the needs of individual students who have disabilities |

### Outcome 4: Professional Response

| 16. Continually monitor myself, recognize my professional responsibilities, reflect on my work with colleagues, parents, and other professionals, and to collaboratively promote working |

Instructions: Select and mark the column showing the answer that best represents your response to each of the statements below.
17. Continually use research to inform my teaching, reflect upon my teaching experience, identify areas for further professional development and act on feedback for professional growth

18. Enact and promote an integrated understanding of the uses of technology, the role of assessment practices, the function of collaboration, the importance of diversity and cross-cultural understandings for the effective implementation of learning environments conducive to the success of all students

19. Know and act on legal and ethical issues, practices and principles related to my role as an educational leader, and to seek to model practices that I commend to students

20. Be sensitive to community and cultural norms, appreciates multiple perspectives, and use information relative to community and cultural norms, to students' families, cultures, and communities as a basis for connecting instruction to students' experiences and thereby fostering student learning

Please share your thoughts on the issues noted below

<table>
<thead>
<tr>
<th>Advisement and Professional Feedback</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advice from your academic advisor</td>
<td></td>
<td></td>
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<tr>
<td>The advice from your Arts and Sciences advisor</td>
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<tr>
<td>The feedback from clinical faculty (university) supervisor</td>
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<tr>
<td>The feedback from your cooperating teacher or school-based mentor</td>
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<tr>
<td>The professional advisement on licensure and certification</td>
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</tbody>
</table>

Please rate the overall effectiveness of the following:

<table>
<thead>
<tr>
<th>University Coursework</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>fair</td>
<td>good</td>
<td>Excellent</td>
<td></td>
</tr>
</tbody>
</table>

Please rate the overall quality of the following:
<table>
<thead>
<tr>
<th></th>
<th>Courses taken in the College of Education</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>26.</td>
<td>Faculty knew very little about the realities of contemporary schools</td>
<td></td>
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<tr>
<td>27.</td>
<td>Faculty was involved in the school(s) and with youth</td>
<td></td>
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<tr>
<td>28.</td>
<td>Faculty structured courses around real problems of teaching practice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>29.</td>
<td>Faculty provided excellent modeling of teaching strategies</td>
<td></td>
<td></td>
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<tr>
<td>30.</td>
<td>Faculty provided excellent modeling of assessment practices</td>
<td></td>
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<tr>
<td>31.</td>
<td>Faculty made exemplary use of technology</td>
<td></td>
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<tr>
<td>32.</td>
<td>Faculty demonstrated excellent knowledge and experience in diversity</td>
<td></td>
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<tr>
<td>33.</td>
<td>Faculty was knowledgeable and scholarly</td>
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<tr>
<td>34.</td>
<td>Faculty helped develop reflection, critical thinking, problem-solving, and professional dispositions</td>
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<tr>
<td>35.</td>
<td>Faculty helped achieve the candidate outcome responses of the conceptual framework (commitment, knowledge, skills, &amp; professionalism)</td>
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</table>

**College of Education Faculty**

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<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
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<tbody>
<tr>
<td>Indicate your agreement/disagreement with the following:</td>
<td>Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Agree Strongly</td>
</tr>
</tbody>
</table>

- 26. Courses taken in the College of Education
- 27. Courses taken outside the College of Education (e.g. Arts & Sciences)
- 28. Faculty knew very little about the realities of contemporary schools
- 29. Faculty was involved in the school(s) and with youth
- 30. Faculty structured courses around real problems of teaching practice
- 31. Faculty provided excellent modeling of teaching strategies
- 32. Faculty provided excellent modeling of assessment practices
- 33. Faculty made exemplary use of technology
- 34. Faculty demonstrated excellent knowledge and experience in diversity
- 35. Faculty was knowledgeable and scholarly
- 36. Faculty helped develop reflection, critical thinking, problem-solving, and professional dispositions
- 37. Faculty helped achieve the candidate outcome responses of the conceptual framework (commitment, knowledge, skills, & professionalism)

**Disagree**
**Strongly Disagree**
**Agree**
**Strongly Agree**
### Resources

**Please rate the overall quality of the following:**

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
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</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>38. Technology Resources</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>39. Library/Media Resources</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>
APPENDIX D

TEACHING PROFICIENCIES: INTASC STANDARDS AND THE COE CONCEPTUAL FRAMEWORK

JSU COE CANDIDATE RESPONSE CHART

DIVERSITY PROFICIENCIES IN THE JSU COEHD CONCEPTUAL FRAMEWORK
<table>
<thead>
<tr>
<th>COEHD Conceptual Framework: Outcomes in Competency Domains</th>
<th>Teaching Domain 1: Planning and Preparation</th>
<th>INTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3: Pedagogical S2: Developmental</td>
<td>1.1 Candidate demonstrates knowledge of pedagogy with flexible, culturally-sensitive instructional planning that incorporates technology and varied suitable methods, activities, materials and resources that are appropriate for curriculum goals, and adaptable to diverse learners at multiple developmental levels, performance modes, and learning styles.</td>
<td>1, 2, 3, 6, 7</td>
</tr>
<tr>
<td>K2: Developmental K5: Contextual S2: Developmental</td>
<td>1.2 Candidate demonstrates knowledge of learners, their social, cognitive, and emotional development, along with their interests, age group, cultural backgrounds, community identifications, and personal motivations in a responsive instructional approach that embraces diversity and respects individual differences by utilizing the prior knowledge and experience of students to create a learning community that is supportive of student motivation toward meaningful engagement with new information and concepts.</td>
<td>2, 3, 5, 7</td>
</tr>
<tr>
<td>K3: Pedagogical S3: Pedagogical</td>
<td>1.3 Candidate demonstrates knowledge of content through instructional designs that evidence integration into a broad cognitive mapping, inclusive of other disciplines, and that is appropriately positioned within the curricular vision embraced by the student learning environment.</td>
<td>1, 7</td>
</tr>
<tr>
<td>K3: Pedagogical K5: Contextual D2: Developmental</td>
<td>1.4 Candidate demonstrates knowledge of instructional goal-setting that is appropriate to the discipline's method of inquiry, the school curriculum, and the lesson sequence; and employs varied formal and informal assessment strategies, appropriate to desired learning outcomes that communicate student progress and encourage student achievement.</td>
<td>1, 7, 8</td>
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<thead>
<tr>
<th>COEHD Conceptual Framework: Outcomes in Competency Domains</th>
<th>Teaching Domain 2: Adaptive Instruction</th>
<th>INTASC Standards</th>
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</thead>
<tbody>
<tr>
<td>K3: Pedagogical K5: Contextual D2: Developmental D5: Contextual</td>
<td>2.1 Candidate consistently and clearly conveys learning goals and instructional procedures to students and uses varied (including gender and culture-sensitive), clear, accurate, and effective communication strategies, involving the connection of the subject matter to students’ prior experience and knowledge, to make lesson content coherent, relevant, and comprehensible.</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>K1: Reflective/Metacognitive K3: Pedagogical D1: Reflective /Metacognitive D2: Developmental</td>
<td>2.2 Candidate consistently monitors learning, readily adjusts learning activities, and uses higher-order questioning in the effort to identify misconceptions, reduce confusion, provide timely feedback, and engage students in original, creative and evaluative thinking.</td>
<td>2, 3, 4, 5, 8, 9</td>
</tr>
<tr>
<td>K3: Pedagogical P5: Contextual</td>
<td>2.3 Candidate effectively integrates technology into instructional processes and maximizes the effectiveness of instructional time with the use of meaningful activities, an appropriate structure and pacing of lessons, and timeliness in group and transition management.</td>
<td>2, 5, 6, 7</td>
</tr>
<tr>
<td>K3: Pedagogical S3: Pedagogical</td>
<td>2.4 Candidate successfully impacts student learning by clearly communicating performance standards and assessment criteria, and in effectively utilizing the feedback provided by a variety of formal and</td>
<td>2, 3, 5, 8, 9</td>
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informal performance assessments that are aligned with learning outcomes conveyed at the inception of lesson sequences.

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<th>COEHD Conceptual Framework: Outcomes in Competency Domains</th>
<th>Teaching Domain 3: Learning Environment Management</th>
<th>INTASC Standards</th>
</tr>
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<tbody>
<tr>
<td>K3: Pedagogical K4: Professional S2: Developmental D2: Developmental</td>
<td>3.1 Candidate communicates challenging learning expectations and creates a positive environment of fairness and support that features an effective range of strategies designed to enhance student cooperation, motivation, and learning.</td>
<td>2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>K3: Pedagogical S1: Reflective/Metacognitive D3: Pedagogical</td>
<td>3.2 Candidate establishes and maintains consistent standards of student behavior, monitors student participation and interpersonal interactions, makes adjustments within the classroom environment to enhance social relationships, and effectively applies other normative classroom management techniques.</td>
<td>5</td>
</tr>
<tr>
<td>K3: Pedagogical</td>
<td>3.3 Candidate organizes, manages, and monitors physical space usage in order to maximize learning and safety</td>
<td>5</td>
</tr>
<tr>
<td>K3: Pedagogical K4: Professional D3: Pedagogical P5: Contextual</td>
<td>3.4 Candidate sets a personal example of gender, cultural and diversity sensitivity that is combined with overall respect, warmth, caring, impartiality, and sincerity that is, in turn, conducive to the establishment and maintenance of a learning environment characterized by student engagement, rapport, cooperation, and learning achievement.</td>
<td>2, 3, 5, 9</td>
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<tr>
<th>COEHD Conceptual Framework: Outcomes in Competency Domains</th>
<th>Teaching Domain 4: Responsive Professionalism</th>
<th>INTASC Standards</th>
</tr>
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<tbody>
<tr>
<td>K1: Reflective/Metacognitive K4: Professional S1: Reflective/Metacognitive D2: Developmental D4: Professional</td>
<td>4.1 Candidate evidences a flexible mindset and practices reflective self-awareness relative to personal conduct and professional praxis; and utilizes a metacognitive, self-monitoring, and self-regulating approach that is continually open to the modification of instructional practices in the effort to ensure that all students learn</td>
<td>2, 3, 5, 7, 9</td>
</tr>
<tr>
<td>K5: Contextual D2: Developmental D4: Professional D5: Contextual</td>
<td>4.2 Candidate demonstrates a sense of responsibility for student learning that leads to the formation and enhancement of constructive relationships with students, parents/guardians, families, and the community in the quest for accelerated student achievement.</td>
<td>2, 3, 5, 9, 10</td>
</tr>
<tr>
<td>K5: Contextual S5: Contextual D4: Professional D5: Contextual P2: Developmental P5: Contextual</td>
<td>4.3 Candidate evidences the desire to grow professionally by pursuing opportunities for research, collaboration with stakeholders within and outside the school, enhancing professional growth, and makes positive contributions to the profession by accepting leadership roles in promoting a positive culture for learning and general school improvement.</td>
<td>9, 10</td>
</tr>
<tr>
<td>P4: Professional</td>
<td>4.4 Candidate displays a professional demeanor, behaves in a professional manner, and adheres to school policies regarding records, privacy, student discipline, timeliness, professional dress, and personal/professional ethical conduct.</td>
<td>9</td>
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<tr>
<td>JSU COE Candidate Response Chart</td>
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<tr>
<td><strong>Commitment</strong></td>
<td><strong>Knowledge</strong></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td><strong>JSU Core Values</strong></td>
<td>Perpetuating a positive tradition Nurturing learners</td>
<td>Pursuing and fostering learning</td>
</tr>
<tr>
<td><strong>COE Goals</strong></td>
<td>Demonstrate leadership Advocate wellness</td>
<td>Foster learning Develop Instruction</td>
</tr>
<tr>
<td><strong>Emphases</strong></td>
<td>Educational context enhancement</td>
<td>Knowledge of subject content and pedagogical knowledge Knowledge of learners</td>
</tr>
<tr>
<td><strong>Proficiencies</strong></td>
<td>D1 Reflective/Metacognitive D2 Developmental D3 Professional D5 Contextual</td>
<td>K1 Knowledge of self and as practitioner (metacognition/reflection) K2 Knowledge of learners K3 Knowledge of subject matter and associated teaching strategies K5 Knowledge of learning implementation context</td>
</tr>
<tr>
<td><strong>INTASC Principles</strong></td>
<td>#10 School and community involvement</td>
<td>#1 Content pedagogy #2 Student development #3 Diverse learners #4 Multiple instructional strategies #8 Assessment</td>
</tr>
<tr>
<td><strong>NCATE</strong></td>
<td>1.6 Dispositions for all candidates</td>
<td>1.1 &amp; 1.2 Content knowledge 1.3 Pedagogical content knowledge 1.4 Professional and pedagogical knowledge and skills 1.5 Professional Knowledge and skills</td>
</tr>
</tbody>
</table>
Diversity Proficiencies in the JSU COEHD Conceptual Framework

The JSU COEHD diversity proficiencies are established in accordance with its “Responsive Educator” Conceptual Framework and the expectations of NCATE unit standards.

NCATE Unit Expectations
As based upon the Conceptual Framework, the unit designs, implements, and evaluates curriculum and provides field/clinical experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. (Equity Pedagogy)

Candidate proficiencies at both the initial and advanced1 levels, as related to diversity, are assessed and the data are used to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.

NCATE Candidate expectations
As relates to knowledge
Candidates
• Understand the importance of diversity in teaching and learning
• Understand diversity and equity in the teaching and learning process
• Learn about exceptionalities and inclusion, English language learners and language acquisition, ethnic/racial cultural and linguistic differences, and gender differences and their impact on learning
• Understand the potential impact of discrimination based on race, class, gender, disability, sexual orientation and language on students and their learning.

As relates to skills
Other school personnel support these, but teacher candidates are directly expected to
• Develop skills for incorporating diversity into their teaching
• Establish a classroom and school climate that values diversity
• Incorporate multiple perspectives into (contextualize) their teaching and service by
  o Connecting lessons, instruction, or services to students’ experiences and cultures
  o Developing lessons or services for students with different learning styles
  o Challenging students toward cognitive complexity and engaging all students, including English language learners and students with exceptionalities, through instructional conversation

1 Note: Teachers in advanced programs are expected to complete field experiences in educational settings with diverse populations.
Accommodating linguistically and culturally diverse students and students with exceptionalities

- Communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences

As relates to dispositions
Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn.

Diversity Proficiency Expectation Summary
Based on the Conceptual Framework, the unit plans learning opportunities and assesses candidate diversity-related proficiencies related to the implementation of equity pedagogy based on acquired knowledge, skills, and professional dispositions that are conducive to helping students from diverse populations learn.

Candidates are expected
- To understand the nature, importance, and instructional/professional implications of diversity and equity in the teaching and learning process
- To learn about exceptionalities and inclusion and understand the potential impact of discrimination based on identified sources
- To develop skills for incorporating diversity into their teaching, support a classroom and school climate that values diversity, linguistically accommodate, and communicate effectively with diverse populations
- To demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn

Diversity Proficiencies in the JSU COEHD Conceptual Framework
The Conceptual Framework proficiency chart ("Knowledge, Skills, and Dispositions Proficiencies and Key Indicators for The Responsive Educator"), delineates candidate proficiencies and key indicators with reference to knowledge, skills, and dispositions. Among them, 12 of the 15 proficiencies (K2-5, S2-5, and D2-5), along with their key indicators in 4 of the 5 domains of professional competency, are directly related to and supportive of the goal of ensuring that all students learn. The JSU COEHD has identified six (6) diversity proficiencies that represent the essential content of the 12 aforementioned proficiencies (KSD 2-5) and their indicators as they are presented in the Domains of Professional Competency.

Diversity Proficiencies
1. Candidate understands the importance of diversity, and demonstrates deep content and pedagogical knowledge, that is combined with an understanding of human development and exceptionalities to foster an equity pedagogy marked by professional commitment and cross-cultural understanding.

2. Candidate understands how factors in the students' environment outside of school may
influence students' life and learning and is committed to use this information as a basis for connecting instruction to students' experiences, approaching subject matter from multiple perspectives, and making (or supporting) assignments that can be related to all students' experiences and cultures.

3. Candidate understands the cultural dimensions of communication, knows how to respond appropriately, and is committed to foster culturally sensitive communication by and among all students.

4. Candidate demonstrates the ability to effectively enhance the actualization of learning goals for all students and shows commitment to a culturally responsive pedagogical approach that bridges home and school, and embraces diversity as it appears in ethnic, economic, and linguistic manifestations, along with the learning challenges associated with exceptionalities.

5. Candidate demonstrates the ability to utilize knowledge of learning and human development to create and support a diversity-friendly environment in the classroom, school, and professional settings, along with learning opportunities for students that are cognitively engaging and developmentally appropriate for all learners, including the exceptional learners.

6. Candidate demonstrates the ability to apply a deep understanding of the social purposes of education and is committed to and reflects a sustained life-long commitment to prepare all students for ethical and equitable participation in a highly diverse democracy.

FINAL THOUGHTS

Student teaching is considered the most significant field and clinical experience in teacher preparation. It represents the bridge between professional preparation and professional practice. A successful experience in teacher internship is essential to the development of highly qualified teachers. To make this experience an invaluable one—the university supervisor, the cooperating teacher, and the teacher candidate must work together as a team in charting the course for the greatest possible professional growth.