MEES TEACHER CANDIDATE ASSESSMENT TRANSITION AND FIELD TESTING
2018 - 2019

MEES Revision Process Spring 2018

Guiding Principles:

- **Focus on practice**

- **Clear and effective evaluation tool**

- **Inter-rater reliability**

- **Prepare Teacher Candidates for the world they will enter**

Action Steps:

- **Revised the MEES Teacher Candidate Assessment Rubric**

- **Identified videos and facilitated calibration exercise**

- **Developed training materials**

- **Outlined a field testing process**

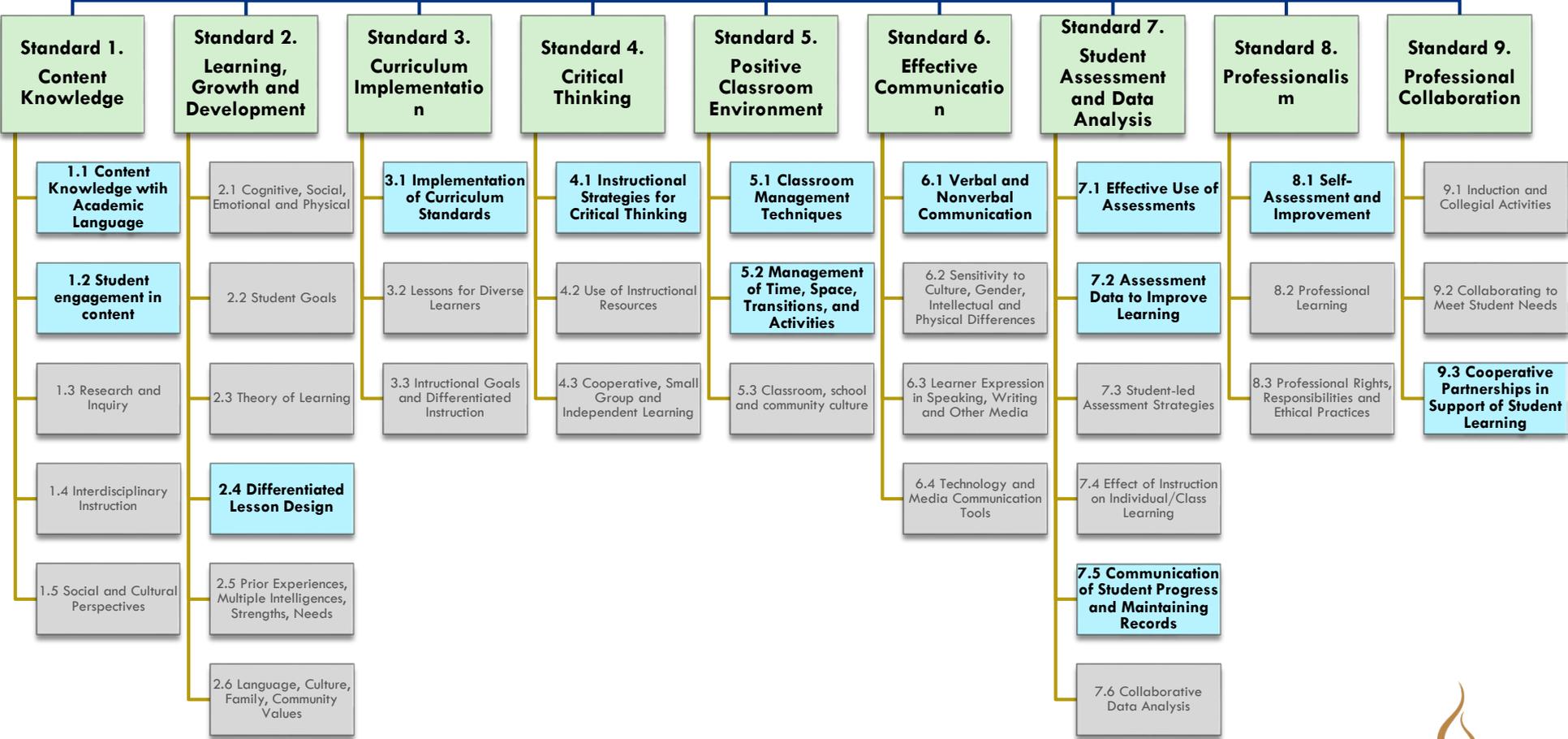- **Determined a cut score for 2018-2019**

Nine Missouri Teacher Standards

- **Standard 1: Content Knowledge**
- **Standard 2: Student Learning, Growth, and Development**
- **Standard 3: Curriculum Implementation**
- **Standard 4: Critical Thinking**
- **Standard 5: Positive Classroom Environment**
- **Standard 6: Effective Communication**
- **Standard 7: Student Assessment & Data Analysis**
- **Standard 8: Self-Assessment & Improvement**
- **Standard 9: Professional Collaboration**

Missouri Teacher Standards and Representative Quality Indicators for the Clinical Experience

Standard 1. Content Knowledge

- **1.1 Content Knowledge wtih Academic Language**
- **1.2 Student engagement in content**
- 1.3 Research and Inquiry
- 1.4 Interdisciplinary Instruction
- 1.5 Social and Cultural Perspectives

Standard 2. Learning, Growth and Development

- 2.1 Cognitive, Social, Emotional and Physical
- 2.2 Student Goals
- 2.3 Theory of Learning
- **2.4 Differentiated Lesson Design**
- 2.5 Prior Experiences, Multiple Intelligences, Strengths, Needs
- 2.6 Language, Culture, Family, Community Values

Standard 3. Curriculum Implementation

- **3.1 Implementation of Curriculum Standards**
- 3.2 Lessons for Diverse Learners
- 3.3 Intructional Goals and Differentiated Instruction

Standard 4. Critical Thinking

- **4.1 Instructional Strategies for Critical Thinking**
- 4.2 Use of Instructional Resources
- 4.3 Cooperative, Small Group and Independent Learning

Standard 5. Positive Classroom Environment

- **5.1 Classroom Management Techniques**
- **5.2 Management of Time, Space, Transitions, and Activities**
- 5.3 Classroom, school and community culture

Standard 6. Effective Communication

- **6.1 Verbal and Nonverbal Communication**
- 6.2 Sensitivity to Culture, Gender, Intellectual and Physical Differences
- 6.3 Learner Expression in Speaking, Writing and Other Media
- 6.4 Technology and Media Communication Tools

Standard 7. Student Assessment and Data Analysis

- **7.1 Effective Use of Assessments**
- **7.2 Assessment Data to Improve Learning**
- 7.3 Student-led Assessment Strategies
- 7.4 Effect of Instruction on Individual/Class Learning
- **7.5 Communication of Student Progress and Maintaining Records**
- 7.6 Collaborative Data Analysis

Standard 8. Professionalism

- **8.1 Self-Assessment and Improvement**
- 8.2 Professional Learning
- 8.3 Professional Rights, Responsibilities and Ethical Practices

Standard 9. Professional Collaboration

- 9.1 Induction and Collegial Activities
- 9.2 Collaborating to Meet Student Needs
- **9.3 Cooperative Partnerships in Support of Student Learning**

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):
• Provides no opportunity for students to process content. • Makes mistakes and/or shares misinformation when teaching content. • Makes no attempt to address needed vocabulary or terminology necessary to understand content. • Students are not engaged in the content.	• Demonstrates an awareness of possible strategies to allow students to process content. • Provides students basic information about content, but unable to convey a deep understanding of the topic. • Plans to introduce vocabulary and terminology, but fails to use strategies to enhance student engagement and responses. • Few students are engaged in the content.	• Provides students with limited opportunities to process content through discussion with others. • Uses accurate content knowledge to support learning. • Uses limited strategies to teach academic content, vocabulary, and terminology. • Some students exhibit engagement in the content.	• Provides students opportunities to process the content through discussion with others. • Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. • Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses. • The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary.	• Identifies low engagement and responds with strategies to increase engagement. • Uses a variety of skillful questioning strategies to promote active participation and depth of student response. • Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

MEES Revision Process Summer 2018

- **Provided three regional train the trainer sessions**
- **All training materials uploaded to DESE website**
- **Developed a plan for establishing content validity**
- **Each EPP designated a MEES contact person**
- **Memo released from DESE and MACTE detailing process**
- **Triad training facilitated by all EPPs**

Gathering Feedback

Surveys

- **Triad Training and process survey**

- **Content Validity survey**

- **MEES Rubric feedback**

Presentations

- **MOASPA**

- **MOTEP**

- **MABEP**

- **MACTE**

- **Focus Groups**

Triad Training & Evaluation Process

Training facilitated fall and spring semester, followed by survey:

- ☐ **Format**
- ☐ **Attendees**
- ☐ **Facilitation**
- ☐ **Materials**

Content Validity Process

- **Survey format**
- **Each EPP identified seven content experts**
- **Process for distribution**
- **Data analysis and revision**

MEES Rubric Feedback

Fall and Spring

- **Cooperating Teachers**
- **University Supervisors**
- **Teacher Candidates**
- **Administrators**

MEES Revision Process Spring 2019

- **Analyze all survey data collected**
- **Analyze inter-rater reliability results**
- **Revise MEES Teacher Candidate Rubric**
- **Further develop training materials**
- **Revisit a cut-score**
- **Upload all revised materials by June 2019**

Questions?