

Clinical Observation Instrument

Explanation

The clinical observation instrument is used by university supervisors and cooperating teachers to evaluate candidate performance enacting skills related to the learner and learning, content, instructional practice, and professional responsibility. Candidates are observed four times during student teaching--three formative and one summative assessment. The candidates are observed by their university supervisors and cooperating teachers. The data presented in this document is the summative data from both observers.

**The Missouri Department of Elementary and Secondary Education (DESE) requires that we use a statewide clinical observation instrument that is aligned to the [Missouri Teacher Standards](#). This statewide observation instrument is part of the [Missouri Educator Evaluation System \(MEES\)](#) and is part of a [continuum](#) that runs from candidate through distinguished teacher. The MEES and, thus, the statewide clinical observation instrument was developed by education professionals (e.g., teachers, teacher educators, principals/superintendents, DESE leaders/policymakers) from [research and proven practices](#)--including Danielson (2007); Darling-Hammond (2012); Hattie (2009); and Marzano (2007).

A copy of the School of Education's clinical observation instrument is linked [here](#).

Data Table Key

The clinical observation instrument data is outlined in the table on the next page. Each DESE component of the observation instrument is aligned to one of the four InTASC areas (content; learner and learning; instructional practice; and professional responsibility). The table presents three cycles of data (Fall 2015; Spring 2016; and Fall 2016); is organized by program clusters (early childhood education; elementary education; and middle/secondary education); and documents the observation ratings of the university supervisor and cooperating teacher.

The key for reading these data is...

- SLU = rating average of all candidates in the School of Education.
 ECE = early childhood education
 ELM = elementary education
 MSE = middle/secondary education
 U = university supervisor.
 C = cooperating teacher.

The rating scale for these data is...

Definition of Rating Descriptors				
N/A - Not Attempted: The teacher candidate did not attempt the standard.	Baseline - 0: The baseline teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance	Emerging - 1: The emerging teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level	Emerging - 2: The emerging teacher candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level	Developing - 3: The developing teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

Data Table

CAEP	InTASC	DESE Component**	Fall 2015	Spring 2016	Fall 2016
1.1 1.4	Content.	1.1: Content knowledge and academic language.	SLU(N=9) / 3.00(U) / 2.85(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 3.00(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.79(U) / 2.74 (C) ECE(N=1) / 3.00 (U) / 3.00 (C) ELM(N=9) / 2.78(U) / 2.50(C) MSE(N=9) / 2.56(U) / 2.80(C)	SLU (N=6) / 2.33 (U) / 2.40 (C) ECE (N=2) / 2.00 (U) / 3.00 (C) ELM (N=3) / 2.67 (U) / 2.50 (C) MSE (N=1) / 2.00 (U) / 2.00 (C)
1.1	Learner and learning. Content. Instructional practice.	1.2: Student engagement in subject matter.	SLU(N=9) / 3.00(U) / 2.71(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 3.00(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.73(U) / 2.63(C) ECE(N=1) / 3.00(U) / 2.67 (C) ELM(N=9) / 2.78(U) / 2.50(C) MSE(N=9) / 2.56(U) / 2.70(C)	SLU (N=6) / 2.33(U) / 2.40 (C) ECE (N=2) / 2.50 (U) / 3.00 (C) ELM (N=3) / 2.33(U) / 2.50 (C) MSE (N=1) / 2.00(U) / 2.0 (C)
1.1 1.4	Learner and learning. Instructional practice.	2.4: Differentiated lesson design.	SLU(N=9) / 2.67(U) / 2.71(C) ECE(N=1) / 2.00(U) / n/a ELM(N=4) / 2.75(U) / 2.67(C) MSE(N=4) / 2.75(U) / 2.75(C)	SLU(N=19) / 2.63(U) / 2.76(C) ECE(N=1) / 2.00 (U) / 2.50 (C) ELM(N=9) / 3.00(U) / 3.00(C) MSE(N=9) / 2.33(U) / 2.70(C)	SLU (N=6) / 2.50(U) / 2.40 (C) ECE (N=2) / 2.50 (U) / 3.00 (C) ELM (N=3) / 2.67 (U) / 2.50 (C) MSE (N=1) / 2.00 (U) / 2.00 (C)

1.1 1.4	Content. Instructional practice.	3.1: Implementation of curriculum standards.	SLU(N=9) / 3.00(U) / 2.85(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 3.00(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.79(U) / 2.88(C) ECE(N=1) / 3.00(U) / 3.00 (C) ELM(N=9) / 3.00(U) / 3.00(C) MSE(N=9) / 2.56(U) / 2.78(C)	SLU (N=6) / 2.50(U) / 2.60 (C) ECE (N=2) / 2.50 (U) / 3.00 (C) ELM (N=3) / 2.67 (U) / 2.50 (C) MSE (N=1) / 2.00 (U) / 2.50 (C)
1.1 1.4	Learner and learning. Instructional practice.	3.2: Lessons for diverse learners.	SLU(N=9) / 2.78(U) / 2.85(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 2.75(U) / 2.67(C) MSE(N=4) / 2.75(U) / 3.00(C)	SLU(N=19) / 2.58(U) / 2.68(C) ECE(N=1) / 2.00(U) / 3.00 (C) ELM(N=9) / 3.00(U) / 2.33(C) MSE(N=9) / 2.22(U) / 2.80(C)	SLU (N=6) / 2.50(U) / 2.40 (C) ECE (N=2) / 2.50 (U) / 3.00 (C) ELM (N=3) / 2.33 (U) / 2.50 (C) MSE (N=1) / 3.00 (U) / 2.00 (C)
1.1	Learner and learning. Instructional practice.	4.1: Instructional strategies leading to student engagement in problem-solving and critical thinking.	SLU(N=9) / 2.89(U) / 2.71(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 3.00(U) / 2.67(C) MSE(N=4) / 2.75(U) / 2.75(C)	SLU(N=19) / 2.68(U) / 2.70(C) ECE(N=1) / 3.00(U) / 3.00 (C) ELM(N=9) / 3.00(U) / 2.57(C) MSE(N=9) / 2.33(U) / 2.70(C)	SLU (N=6) / 2.17(U) / 2.00 (C) ECE (N=2) / 2.50 (U) / 3.00 (C) ELM (N=3) / 2.00 (U) / 2.00 (C) MSE (N=1) / 2.00 (U) / 1.50 (C)
1.1	Instructional practice.	5.1: Classroom management techniques.	SLU(N=9) / 3.00(U) / 2.71(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 3.00(U) / 2.33(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.68(U) / 2.55(C) ECE(N=1) / 3.00(U) / 2.33 (C) ELM(N=9) / 2.89(U) / 2.71(C) MSE(N=9) / 2.44(U) / 2.50 (C)	SLU (N=6) / 2.33(U) / 2.60 (C) ECE (N=2) / 2.50 (U) / 3.00 (C) ELM (N=3) / 2.33 (U) / 3.00 (C) MSE (N=1) / 2.00 (U) / 2.00 (C)
1.1	Instructional practice.	5.2: Management of time, space, transitions, and activities.	SLU(N=9) / 2.89(U) / 2.85(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 2.75(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.63(U) / 2.58(C) ECE(N=1) / 3.00(U) / 3.00 (C) ELM(N=9) / 2.89(U) / 2.86(C) MSE(N=9) / 2.33(U) / 2.30(C)	SLU (N=6) / 2.67(U) / 2.40 (C) ECE (N=2) / 2.50 (U) / 3.00 (C) ELM (N=3) / 3.00 (U) / 2.50 (C) MSE (N=1) / 2.00 (U) / 2.00 (C)
1.1	Instructional practice.	5.3: Classroom, school, and community culture.	SLU(N=9) / 2.89(U) / 2.85(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 2.75(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.79(U) / 2.85(C) ECE(N=1) / 3.00(U) / 3.00 (C) ELM(N=9) / 2.89(U) / 2.86(C) MSE(N=9) / 2.67(U) / 2.80(C)	SLU (N=6) / 2.50(U) / 2.80 (C) ECE (N=2) / 3.00 (U) / 3.00 (C) ELM (N=3) / 2.33 (U) / 2.50 (C) MSE (N=1) / 2.00 (U) / 3.00 (C)
1.1	Instructional practice.	6.1: Verbal and non-verbal communication.	SLU(N=9) / 3.00(U) / 2.85(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 3.00(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.79(U) / 2.80(C) ECE(N=1) / 3.00(U) / 3.00 (C) ELM(N=9) / 2.89(U) / 2.71(C) MSE(N=9) / 2.56(U) / 2.80(C)	SLU (N=6) / 2.50(U) / 2.20 (C) ECE (N=2) / 2.50 (U) / 3.00 (C) ELM (N=3) / 2.67 (U) / 2.00 (C) MSE (N=1) / 2.00 (U) / 2.00 (C)
1.1 1.2	Learner and learning. Instructional practice.	7.1: Effective use of assessments.	SLU(N=9) / 2.56(U) / 2.85(C) ECE(N=1) / 2.00(U) / n/a ELM(N=4) / 2.25(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.68(U) / 2.83(C) ECE(N=1) / 3.00(U) / 2.50 (C) ELM(N=9) / 2.89(U) / 2.83(C) MSE(N=9) / 2.44(U) / 2.90(C)	SLU (N=6) / 2.50(U) / 2.20 (C) ECE (N=2) / 3.00 (U) / 3.00 (C) ELM (N=3) / 2.33 (U) / 2.00 (C) MSE (N=1) / 2.00 (U) / 2.00 (C)
1.1 1.2	Learner and learning. Instructional practice.	7.2: Assessment data to improve learning.	SLU(N=9) / 2.44(U) / 2.71(C) ECE(N=1) / 2.00(U) / n/a ELM(N=4) / 2.25(U) / 2.33(C) MSE(N=4) / 2.75(U) / 3.00(C)	SLU(N=19) / 2.47(U) / 2.58 (C) ECE(N=1) / 2.00(U) / 3.00 (C) ELM(N=9) / 2.78(U) / 2.29(C) MSE(N=9) / 2.22(U) / 2.70(C)	SLU (N=6) / 2.33(U) / 2.20 (C) ECE (N=2) / 3.00 (U) / 3.00 (C) ELM (N=3) / 2.00 (U) / 2.00 (C) MSE (N=1) / 2.00 (U) / 2.00 (C)

1.1	Professional responsibility.	7.5: Communication of student progress and maintaining records.	SLU(N=9) / 2.67(U) / 3.00(C) ECE(N=1) / 2.00(U) / n/a ELM(N=4) / 2.50(U) / 3.00(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.67(U) / 2.94(C) ECE(N=1) / 3.00(U) / 3.00 (C) ELM(N=9) / 2.88(U) / 2.80(C) MSE(N=9) / 2.44(U) / 3.00(C)	SLU (N=6) / 2.50(U) / 2.20 (C) ECE (N=2) / 3.00 (U) / 3.00 (C) ELM (N=3) / 2.33 (U) / 2.00 (C) MSE (N=1) / 2.00 (U) / 2.00 (C)
1.1 1.2	Professional responsibility.	8.1: Self-assessment and improvement.	SLU(N=9) / 3.00(U) / 2.85(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 3.00(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.84(U) / 2.84(C) ECE(N=1) / 3.00(U) / 3.00 (C) ELM(N=9) / 2.89(U) / 2.71(C) MSE(N=9) / 2.78(U) / 2.90 (C)	SLU (N=6) / 2.83(U) / 3.00 (C) ECE (N=2) / 3.00 (U) / 3.00 (C) ELM (N=3) / 2.67 (U) / 3.00 (C) MSE (N=1) / 3.00 (U) / 3.00 (C)
1.1	Professional responsibility.	9.1: Induction and collegial activities.	SLU(N=9) / 2.89(U) / 2.85(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 2.75(U) / 2.67(C) MSE(N=4) / 3.00(U) / 3.00(C)	SLU(N=19) / 2.79(U) / 2.83(C) ECE(N=1) / 3.00(U) / 3.00 (C) ELM(N=9) / 3.00(U) / 2.67(C) MSE(N=9) / 2.56(U) / 2.89(C)	SLU (N=6) / 2.67(U) / 2.20 (C) ECE (N=2) / 3.00 (U) / 3.00 (C) ELM (N=3) / 2.33 (U) / 2.00 (C) MSE (N=1) / 3.00 (U) / 2.00 (C)
1.1	Professional responsibility.	9.3: Cooperative partnerships in support of student learning.	SLU(N=9) / 2.89(U) / 2.71(C) ECE(N=1) / 3.00(U) / n/a ELM(N=4) / 3.00(U) / 2.67(C) MSE(N=4) / 2.75(U) / 2.75(C)	SLU(N=19) / 2.74(U) / 2.75(C) ECE(N=1) / 3.00(U) / 2.67 (C) ELM(N=9) / 2.89(U) / 2.71(C) MSE(N=9) / 2.56(U) / 2.80(C)	SLU (N=6) / 2.67(U) / 2.20 (C) ECE (N=2) / 3.00 (U) / 3.00 (C) ELM (N=3) / 2.33 (U) / 2.00 (C) MSE (N=1) / 3.00 (U) / 2.00 (C)

Conclusion

Candidates are rated on their teaching performance on a scale of **0** meaning that they do not possess the knowledge and skills necessary for teaching; **1** meaning that a candidate possess the knowledge and skills appropriate to preservice teaching but enacts this knowledge and these skills in an inconsistent way; **2** meaning that a candidate possess the knowledge and skills appropriate to preservice teaching and enacts this knowledge and these skills in consistent ways; and **3** meaning that candidates demonstrate the knowledge and skills of a novice, non-candidate teacher.

The clinical observation data illustrates that our candidates receive their lowest observation ratings on DESE Component 4.1: Instructional strategies leading to student engagement in problem-solving and critical thinking and DESE Component 5.1: Classroom management techniques. These data warrant that we review our program curriculum so that we can better support our candidates in these areas.

These data show that our candidates receive their highest observation scores in the areas of professional responsibility--especially DESE Component 7.5: Communication of student progress and maintaining records and DESE Component 8.1: Self-assessment

and improvement. These data warrant that our candidates take active ownership of the teaching profession and are aware of and enact the professional responsibilities of teaching in Missouri.

Overall, the clinical observation instrument data indicates that our candidates have the knowledge and skills expected of preservice teachers and are enacting this knowledge and these skills in consistent ways. At the same time, several points in the data (DESE Component 1.1 for MSE group in Fall 2015; DESE Component 3.1 for MSE group in Fall 2015; DESE Component 2.4 for ELM Group in Spring 2016; DESE Component 5.3 for ECE group in Spring 2016; DESE Component 7.1 for ECE group in Fall 2016; DESE Component 8.1 for MSE group in Fall 2016) indicate that our candidates perform at the highest-level expected of preservice candidates.

References

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