The Teacher Candidate in the Clinical Experience
MEES Protocols and Forms

Academic Year 2018-2019
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Using Missouri’s Educator Evaluation System (MEES) to Assess the Performance of Teacher Candidates during the Clinical Experience

Introduction
Missouri’s Educator Evaluation System was developed and refined by hundreds of educators across the state. During this academic year, the MEES will be field tested to determine its validity and reliability. Data will be gathered to make important adjustments to the instrument and the process throughout the 2018-2019 academic year. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical.

Beginning in fall 2018, the MEES will become the required performance assessment for student teachers across the state. The MEES underwent a revision process which included language, score range and format for the assessment instrument and rubric. Additionally, each Educator Preparation Program (EPP) will determine required artifacts for candidates. Artifacts may be required to provide essential evidence to determine if a candidate has met a standard to an acceptable level.

Teacher Candidates are an essential part of Missouri’s Professional Continuum. Teacher Candidates are in the preparation process to enter the profession. In the Clinical Experience, Teacher Candidates are afforded the opportunity to put preparation into practice.

As prescribed in the Missouri Standards for the Preparation of Educators (MoSPE), Teacher Candidates in their Clinical Experience are to be assessed using the Missouri Educator Evaluation System (MEES). The following provides an introduction to the forms and a description of their use.
Standards and Quality Indicators Webmap

The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, each of the nine standards will receive one score; representative indicators are included for each standard. Thus, thirteen of the thirty-six Quality Indicators have been selected for assessing the performance of the Teacher Candidate.

While all thirty-six Quality Indicators are important and addressed throughout the preparation process, these thirteen in particular (shown in blue) are an indication of the readiness of a Teacher Candidate for his/her first year of teaching. The Teacher Candidate is assessed on each of the nine standards with language specific to these thirteen indicators by the Ed Prep Supervisor and the Cooperating Teacher. The forms included in this process are explained to provide further detail on how this assessment occurs.
Teacher Candidate Assessment Tool

The Teacher Candidate Assessment Tool (TCAT) is a specifically designed evaluation tool used to assess Teacher Candidates, both formatively and summatively, throughout the culminating semester. The nine focus standards were selected from the Missouri Teacher Standards to evaluate Teacher Candidates similarly to the principal evaluations of first-year teachers. Formative evaluations using the TCAT provide opportunities for the Teacher Candidate to analyze their growth on a single standard over time. This promotes reflection, as well as conferencing and goal-setting with evaluators. Use of the Teacher Candidate Assessment Tool is optional, as EPPs may use their own electronic system to gather this data. When adjusting the format to meet each EPP’s individual needs, it is essential that the language of the standards, quality indicators, and descriptors remain unchanged to ensure consistency across the state.

<table>
<thead>
<tr>
<th>Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool</th>
</tr>
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<tbody>
<tr>
<td><strong>Standard 1: Content knowledge aligned with appropriate instruction.</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

- The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
- Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
- Proficient Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates some success.
- Proficient Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
- Proficient Candidate: The teacher candidate applies and develops the lesson according to the teaching environment, student response.

<table>
<thead>
<tr>
<th>The Skilled Candidate (3) Effectively:</th>
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<tbody>
<tr>
<td>- Provides students opportunities to process the content through discussion with others.</td>
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<tr>
<td>- Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.</td>
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<tr>
<td>- Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses.</td>
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<tr>
<td>- The majority of students exhibit engagement in the content, e.g., raising hands, participating in activities, using vocabulary.</td>
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<tr>
<th>Possible Artifacts/Evidence:</th>
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<tbody>
<tr>
<td>- Pre and/or Post Conference</td>
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<tr>
<td>- Interest Inventory</td>
</tr>
<tr>
<td>- Journal</td>
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<tr>
<td>- Lesson/Unit Plan</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Assessment</th>
<th>Score</th>
<th>Feedback</th>
</tr>
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<tbody>
<tr>
<td>Formative 1 Date</td>
<td></td>
<td></td>
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<tr>
<td>Formative 2 Date</td>
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<td>Formative 3 Date</td>
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<td>Formative 4 Date</td>
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<td>Formative 5 Date</td>
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<td>Formative 6 Date</td>
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<tr>
<td>Summative Date</td>
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</tbody>
</table>

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter
Teacher Candidate Assessment Rubric

A Teacher Candidate Assessment Rubric (TCAR) has been provided for each of the nine standards with representative indicators for each standard. The rubric specifically highlights the transition from “knowing to doing” that occurs during the Clinical Experience. The first row of the rubric articulates the particular performance represented in the given standard. This articulation occurs across a continuum that includes skills and knowledge Not Evident, Emerging, Developing, Skilled, and Exceeding.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>O</strong> - The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</td>
</tr>
<tr>
<td><strong>1</strong> - Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</td>
</tr>
<tr>
<td><strong>2</strong> - Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</td>
</tr>
<tr>
<td><strong>3</strong> - Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</td>
</tr>
<tr>
<td><strong>4</strong> - Exceeding Candidate: The teacher candidate adopts 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):</td>
</tr>
</tbody>
</table>

- **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**
- **1.2 Student Engagement in Subject Matter**

The Teacher Candidate Assessment Rubric is offered for informational purposes for the Teacher Candidate, Ed Prep Supervisor, and Cooperating Teacher. The overall purpose of the rubric is to create common language around the expected performance of the Teacher Candidate in the Clinical Experience.
Scoring Scale

Teacher Candidates will be scored based on a 0-4 scale and assessed by both the Cooperating Teacher and Ed Prep Supervisor assigned to the Teacher Candidate by the educator preparation program. The scores of the Cooperating Teacher and Ed Prep Supervisor are equally weighted and reported during the certification recommendation process. Below are the scoring descriptors:

- **0-Not Evident** 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. This is the expected level of performance of the Teacher Candidate 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 and at least one descriptor in the exceeding (4) column must be present during the evaluation).

Scoring Protocol

- Teacher Candidates must demonstrate a majority (more than half) of the descriptors within a given level to receive that score.
- If two descriptors fall in one level and two descriptors fall in a different level, the assigned score should be the lower score. For example, if two descriptors fall in a level 2 and two descriptors fall in a level 3, a score of 2 would be given.
- To receive a score of 4 (Exceeding), the Teacher Candidate must demonstrate all of the skilled level plus at least one of the exceeding descriptors.
- Each EPP may require artifacts to support scoring.

Formative Implementation The TCAT may be used by the Cooperating Teacher and Ed Prep Supervisor during formative and summative evaluations. Formatively, the assessment tool provides a “snapshot” of the Teacher Candidate’s abilities during an evaluation lesson. Evaluators should score based on the performance of the Teacher Candidate during the evaluation lesson only. Standards that are unobservable in every formative setting will be supported by required artifacts identified on the tool (see Artifacts). These artifacts will be determined by each EPP. As data points are collected by the Cooperating Teacher and Ed Prep Supervisor, Teacher Candidates will set goals for growth in deficient standards. Ed Prep Supervisors are required to complete a formative assessment at least once every three weeks for each Teacher Candidate, but each EPP may require more than the minimum number of visits and some Teacher Candidates may benefit from more than the minimum number of formative observations.
**Summative Implementation** To provide summative scores used for certification recommendation, the Cooperating Teacher and Ed Prep Supervisor will conference and consider the formative data points provided throughout the observations during the culminating semester. A holistic score for each standard will be assigned by both the Cooperating Teacher and Ed Prep Supervisor. This score will be a reflection of formative evaluation scores, growth of the candidate, and the degree to which the candidate met the expectations detailed in the *Skilled Candidate* description. A Teacher Candidate’s summative evaluation scores are used for certification recommendation by the educator preparation program.

**Artifacts** As some standards are non-observable or do not provide the opportunity to be consistently observed during a formative, “snapshot” lesson evaluation, artifacts may be required for scoring. Suggested artifacts for each of the standards are listed on the MEES Teacher Candidate Assessment Tool. Like possible observable data, these sources are not a checklist or even a comprehensive list of evidence, but rather suggestions to be considered when assigning ratings. Required artifacts will be determined by each EPP. It is the responsibility of the Teacher Candidate to provide artifact(s) identified by their Ed Prep Program to support the scoring process.
Field Testing Academic Year 2018 - 2019

Field Testing Overview
Field testing can serve as a quality control for new assessment and/or assessment items by helping to identify aspects of an assessment or the assessment procedure that are confusing or problematic. Because the MEES requires subjective scoring, inter-rater reliability is important; all evaluators (Cooperating Teachers and Ed Prep Supervisors) need to learn to consistently identify the same kinds of behaviors (or lack thereof) at each rating level and to evaluate artifacts for each standard based on the given criteria. The field test will include all Teacher Candidates who student teach during fall semester 2018 and spring semester 2019; this sample is expected to be representative of future populations that will be assessed using the MEES.

The goal of the field testing year is to answer questions such as

- is the assessment effective?
- are the MEES instruments (TCAT and TCAR) easy to use (format, directions, data entry)?
- does the process provide the useful information about Teacher Candidates upon which to base constructive feedback and ultimately a recommendation for certification?

To provide appropriate data to answer the questions above:

- Summative rating data will be captured for all Teacher Candidates, from both Cooperating Teachers and Ed Prep Supervisors in the state during the two-semester trial period, and will be analyzed by DESE and the APR/MEES committee.
- A content validity survey will be distributed to identified experts in the field during the fall semester. Experts will include representatives from P12 and EPPs. This data will be used to determine if adjustments to the MEES Teacher Candidate Rubric are needed to increase content validity.
- Surveys will be distributed to Cooperating Teachers and Ed Prep Supervisors once during the formative assessment period, and once following completion of summative assessment. The surveys will help to identify any particular problems experienced during formative and/or summative assessment and affective responses of users to the instruments (TCAT and TCAR) and the MEES process.

Passing Score - Field Testing Year ONLY
The performance assessments will be scored at the educator preparation level.

- MEES for Teacher Candidates – Combined Summative Score (PS + CT) of 24 points*

Candidates must meet or exceed the minimum passing score in order to be recommended for certification. EPPs will check a box when recommending for certification which will indicate the candidate passed the performance assessment. A memo box will also be available on the certification application for EPPs to provide additional information if needed. Please contact Educator Certification if you have additional questions regarding the form.

* Passing scores are only valid for the 2018-2019 academic year.
Training of Evaluators and Inter-Rater Reliability

Mandatory Cooperating Teacher and Ed Prep Supervisor Training

All evaluators must complete an initial training which includes a focus on interrater reliability.

• Every Cooperating Teacher who is hosting a Teacher Candidate for the upcoming semester or year, as well as any Ed Prep Supervisor assigned to supervise a Teacher Candidate, must complete a training either face-to-face or online.
• Every EPP must utilize the training materials provided by DESE including the same videos for purposes of consistency. All evaluators must look for the same behavioral evidence and consider the criteria provided on the Teacher Candidate Assessment Rubric when assessing performance.

Inter-Rater Reliability involves statistically determining the similarity of data collected by different raters. The extent of agreement among data collectors is called, “interrater reliability” and can vary due to the variability among observers - different people interpret observations in different ways. It is important for the different raters to rate teaching behaviors similarly and thus provide as close to the same scores as possible. Providing the same training for all Cooperating Teachers and Ed Prep Supervisors helps to ensure a high level of inter-rater reliability. During training, the evaluators view videos of different classrooms, use the Teacher Candidate Assessment Tool (TCAT) and the Teacher Candidate Assessment Rubric (TCAR) to determine scores on different specified standards; then participants in face-to-face trainings discuss the evidence from their observations to increase reliability of ratings.

Contact Information

The MEES/APR Workgroup, in collaboration with DESE, will gather and analyze all the data collected through the field testing year. Regular updates will be provided to EPPs as revisions to the instrument and process are made based on the data and feedback collected.

Please direct questions to:
Suzanne Hull, Ed.D.
Coordinator – Educator Preparation
Office of Educator Quality; DESE
573-751-6504

Daryl E. Fridley, Ph.D.
Associate Dean
Southeast Missouri State University
573-651-2556

Kimberley Nuetzmann
Coordinator – Student Teaching Experiences
University of Missouri, Columbia
573-882-4364