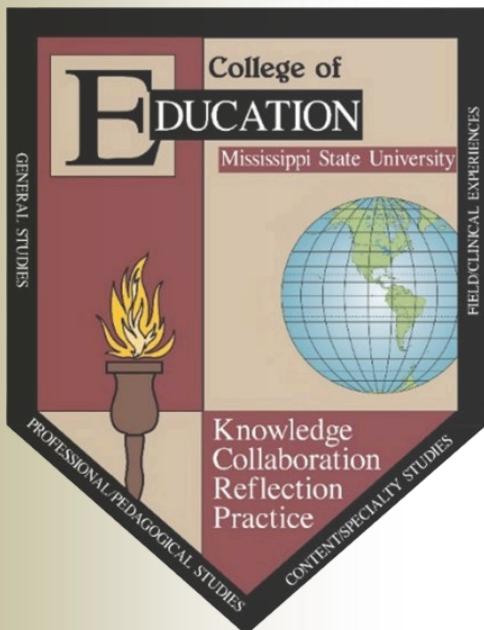




MISSISSIPPI STATE UNIVERSITY™
COLLEGE OF EDUCATION

TEACHING INTERNSHIP HANDBOOK



Office of
Clinical/Field-Based
Instruction, Licensure,
and Outreach

Revised July 2025

General Information

Teaching internship, which is the culminating field experience of the teacher education program, requires each teacher intern to work full time for an entire semester in a placement with one classroom mentor teacher or full time for an entire semester in two placements with different age groups and classroom mentor teachers. During this time, the teacher intern observes, assists, and gradually assumes full responsibility for classroom instruction under the direction of the classroom mentor teacher and university supervisor.

Teaching internship, which is considered to be one of the most important phases of the teacher intern's professional preparation program, requires the teacher intern to apply and test the principles, theories, and methods learned in the teacher education program. Teaching internship allows the teacher intern to experience the many facets of a professional educator's role and gain a deeper understanding of teaching, students, and schools.

OCFBI Staff

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Table of Contents

Internship Handbook: Policies & Procedures	5
Standards and Objectives	6
InTASC Core Teaching Standards	6
Council for the Accreditation of Education Preparation (CAEP) Standards	7
Objectives for the Teaching Internship	9
Code of Ethics of the Education Profession	9
Policy and Procedures	13
Grading Policies, Absences & Tardiness	13
Additional Coursework or Employment	14
Discipline, Professional Dress, School Policies	14
Professional Liability Insurance, CPR/First Aid Certification	15
Child Protection Policies, Official MSU Child Protection Policy	15
Change of Placements, Withdrawals, and Non-Completion	16
If Difficulties Occur	17
Professional Disposition Infraction	18
Professional Roles	20
Professional Role of the Teacher Intern	20
Professional Role of the Classroom Mentor Teacher	22
Professional Role of the University Supervisor	23
Professional Role of the Principal	25
Assessment Information	25
Directions for Assessing Professional Dispositions	25
Directions for Completing the Teacher Intern Assessment Instrument	28
Reflection on Teaching and Learning	29

Teaching Internship Assignments/Assessments Overview:

1 st Placement		2 nd Placement	
Assignment/Assessment	Maximum Points	Assignment/Assessment	Maximum Points
Canvas Orientation & Phase III Form	0	CMT's Class Schedule	0
CMT's Class Schedule	0	Family Engagement Analysis	80
MS Common Assessment Trainings (3)	60	Impact on Student Learning (Sections 5-6)	80
Introductory Letter	10	Impact on Student Learning (Section 7)	80
Weekly Lesson Plans for Week 3	Formative (no points)	Weekly Lesson Plans for Week 2/10	35
Weekly Lesson Plans for Week 4	35	Weekly Lesson Plans for Week 3/11	35
Weekly Lesson Plans for Week 5	35	Weekly Lesson Plans for Week 4/12	35
Weekly Lesson Plans for Week 6	35	Weekly Lesson Plans for Week 5/13	35
Weekly Lesson Plans for Week 7	35	Weekly Lesson Plans for Week 6/14	35
Weekly Lesson Plans for Week 8	0	Weekly Lesson Plans for Week 7/15	35
Impact on Student Learning (Sections 1-2)	80	Weekly Lesson Plans for Week 8/16	0
Impact on Student Learning (Section 3)	80	MSU Dispositions (CMT)	50
Impact on Student Learning (Section 4)	80	MSU Dispositions (US)	50
MSU Dispositions (CMT)	50	Statewide Professional Dispositions (CMT)	25
MSU Dispositions (US)	50	Statewide Professional Dispositions (US)	25
Content Area Performance Assessment	0	Content Area Performance Assessment	0
Statewide Professional Dispositions (CMT)	25	TIAI Formative Observation (CMT)	Formative (no points)
Statewide Professional Dispositions (US)	25	TIAI Formative Observation (US)	Formative (no points)
TIAI Formative Observation (CMT)	Formative (no points)	TIAI Summative Observation (CMT)	200
TIAI Formative Observation (US)	Formative (no points)	TIAI Summative Observation (US)	200
TIAI Summative Observation (CMT)	200	Teacher Growth Rubric (TGR)	0
TIAI Summative Observation (US)	200		
TOTAL:	1,000	TOTAL:	1,000
Grade Scale:			
A: 900-1,000 Points	B: 800-899 Points	C: 700-799 Points	D: 600-699 Points
F: 599 Points or Less			



Grading scale: Each teacher intern receives two grades for the teaching internship, one for each 8-week placement. The points in Watermark determine the final grade; refer to the grading scale below to determine the letter grade.

Completion of assignments: All internship assignments are mandatory, and regardless of point value, **must be completed in order for interns to pass each placement of the internship. Late work.** Any assignment that is submitted **after midnight on the date due will receive no credit, but the assignment must still be completed.**

Rubric Averages on 5 Data Points: In both placements (4886/4896), it is an expectation for interns to score a minimum of a 2.00 rubric average on the TIAI, Statewide Dispositions, and the IoSL. If an intern is found to score below the 2.00 rubric average, remediation/additional support will be required and will be implemented by the OCFBI Director, Coordinator, and/or University Supervisor.

Internship Handbook

Policies & Procedures

The faculty in the College of Education at Mississippi State University appreciates the classroom mentor teachers who give so freely of their time to assist teacher interns as they make the transition from college student to professional educator. We could not adequately prepare the teacher interns who graduate from Mississippi State University without the support and expertise of the classroom mentor teachers and the assistance of the public schools that serve as teacher intern sites.

This handbook provides information that assists in the facilitation of an effective teacher intern program. The handbook addresses objectives, policies and procedures, roles and responsibilities, activities, and evaluation. We encourage you to read the handbook to become acquainted with the roles and responsibilities of all those involved in the teacher intern program.

A successful teacher intern program is built through communication and a team effort. The collaboration of classroom mentor teachers, university supervisors, school principals, and teacher interns is essential in providing a quality teacher intern experience. Thank all of you for your contributions to the professional growth of our new teachers.

Sincerely,



Donna Shea, Ph.D.

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Standards and Objectives

InTASC Core Teaching Standards

The Interstate New Teacher Assessment and Support Consortium (InTASC) task force, which was established under the umbrella of the Council of Chief State School Officers to strengthen the teaching profession, began its work by articulating standards for a common core of teaching knowledge and skills that should be acquired by all new teachers. The ten InTASC standards that resulted from the task force's work set forth the required knowledge, dispositions, and performance skills for beginning teachers. These national standards have been adopted by the Council for the Accreditation of Educator Preparation (CAEP) for use in pre-service teacher education programs.

The InTASC task force based these standards on a number of beliefs: for example, all children have the potential to learn rigorous content and achieve high standards; our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence; and the standards and opportunities should enable teachers to support the intellectual, social, emotional, moral and physical development of students, respond with flexibility and professional judgment to their different needs, and actively engage them in their own learning so that they can use and generate knowledge in effective and powerful ways. Teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts in which students learn.

The InTASC standards are also based on the belief that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students. The InTASC Standards are included below.

InTASC Core Teaching Standards

Standard # 1: Learner Development – The teacher understands how children learn 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 communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

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

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 these aspects of the discipline accessible and meaningful for learners.

Standard # 5: Innovative Applications of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Standard # 6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.

Standard # 7: Planning for Instruction – The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

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 access and appropriately apply information.

Standard # 9: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Standard # 10: Collaboration – The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

Council for the Accreditation of Educator Preparation (CAEP) Standards

The College of Education at Mississippi State University has enjoyed long-standing accreditation on national, regional, and state levels. On the national level, the College has been accredited continuously since 1961, by the National Council for Accreditation of Teacher Education (NCATE) - now the Council for the Accreditation of Educator Preparation (CAEP). Standards serve as the basis for any accreditor's review. The CAEP Standards and their components flow from two principles:

Solid evidence that the provider's graduates are competent and caring educators, and

There must be solid evidence that the provider's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

The five CAEP Standards flow from these principles and the standards of evidence that define them are the backbone of the accreditation process. They define quality in terms of organizational performance and serve as the basis for accreditation reviews and judgments. These drivers of accreditation spring from a broad consensus across a very diverse group of stakeholders: providers, teachers, parents, critics, unions. They were also widely circulated and reviewed. The CAEP Standards reflect the voice of the education field – on what makes a quality educator.

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of IntASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

R2.1 Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

R2.2 Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

R2.3 Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

R3.1 Recruitment The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.

R3.2 Monitoring and Supporting Candidate Progression The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

R3.3 Competency at Completion The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

R4.1 Completer Effectiveness The provider demonstrates that program completers:

- effectively contribute to P-12 student-learning growth
- AND
- apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

R4.2 Satisfaction of Employers The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

R5.1 Quality Assurance System The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.

R5.2 Data Quality The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.

R5.3 Stakeholder Involvement The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.

R5.4 Continuous Improvement The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.

Objectives for the Teaching Internship

1. Assess personal/social suitability for teaching and evaluate choice of major/concentration and grade-level interest.
2. Experience all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities in a 16-week program.
3. Apply principles and methods from the knowledge base of the professional program.
4. Use technology in communication, lesson planning, and instruction.
5. Gain experience working with special needs students.
6. Experiment with alternative strategies to increase student learning.
7. Gain experience working with students from different cultural and socioeconomic backgrounds.
8. Observe and practice classroom management strategies.
9. Communicate about and discuss all phases of experience with both the classroom mentor teacher and the university supervisor.
10. Receive feedback from structured observations, including conferencing and suggestions for improvement, from the classroom mentor teacher and university supervisor.
11. Practice the skills identified in the Teacher Intern Assessment Instrument.
12. Gain knowledge of classroom and school practices and policies.
13. Gain knowledge of parent involvement activities and practices.
14. Become a professional teacher through self-evaluation, problem solving, and reflection about teaching and learning.

Code of Ethics of the Education Profession

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

1.1. Ethical conduct includes, but is not limited to, the following:

1. Encouraging and supporting colleagues in developing and maintaining high standards
2. Respecting fellow educators and participating in the development of a professional teaching environment
3. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
4. Providing professional education services in a nondiscriminatory manner
5. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
6. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

1.2. Unethical conduct includes, but is not limited to, the following:

1. Harassment of colleagues
2. Misuse or mismanagement of tests or test materials
3. Inappropriate language on school grounds or any school-related activity
4. Physical altercations
5. Failure to provide appropriate supervision of students and reasonable disciplinary actions

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.

2.1. Ethical conduct includes, but is not limited to, the following:

1. Properly representing facts concerning an educational matter in direct or indirect public expression
2. Advocating for fair and equitable opportunities for all children
3. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2. Unethical conduct includes, but is not limited to, the following:

1. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
 - employment history, professional qualifications, criminal history, certification/recertification
 - information submitted to local, state, federal, and/or other governmental agencies
 - information regarding the evaluation of students and/or personnel
 - reasons for absences or leave
 - information submitted in the course of an official inquiry or investigation
 - falsifying records or directing or coercing others to do so

Standard 3. Unlawful Acts

An educator shall abide by federal, state, and local laws and statutes and local school board policies.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4. Educator/Student Relationship

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

4.1. Ethical conduct includes, but is not limited to, the following:

1. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
2. Nurturing the intellectual, physical, emotional, social and civic potential of all students
3. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
4. Creating, supporting, and maintaining a challenging learning environment for all students

4.2. Unethical conduct includes, but is not limited to the following:

1. Committing any act of child abuse
2. Committing any act of cruelty to children or any act of child endangerment
3. Committing or soliciting any unlawful sexual act
4. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
5. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
6. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with a student.
7. Examples of these acts may include but not be limited to:
 - sexual jokes
 - sexual remarks
 - sexual kidding or teasing
 - sexual innuendo
 - pressure for dates or sexual favors
 - inappropriate touching, fondling, kissing or grabbing
 - rape
 - threats of physical harm
 - sexual assault

- electronic communication such as texting
- invitation to social networking
- remarks about a student's body
- consensual sex

Standard 5. Educator Collegial Relationships

An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.

5. Unethical conduct includes but is not limited to the following:

1. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
2. Harming others by knowingly making false statements about a colleague or the school system
3. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
4. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status
5. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues

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.

6.1. Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice

6.2. Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.
- Being on school premises or at a school-related activity involving students while documented using tobacco.

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.

7.1. Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds
- Modeling for students and colleagues the responsible use of public property

7.2. Unethical conduct includes, but is not limited to, the following:

- Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
- Failing to account for funds collected from students, parents or any school-related function
- Submitting fraudulent requests for reimbursement of expenses or for pay
- Co-mingling public or school-related funds with personal funds or checking accounts
- Using school property without the approval of the local board of education/governing body

Standard 8. Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

8.1. Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

8.2. Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Tutoring students assigned to the educator for remuneration unless approved by the local school board
- The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. (This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service)

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.

9.1. Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
- Maintaining diligently the security of standardized test supplies and resources

9.2. Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
- Violating other confidentiality agreements required by state or local policy

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.

10. Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the school board
- Refusing to perform services required by the contract.

Policies and Procedures

Grading Policies

Grading scale. Each teacher intern receives two grades for the teaching internship, one for each 8-week placement. The points in Watermark determine the final grade; refer to the grading scale below to determine the letter grade.

- A:** 900 - 1,000 points
- B:** 800 - 899 points
- C:** 700 - 799 points
- D:** 600 - 699 points
- F:** 599 points or less

Please note that interns must earn a "C" or better in order to progress to the second placement of the teaching internship. Interns must also earn a C or better in both placements of the internship as well as the classroom management class/seminar in order to successfully complete graduation requirements.

Completion of assignments. All internship assignments are mandatory, and regardless of point value, **must be completed in order for interns to pass each placement of the internship.**

Late work. Any assignment that is submitted **after midnight on the date due will receive no credit, but the assignment must still be completed.**

Unacceptable work. Any assignment submitted with several grammatical, spelling, punctuation, or other mechanical errors will not receive full credit. University supervisors may require that teacher interns utilize services provided by the on campus Writing Center or their online services to make appropriate corrections before re-submitting assignment (<http://www.writingcenter.msstate.edu/>). Re-submitted assignments will still not receive full credit if re-submitted after the due date of the assignment.

Rubric Averages on 5 Data Points: In both placements (4886/4896), it is an expectation for interns to score a minimum of a 2.00 rubric average on the TIAI, Statewide Dispositions, and the IoSL. If an intern is found to score below the 2.00 rubric average, remediation/additional support will be required and will be implemented by the OCFBI Director, Coordinator, and/or University Supervisor.

Absences and Tardiness

- Teacher interns are to be at their assigned schools every day.
- Absences from teaching internship are acceptable only in the case of personal illness or death in the immediate family. In case of illness or a death in the family, the teacher intern must contact the classroom mentor teacher and university supervisor as early as possible, but no later than 7:00 a.m. the day of the absence.
- Absences are acceptable for interviews only with prior permission from university supervisor and only if intern has fewer than three absences. Intern should understand that **all days missed above three must be made up**, regardless of the reason for absence/s.
- Excessive absence for any reason may result in extension of the teacher intern experience or in withdrawal. Excessive absence is defined as over three days during the entire teachinginternship.
- Tardiness is not acceptable. Tardiness is defined as being late for the established reporting time for teachers or for other assigned duties. Three tardies are equal to one absence.

University supervisors are to inform the OCFBI Director of absence problems. Extended time will be granted only for emergencies not within the intern's control that arise during the semester. Plans for extended time must have written approval from the classroom mentor teacher, university supervisor, and the OCFBI Director.

Additional Coursework or Employment

The teacher intern experience consists of the classroom management course/seminar (3 credit hours) and teaching internship (12 credit hours). No coursework other than these 15 credit hours can be completed during teaching internship.

In extreme situations, a teacher intern may request to take **one** course during the internship by completing a request form and submitting it to the Office of Clinical/Field-Based Instruction, Licensure and Outreach. A committee composed of the intern's advisor, one other faculty member from the department, and the OCFBI director will meet to either approve or refuse the request. If approved, the request would then be sent to the Dean of Education for consideration. The intern will only be allowed to register for the course upon approval of the Dean.

The teaching internship is a full-time academic responsibility. Public schools have expectations for the achievement and growth of their pupils. Therefore, teacher interns must be prepared to devote their time and energy to teacher intern duties and providing the best possible instruction and learning environment for the pupils. Outside employment during teaching internship may impede teaching performance and is discouraged.

Discipline

A Mississippi State University teacher intern may not administer or serve as a witness for corporal punishment under any circumstances, even in districts that allow this form of discipline.

Extreme measures used for disciplinary purposes should only be carried out by the classroom mentor teacher or by the administrators.

Professional Dress

Teacher interns as representatives of Mississippi State University and the teaching profession should maintain an appropriate, professional appearance at all times. Interns should demonstrate respect for themselves and the profession by dressing in clothing appropriate to the role of a professional educator.

Teacher interns must dress in a professional manner every day unless special attire is warranted due to an activity (e.g., field day).

- Jeans of any type/color are not considered professional dress and are not to be worn throughout teaching internship during school hours and other scheduled school functions.
- Low-riding/tight pants or skirts, shorts, and sweats are not considered appropriate.
- Ear piercings are the only piercings allowed and tattoos should be covered.
- T-shirts are not to be worn except in instances of school t-shirts for spirit days or special occasions and then can only be worn with dress pants, slacks, or skirts.

These are the minimum expectations for professional dress. In addition to the MSU dress code, teacher interns must also follow the dress code for professionals at their school of placement. Professional dress, grooming, and appearance count towards part of the summative assessment and dispositions requirements for teacher interns.

School Policies

Teacher interns should follow the local school district rules, regulations, and school's policies as they apply to regularly employed staff. Teacher interns should become thoroughly familiar with school policies, handbooks, and emergency procedures.

School Schedule

The teacher intern is expected to follow the arrival and dismissal times established by the school for its regular teaching staff and to follow the classroom mentor teacher's daily schedule, including any assigned lunch, bus, or playground supervision. Attendance at all faculty meetings, staff development workshops, open houses, parent-teacher conferences, and other professional activities is expected. Teacher interns follow the holiday

schedule of the school district to which they have been assigned, not the University calendar or holiday schedule.

Substitute Teaching

Teacher interns are not allowed to be used as substitute teachers. Providing substitute teachers is the responsibility of the school district. If an emergency arises and a substitute teacher is needed in another classroom, the teacher intern can be allowed to assume responsibility for the mentor teacher's classroom while the classroom mentor teacher serves as substitute teacher in the other classroom. If the classroom mentor teacher is absent, the roles and responsibilities should be communicated to the teacher intern and the substitute teacher.

It should also be noted that teacher interns may teach without the classroom mentor teacher being present in the room. However, teacher interns should **not** be left alone in the classroom until they are familiar with school procedures and experienced enough to assume responsibility for the class, or when the classroom mentor teacher is out of the building.

Proctoring Tests

Teacher interns can proctor during testing in the school site if the assigned classroom mentor teacher and class are involved in testing at that time. Removing interns from classroom placements to proctor in other grade levels is not permitted.

Professional Liability Insurance

Education candidates must show proof of liability insurance during orientation week or prior to entering a K-12 classroom for their teaching internship.

Child Protection Policies

OCFBI and the university take the protection of children very seriously. There are several laws and policies (included below) in place to ensure their safety and protection; please make sure you familiarize yourself with them prior to internship. **If you suspect a student suffers from any kind of abuse, you are legally mandated to report it.** Although you are not legally required, we highly encourage you to also notify your mentor teacher and university supervisor.

Official MSU Child Protection Policy

Revised March 2024

Purpose

Mississippi State University (MSU) is committed to providing and maintaining a safe and secure environment for all individuals. Because additional measures may be required to promote the safety of minors, and because MSU sponsors and/or hosts numerous programs, camps, and activities involving minors, the university has adopted this Minor Protection Policy. By developing and implementing this policy and the accompanying procedures, MSU seeks to safeguard these minor guests and enhance educational opportunities for the entire university community.

Reporting Abuse

No form of child abuse, as defined by Mississippi law, or abuse of a Minor, whether physical, emotional, or sexual will be permitted or tolerated under any circumstances. Harm or threatened harm to a Minor's health or welfare can occur through non-accidental physical or mental injury, sexual misconduct or attempted sexual misconduct. It can also occur through negligent treatment or maltreatment of a Minor, which could include the failure to provide adequate nourishment, medical treatment, supervision, clothing, or shelter.

Any employee, volunteer, student, staff, faculty, or anyone else affiliated with the University having reasonable cause to suspect that a child is neglected or abused must immediately report the activity to the Department of Human Services (DHS). See Miss. Code Ann. § 43-21-353 (as amended 2012).

In deciding whether or not to report an incident or situation of suspected abuse or neglect, it is not required that you have proof that abuse or neglect has occurred. Any uncertainty in deciding to report suspected abuse or neglect should be resolved in favor of making a good faith report.

Background Checks

The University has in effect a policy requiring background checks on all individuals who are hired to work at the University. In addition, all individuals who have contact with minors, regardless of their date of employment, should have a background check. This includes employees, student workers, graduate assistants, post doctoral, and rehired retiree positions. For more information, please see OP Pre-Employment Criminal Background Screens.

Volunteers who will work with children on a prolonged or reoccurring basis, should have a background check on file with the department with which they are volunteering.

Camps, Programs, Activities, Locations Involving Minors

Multiple University units either operate programs, host programs, or permit third parties to use University facilities for programs involving minors. All of these entities should carefully review all programs which include participation by minors, or locations they control that are frequented by minors, to determine whether additional training or protocols may be needed to help prevent child abuse. Procedures should be in place to ensure the wellbeing of children. For example, in all instances, units should prohibit or strictly limit staff and volunteers from being alone with children, especially in a place that is isolated or not easily visible to others.

Any unit sponsoring a program involving children or allowing the use of its facilities by minors should consider whether further training on preventing abuse or additional procedures governing staffing patterns and interactions between minors and adults is needed.

All contracts with non-University entities hosting events on campus should require such entities to properly address such elements as criminal background checks, staffing patterns, training, and insurance/liability.

Change of Placements, Withdrawals, and Non-Completion

Infrequently, a change of placement or withdrawal may be necessary. The school district or the university may request removal of a teacher intern from the field setting. Reasons for withdrawal or removal of a teacher intern from a school site may include, but are not limited to, the following situations:

- Unprofessional or unethical behavior in the school setting;
- Lack of completion of assignments or earning less than a "C" grade;
- Any evidence of a lack of sensitivity to multicultural situations by the teacher intern;
- Excessive absenteeism, tardiness, and/or failure by the teacher intern to comply with established rules and policies;
- Inappropriate interpersonal skills with students, staff, faculty, and administrators;
- Inappropriate attitude or hostility; and/or
- Breach of confidentiality concerning a student(s).

In the event of withdrawal or non-completion within the first placement of internship, the intern will be required to repeat the entire semester. If the event of withdrawal or non-completion within the second placement, the

intern will be required to repeat eight weeks of internship another semester. Decisions concerning subsequent placements are made by the Office of Clinical/Field-Based Instruction, Licensure, and Outreach.

If Difficulties Occur

The teachers to whom interns are assigned are experienced, and many have worked with student teachers before. You are the novice in the situation. Although you may have excellent ideas of your own, you should avoid being presumptuous and playing the role of the expert. You might present your ideas to your mentor teacher, get feedback, and ask to try them out. Value suggestions given by both the mentor teacher(s) and university supervisor; try them out and give yourself sufficient time in such attempts. Trust your mentor teacher(s) and supervisor. Their primary job is to help you become the best teacher you can be during the time they are with you. They want you to succeed. Your role as a teacher intern is not to change the school. You are in the school to learn from experienced professionals. If you become aware of certain undesirable practices, remember them as things to avoid when you have been given a contract to teach.

Occasionally, a difficulty or problem occurs during teaching internship. Minor problems are part of the growth experience that the teacher intern may encounter while working in a school setting. Immediate, open, and honest communication about any problem is essential.

Problems are best solved at the lowest possible level. The following is a guideline of the appropriate procedures for resolving problems:

1. The teacher intern and classroom mentor teacher should discuss the problem first. The teacher is your "first line of defense."
2. If the problem is unresolved, the intern should contact the university supervisor.
3. If needed, the classroom mentor teacher and university supervisor will review the circumstances and collaboratively develop a plan.
4. If the problem is serious or a placement issue, the matter should be discussed with the OCFBI director.

If a classroom mentor teacher or university supervisor concludes that the teacher intern is having difficulties assuming teaching responsibilities or is exhibiting unprofessional behavior, the steps described below should be taken as early as possible in the placement. It should be noted that these procedures provide general guidance; depending on the nature and severity of the problem, not all steps may be applicable to an individual situation.

1. Immediately discuss the problem with the teacher intern, provide recommendations (or directives) and follow up to see if the problem has been resolved. *If the problem is a disposition infraction immediately follow the steps in Professional Disposition Infraction process in the handbook.*
2. Document the problem in writing providing feedback given and the teacher intern's response. The classroom mentor teacher and/or university supervisor and intern should sign and date the documentation. The university supervisor should place a copy in the intern's file.
3. If the problem persists, the classroom mentor teacher and university supervisor should schedule a meeting with the teacher intern and develop a remediation or professional development plan to address the problem. The professional development plan should be signed by all parties and a copy sent to the OCFBI director.
4. The supervisory team should jointly monitor the progress of the teacher intern to determine whether the problem is resolved and keep the OCFBI Director informed. Depending on the problem, other procedures may include:
 - Request another university supervisor to observe the teacher intern
 - Provide faculty assistance in the teaching area
 - Inform the intern's department head
 - Hold a group meeting with the intern, supervisor, OCFBI Director, and other university personnel or department head

5. As early as possible, the teacher intern must be notified in writing of performance areas not meeting expectations and the effects on the teacher intern's evaluation or grade the teacher intern has earned as of that time. (Note: It is unfair to make a negative assessment of the teacher intern's performance near the end of the placement if weaknesses have not been identified, discussed, documented, and assistance provided earlier in the placement).
6. If a serious problem is unresolved or involves unprofessional behavior, the teacher intern may withdraw from teaching internship or be removed from the placement by the school administrator or university.

Professional Disposition Infraction

All teacher education candidates must demonstrate appropriate skills and behaviors when completing placements in the field. As a teacher education candidate in the College of Education at Mississippi State University, you are expected to exhibit the dispositions listed below. Dispositions are defined by the Council for the Accreditation of Educator Preparation (CAEP) as the habits of professional action and moral commitments that underlie an educator's performance. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. In the event that you receive two (2) disposition infraction forms, a Disposition Committee will counsel with you and decide on your status in the program. *A meeting may be warranted based on the first disposition infraction.*

1. Responsibilities:

- Is present, punctual, and prepared for classes and field experiences
- Completes assignments in a timely manner
- Is dependable; cooperative; self-directed; accepts responsibility
- *Follows guidelines in course syllabi, university and school handbooks*
- Exhibits dress and grooming appropriate for the setting
(CFPO 1-Initial; CFPO 1-Advanced)

2. Communication:

- Uses appropriate language
- Demonstrates ability to speak and write with clarity
- Uses standard English in writing and speaking
- Is a good listener
(CFPO 5-Initial; CFPO 5-Advanced)

3. Interpersonal Skills:

- Shows courtesy and respect for faculty, administrators, students, teachers, staff, peers, parents, and members of the community
- Works collaboratively with others
- Avoids disparaging or critical remarks
- Establishes positive rapport and appropriate relationships
- Shows sensitivity to all students
- Is committed to open-minded, supportive, and encouraging (CFPO 2, 8, 9, 12-Initial; CFPO 2, 5, 9-Advanced)

4. Classroom Characteristics:

- Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful
- Places needs of students first
- Respects individual differences
- Shows initiative and creativity
- Is dedicated to teaching and learning; demonstrates persistence in helping all children achievesuccess
- Exhibits classroom awareness and caring attitude toward all students
(CFPO 2, 3, 4, 5, 6, 10-Initial; CFPO 2, 3, 4, 5, 6, 12, 14-Advanced)

5. Judgment:

- Is mature, exhibits self-control, reacts appropriately under stress

- Is flexible, adapts to change
- Is able to accept and express different points of view in a professional manner
- Uses good judgment
- Accepts responsibility for own actions
(CFPO 2, 6, 11-Initial; CFPO 2, 6, 10-Advanced)

6. Ethics:

- Demonstrates truthfulness and honesty
- Maintains ethical and legal behaviors in interactions with others
- Maintains confidentiality
- Respects intellectual property of others by giving credit and avoiding plagiarism/cheating
- Adheres to ethics/policies of university, schools, and profession
(CFPO 1, 4-Initial; CFPO 1, 4-Advanced)

7. Self-Reflection:

- Engages in problem solving and self-evaluation
- Reflects on decisions made concerning students, teaching methods, and subject matter
- Accepts constructive criticism in a positive manner
- Uses feedback to make improvements
- Strives for personal and professional growth
(CFPO 8, 9, 11-Initial; CFPO 8, 9, 12, 14-Advanced)

Disposition Infraction Process during Internship

If a COE university supervisor or Director of OCFBI recognizes disposition related infractions by a teacher intern, the following procedures will be implemented:

1. The Director of OCFBI, or her designee, will complete a disposition infraction form on an intern.
2. An intern will receive in writing a notification of receipt of form by OCFBI and a meeting will be scheduled to review the form and information. After review of the form(s) between intern and OCFBI, the intern will be asked to sign the form. The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed the form. The form should be placed in the teacher intern's file in OCFBI. An intern will have a right to submit a document outlining their side of the story and keep it in the file along with the form submitted.
3. The intern will be required to meet with the Director of OCFBI (or their designee) and at least one other COE staff member. The Director of OCFBI (or their designee) will explain the next steps if another disposition should be filed and/or if the school district should ask the intern to leave the placement. The intern will be allowed to bring an advisor of their choice for any meeting scheduled. The advisor is not allowed to speak or present the case on behalf of the student.
4. When a second disposition infraction form on a teacher intern is placed in the intern's file, or when a district asks an intern to leave their placement, a disposition infraction committee will be formed by the Director of OCFBI (or their designee). **A meeting could be warranted based on the first disposition infraction.** The Director of OCFBI (or their designee) will coordinate the meeting with the committee, which will consist of at least three COE faculty/staff, and said meeting will be scheduled for a date that is within three (3) business days of submission of the disposition infraction form. The intern will be allowed to bring an advisor of their choice for any meeting scheduled. The advisor is not allowed to speak or present the case on behalf of the student.
5. If the Disposition Infraction Committee recommends dismissal from the internship, the teacher intern will be immediately dismissed from the internship. The intern will receive in writing what the violation was and the terms of the dismissal. To be considered for readmission the intern must show substantial growth in the areas of deficiency identified in the disposition infraction process (see #7 of the Disposition Infractions Process).

- a. The decision may be appealed, but a petition for an appeal must be made in writing by the student to OCFBI within three (3) business days of the student's receipt of the Dispositions Infraction Committee's decision. A petition for appeal will be reviewed by the Dean of the College of Education or their designee to determine its merit and must be based on one or more of the following reasons:
 - i. An error in procedure, which prejudiced the process to the extent that the participant was denied a fundamentally fair hearing as a result of the error. Procedural flaws alone are not grounds for an appeal. Significant procedure errors that may have affected the verdict or sanction will be considered.
 - ii. The emergence of new evidence that could not have been previously discovered and that, had it been represented at the initial committee meeting, would have substantially affected the original decision of the hearing body.
- 6. Upon dismissal from the internship, the teacher intern will not be allowed to return to the course(s) that include a field experience component (1st placement, 2nd placement, or seminar). If the teacher intern appeals the dismissal, he/she will not be allowed to return to the placement until the appeals process is over. If the decision of the committee for dismissal is upheld following the appeals process, a grade of "F" will be awarded for the placement and "W" for seminar and the intern will be administratively withdrawn from the 2nd placement if infraction occurred during first placement. The teacher intern may continue in any non-field-experience-based coursework already underway for the current semester. The teacher intern will not continue in Teacher Education coursework in the future semester at the university.
- 7. To reapply for admission to teaching internship, interns must submit the following information to the Director of OCFBI:
 - a. A 1-2 page letter justifying readmission to Phase III identifying how previous deficiencies have been rectified.
 - b. Three letters of recommendation to include one COE faculty member and one currently employed P-12 educator or administrator. Each letter must include contact information (email address and phone number).
 - c. A transcript indicating any coursework since being dismissed from internship.
- 8. Upon submission of the items set forth in a-c, the Director of OCFBI (or their designee) will convene a Disposition Infraction Review Committee composed of at least three (3) COE faculty/staff to rule as whether to allow readmission to Phase III. The committee's decision must be sent to the Dean for approval signature. The decision of the committee and/or the Dean can be appealed to the Provost, or their designee within five (5) business days of the signed decision by submitting a letter of appeal to the Provost.

Professional Roles

Professional Role of the Teacher Intern

The primary role of the teacher intern is to successfully complete teaching internship. Teaching internship, which provides the transition from the status of college student to the status of classroom teacher, is a privilege and therefore carries with it certain responsibilities.

General Information

- Carefully review the teaching internship information provided on Watermark.
- Carefully read the roles and responsibilities of all persons involved in teaching internship.
- Be aware that teaching internship is a full-time responsibility.
- Be cognizant of school duties and responsibilities. Follow the school's rules, policies, and local standards of behavior.
- Become informed about the students and the classes you will teach.
- An intern's role in an I.E.P. meeting is **strictly observation only** with permission from the I.E.P. team.

Professional Dispositions

- Be on time all the time. In the case of illness, contact the classroom mentor teacher and university supervisor as early as possible, but no later than 7:00 a.m.
- Maintain a mature, responsible, and professional manner and an appropriate personal appearance.
- Show courtesy and respect for students, faculty, staff, parents, and members of the community. Respect the judgment of the classroom mentor teacher.
- Cooperate at all times with teachers, other staff members, and administrators.
- Take the initiative. Get totally immersed in your classroom and the school. Support school and community events. Students will notice and appreciate it.
- Avoid partiality and favoritism toward students.
- Prioritize the needs of the students first.
- Adjust to, rather than try to change, the situation in the classroom or school.
- Accept feedback and suggestions that will aid in personal and professional growth.
- Demonstrate effective self-management. Be patient and maintain self-control.
- Maintain confidentiality and avoid unfavorable criticism of the school, the classroom mentor teacher, other teachers, the students, the administration and the community.

Lesson Planning

- Plan lessons on a weekly and daily basis and submit the plans to the classroom mentor teacher weekly for review and recommendations prior to actual instruction. Plans should be kept in a binder and made available to the university supervisor during each visit. Lesson Plans for the following week are due in Watermark on Friday by 11:59 pm, unless your US gives a prior deadline.
- Be fully prepared for each class session. This will require considerable planning and development of materials outside regular school hours.
- If your lesson runs short, have something extra (e.g., interesting article from the newspaper, intellectual puzzle, etc.). Come to school “over-prepared” with activities.

Assignments

- Submit internship assignments via Watermark on the assigned due dates.

Professional Development

- Teacher interns are required to complete the three training modules for the Mississippi Common Assessments Training: Impact on Student Learning (IoSL), Professional Dispositions, and the Teacher Intern Assessment Instrument (TIAI).
- Teacher interns should participate in all faculty and/or team planning meetings, open houses, parent/teacher conferences, school activities, and any other non-instructional duties scheduled before, during, or after school.
- Strive for personal and professional growth through continued study and effort. Become actively involved in activities directed at the improvement of teaching and learning, e.g., instructional team meetings, staff development workshops, and seminars.
- Become acquainted with professional organizations and resources available through information technologies. Journals, publications of professional organizations, and the Internet provide up-to-date information on teaching strategies and resources.

Performance Assessment

- Become thoroughly familiar with the Teacher Intern Assessment Instrument (TIAI) and Content Area Performance Assessment (CAPA).
- Become thoroughly familiar with dispositions instruments to understand the importance of a positive, professional attitude.

Assistance

If assistance is needed, meet with the classroom mentor teacher first. For additional help, contact the university supervisor. If further assistance is required, contact the OCFBI Director.

Professional Role of the Classroom Mentor Teacher

The classroom mentor teacher plays an important role in assuring that the teacher intern is successful during the teaching internship. The teacher intern, under the supervision and guidance of the classroom mentor teacher, experiences and participates in all of the duties of a professional teacher.

Classroom Mentor Teacher Criteria:

1. Be a regularly employed teacher.
2. Have a minimum of three years of successful teaching experience.
3. Possess at least a class "A" Standard License (Class "AA" or higher is preferred) in the teaching area.
4. Be willing to accept the responsibilities of a classroom mentor teacher.
5. Show evidence of genuine professional interest and have a positive attitude toward teaching and working with teacher interns.
6. Be willing to participate in a training workshop on the role of the classroom mentor teacher and the teacher intern assessment process. The workshop for all classroom mentor teachers who have not been trained will be held at the beginning of the semester.

Prior to the Arrival of the Teacher Intern

- Become familiar with the background of the teacher intern and let the students in your classroom know that the teacher intern will work with you this semester.
- Collect a set of textbooks for the teacher intern and provide school schedules, class rolls, handbooks, and curriculum guides.
- Provide a workspace in the classroom for the teacher intern.

When the Teacher Interns Arrives

- Welcome the teacher intern by familiarizing him/her with the school building, introducing him/her to school personnel, and providing time to visit and observe throughout the school.
- Make expectations clear to the teacher intern and define the extent of the intern's authority and responsibility.
- Explain the following to the teacher intern:
 - Classroom routines
 - Instructional procedures
 - Student records
 - Method of keeping attendance
 - Grades
 - Report cards
 - Cumulative folders and records
- Demonstrate a variety of effective teaching and assessment techniques and encourage the teacher intern to use effective techniques.
- Assist the teacher intern in effective lesson and unit planning.
- Provide the teacher intern with the opportunity to gradually assume responsibility for daily planning and instruction once the teacher intern demonstrates the competence to do so.
- Provide opportunities for the teacher intern to participate in all responsibilities of a professional teacher, including faculty meetings, professional meetings, staff development workshops, team planning, professional decision-making, parent-teacher conferences, open house, school activities, and non-instructional duties (before, during, and after school).
- Encourage the teacher intern to engage in problem solving, self-analysis, and reflection about teaching.

Classroom Management Interview and Observation

Assist in arranging an opportunity for the teacher intern to observe another teacher at any grade level and any subject. Teacher interns are required to complete an observation assignment that requires interns to interview and observe another teacher that is strong in classroom management skills.

Performance Assessments

- Provide ample opportunities for the teacher intern to practice and demonstrate the skills on the Teacher Intern Assessment Instrument (TIAI) and Content Area Performance Assessment (CAPA).
- Hold regular conferences with the teacher intern. In addition, impromptu conferences should occur daily depending on the intern's needs. Regularly refer to the *Weekly Suggested Topics* in the Teaching Internship Handbook in asking interns to reflect on lessons presented.
- Provide on-going encouragement, recognition of success, and constructive feedback.
- Meet with the university **supervisor to assess the teacher intern's progress.**

Assessments and Forms Completed by the Mentor Teacher

(All forms will be completed and submitted via Watermark.)

- Formative observation using the Teacher Intern Assessment Instrument (TIAI), one per placement. The mentor teacher will also conference with the intern about his/her performance.
- Summative observation using the Teacher Intern Assessment Instrument (TIAI), one per placement. The mentor teacher will also conference with the intern about his/her performance.
- Statewide Professional Dispositions form and the MSU Dispositions form, both forms per placement. The mentor teacher will also conference with the intern about his/her professional dispositions.
- Content Area Performance Assessment (CAPA) form (not required for elementary education, social studies, and special education).
- Absences and tardiness at the end of each eight-week placement.

Professional Role of the University Supervisor

The university supervisor represents Mississippi State University in helping make teaching internship as meaningful as possible. The responsibilities of the university supervisor are as follows:

University Supervisor Criteria:

1. Have a minimum of five years of successful teaching experience.
2. Possess at least a class "AA" Standard License in the teaching area or class "AA" Standard License in administration with experience as an administrator.
3. Be willing to accept the responsibilities of a university supervisor.
4. Show evidence of genuine professional interest and have a positive attitude toward teaching and working with teacher interns.
5. Be willing to participate in a training workshop on the role of the university supervisor and the teacher intern assessment process.

Meetings

- Hold an orientation meeting with assigned teacher interns to explain and discuss procedures, visits, and evaluations.
- Participate in meetings related to teaching internship and in the evaluation, development, and improvement of the teacher intern program.

Contact Information

- Provide your available hours, telephone number(s), and email address to teacher interns and classroom mentor teachers.

General Responsibilities

- Keep a copy of the calendar for teaching internship and the classroom management/seminar schedule for each teacher intern.

- Keep documentation of telephone calls/conferences, dates of visits and evaluations, and a record of absences for each teacher intern.
- Maintain open communication and good personal relationships with the teacher intern, the classroom mentor teacher, and the principal.
- Clarify university expectations for the roles of the teacher intern, the classroom mentor teacher, and the principal.
- Work with the teacher intern and classroom mentor teacher to solve problems. If serious problems arise, contact the OCFBI Director.

Professional Development of the Teacher Intern

- Encourage the teacher intern to engage in problem solving, self-analysis, and reflection about teaching.
- Serve as a resource person and source of information for the teacher intern and classroom mentor teacher.
- Support the growth and development of the teacher intern and assist the classroom mentor teacher in guiding the teacher intern.

Performance Assessments and Visits

University Supervisors should adhere to the following guidelines when visiting schoolsites:

- One get-acquainted visit (virtually or in-person). Each teacher intern should be visited within the first week to become acquainted with the school, the classroom mentor teacher, and the principal. The first visit is to work out agreements concerning all individuals involved and make sure all parties have communicated roles and expectations. If a teacher intern changes placements, another get-acquainted visit will be necessary. If visits require long distance travel, the second placement get-acquainted visit should be done on the same day as the summative assessment for the first placement.
- Supervisors should have two structured visits to complete the Teacher Intern Assessment Instrument (TIAI) during each course/placement. University supervisors will use the TIAI to complete one formative assessment and one summative assessment in each course/placement.
- Supervisors may conduct additional visits, observations, or phone calls in situations when needed, but should contact OCFBI before extra visits are made to receive approval for travel.
- The following assessments and forms must be submitted in Watermark by the classroom mentor teacher and/or the university supervisor. The university supervisor is responsible for making sure that the classroom mentor teacher submits all assessments and absences in Watermark.
 - Formative TIAI (Classroom Mentor Teacher and University Supervisor)
 - Summative TIAI (Classroom Mentor Teacher and University Supervisor)
 - Content Area Performance Assessment (Classroom Mentor Teacher or University Supervisor) (if applicable)
 - Dispositions (Classroom Mentor Teacher and University Supervisor)
 - Record of Absences and Tardies (Classroom Mentor Teacher)
 - Intern assignments (University Supervisor)

Conferences and Feedback

- Conferences should be held with the teacher intern immediately following each assessment. Review the completed Teacher Intern Assessment Instrument (TIAI) with the teacher intern.
- Conferences with the teacher intern should include discussion concerning criteria on the TIAI, special situations, problems, dispositions, and general progress of the intern.
- Conferences with the classroom mentor teacher should include discussion of strengths and weaknesses of the teacher intern. If the classroom mentor teacher is not available for a conference following an assessment, he/she should be contacted by phone or email.
- Consult with the classroom mentor teacher regarding the final evaluation of the teacher intern. Interns will receive a grade for each course/placement.

Grading

At the end of the semester, it is the university supervisor's responsibility to work with the classroom mentor teacher to be sure that **all** items are completed in Watermark. University supervisors should follow-up with interns and classroom mentor teachers until all of their teacher intern/s' materials are submitted and scored.

Please note: grades are not determined by the percentage in Watermark, but by the number of points each intern receives. Refer to the grading scale noted in the "Policies and Procedures" section of this handbook for details. If all items are not complete by the deadline on the calendar, it could postpone the teacher intern's graduation.

Travel Reimbursement

University supervisors must request travel reimbursement on a **monthly basis** using travel forms provided by OCFBI. Reimbursement rates are determined by the MSU Travel office, and can be found at <http://www.travel.msstate.edu/>.

Professional Role of the Principal

The primary role of the principal is to ensure that the educational environment is one that encourages and promotes a positive and successful experience for the teacher intern. In order to create such an environment, suggestions for the principal are as follows:

1. Assist in assigning teacher interns to the most competent teachers in the desired areas and levels of endorsement. Classroom mentor teachers should be good role models and interested and committed to assisting and supporting the intern in assuming the duties of a professional teacher. (See criteria for classroom mentor teachers).
2. Orient teacher interns to the school. Topics might include school background (description of community, history, enrollment, philosophy, goals), school policies (rules and regulations, discipline, safety, emergency procedures), faculty expectations (meetings, duties, professional development, etc.), and extra-curricular activities (PTA, open house, after-school activities, athletics). Provide or make available written policies and handbooks. Discuss important procedures with the interns at the beginning of the teaching internship experience.
3. Provide leadership in interpreting teaching internship to the staff, students, and community.
4. Assist the classroom mentor teacher in arranging observations for the teacher interns in classrooms other than the one in which the internship experience is taking place.
5. Communicate with the university supervisor about the progress of teacher interns and participate in conferences as needed.
6. Communicate with the OCFBI director concerning any problems or questions, which arise during teaching internship.

Assessment Information

Directions for Assessing Professional Dispositions

Dispositions are defined by the Council for the Accreditation of Educator Preparation (CAEP) as the habits of professional action and moral commitments that underlie an educator's performance.

Dispositions can also be described as attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and as professional conduct and behavior. Not all dispositions can be directly assessed, but aspects of professional behavior are assessed during classes and field experiences in school settings.

Teacher interns should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism. University Supervisors and classroom mentor teachers will complete a professional dispositions assessment for each teacher intern.

The university supervisor and the classroom mentor teacher will use the following criteria to complete the professional dispositions rubric in Watermark. Refer to the following page for a more specific description of personal characteristics that former classroom mentor teachers defined as important for a teacher to possess.

PROFESSIONAL RESPONSIBILITIES:

The TC is present, punctual, and prepared for classes and field experiences. The TC is dependable and cooperative; knows and follows guidelines in course syllabi, and university and school handbooks; is self-directed and accepts responsibility; and completes assignments in a timely manner. The TC exhibits professional dress and grooming appropriate for the setting. (CFPO 1, 7, 10-Initial; CFPO 1, 7, 13-Advanced; SCDI-Domain I:3 & MCoE 6)

PROFESSIONAL in COMMUNICATION:

The TC uses appropriate communication language and demonstrates ability to speak and write with clarity. The TC demonstrates using standard English in writing and speaking and is a good listener. The TC shows sensitivity to the students' cultural and ethnic needs as well as their social, emotional, and cognitive needs; and is committed to diversity and is open-minded, supportive, and encouraging. The TC establishes a positive learning climate that enhances the learning of all students in the classroom. The TC shows courtesy and respect for students, staff, peers, parents, and members of the community; and exhibits classroom awareness and a caring attitude toward all students. The TC cooperates and collaborates with colleagues and integrates their ideas. The TC establishes positive rapport and appropriate relationships with parents/guardians. (CFPO 5, 7-Initial; CFPO 5, 7-Advanced; SCDI-Domain II:5 & MCoE 1)

PROFESSIONAL in CLASSROOM CHARACTERISTICS:

The TC demonstrates poise and confidence in the classroom setting. The TC is enthusiastic and shows initiative in the classroom setting. The TC is optimistic, patient, fair, empathetic, and inquisitive; places the needs of P12 students first; and respects individual differences in the classroom setting. The TC shows resourcefulness and creativity in the classroom setting. The TC shares and seeks professional materials and ideas to help all students achieve success. The TC knows safety measures and how to handle emergency situations. The TC develops cooperative home-to-school partnerships to support student learning and well-being. The TC participates in professional activities (staff development, PTA, parent-teacher conference, etc.). (CFPO 2, 3, 4, 5, 6, 7, 10-Initial; CFPO 2, 3, 4, 5, 6, 7, 11, 12, 13, 14-Advanced; SCDI-Domain III:6 & MCoE 4)

PROFESSIONAL in JUDGMENT:

The TC is flexible and adapts to change. The TC is mature, exhibits self-control, reacts appropriately under stress; is able to accept and express different points of view in a professional manner; uses good judgment; and accepts responsibility for own actions. (CFPO 2, 6, 7, 11-Initial; CFPO 2, 3, 6, 7, 10, 13-Advanced; SCDI-Domain I:2 & MCoE 5)

PROFESSIONAL in ETHICS:

The TC respects intellectual property of others by giving credit and avoiding plagiarism/cheating; and adheres to ethics/policies of university, schools, and profession. The TC maintains confidentiality; demonstrates truthfulness and honesty; and maintains ethical and legal behaviors in interactions with others. The TC knows how to work with community and social service agencies for the benefit of individual students and families. (CFPO 1, 4, 7-Initial; CFPO 1, 4, 13-Advanced; SCDI-Domain I:1 & Domain II:4 & MCoE 9 & 2)

PROFESSIONAL in SELF-REFLECTION:

The TC accepts constructive criticism in a positive manner. The TC engages in problem solving and self-evaluation. The TC reflects on decisions made concerning students, teaching methods, and subject matter. (CFPO 8, 9, 11-Initial; CFPO 8, 9, 12, 13, 14-Advanced; SCDI-Domain II:5 & MCoE 1)

Personal Characteristics of Teacher Interns

Classroom mentor teachers defined personal characteristics deemed important in a school setting. This list provides a guide, but is not inclusive.

1. Flexibility

- Responsive to change; adaptable
- Willing to change teaching strategies or lesson plans
- Able to “switch gears” if the lesson seems to be going the wrong way
- Able to adapt when unexpected situations occur (tornado warnings, etc.)
- Ability to understand and adjust to the school setting, culture, and environment

2. Poise and Confidence

- Composure; dignity of manner; self-assurance
- Exhibits leadership qualities
- Presence commands respect from students as well as colleagues
- Shows professionalism
- Conveys confidence in addressing and teaching students
- Exhibits calmness and composure
- Maintains self-control

3. Maturity and Judgment

- Ability to assume appropriate role in classroom
- Fair-minded; able to see other points of view
- Ability to choose battles and diffuse potentially volatile situations before they occur
- Establishes a clear line between teacher and student; being an under-standing adult but not a buddy
- Ability to prioritize
- Handles situations positively with appropriate action or response
- Acts/reacts professionally in a variety of situations
- Thinks before speaking and considers possible options before acting
- Consistently makes good decisions

4. Attendance

- Attends every day (absent only in case of emergency or illness)
- Meets university requirements
- Notifies teacher and university supervisor prior to any absence

5. Punctuality

- Arrives promptly at appointed time or earlier
- Leaves only after ALL duties have been completed
- On time for all activities (open house, meetings, conferences, etc.) and in the classroom prepared to begin teaching
- Turns in Weekly Plans on time

6. Dependability

- Trustworthy; reliable
- True to word, honest
- Plans well
- Meets deadlines and expectations
- Accepts responsibility
- Uses instructional time, planning time, and resources wisely
- Committed to the teaching experience (prompt, materials ready and well prepared for teaching, etc.)

7. Enthusiasm

- Expresses excitement for or interest in the subject or cause
- Shows passion for teaching and learning
- Tries to *inspire* students
- Uses voice inflection and body language to generate interest
- Shows initiative; wants to try new things
- Connects with students
- Enjoys students
- Becomes immersed in the age group

8. Appropriate Dress, Grooming and Appearance

- Dresses appropriate to the role of a professional educator
- Follows dress code of individual schools
- Nature of activity helps determine appropriate dress
- Appearance should command respect from students

9. Attitude

- Positive/optimistic mindset toward all aspects of teaching and learning
- Character; dispositions
- Proactive way of thinking and acting
- Accepts suggestions/feedback positively
- Approaches tasks with enthusiasm and high energy level
- Being a team player

10. Initiative

- Ability to begin or follow through with a plan or task
- Self-starter
- Independent problem solver
- Sees something that needs to be done and does it
- Seeks out ways to go beyond just what the book tells them to do

Directions for Completing the Teacher Intern Assessment Instrument

The Teacher Intern Assessment Instrument (TIAI), an assessment of the teacher intern's performance, is based on ten standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The classroom mentor teacher and university supervisor share responsibility for assessment of the teacher intern. The classroom mentor teacher's role is critical to the performance assessment of the teacher intern.

The TIAI indicators are incorporated into five domains: 1) Planning and Preparation, 2) Assessment, 3) Instruction, 4) Learning Environment, and 5) Professional Responsibilities. The TIAI consists of 25 indicators with individualized rubrics for each indicator. Each rubric includes the following four levels: Unacceptable, Needs Improvement, Meets Standard, and Exceeds Standard. Each indicator on the TIAI will be assessed and scored using the rubric for that indicator.

The classroom mentor teacher and university supervisor will assess the teacher intern's performance by completing one formative observation during weeks three to four of each course/placement and one summative observation during weeks six to seven of each course/placement.

Some indicators from the TIAI may be assessed through a review of weekly plans and others through observation and discussion/conferencing with the teacher intern. Following each TIAI assessment, the evaluator (classroom mentor teacher or university supervisor) should conference with the teacher intern to review the results of the assessment.

The formative and summative observation scores and comments must be entered in Watermark. The scores from the formative assessments will not count towards the intern's grade. The formative observation should be used to provide on-going feedback to the teacher intern and to inform them of their strengths and weaknesses as an educator. The scores from the summative assessments, along with points from additional assignments, will be used in calculating the teacher intern's final grade.

Rubric Averages on 5 Data Points: In both placements (4886/4896), it is an expectation for interns to score a minimum of a 2.00 rubric average on the TIAI, Statewide Dispositions, and the IoSL. If an intern is found to score below the 2.00 rubric average, remediation/additional support will be required and will be implemented by the OCFBI Director, Coordinator, and/or University Supervisor.

Reflection on Teaching and Learning

An important objective of the teacher preparation program is to develop the preservice teacher's ability to think systematically about practice, learn from experience, and revise practice when necessary. The teaching internship provides the opportunity for the growth of the prospective teacher through experiences, self-evaluation and reflection. The reflective teacher continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks opportunities to grow professionally. A reflective teacher also has been described as a problem solver, a self-monitoring teacher, a hypothesis maker, a self-analytic teacher, an action researcher, an inquirer, and an adaptive teacher.

MDE's Professional Growth System includes the Teacher Growth Rubric (TGR) that focuses on four domains: Lesson Design, Student Understanding, Culture and Learning Environment, and Professional Responsibilities. Resources for using the TGR for reflection on teaching and learning can be located at

<https://www.mdek12.org/OEE/Teacher>.

How can reflection about teaching and learning be encouraged? Pultorak (1993) developed a taxonomy of questions that he believes will lead to reflective thinking.

- What effect or impact did the lesson have on student learning?
- What were essential strengths of the lesson?
- What, if anything, would you change about the lesson?
- Do you think the lesson was successful? Why?
- Which conditions were important to the outcome?
- What, if any, unanticipated learning outcomes resulted from the lesson?
- Can you think of another way you might have taught this lesson?
- Can you think of other alternative approaches to teaching this lesson that might improve the learning process?
- Do you think the content covered was important to students?
- Did any moral or ethical concerns occur as a result of the lesson?

By using questions such as these during conferences, supervisors can help teacher interns analyze their teaching, consider problems, look at issues in new ways, and consider alternatives that were not apparent prior to the conference.

Teacher interns can develop their own ability to think about practice and learn from experience by asking themselves the following questions:

- Did the students learn anything today? Why or why not?
- What did I learn today? How did I learn it?
- How will what I learned today help me in future teaching situations?

Pultorak, E. G. (1993). Facilitating Reflective Thought in Novice Teachers. *Journal of Teacher Education*, 44 (Sept.-Oct.): 288-295.

