Missouri Educator Evaluation System (MEES) Teacher Candidate Formative Assessment Tool 2019-2020 (Optional)

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.

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		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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.

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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:
• 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		

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.

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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:

- 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.

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Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

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.

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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:

- 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

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Formative 4 Date		
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Formative 6 Date		
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Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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.

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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.

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Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
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Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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.

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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:
• 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.

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Formative 5 Date		
Formative 6 Date		
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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.

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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.

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Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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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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.

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Formative 4 Date		
Formative 5 Date		
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Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 9: 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.

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Formative 6 Date		
Summative Date		