



MAT Fall 20 18-Spring 2020 TIAI Evaluation		
	2018-19 N=2	2019-2020 N=2
<b>Domain I: PLANNING AND PREPARATION</b>		
<b>*Items 1-6 should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)</b>		
The teacher candidate develops measureable and observable grade and subject level objectives that are aligned with appropriate state curricula framework.	2.38	2.25
The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.	2.38	2.00
The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate.	2.63	2.00
The teacher candidate plans appropriate and sequential teaching procedures that include innovate introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development.	2.25	2.00
The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.	2.38	2.00
The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve students' growth, development and understanding.	2.38	2.25
Average	2.40	2.10
<b>Domain II: ASSESSMENT</b>		
<b>* Items 7-8 should reflect the teacher intern's ability to effectively communicate assessment information to the students, provide feedback, and incorporate informal and formal assessments. Items should be assessed from written lesson and unit plans, classrooms observations, and from other artifacts (pretests, inventories, surveys, etc.).</b>		
The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance.	2.40	2.00
The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	2.40	2.00
Average	2.40	2.00
<b>Domain III: INSTRUCTION</b>		
<b>*Items 9-19 should reflect the teacher intern's overall ability to effectively communicate with students and implement innovate lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson plans and classroom observations.</b>		
The teacher candidates uses standard written, oral, and nonverbal communication in instruction.	2.40	2.25
The teacher candidate provides explicit written and oral directions for instructional activities.	2.40	2.25
The teacher candidate communicates positive expectations for learning for all students.	2.40	2.25
The teacher candidate conveys enthusiasm for teaching and learning for all students.	2.40	2.25
The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	2.65	2.00
The teacher candidate demonstrates content knowledge and an understanding of how to teach the content.	2.50	2.00
The teacher candidate uses a variety of appropriate teaching strategies, including technology. To impact student learning and development.	2.40	2.25
The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.	2.00	2.00
The teacher candidate engages all students in critical thinking through higher-order questioning.	2.15	2.00
The teacher candidate adjusts instruction as needed based on student input cues, and individual/group responses	2.00	2.00
The teacher candidate uses family and/or community resources in instruction to impact student learning and development.	2.00	2.00
Average	2.30	2.11
<b>Domain IV: LEARNING ENVIRONMENT</b>		
<b>*Items 20-24 should reflect the teacher intern's ability to manage the classroom environment in a way that is conducive to learning. Items should be assessed from classroom observations.</b>		
The teacher candidate adjusts the classroom environment enhance positive peer relationships motivation and learning.	2.00	2.25
The teacher candidate attends to and delegates routine tasks.	2.00	2.25
The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	2.00	2.00
The teacher candidate creates a culturally inclusive environment that promotes fairness safety, respect, and support for all students.	2.15	2.00
The teacher candidate maximizes instructional time.	2.00	2.50
Average	2.03	2.20
<b>Domain V: PROFESSIONAL RESPONSIBILITIES</b>		
<b>*Item 25 should reflect the teacher intern's ability to collaborate with professional colleagues to involve parents and/or guardians in the student's learning and development. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (inventories, surveys, and other documentation).</b>		
The teacher candidate collaborates with professional colleagues (classroom mentor teacher and /or university supervisor) to communicate with families about student learning and development.	2.25	2.00
<b>Overall</b>	<b>2.28</b>	<b>2.09</b>