**TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)**

**Description**

For the evaluation of the student teaching experience, the Teacher Intern Assessment Instrument (TIAI) is a state proprietary instrument used to evaluate all teacher candidates completing a licensure program. The TIAI evaluation rubric is aligned with the Mississippi Statewide Teacher Growth Rubric (TGR), which is used by MDE to assess practicing teachers in the classroom, and the InTASC Standards.

**Purpose**

The purpose of the evaluation is to provide a comprehensive assessment (both formative and summative) of instructional practices of teacher candidates. Items rated at the “Meets Standard” level (a rubric score of *two*) or “Exceeds Standard” (a rubric score of *three*) represents successful planning and/or implementation of that TIAI item by the candidate. Rubric scores of *one* (“Needs Improvement”) or *zero* (“Unacceptable”) are viewed as areas in need of developmental strengthening, and the candidate will meet with the cooperating teacher and university supervisor for guidance and suggestions for greater success.

**Administration**

The TIAI instrument is administered by cooperating teachers and university supervisors during each field experience placement throughout the student teaching semester for a total of four times (two formative and two summative). Cooperating teachers and university supervisors are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years. The data summarized are representative of the summative evaluations by the university supervisor.

Candidates review the instrument at the beginning of the student teaching semester during the Professional Development Seminar with their university supervisor. A copy of the evaluation is uploaded to their Field Experience Binders (one in first experience and the other in the second experience). After the evaluation has been completed by either the university supervisor or the cooperating teacher, the candidate has instant access to view the scores and the feedback provided. The university supervisor as well as the cooperating teacher also verbally reviews scores with the candidate.

**Teacher Intern Assessment Instrument Criteria**

* Criteria 1=Select developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards.
* Criteria 2- Incorporate 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.
* Criteria 3- Integrates core content knowledge from other subject areas in lessons.
* Criteria 4- Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.
* Criteria 5- Prepares appropriate assessment and procedures (ex. Pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.
* Criteria 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).
* Criteria 7- Communicates assessments criteria and performance standards to the students and provides timely feedback on students’ academic performance.
* Criteria 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.
* Criteria 9- Uses acceptable written, oral, and nonverbal communication in planning and instruction.
* Criteria 10- Provides clear, complete written and/or oral directions for instructional activities.
* Criteria 11- Communicates high expectations for learning to all students.
* Criteria 12- Conveys enthusiasm for teaching and learning.
* Criteria 13- Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.
* Criteria 14- Demonstrates knowledge of content for the subject(s) taught.
* Criteria 15- Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.
* Criteria16- Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).
* Criteria 17- Engages students in analytics, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.
* Criteria 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.
* Criteria 19- Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.
* Criteria 20- Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.
* Criteria 21- Attends to or delegates routine tasks.
* Criteria 22- Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.
* Criteria 23- Creates and maintains acclimate o fairness, safety, respect, and support for all students.
* Criteria 24- Maximizes time available for instruction (Uses instructional time effectively).
* Criteria 25- Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.)

**Academic Year 2019- 2020 N=2**

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| **Rubric** **Criteria** | **Program** | **Race& Gender** | **Mean score** | **%****Scoring 2 or higher** | **Average group score** | **Variance**  | **Standard Deviation** |
| **Mentor Mean score** | **University Supervisor Mean score** |
| 1 | Physical EduPhysical Edu | M/WF/W | 21.5 | 21.5 | 50% | 1.75 | .063 | .25 |
| 2 | Physical EduPhysical Edu | M/WF/W | 2.52 | 22 | 100% | 2.13 | .047 | .22 |
| 3 | Physical EduPhysical Edu | M/WF/W | 22.5 | 22 | 100% | 2.13 | .47 | .22 |
| 4 | Physical EduPhysical Edu | M/WF/W | 21.5 | 22 | 50% | 1.88 | .047 | .22 |
| 5 | Physical EduPhysical Edu | M/WF/W | 22 | 22 | 100% | 2.0 | 0 | 0 |
| 6 | Physical EduPhysical Edu | M/WF/W | 2.53 | 2.52.5 | 100% | 2.63 | .47 | .22 |
| 7 | Physical EduPhysical Edu | M/WF/W | 21.5 | 22 | 50% | 1.88 | .047 | .22 |
| 8 | Physical EduPhysical Edu | M/WF/W | 11.5 | 1.51 | 0% | 1.25 | .063 | .25 |
| 9 | Physical EduPhysical Edu | M/WF/W | 33 | 33 | 100% | 3.0 | 0 | 0 |
| 10 | Physical EduPhysical Edu | M/WF/W | 2.52 | 2.52 | 100% | 2.25 | .063 | .25 |
| 11 | Physical EduPhysical Edu | M/WF/W | 33 | 2.52 | 100% | 2.63 | .17 | .4 |
| 12 | Physical EduPhysical Edu | M/WF/W | 2.53 | 22 | 100% | 2.38 | .17 | .41 |
| 13 | Physical EduPhysical Edu | M/WF/W | 23 | 22 | 100% | 2.25 | .19 | .43 |
| 14 | Physical EduPhysical Edu | M/WF/W | 32 | 22 | 100% | 2.25 | .149 | .43 |
| 15 | Physical EduPhysical Edu | M/WF/W | 12.5 | 22 | 50% | 1.88 | .30 | .54 |
| 16 | Physical EduPhysical Edu | M/WF/W | 21.5 | 21.5 | 50% | 1.75 | .063 | .25 |
| 17 | Physical EduPhysical Edu | M/WF/W | 32 | 2.52 | 100% | 2.25 | .063 | .25 |
| 18 | Physical EduPhysical Edu | M/WF/W | 12 | 22 | 50% | 1.75 | .19 | .43 |
| 19 | Physical EduPhysical Edu | M/WF/W | 1.52.5 | 1.52 | 50% | 1.75 | .063 | .25 |
| 20 | Physical EduPhysical Edu | M/WF/W | 2.52 | 22.5 | 100% | 2.25 | .063 | .25 |
| 21 | Physical EduPhysical Edu | M/WF/W | 23 | 22 | 100% | 2.25 | .19 | .43 |
| 22 | Physical EduPhysical Edu | M/WF/W | 23 | 22 | 100% | 2.25 | .19 | .43 |
| 23 | Physical EduPhysical Edu | M/WF/W | 1.53 | 22 | 100% | 2.13 | .30 | .54 |
| 24 | Physical EduPhysical Edu | M/WF/W | 23 | 22 | 100% | 2.25 | .19 | .43 |
| 25 | Physical EduPhysical Edu | M/WF/W | 2.53 | 22 | 100% | 2.38 | .17 | .41 |

**Interpretation of the Data:**

The EPP had two candidates in the initial Educator Preparation Program during the 2019-2020 academic year. Both candidates were secondary Health and Physical Education majors; one Caucasian male and one Caucasian female.

 The EPP found the performance of the candidates to be surprising for the TIAI assessment. Most items had mean scores below 2.0 which is unacceptable, reflecting “the need for improvement” in that area. The overall mean for the assessment reflects a mean of 2.0. Items 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) and 11: Communicates high expectations for learning to all students, had the highest mean scores for the candidates while item 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 had the lowest mean score. The EPP believes that candidate performance, especially for our Spring Female candidate was affected by the COVID pandemic which affect face-to-face interactions. The EPP plans to continue to visit its methods of course offerings to make sure that varies strategies are being implemented for candidate success.