

Spring 2022 – Spring 2024 Initial Teacher Certification Completer MEES Data

Student teaching candidates are evaluated using the Missouri Educator Evaluation System rubric, or MEES (https://semo.edu/field-experiences/_pdfs/mees-rubric_2019.pdf). The MEES is used to evaluate candidates on 9 standards, as follows:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

Student teaching candidates are expected to perform at a level 3 in each of the standards. Scores represent the following categories:

- 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 demo

- 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 2019-2020 completers of all initial teacher certification programs earned scores that exceeded the expected level of performance in all standards measured on the MEES.

Table 1. Average overall scores of all initial teacher certification completers, delineated by standard and overall scores, reported by university supervisors and mentor teacher.

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:126e5d7e-5ca8-4b4a-ae22-51c6311554ba>

		Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
AVERAGE SCORE BY UNIVERSITY SUPERVISOR	Standard 1: Content Knowledge	3.52	3.32	3.57	3.57	3.36
	Standard 2: Student Learning	3.34	3.29	3.42	3.42	3.28
	Standard 3: Curriculum	3.36	3.36	3.41	3.41	3.37
	Standard 4: Critical Thinking	3.35	3.30	3.41	3.41	3.29
	Standard 5: Classroom Environment	3.55	3.50	3.54	3.54	3.45
	Standard 6: Communication	3.40	3.34	3.46	3.46	3.36
	Standard 7: Assessment	3.27	3.21	3.34	3.34	3.26
	Standard 8: Professionalism	3.42	3.46	3.51	3.51	3.47
	Standard 9: Professional Collaboration	3.26	3.38	3.41	3.41	3.52
	US MEAN	3.39	3.35	3.45	3.45	3.37
AVERAGE SCORE BY MENTOR TEACHER	Standard 1: Content Knowledge	3.57	3.41	3.63	3.63	3.49
	Standard 2: Student Learning	3.46	3.39	3.52	3.52	3.38
	Standard 3: Curriculum	3.42	3.36	3.57	3.57	3.42
	Standard 4: Critical Thinking	3.42	3.29	3.47	3.47	3.42
	Standard 5: Classroom Environment	3.55	3.45	3.59	3.59	3.50
	Standard 6: Communication	3.48	3.43	3.56	3.56	3.47
	Standard 7: Assessment	3.38	3.34	3.41	3.41	3.37
	Standard 8: Professionalism	3.53	3.38	3.51	3.51	3.58
	Standard 9: Professional Collaboration	3.32	3.39	3.49	3.49	3.58
	MT MEAN	3.46	3.38	3.53	3.53	3.47