



Measure 2 (TIAI Results) 2018-2019

The purpose of the statewide Teacher Intern Assessment Instrument (TIAI) is to provide a comprehensive assessment of the teaching practices of teacher interns. The TIAI indicators are aligned to InTASC Standards, CAEP Standards, and the Mississippi Educator Performance Growth System/Teacher Growth Rubric (TGR).

The TIAI consists of 25 indicators with individualized rubrics for each indicator. The 25 TIAI indicators are incorporated into five domains: Domain I - Planning and Preparation; Domain II - Assessment; Domain III - Instruction; Domain IV - Learning Environment; and Domain V- Professional Responsibilities. The revised statewide TIAI was implemented in fall 2018. The EPP changed from a Likert Scale reflecting 1 to 4 to a Likert Scale reflecting 0 to 3 on the TIAI in Spring 2019. Data results from each program area are as follows:

**Results in parentheses have been converted to a scale reflecting 0 to 3.*

ELEMENTARY EDUCATION		SP 19 Scale 0-3	F 18 Scale 1 - 4
		N=6	N=15
DOMAIN I: PLANNING AND PREPARATION		2.33	3.06 (2.06)
1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	INTASC 7 TGR 1	2.32	3.25 (2.25)
2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	INTASC 2 TGR 2	2.2	3.08 (2.08)
3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	INTASC 7 TGR 4	2.38	2.96 (1.96)
4. The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	INTASC 8 TGR 2	---	3.0 (2.0)
5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	INTASC 6 TGR 3	2.42	3.04 (2.04)
6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	INTASC 7 TGR 6	2.35	3.04 (2.04)
DOMAIN II: ASSESSMENT		2.10	2.85 (1.85)
7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	INTASC 6 TGR 3	2.05	2.83 (1.83)
8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	INTASC 6 TGR 3	2.13	2.88 (1.88)
DOMAIN III: INSTRUCTION		2.3	3.06 (2.06)
9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction.	INTASC 5 TGR 4	2.5	3.21 (2.21)
10. The teacher candidate provides explicit written and oral directions for instructional activities.	INTASC 5 TGR 4	2.28	3.13 (2.13)
11. The teacher candidate communicates positive expectations for learning for all students.	INTASC 2 TGR 2	2.79	3.29 (2.29)

12. The teacher candidate conveys enthusiasm for teaching and learning for all students.	INTASC 3 TGR 7	2.71	3.25 (2.25)
13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	INTASC 3 TGR 5	2.22	3.04 (2.04)
14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	INTASC 4 TGR 4	2.46	3.04 (2.04)
15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	INTASC 8 TGR 4	2.5	3.08 (2.08)
16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	INTASC 1 TGR 2	2	2.88 (1.88)
17. The teacher candidate engages all students in critical thinking through higher-order questioning.*	INTASC 5 TGR 4	2.29	3.08 (2.08)
18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.	INTASC 8 TGR 4	1.91	2.83 (1.83)
19. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.*	INTASC 10 TGR 9	1.76	2.92 (1.92)
DOMAIN IV: LEARNING ENVIRONMENT		2.34	3.12 (2.12)
20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	INTASC 3 TGR 5	2.25	3.17 (2.17)
21. The teacher candidate attends to and delegates routine tasks.	INTASC 3 TGR 6	2.48	3.08 (2.08)
22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	INTASC 3 TGR 5	2.21	3.04 (2.04)
23. The teacher candidate creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	INTASC 3 TGR 7	2.42	3.22 (2.22)
24. The teacher candidate maximizes instructional time.	INTASC 7 TGR 6	2.42	3.08 (2.08)
DOMAIN V: PROFESSIONAL RESPONSIBILITIES		2.16	3.0 (2.0)
25. The teacher candidate collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	INTASC 10 TGR 9	2.16	3.0 (2.0)

**Results in parentheses have been converted to a scale reflecting 0 to 3.*

PHYSICAL EDUCATION		SP 19 Scale 0-3	F 18 Scale 1 - 4
		N=0	N= 1
DOMAIN I: PLANNING AND PREPARATION			3 (2)
1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	INTASC 7 TGR 1		3 (2)
2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	INTASC 2 TGR 2		3 (2)
3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	INTASC 7 TGR 4		3 (2)
4. The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	INTASC 8 TGR 2		3 (2)
5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	INTASC 6 TGR 3		3 (2)
6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	INTASC 7 TGR 6		3 (2)
DOMAIN II: ASSESSMENT			3 (2)
7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	INTASC 6 TGR 3		3 (2)
8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	INTASC 6 TGR 3		3 (2)
DOMAIN III: INSTRUCTION			2.95 (1.95)
9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction.	INTASC 5 TGR 4		3 (2)
10. The teacher candidate provides explicit written and oral directions for instructional activities.	INTASC 5 TGR 4		3 (2)
11. The teacher candidate communicates positive expectations for learning for all students.	INTASC 2 TGR 2		3 (2)

12. The teacher candidate conveys enthusiasm for teaching and learning for all students.	INTASC 3 TGR 7		3 (2)
13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	INTASC 3 TGR 5		3 (2)
14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	INTASC 4 TGR 4		3 (2)
15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	INTASC 8 TGR 4		3 (2)
16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	INTASC 1 TGR 2		3 (2)
17. The teacher candidate engages all students in critical thinking through higher-order questioning.*	INTASC 5 TGR 4		3 (2)
18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.	INTASC 8 TGR 4		3 (2)
19. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.*	INTASC 10 TGR 9		2.5 (1.5)
DOMAIN IV: LEARNING ENVIRONMENT			3 (2)
20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	INTASC 3 TGR 5		3 (2)
21. The teacher candidate attends to and delegates routine tasks.	INTASC 3 TGR 6		3 (2)
22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	INTASC 3 TGR 5		3 (2)
23. The teacher candidate creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	INTASC 3 TGR 7		3 (2)
24. The teacher candidate maximizes instructional time.	INTASC 7 TGR 6		3 (2)
DOMAIN V: PROFESSIONAL RESPONSIBILITIES			3 (2)
25. The teacher candidate collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	INTASC 10 TGR 9		3 (2)

**Results in parentheses have been converted to a scale reflecting 0 to 3.*

SPECIAL EDUCATION		SP 19 Scale 0-3	F 18 Scale 1 - 4
		N=0	N=1
DOMAIN I: PLANNING AND PREPARATION			3.16 (2.16)
1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	INTASC 7 TGR 1		3 (2)
2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	INTASC 2 TGR 2		3 (2)
3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	INTASC 7 TGR 4		3 (2)
4. The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	INTASC 8 TGR 2		3 (2)
5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	INTASC 6 TGR 3		3.5 (2.5)
6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	INTASC 7 TGR 6		3.5 (2.5)
DOMAIN II: ASSESSMENT			3 (2)
7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	INTASC 6 TGR 3		3 (2)
8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	INTASC 6 TGR 3		3 (2)
DOMAIN III: INSTRUCTION			3.18 (2.18)
9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction.	INTASC 5 TGR 4		3 (2)
10. The teacher candidate provides explicit written and oral directions for instructional activities.	INTASC 5 TGR 4		3 (2)
11. The teacher candidate communicates positive expectations for learning for all students.	INTASC 2 TGR 2		3.5 (2.5)

12. The teacher candidate conveys enthusiasm for teaching and learning for all students.	INTASC 3 TGR 7		3.5 (2.5)
13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	INTASC 3 TGR 5		3.5 (2.5)
14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	INTASC 4 TGR 4		3.5 (2.5)
15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	INTASC 8 TGR 4		3.5 (2.5)
16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	INTASC 1 TGR 2		3 (2)
17. The teacher candidate engages all students in critical thinking through higher-order questioning.*	INTASC 5 TGR 4		3 (2)
18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.	INTASC 8 TGR 4		3 (2)
19. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.*	INTASC 10 TGR 9		2.5 (1.5)
DOMAIN IV: LEARNING ENVIRONMENT			3.5 (2.5)
20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	INTASC 3 TGR 5		3.5 (2.5)
21. The teacher candidate attends to and delegates routine tasks.	INTASC 3 TGR 6		3 (2)
22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	INTASC 3 TGR 5		3.5 (2.5)
23. The teacher candidate creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	INTASC 3 TGR 7		3.5 (2.5)
24. The teacher candidate maximizes instructional time.	INTASC 7 TGR 6		4 (3)
DOMAIN V: PROFESSIONAL RESPONSIBILITIES			3.5 (2.5)
25. The teacher candidate collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	INTASC 10 TGR 9		3.5 (2.5)

**Results in parentheses have been converted to a scale reflecting 0 to 3.*

SOCIAL SCIENCE EDUCATION		SP 19 Scale 0-3	F 18 Scale 1 - 4
		N=1	N=0
DOMAIN I: PLANNING AND PREPARATION		2.6	
1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks.	INTASC 7 TGR 1	2	
2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.*	INTASC 2 TGR 2	2	
3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	INTASC 7 TGR 4	3	
4. The teacher candidate plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.*	INTASC 8 TGR 2	---	
5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.*	INTASC 6 TGR 3	3	
6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.*	INTASC 7 TGR 6	3	
DOMAIN II: ASSESSMENT		2	
7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	INTASC 6 TGR 3	2	
8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	INTASC 6 TGR 3	2	
DOMAIN III: INSTRUCTION		2.64	
9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction.	INTASC 5 TGR 4	3	
10. The teacher candidate provides explicit written and oral directions for instructional activities.	INTASC 5 TGR 4	3	
11. The teacher candidate communicates positive expectations for learning for all students.	INTASC 2 TGR 2	3	

12. The teacher candidate conveys enthusiasm for teaching and learning for all students.	INTASC 3 TGR 7	3	
13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	INTASC 3 TGR 5	3	
14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	INTASC 4 TGR 4	3	
15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	INTASC 8 TGR 4	3	
16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*	INTASC 1 TGR 2	2	
17. The teacher candidate engages all students in critical thinking through higher-order questioning.*	INTASC 5 TGR 4	2	
18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.	INTASC 8 TGR 4	2	
19. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.*	INTASC 10 TGR 9	2	
DOMAIN IV: LEARNING ENVIRONMENT		2.6	
20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	INTASC 3 TGR 5	3	
21. The teacher candidate attends to and delegates routine tasks.	INTASC 3 TGR 6	2	
22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	INTASC 3 TGR 5	2	
23. The teacher candidate creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	INTASC 3 TGR 7	3	
24. The teacher candidate maximizes instructional time.	INTASC 7 TGR 6	3	
DOMAIN V: PROFESSIONAL RESPONSIBILITIES		2	
25. The teacher candidate collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development.	INTASC 10 TGR 9	2	