



MEES TEACHER CANDIDATE TOOL

Online Training



MEEES Revision Team

1. **Sarah J. Baker, Missouri State**
2. **Melanie Carden-Jessen, Missouri State**
3. **Tina Keith, College of the Ozarks**
4. **Stephanie Koscielski, University of Missouri, St. Louis**
5. **Melissa Lancaster, Western Governors University**
6. **Kim Nuetzmann, University of Missouri, Columbia**
7. **Enrique Pareja, Truman State**
8. **Karen Tichy, St. Louis University**



Learning Outcomes

- ❑ Become familiar with the new MEES Teacher Candidate Assessment Rubric (2023) and the new scoring protocol.
- ❑ Score a video based on **Standard 4: Critical Thinking, Standard 5: Positive Classroom Environment and Standard 6: Effective Communication.**
- ❑ Discuss the evidence you observed in the video related to the scores you assigned.
- ❑ **Generate examples of quality, actionable feedback**



Notable Changes in the Rubric

- **Level 4 is a continuation of the rubric and its own independent level**
- **Minor changes to Level 3 language**
- **The value words, such as “emerging”, have been removed from the headings**
- **The 3 Level is not shaded and the wording “expected level of performance” has been removed**
- **The scoring protocol has changed to taking an average per standard**



Let's Look at a Standard...

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-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Student Engagement in Subject Matter				
<ul style="list-style-type: none"> Provides no opportunity for students to process content. 	<ul style="list-style-type: none"> Demonstrates an awareness of strategies to allow students to process content. 	<ul style="list-style-type: none"> Provides students with limited opportunities to process content. 	<ul style="list-style-type: none"> Provides students with multiple opportunities to process the content. 	<ul style="list-style-type: none"> Implements additional individualized learning resources and instruction in the content to meet the unique needs of students.
Content Knowledge and Academic Language				
<ul style="list-style-type: none"> Shares incorrect information. 	<ul style="list-style-type: none"> Demonstrates an understanding of basic content. 	<ul style="list-style-type: none"> Conveys accurate information when teaching content. 	<ul style="list-style-type: none"> Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. 	<ul style="list-style-type: none"> Makes intentional connections between and among relevant content areas.
Vocabulary and Terminology				
<ul style="list-style-type: none"> Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content. 	<ul style="list-style-type: none"> Plans to introduce vocabulary and terminology but does not use strategies to enhance student engagement and responses. 	<ul style="list-style-type: none"> Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students. 	<ul style="list-style-type: none"> Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students. 	<ul style="list-style-type: none"> Promotes students' application of authentic use of vocabulary and terminology relevant to the content.
Student Engagement with Content				
<ul style="list-style-type: none"> Provides no evidence of planning for student engagement. 	<ul style="list-style-type: none"> Plans for student engagement but no evidence of implementation. 	<ul style="list-style-type: none"> Inconsistently engages students with the content. 	<ul style="list-style-type: none"> Consistently engages the majority of students with the content. 	<ul style="list-style-type: none"> Facilitates a lesson in which every student in the class is actively engaged for the duration of the lesson.

Nine Missouri Teacher Standards

MEES Teacher Candidate Assessment is now the sole performance assessment for teacher candidates

- **Standard 1: Content Knowledge**
- **Standard 2: Student Learning, Growth, and Development**
- **Standard 3: Curriculum Implementation**
- **Standard 4: Critical Thinking**
- **Standard 5: Positive Classroom Environment**
- **Standard 6: Effective Communication**
- **Standard 7: Student Assessment & Data Analysis**
- **Standard 8: Self-Assessment & Improvement**
- **Standard 9: Professional Collaboration**





Scoring Protocol

Teacher Candidate Performance Rubric

0 - The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.

- ❑ **The teacher candidate is not meeting expectations. They are not prepared, provide misinformation during instruction, and/or the indicator is not evident in performance or writing.**



Teacher Candidate Performance Rubric

1 - The Teacher Candidate can articulate the necessary knowledge but does not demonstrate in performance.

- **The teacher candidate demonstrates knowledge through their lesson plan and dialogue, but they do not demonstrate the indicator in performance.**



Teacher Candidate Performance Rubric

2 - The Teacher Candidate can articulate the necessary knowledge and demonstrates in performance with some success.

- **The teacher candidate demonstrates knowledge and attempts the indicator in performance, but it is not demonstrated at high levels of effectiveness.**



Teacher Candidate Performance Rubric

3 - The Teacher Candidate can articulate the necessary knowledge and effectively demonstrate it in performance.

- **The teacher candidate demonstrates the necessary knowledge and effectively demonstrates the indicator.**



Teacher Candidate Performance Rubric

4 - Teacher Candidate adapts and develops the lesson according to the teaching environment/student response.

- **The teacher candidate makes effective in-the-moment teaching decisions based on the teaching environment and/or student response.**



Scoring Protocol

- ❑ Score each indicator within a standard
- ❑ **Add the indicator scores within the standard and divide by the number of indicators to get an average**
 - ❑ For example, in Standard 1 which has four quality indicators:
 - ❑ $1 + 1 + 2 + 3 = 7$
 - ❑ $7/4 = 1.75 = 1.8$ Standard Score
 - (round to single decimal place)
- ❑ **Add all nine standards**
- ❑ **Round up or down, to single decimal point**
 - ❑ For example, round 22.55 to **22.6 (CT)**; round 25.72 to **25.7 (US)**
- ❑ **The score of the University Supervisor and Cooperating Teacher will be added together for the final MEES Score of **48.3 in this example. (42 required)****



Teacher Candidate Performance Rubric

Diving Deeper – Understanding the Standards 4, 5, 6

- ❑ **Look carefully at the rubric. Identify key language that distinguishes each level of performance.**
- ❑ **Consider additional possible artifacts/evidence**



Teacher Candidate Performance Rubric

Diving Deeper – Understanding the Standards 4, 5, 6

- - **What did you notice about each standard?**



Observing for Quality Indicators

Score the indicators within each standard and determine the overall standard score for your assigned standard 4, 5, or 6

Group 1 - Standard 4 - Critical Thinking

Group 2 - Standard 5 - Positive Classroom Environment

Group 3 - Standard 6 - Effective Communication

□ View the video <https://youtu.be/ZqIdfaUOC9M>

□ Refer to the rubric to record evidence for your rating



Observing for Quality Indicators

What were the scores of each indicator and your overall standard score?

- **What evidence supports your rating? What additional evidence might you use to determine the score?**



One Tool: Thirty Second Feedback

Teacher Behavior	Student Response	Reflective Questioning
<p>Identify one teacher behavior aligned to a Quality Indicator that will focus the feedback with the teacher.</p> <p>The teacher...</p>	<p>Connect that teacher behavior to a specific student response(s) you observed.</p> <p>The student(s)...</p>	<p>Generate 1-2 reflective questions for the teacher to consider.</p>

Based on the Work of Mike Rutherford



Providing Actionable Feedback

Choose a Quality Indicator

- ❑ What teacher actions would you note in your feedback?
- ❑ What was the students' response to the teacher actions?
- ❑ What positive feedback would you provide? What constructive feedback would you provide?
- ❑ Generate two to three reflective questions for the candidate to ponder.



Closing

Thank you!

