

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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

<p>The Skilled Candidate (3) Effectively:</p> <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.
<p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Pre and/or Post Conference Interest Inventory Journal Lesson/Unit Plan
<p>The Exceeding Candidate (4) demonstrates all descriptors of a Skilled Candidate and one or more of the following:</p> <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.

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

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

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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.

2.4 Differentiated Lesson Design

- 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:

- Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment.
- Uses knowledge of students to meet individual needs, including accommodations and modifications as needed.
- Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.

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:

- Designs and utilizes a blend of whole-class, group, and/or individual instruction.
- Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response.
- Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.

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Formative 1 Date		
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Representative Indicators: 2.4 Differentiated Lesson Design

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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.

3.1 Implementation of curriculum 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 lessons and assessments exhibiting understanding of appropriate curriculum.
- Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards.
- Connects learning objectives to real world references to aid in student comprehension.
- Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.

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 learning objectives.
- Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.
- Makes adjustments during the lesson while still following district curriculum.

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Formative 1 Date		
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Representative Indicators: 3.1 Implementation of Curriculum

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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.

<p>4.1 Student engagement in critical thinking</p> <p>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.</p>

<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning. Provides opportunities in which all students convey their ideas and/or solutions through product and/or process. Facilitates opportunities in which students analyze and discuss problems and possible solutions. Facilitates reciprocal higher-order questioning. Uses various evidence-based instructional strategies to promote rigor and relevance.
<p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Conversation Lesson Plans Student Products Resource List
<p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> 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. Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/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.

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Representative Indicators: 4.1 Instructional Strategies leading to student engagement in problem-solving and critical thinking

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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.

5.1 Classroom Management Techniques

- 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:

- Monitors student behavior and intervenes as needed.
- Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment.
- Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment.
- Displays a strong relationship and rapport with individual students that promotes a positive learning environment.
- Comfortably uses the vocabulary and structure of the school's system for behavior.

Possible Artifacts/Evidence:

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

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

- Candidate proactively intercepts student misbehavior or distraction.
- Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
- Seeks feedback from students on his or her teaching, strategies, classroom, etc.

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Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities

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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.

6.1 Verbal, nonverbal communication

- 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:

- Provides clear instructions through verbal **AND** non-verbal cues.
- Clearly and effectively models desired outcomes to enhance student comprehension.
- Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery.
- Models proper grammar consistently in written and verbal communication.

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:

- Adjust conversation skills to support individual student understanding.
- Encourages students to develop effective speech qualities including volume, tone, and inflection.
- 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.

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Representative Indicators: 6.1 Verbal and non-verbal communication

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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.

<p>7.1 Effective use of assessments</p> <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.</p> <p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.</p>
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<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> • Uses multiple types of assessments to effectively monitor the progress of each student 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 records consistently and in a confidential and ethical manner.
<p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> • Progress monitoring data • Formative/Summative tools • Pre/post-test • Work sample • Conference notes
<p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> • 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 evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.

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Representative Indicators: 7.1 Effective use of assessments, 7.2 Assessment data to improve learning, and 7.5 Communication of student progress and maintaining records

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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.

8.1 Self-assessment & improvement

- 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:

- Reflects on the effectiveness of a lesson based on student learning and engagement.
- Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice.
- Monitors and adjusts professional conduct through self-assessment.
- *Fully engages* in school and/or district professional development to grow professionally.

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:

- Uses techniques or strategies introduced in district/school professional development in the classroom.
- The candidate is committed to the learning of the entire school, not just his or her own growth.
- Actively participates in a professional organization to improve practice.
- Identifies areas of weakness and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc.

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Representative Indicators: 8.1 Self-assessment and improvement

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Standard 9: Professional Collaboration

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

<p>9.3 Cooperative partnerships in support of student learning</p> <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.</p> <p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.</p>

<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> Participates in school-wide functions to enhance student learning. Prepares for and fully engages in collaborative meetings to enhance student learning. Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success. Builds and seeks out positive, appropriate relationships with students, staff, and families.
<p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Parent contact log Professional development log Welcome letter Collaboration notes Technology tools
<p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> Volunteers to be a member of a school-wide committee. Collaborates with parents, colleagues, and/or community members for the benefit of students. Actively participates in school or district events to build a broad network of collaboration.

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Formative 1 Date		
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Representative Indicators: 9.3 cooperative partnerships in student learning