



**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**

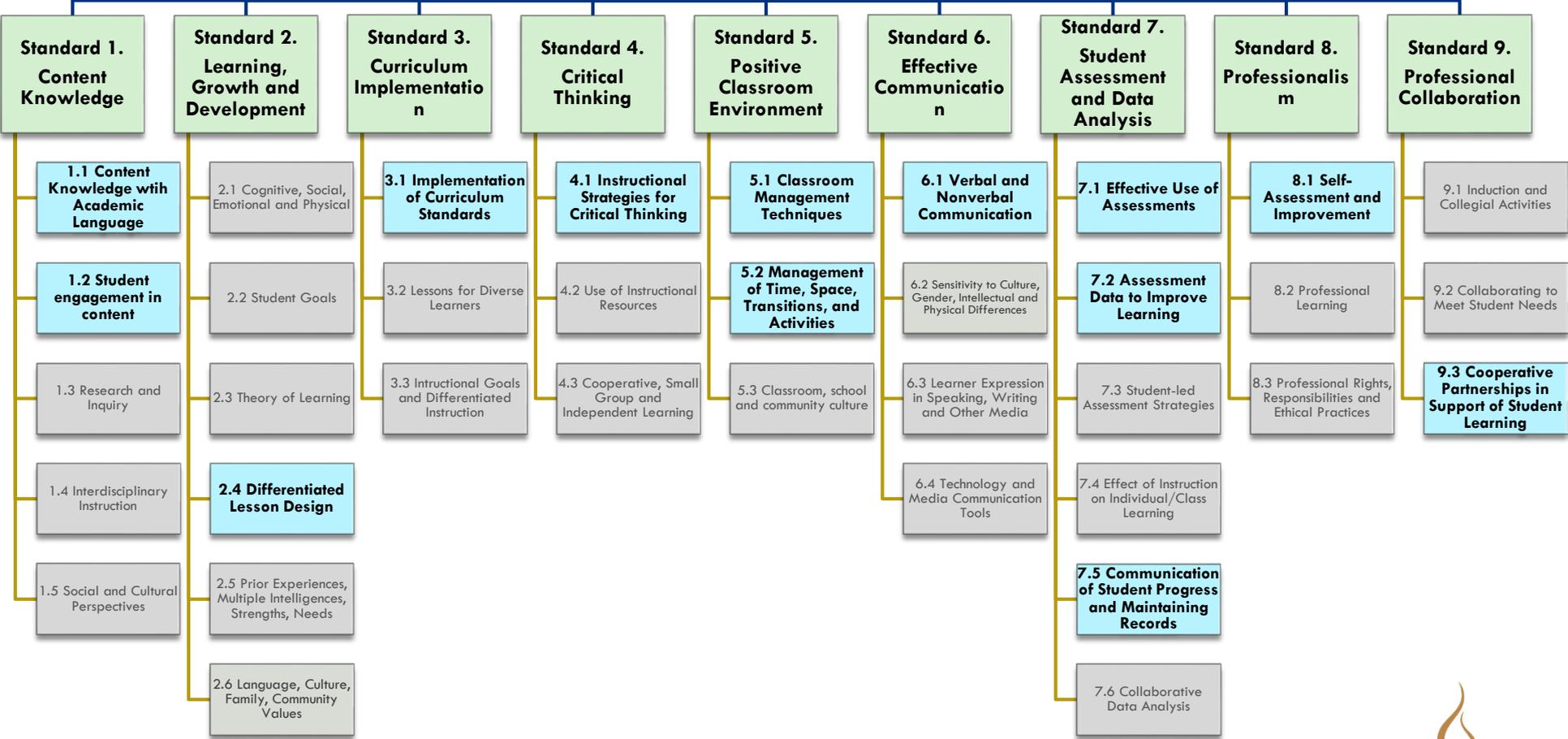


Nine Missouri Teacher Standards

- **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



<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>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.</p>	<p>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):</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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 Fall 2018

Surveys

- **Triad Training and Process Survey**
- **Content Validity Survey**
- **MEES Rubric Feedback Survey**

Presentations

- **MOASPA**
- **MOTEP**
- **MABEP**
- **MACTE**
- **Focus Groups**

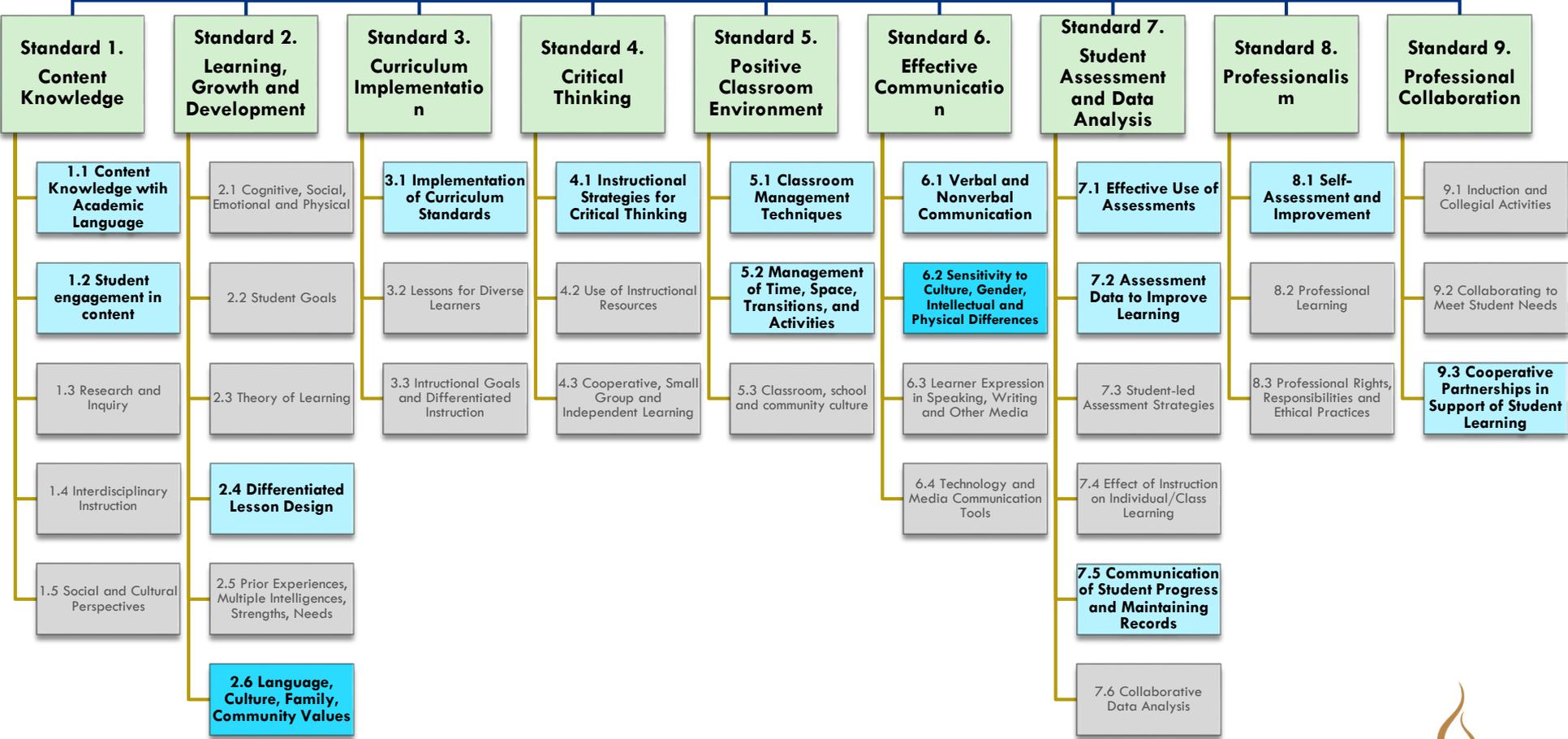


Data Review January 2019

- **MEES/APR Workgroup**
 - **Reviewed all data sources**
 - **Made suggested changes to the rubric language**
 - Clarity, Importance, Distinction
 - **Discussed training implementation**
 - MEES and institutional training needed
 - Cooperating Teacher is key
 - Online option



Missouri Teacher Standards and Representative Quality Indicators for the Clinical Experience



MEES Revision Process Spring 2019

- **Finalize MEES Teacher Candidate Rubric**
- **Further develop training materials**
- **Share revised rubric and training at MACTE**
- **Revisit a cut-score**
- **Upload all revised materials by May 2019**



Questions?

