

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:

ELEMENTARY EDUCATION		SP 19	F 18
ELEMENTARTEDOCATION		Scale 0-3	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	INTASC 7	2.32	3.25 (2.25)
grade and subject level objectives that are aligned with	TGR 1		
appropriate state curricula frameworks.			
2. The teacher candidate develops meaningful and authentic	INTASC 2	2.2	3.08 (2.08)
learning experiences that accommodate developmental and	TGR 2		
individual needs of each learner in the group.*			
3. The teacher candidate integrates core content	INTASC 7	2.38	2.96 (1.96)
knowledge across and within subject areas in lessons when	TGR 4		
appropriate.			
4. The teacher candidate plans appropriate	INTASC 8		3.0 (2.0)
and sequential teaching procedures that include innovative	TGR 2		
introductions and closures. Teaching procedures incorporate			
different teaching strategies that positively impact student			
learning and development.*			
5. The teacher candidate's plans indicate use of	INTASC 6	2.42	3.04 (2.04)
appropriate assessments that	TGR 3		
effectively evaluate student learning and development.*	1 GIUS		
6. The teacher candidate's plans include technology	INTASC 7	2.35	3.04 (2.04)
that will engage students in	TGR 6	2.00	
analysis, creativity, and	IGNO		
deeper learning experiences			
to improve student growth, development, and			
understanding.*			
DOMAIN II: ASSESSMENT		2.10	2.85 (1.85)
7. The teacher candidate communicates	INTASC 6	2.05	2.83 (1.83)
assessment criteria and	TGR 3	2.00	2.00 (2.00)
performance standards	101/3		
to the students and			
provides feedback to			
students about academic			
performance.			
8. The teacher candidate uses formative and	INTASC 6	2.13	2.88 (1.88)
summative assessments	TGR 3	2.15	2.00 (1.00)
to differentiate learning			
experiences that			
accommodate the			
learning and			
development of each learner in the group.*			
DOMAIN III: INSTRUCTION		2.3	3.06 (2.06)
9. The teacher candidate uses standard written, oral, and	INTASC 5	2.5	3.21 (2.21)
5. The teacher candidate uses standard written, oral, and	TGR 4	2.5	3.21 (2.21)
nonverbal communication in instruction			
nonverbal communication in instruction.			
10. The teacher candidate provides explicit written and oral	INTASC 5	2.28	3.13 (2.13)
		2.28	3.13 (2.13)
10. The teacher candidate provides explicit written and oral	INTASC 5	2.28 2.79	3.13 (2.13) 3.29 (2.29)

12. The teacher candidate conveys enthusiasm for teaching and	INTASC 3	2.71	3.25 (2.25)
learning for all students.	TGR 7		
13. The teacher candidate provides opportunities for all	INTASC 3	2.22	3.04 (2.04)
students to cooperate, communicate, and interact with each	TGR 5		· · · /
other to enhance learning.			
14. The teacher candidate demonstrates content knowledge	INTASC 4	2.46	3.04 (2.04)
and an understanding of how to teach the content.	TGR 4		, , ,
15. The teacher candidate uses a variety of appropriate	INTASC 8	2.5	3.08 (2.08)
teaching strategies, including technology, to impact student	TGR 4	2.10	0.00 (2.00)
learning and development.*			
16. The teacher candidate planned learning experiences are	INTASC 1	2	2.88 (1.88)
implemented that accommodate differences in developmental	TGR 2	-	,
and individual needs of each learner in the group.*	TONE		
17. The teacher candidate engages all students in critical	INTASC 5	2.29	3.08 (2.08)
thinking through higher-order questioning.*	TGR 4		
18. The teacher candidate adjusts instruction as needed based	INTASC 8	1.91	2.83 (1.83)
on student input, cues, and individual/group responses.	TGR 4	1.51	2.05 (1.05)
19. The teacher candidate uses family and/or community	INTASC 10	1.76	2 02 (1 02)
resources in instruction to impact student learning and		1.70	2.92 (1.92)
development.*	TGR 9		
developmenta			
DOMAIN IV: LEARNING ENVIRONMENT		2 34	3 12 (2 12)
DOMAIN IV: LEARNING ENVIRONMENT	INTASC 3	2.34	3.12 (2.12)
20. The teacher candidate adjusts the classroom environment	INTASC 3	2.34 2.25	3.12 (2.12) 3.17 (2.17)
20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and	INTASC 3 TGR 5		
20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.	TGR 5	2.25	3.17 (2.17)
20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and	TGR 5 INTASC 3		
 20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning. 21. The teacher candidate attends to and delegates routine tasks. 	TGR 5 INTASC 3 TGR 6	2.25 2.48	3.17 (2.17) 3.08 (2.08)
 20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning. 21. The teacher candidate attends to and delegates routine tasks. 22. The teacher candidate uses multiple strategies to foster 	TGR 5 INTASC 3 TGR 6 INTASC 3	2.25	3.17 (2.17)
 20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning. 21. The teacher candidate attends to and delegates routine tasks. 22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and 	TGR 5 INTASC 3 TGR 6	2.25 2.48	3.17 (2.17) 3.08 (2.08)
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 20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning. 21. The teacher candidate attends to and delegates routine tasks. 22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs. 23. The teacher candidate creates a culturally inclusive 	TGR 5 INTASC 3 TGR 6 INTASC 3 TGR 5 INTASC 3	2.25 2.48	3.17 (2.17) 3.08 (2.08)
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PHYSICAL EDUCATION		SP 19	F 18
		Scale 0-3	Scale 1 - 4
		N=0	N=1
DOMAIN I: PLANNING AND PREPARATION			3 (2)
1. The teacher candidate develops measurable and observable	INTASC 7		3 (2)
grade and subject level objectives that are aligned with			5 (2)
appropriate state curricula frameworks.	TGR 1		
2. The teacher candidate develops meaningful and authentic	INTASC 2		3 (2)
learning experiences that accommodate developmental and			5 (2)
individual needs of each learner in the group.*	TGR 2		
3. The teacher candidate integrates core content	INTASC 7		3 (2)
knowledge across and within subject areas in lessons when			5 (2)
appropriate.	TGR 4		
		-	2 (2)
4. The teacher candidate plans appropriate	INTASC 8		3 (2)
and sequential teaching procedures that include innovative	TGR 2		
introductions and closures. Teaching procedures incorporate			
different teaching strategies that positively impact student			
learning and development.*			2 (2)
5. The teacher candidate's plans indicate use of	INTASC 6		3 (2)
appropriate assessments that	TGR 3		
effectively evaluate student learning and development.*		-	- /->
6. The teacher candidate's plans include technology	INTASC 7		3 (2)
that will engage students in	TGR 6		
analysis, creativity, and			
deeper learning experiences			
to improve student growth, development, and			
understanding.*			
DOMAIN II: ASSESSMENT			3 (2)
7. The teacher candidate communicates	INTASC 6		3 (2)
assessment criteria and	TGR 3		
performance standards			
to the students and			
provides feedback to			
students about academic			
performance.			
8. The teacher candidate uses formative and	INTASC 6		3 (2)
summative assessments	TGR 3		
to differentiate learning			
experiences that			
accommodate the			
learning and			
development of each learner in the group.*			
DOMAIN III: INSTRUCTION			2.95 (1.95)
9. The teacher candidate uses standard written, oral, and	INTASC 5		3 (2)
nonverbal communication in instruction.	TGR 4		
10. The teacher candidate provides explicit written and oral	INTASC 5		3 (2)
directions for instructional activities.	TGR 4		5 (2)
			2 (2)
11. The teacher candidate communicates positive expectations	INTASC 2		3 (2)
for learning for all students.	TGR 2		

		a (a)
12. The teacher candidate conveys enthusiasm for teaching and	INTASC 3	3 (2)
learning for all students.	TGR 7	
13. The teacher candidate provides opportunities for all	INTASC 3	3 (2)
students to cooperate, communicate, and interact with each	TGR 5	
other to enhance learning.		
14. The teacher candidate demonstrates content knowledge	INTASC 4	3 (2)
and an understanding of how to teach the content.	TGR 4	
15. The teacher candidate uses a variety of appropriate	INTASC 8	3 (2)
teaching strategies, including technology, to impact student	TGR 4	
learning and development.*		
16. The teacher candidate planned learning experiences are	INTASC 1	3 (2)
implemented that accommodate differences in developmental	TGR 2	
and individual needs of each learner in the group.*		
17. The teacher candidate engages all students in critical	INTASC 5	3 (2)
thinking through higher-order questioning.*	TGR 4	
18. The teacher candidate adjusts instruction as needed based	INTASC 8	3 (2)
on student input, cues, and individual/group responses.	TGR 4	
19. The teacher candidate uses family and/or community	INTASC 10	2.5 (1.5)
resources in instruction to impact student learning and	TGR 9	
development.*	10110	
DOMAIN IV: LEARNING ENVIRONMENT		3 (2)
20. The teacher candidate adjusts the classroom environment	INTASC 3	3 (2)
to enhance positive peer relationships, motivation, and	TGR 5	
learning.		
21. The teacher candidate attends to and delegates routine	INTASC 3	3 (2)
tasks.	TGR 6	
22. The teacher candidate uses multiple strategies to foster	INTASC 3	3 (2)
appropriate student behavior according to individual and	TGR 5	- ()
situational needs.	10110	
23. The teacher candidate creates a culturally inclusive	INTASC 3	3 (2)
environment that promotes fairness, safety, respect, and	TGR 7	
support for all students.	_	
24. The teacher candidate maximizes instructional time.	INTASC 7	3 (2)
	TGR 6	
DOMAIN V: PROFESSIONAL RESPONSIBILITIES		3 (2)
25. The teacher candidate collaborates with professional	INTASC 10	3 (2)
colleagues (classroom mentor teacher and/or university	TGR 9	- (-)
supervisor) to communicate with families about student	10KJ	
learning and development.		

SPECIAL EDUCATION		SP 19	F 18
		Scale 0-3	Scale 1 - 4
		N=0	N=1
DOMAIN I: PLANNING AND PREPARATION			3.16 (2.16)
1. The teacher candidate develops measurable and observable	INTASC 7		3 (2)
grade and subject level objectives that are aligned with			5 (2)
appropriate state curricula frameworks.	TGR 1		
2. The teacher candidate develops meaningful and authentic	INTASC 2		3 (2)
learning experiences that accommodate developmental and	TGR 2		5 (2)
individual needs of each learner in the group.*	IGR 2		
3. The teacher candidate integrates core content	INTASC 7		3 (2)
knowledge across and within subject areas in lessons when	TGR 4		5 (2)
appropriate.	IGR 4		
4. The teacher candidate plans appropriate	INTASC 8		2 (2)
and sequential teaching procedures that include innovative			3 (2)
introductions and closures. Teaching procedures include innovative	TGR 2		
different teaching strategies that positively impact student			
learning and development.*			
5. The teacher candidate's plans indicate use of	INTASC 6		3.5 (2.5)
appropriate assessments that			5.5 (2.5)
effectively evaluate student learning and development.*	TGR 3		
6. The teacher candidate's plans include technology	INTASC 7		3.5 (2.5)
that will engage students in			5.5 (2.5)
analysis, creativity, and	TGR 6		
deeper learning experiences			
to improve student growth, development, and			
understanding.*			
DOMAIN II: ASSESSMENT			3 (2)
7. The teacher candidate communicates	INTASC 6		3 (2)
assessment criteria and			5 (2)
performance standards	TGR 3		
to the students and			
provides feedback to			
students about academic			
performance.			
8. The teacher candidate uses formative and	INTASC 6		3 (2)
summative assessments	TGR 3		5 (2)
to differentiate learning	TORS		
experiences that			
accommodate the			
learning and			
development of each learner in the group.*			
DOMAIN III: INSTRUCTION			3.18 (2.18)
9. The teacher candidate uses standard written, oral, and	INTASC 5		3 (2)
nonverbal communication in instruction.	TGR 4		~ (-)
10. The teacher candidate provides explicit written and oral			2 (2)
directions for instructional activities.	INTASC 5		3 (2)
	TGR 4		
11. The teacher candidate communicates positive expectations	INTASC 2		3.5 (2.5)
for learning for all students.	TGR 2		

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

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

12. The teacher candidate conveys enthusiasm for teaching and learning for all students.INTASC 3 TGR 7313. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.INTASC 3 TGR 5314. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.INTASC 4 TGR 4315. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*INTASC 5 TGR 4316. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.*INTASC 5 TGR 4217. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses.INTASC 8 TGR 4219. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.INTASC 3 TGR 5320. The teacher candidate atends to and delegates routine tasks.INTASC 3 TGR 6321. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.*INTASC 3 TGR 6322. The teacher candidate atends to and delegates routine tasks.INTASC 3 TGR 6323. The teacher candidate neares, safety, respect, and situational needs.INTASC 7 TGR 7323. The teacher candidate maximizes instructional time.INTASC 7 TGR 6324. The teacher candidate maximizes i				
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