SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): **Teaching, M.A.**	Department: **Teaching**
Degree or Certificate Level: **Masters of Arts**	College/School: **School of Education**
Date (Month/Year): **10/2021**	Assessment Contact: **Karen Tichy, Ed.D.**

In what year was the data upon which this report is based collected? **2020-2021**

In what year was the program's assessment plan most recently reviewed/updated? **September 2021**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

MEES Standard 1
Content knowledge aligned with appropriate instruction.

The teacher 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.

MEES Standard 4
Critical thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

MEES Summative Evaluations (See attachment)
The Missouri Education Evaluation System (MEES) assesses teaching performance observations by the university supervisor and by school mentor. The artifacts collected for this assessment cycle include the summative evaluation scores for students in the Masters of Arts Teaching Program, including scores for MEES Standards 1 and 4.

Courses
EDI-6230 Instructional Design (Introduced)

EDI-6250 Practicum (Developed, Reinforced, Achieved) This is the course where students are observed using the MEES Standards by their university supervisor and school mentor over a two-year period.

EDI-6550 Principles of Classroom Assessment (Developed)

All courses are located on Frost Campus and in-person. For EDI 6250, observations of teaching performance occur at the school sites and/or virtually due to Covid-19 implications and precautions.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

The MAT Program Director reviews the summative MEES artifacts, scored by the university supervisors and the school mentors. Specifically, there are six MEES artifacts submitted for each student by the university supervisor and school mentor for each of the two years the student is enrolled in the MAT degree. For this assessment cycle, the program director focused on MEES Standards 1 and 4, looking for learning/practitioner gaps. A score of 2 (developing candidate) on any individual standard in their second year of teaching indicates an area of need. The goal is to score a minimum of 42 for the summative score on the overall MEES for the Department of Elementary and Secondary Education, but our program's goal is to score a minimum of 54 (skilled candidate).

Missouri Educator Evaluation System (MEES) Teacher Observation Record (See Attachment)
MEES Rubric (See Attachment)

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Total Number of Students 2020 - 2021 = 6 students

<u>MEES 1</u>
3 (skilled candidate) = 1 student
3.5 = 1 student
4 (exceeding candidate) = 4 students

<u>MEES 4</u>
3 (skilled candidate) = 1 student
3.5 = 2 students
4 (exceeding candidate) = 3 students

<u>Overall MEES (All 9 standards, required for certification with the Department of Elementary and Secondary Education)</u>
Scores ranged from 54 - 69 for this group of MAT students during the 2020-2021 school year.

This group of MAT students excelled in demonstrating MEES Standards 1 and 4 given the multiple-modalities of teaching that students were faced with during the Covid-19 pandemic. Both classes at SLU and the classes they were teaching in their host schools changed from online to face-to-face during the 2020-2021 school year. In some cases, these MAT students were models of fluidity for their school colleagues.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

This group of MAT students excelled in demonstrating MEES Standards 1 and 4 given the multiple-modalities of teaching that students were faced with during the Covid-19 pandemic. Both classes at SLU and the classes they were

teaching in their host schools changed from online to face-to-face during the 2020-2021 school year. In some cases, these MAT students were models of fluidity for their school colleagues.

Learning Gaps MEES 1

- No learning gaps identified during this assessment cycle for MEES 1.

Strengths MEES 1

- All students achieved the standard of a skilled or exceeding teacher candidate.

Learning Gaps MEES 4

- No learning gaps identified during this assessment cycle for MEES 4.

Strengths MEES 4

- All students achieved the standard of a skilled or exceeding teacher candidate.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The Program Director, the Assessment Coordinator, and core MAT faculty, instructors, and staff review data annually following the spring semester of the assessment cycle year (i.e. June 2020) and make plans for needed program adjustments, if indicated.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	● Course content ● Teaching techniques ● Improvements in technology ● Prerequisites	● Course sequence ● New courses ● Deletion of courses ● Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	● Student learning outcomes ● Artifacts of student learning ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

Please describe the actions you are taking as a result of these findings.

No changes this year to the program will be implemented due to all MAT students achieving the skilled teacher candidate status.

If no changes are being made, please explain why.

All six teacher candidates achieved the skilled teacher candidates status. Approxiately 67% achieved the exceeding level on MEES Standard, and approximately 50% achieved the exceeding level on MEES Standard 4, which is above the "skilled-level," the target of the program.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

N/A (Two students in the program 2019-2020).

B. How has this change/have these changes been assessed?

N/A

C. What were the findings of the assessment?

N/A

D. How do you plan to (continue to) use this information moving forward?

The MAT program has added a new concentration in addition to the Catholic concentration. The addition of the TFA and Public MAT concentrations will require the continuation of school improvement. The first completers will graduate in May, 2022. We will continue to assess and improve our curriculum, pedagogy, and assessment in the MAT program.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

MEES Teacher Candidate Assessment Rubric

Standard 1

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.	● Demonstrates an awareness of strategies to allow students to process content.	● Provides students limited opportunities to process content.	● Provides students with multiple opportunities to process the content.	● 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. ● Promotes students authentically using vocabulary and terminology relevant to the content.
● Shares incorrect information.	● Demonstrates an understanding of basic content.	● Conveys accurate information when teaching content.	● Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.	
● Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content.	● Plans to introduce vocabulary and terminology, but does not use strategies to enhance student engagement and responses.	● Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students	● Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.	
● Provides no evidence of planning for student engagement.	● Plans for student engagement but no evidence of implementation.	● Inconsistently engages students in the content.	● Consistently engages the majority of students in the content.	

Standard 2

Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all 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 evidence of differentiating content, process, product, or environment or shows no awareness of student differences.	● Describes strategies to differentiate and adjust instruction based on student differences.	● Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.	● Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.	● Adjusts strategies in the moment based on individual student needs. ● Uses individual student data or assessments to inform the selection and modification of strategies. ● Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions.
● Provides no evidence of understanding students' background knowledge and learning needs.	● Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.	● Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' needs and interests.	● Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.	
● Provides no evidence of understanding students' languages, family, culture, and community needs.	● Demonstrates understanding of students' languages, family, culture, and community in planning.	● Affirms students' languages, family, culture, and community during learning opportunities.	● Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.	

Standard 3

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.				
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 evidence of learning activities with alignment to standards.	● Plans for learning activities that are appropriately aligned to standards.	● Implements learning activities aligned to standards.	● Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.	● Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards. ● Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. ● Connects learning objectives to real world references to aid in student comprehension.
● Provides no evidence of posting or mentioning the learning objectives during the lesson.	● Posts the learning objectives but does not mention the objective during the lesson.	● States the learning objectives so that some students are able to articulate the objective of the lesson.	● Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.	

Standard 4

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.				
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):
● Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions.	● Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions.	● Uses strategies for some students to share ideas and generate possible solutions.	● Implements strategies in which most students convey their ideas or solutions through product or process.	● Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information. ● Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. ● Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media. ● Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.
● Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions.	● Plans strategies for analyzing and discussing problems and possible solutions.	● Creates opportunities for some students to analyze and discuss problems and possible solutions.	● Facilitates opportunities in which most students analyze and discuss problems and possible solutions.	
● Provides no evidence of using questions that promote critical thinking.	● Plans to use questions that promote critical thinking.	● Uses questioning techniques that promote students' critical thinking.	● Uses questioning techniques that result in most students providing answers reflecting critical thinking.	
● Provides no evidence of higher order thinking.	● Plans for higher order thinking.	● Uses strategies to incorporate higher order thinking.	● Consistently uses evidence-based strategies to promote higher order thinking.	

Standard 5

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.				
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 evidence of classroom expectations that would contribute to a safe learning environment.	● Plans to communicate expectations to maintain a safe learning environment.	● Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.	● Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.	● Involves all students in creating a safe learning environment that respects differences and individual preferences. ● Seeks feedback from students on his or her teaching, strategies, classroom, etc. ● Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. ● Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction.
● Displays a lack of awareness of how to build appropriate relationships with students.	● Describes strategies for building appropriate relationships with students.	● Fosters positive social interactions in the classroom.	● Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.	
● Provides no evidence of strategies for monitoring student behavior and addressing disruptions.	● Explains strategies for monitoring student behavior and minimizing disruptions.	● Responds appropriately to classroom disruptions.	● Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.	

Standard 6

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
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 evidence of instructions in lesson plan.	● Plans to provide instructions.	● Conveys instructions to students through verbal **OR** non-verbal cues.	● Conveys clear instructions through verbal **AND** non-verbal cues or other communication strategies; follows up with students not understanding instructions.	● Adjusts communication and interactions to support individual student understanding. ● Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques ● Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires
● Provides no evidence of understanding the need to articulate expectations for student communication and interaction.	● Plans to articulate expectations for respectful student communication and interaction.	● Articulates vague expectations to students about respectful communication and interaction.	● Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.	
● Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.	● Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.	● Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.	● Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary.	
● Consistently includes distracting communication errors that interfere with meaning.	● Includes communication errors that interfere with meaning.	● Uses communication that includes errors that do not interfere with meaning.	● Models proper spelling and grammar consistently in written and verbal communication.	

● Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.	● Plans for culturally and linguistically appropriate communication, resources, or examples.	● Uses culturally and linguistically appropriate communication, resources, or examples.	● Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.	specific forms of communication.

Standard 7

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.				
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 evidence of data from assessments to monitor the progress of students.	● Articulates the importance of collecting assessment data.	● Uses formative and summative assessment data to monitor the progress of the class as a whole.	● Uses formative and summative assessment data to effectively monitor the progress of individual students and the class as a whole.	● Analyzes trend data to respond instructionally, resulting in a positive impact on student learning. ● Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. ● Supports students in creating and articulating progress toward goals. ● Uses formative assessment strategies to adjust mid-lesson instruction.
● Provides no awareness that formative assessments are needed to guide future instruction.	● Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.	● Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.	● Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.	
● Provides no evidence of an understanding of maintaining student assessment records.	● Articulates a process for maintaining student assessment records.	● Confidentially maintains student assessment records, though processes are inconsistent.	● Maintains student assessment records consistently and confidentially.	

Standard 8

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all 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 evidence of reflection on the lesson.	● Reflects on the lesson when prompted by the evaluator.	● Independently reflects on aspects of the lesson.	● Reflects on the effectiveness of a lesson based on student learning and engagement.	● Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.
● Provides no evidence of acceptance of feedback provided by the evaluator.	● Accepts feedback but does not use feedback to adjust and improve practice.	● Accepts and uses feedback inconsistently to adjust and improve practice.	● Accepts and uses feedback consistently to adjust and improve practice.	● Actively participates in a professional organization to improve practice.
● Provides no evidence of recognition of own weaknesses even when prompted.	● Acknowledges weaknesses when prompted, but does not improve professional conduct.	● Monitors and adjusts professional conduct when prompted.	● Monitors and adjusts professional conduct through self-assessment.	● Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars,

● Provides no acknowledgement of the importance of professional development.	● Acknowledges the importance of professional development, but does not attend.	● Attends approved professional development.	● Uses techniques or strategies introduced in approved professional development to improve student learning.	books, professional development opportunities, professors, etc.

Standard 9

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
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 evidence of understanding the importance of professional collaboration with colleagues.	● Recognizes the importance of professional collaboration with colleagues.	● Participates in professional collaboration with colleagues.	● Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.	● Volunteers to be a member of a school-wide committee. ● Collaborates with outside community members for the benefit of students.
● Provides no evidence of understanding the importance of building relationships.	● Recognizes the importance of building relationships with students, colleagues, and families.	● Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.	● Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.	● Actively participates in school or district events to build a broader network of collaboration.

Missouri Educator Evaluation System (MEES) Teacher Observation Record **Teacher's Name:**

<u>Standard 1:</u> Content knowledge aligned with appropriate instruction. **Mentor/Supervisor Name:**

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 it in performance.
4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/student response.

The Skilled Candidate (3) Effectively:

- Provides students with multiple opportunities to process the content.
- Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.
- Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.
- Consistently engages the majority of students in the content.

Possible Artifacts/Evidence:

- Pre and/or Post Conference
- Interest Inventory
- Journal
- Lesson/Unit Plan

The Exceeding Candidate (4) demonstrates all descriptors of a Skilled Candidate and one or more of the following:

- 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.
- Promotes students authentically using vocabulary and terminology relevant to the content

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Effective SY 2019-20; 20-21; 21-22

<u>Standard 2</u>: Student Learning, Growth and Development

The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all 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.
4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment
- Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.
- Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.

Possible Artifacts/Evidence:

- Conversation
- Lesson Plan
- Student Assessment Data
- Flexible Grouping Plan
- Adapted Assessments

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Adjusts strategies in the moment based on individual student needs.
- Uses individual student data or assessments to inform the selection and modification of strategies.
- Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Standard 3: Curriculum Implementation

The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.

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.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.
- Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.

Possible Artifacts/Evidence:

- Assessments
- Conversation
- Lesson/Unit Plan
- Curriculum Maps
- Essential Learning Outcomes

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards.
- Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.
- Connects learning objectives to real world references to aid in student comprehension.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Standard 4: **Critical Thinking**

The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

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.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Implements strategies in which most students convey their ideas or solutions through product or process.
- Facilitates opportunities in which most students analyze and discuss problems and possible solutions.
- Uses questioning techniques that result in most students providing answers reflecting critical thinking.
- Consistently uses evidence-based strategies to promote higher order thinking.

Possible Artifacts/Evidence:

- Conversation
- Lesson Plans
- Student Products
- Resource List

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information.
- Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.
- Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.
- Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

<u>Standard 5:</u> Positive Classroom Environment

The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

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.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.
- Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.
- Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.

Possible Artifacts/Evidence:

- Classroom Rules and Routines
- Behavior Matrix
- Student Behavior Data
- Conversation

- Involves all students in creating a safe learning environment that respects differences and individual preferences.
- Seeks feedback from students on his or her teaching, strategies, classroom, etc.
- Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
- Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Standard 6: **Effective Communication**

The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

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.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Conveys clear instructions through verbal **AND** non-verbal cues or other communication strategies; follows up with students not understanding instructions.
- Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.
- Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary.
- Models proper spelling and grammar consistently in written and verbal communication.
- Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.

Possible Artifacts/Evidence:

- Lesson plan
- Written communication
- Visual directions/ schedule
- Presentation
- Conversation

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Adjusts communication and interactions to support individual student understanding.
- Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques
- Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Standard 7: **Student Assessment and Data Analysis**

The teachers candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom ad standardized assessment data to plan ongoing instruction.

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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.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.
- Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.
- Maintains student assessment records consistently and confidentially.

Possible Artifacts/Evidence:

- Progress monitoring data
- Formative/Summative tools
- Pre/post-test
- Work sample
- Conference notes

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Analyzes trend data to respond instructionally, resulting in a positive impact on student learning.
- Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.
- Supports students in creating and articulating progress toward goals.
- Uses formative assessment strategies to adjust mid-lesson instruction.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Standard 8: **Professionalism**

The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

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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.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Reflects on the effectiveness of a lesson based on student learning and engagement.
- Accepts and uses feedback consistently to adjust and improve practice.
- Monitors and adjusts professional conduct through self-assessment.
- Uses techniques or strategies introduced in approved professional development to improve student learning.

Possible Artifacts/Evidence:

- Dispositional assessment
- PD log
- Self-assessment
- Reflection

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.
- Actively participates in a professional organization to improve practice.
- Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

<u>Standard 9:</u> Professional Collaboration

The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

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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.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.
- Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success

Possible Artifacts/Evidence:

- Parent contact log
- Professional development log
- Welcome letter
- Collaboration notes
- Technology tools

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Volunteers to be a member of a school-wide committee.
- Collaborates with outside community members for the benefit of students.
- Actively participates in school or district events to build a broader network of collaboration.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		