Missouri Educator Evaluation System Rubric

SOUTHEAST MISSOURI STATE UNIVERSITY
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Standard 7: Student Assessment and Data Analysis

7.2 Assessment data to improve learning

Standard 7: Student Assessment and Data Analysis

7.5 Communication of student progress and maintaining records

Standard 8: Professionalism

8.1 Self-assessment & improvement

Standard 9: Professional Collaboration

9.1 Induction & collegial activities

Standard 9: Professional Collaboration

9.3 Cooperative Partnerships in Support of Student Learning
Rubric for the Teacher Candidate during the Clinical Experience

Standard 1: Content knowledge aligned with appropriate instruction.

<table>
<thead>
<tr>
<th>1.1 Content knowledge and academic language</th>
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<td><strong>0:</strong> The teacher candidate possesses the necessary knowledge <strong>but cannot apply or demonstrate the performance</strong></td>
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<td><strong>3:</strong> The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level</td>
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<table>
<thead>
<tr>
<th>Evidence</th>
<th>Evidence of Commitment</th>
<th>Evidence of Practice</th>
<th>Evidence of Commitment/Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates conversational and/or written knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas; <strong>not demonstrated in performance</strong></td>
<td>Is generally prepared to guide students to a deeper understanding of content <strong>inconsistently</strong> in performance</td>
<td>Instruction reflects accuracy of content knowledge <strong>inconsistently</strong> in performance</td>
<td>Stays current on new content and incorporates it into lessons</td>
</tr>
<tr>
<td>Evidence of Commitment</td>
<td>Evidence of Practice</td>
<td>Evidence of Impact</td>
<td></td>
</tr>
<tr>
<td>Is well prepared to guide students to a deeper understanding of content <strong>consistently</strong> in performance</td>
<td>Instruction reflects accuracy of content knowledge <strong>consistently</strong> in performance</td>
<td>Students are able to use academic language correctly in context</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Possible Observable Data</th>
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<tbody>
<tr>
<td>-Demonstrates a general conversational and/or written awareness of appropriate content</td>
<td>-Prepares lessons that include appropriate content</td>
<td>-Clear instruction of content that is accurate and relevant</td>
<td>-Clear instruction of content that is accurate, relevant and current</td>
</tr>
<tr>
<td>-Designs lessons that align learning objectives to the Missouri Learning Standards</td>
<td>-Provides instruction that communicates essential learning outcomes <strong>inconsistently</strong></td>
<td>-Effective strategies are used to direct students to learning</td>
<td>-Use of strategies that direct students to essential learning</td>
</tr>
<tr>
<td>-Can identify essential academic language relative to appropriate content</td>
<td>-Students are sometimes aware of the essential learning</td>
<td>-Students are frequently aware of the learning</td>
<td>-Uses strategies like chunking to address the complexities of the content</td>
</tr>
<tr>
<td></td>
<td>-Students sometimes use language related to the learning goal</td>
<td></td>
<td>-Students consistently provide accurate explanations of the essential learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Students correctly use academic language related to the learning goal(s)</td>
</tr>
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Updated May, 2017
# Standard 1: Content knowledge aligned with appropriate instruction.

## 1.2 Student engagement in subject matter

<table>
<thead>
<tr>
<th>Score</th>
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<th>Evidence of Impact</th>
<th>Possible Observable Data</th>
</tr>
</thead>
</table>
| 0     | The teacher candidate possesses the necessary knowledge **but cannot apply or demonstrate the performance** | Is knowledgeable of different strategies that result in increased levels of student engagement in conversational and/or written content | Attempts to use various engagement strategies to maintain student interest | Students are somewhat interested and engaged in the content | - Is knowledgeable on how to assess student engagement while in the process of instruction in conversational and/or written content  
- Familiarity with possible strategies for building student engagement in conversational and/or written content  
- Understands different strategies for adjusting pacing to enhance student engagement in conversational and/or written content |
| 1     | The teacher candidate possesses the necessary knowledge and **inconsistently** and somewhat effectively demonstrates the performance at the emerging teacher level | Uses engagement strategies consistently in performance to maintain student interest | Students are consistently interested and engaged in the content | | - Implementation of strategies and pacing that prompt engagement  
- Most but not all students visibly paying attention and providing responses |
| 2     | The teacher candidate possesses the necessary knowledge and **consistently** and effectively demonstrates the performance at the emerging teacher level | Uses various engagement strategies to increase students’ levels of interest and activity | Students’ engagement causes content knowledge to advance | | - Scans room regularly to identify low engagement  
- Consistent use of strategies to prompt engagement by all students  
- Consistent variance in pacing that enhances student interest and attention  
- Students visibly paying attention  
- Students are consistently providing responses |
| 3     | The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level | | | | - Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement  
- Students accurate responses reflect deeper learning and retention of content |
Standard 2: Student Learning, Growth and Development

| 2.4 Differentiated lesson design | 0: The teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance | 1: The teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the emerging teacher level | 2: The teacher candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the emerging teacher level | 3: The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level |

**Evidence**
- Is knowledgeable about the significance of individual student differences and how differentiation of lessons and activities can address those differences in conversational and/or written content (including IEP’s)

<table>
<thead>
<tr>
<th>Evidence of Commitment</th>
<th>Evidence of Practice</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Attempts to design lessons and activities based on the unique needs of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can attempt to articulate important characteristics and needs of students as they apply to learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The majority of students appear to exhibit positive rapport with the teacher and are generally motivated to learn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Impact</th>
</tr>
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<tbody>
<tr>
<td>Studies appear to exhibit positive rapport with the teacher and are consistently motivated to learn</td>
</tr>
</tbody>
</table>

**Possible Observable Data**
- Can characterize various types of student differences and their potential impact on student learning in conversational and/or written content
- Understands the role that assessment plays in identifying student differences in conversational and/or written content
- Is knowledgeable about possible ways to adjust instruction based on student differences; does not know how to develop strategies

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<tbody>
<tr>
<td>Lessons and activities include the occasional use of informal and formal assessment to determine student needs</td>
</tr>
<tr>
<td>Can describe particular learning characteristics of some students</td>
</tr>
<tr>
<td>Some adjustments made to instruction to address variations in student learning</td>
</tr>
<tr>
<td>Student confusion and struggling is sometimes resolved</td>
</tr>
<tr>
<td>Students respond mostly to teachers’ instruction and appear motivated</td>
</tr>
<tr>
<td>Recognizes need for differentiation; however, inconsistently creates strategies for differentiation in teacher presentation and student response</td>
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</tbody>
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<td>Adjustments routinely made to instruction to address variations in student learning</td>
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<td>Student confusion and struggling is resolved</td>
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<tr>
<td>Students visibly respond to teachers’ instruction and appear motivated</td>
</tr>
<tr>
<td>Uses instructional strategies to direct individual students in leveled learning</td>
</tr>
<tr>
<td>Uses multisensory strategies to engage students in learning</td>
</tr>
</tbody>
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<tr>
<td>Differentiates the instruction to account for differences in ability levels, (i.e.) gifted learners, struggling learners, IEP students, ELL, etc.)</td>
</tr>
<tr>
<td>Lesson design and activities communicate respect and value for each student by addressing their unique needs and learning abilities</td>
</tr>
<tr>
<td>Students actively respond to the differentiated encouragement to learn</td>
</tr>
<tr>
<td>Evidence that students learn at higher levels based on the teacher addressing particular learning needs</td>
</tr>
</tbody>
</table>

Updated May, 2017
### Standard 3: Curriculum Implementation

#### 3.1 Implementation of curriculum standards

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<tbody>
<tr>
<td><strong>Evidence</strong>&lt;br&gt;Demonstrates awareness of the need to build learning experiences that are appropriate and directly linked to district curriculum and assessments and state and national standards in conversational and/or written content</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Selects and creates learning experiences that are somewhat appropriate for district curriculum&lt;br&gt;<strong>Evidence of Practice</strong>&lt;br&gt;Demonstrates a basic understanding of district curriculum and how to incorporate them into learning activities</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Selects and creates learning experiences that are appropriate for district curriculum&lt;br&gt;<strong>Evidence of Practice</strong>&lt;br&gt;Demonstrates a clear understanding of district curriculum and how to incorporate them into learning activities</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards&lt;br&gt;<strong>Evidence of Practice</strong>&lt;br&gt;Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum</td>
</tr>
<tr>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Is knowledgeable on how to create effective lessons and learning activities&lt;br&gt;-Understands how to determine if lessons and learning activities align to the district curriculum&lt;br&gt;-Has understanding regarding state and national standards and how they impact curriculum</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Designs lessons that exhibit a general understanding of appropriate curriculum&lt;br&gt;-Lesson design and activities generally match intended learning objectives</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Designs lessons that exhibit an accurate understanding of appropriate curriculum&lt;br&gt;-Lesson design and activities clearly include learning objectives that align to the district’s curriculum</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Lesson design and activities clearly match and reflect a coherence of learning objectives&lt;br&gt;-A variety of lesson activities and strategies are effectively delivered that demonstrate a clear connection to the district’s curriculum and meet state standards</td>
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**Updated May, 2017**
### Standard 3: Curriculum Implementation

#### 3.2 Lessons for diverse learners

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#### Evidence

- Understands the need to use different types of lessons/activities to address the needs of diverse learners including variations in learning styles and performance in conversational and/or written content

#### Evidence of Practice

- Activities are moderately present in lessons that recognize all needs of diverse learners and variations in learning styles and performance

#### Evidence of Impact

- The majority of students perceive that their learning needs are recognized

#### Possible Observable Data

- Has knowledge of developmentally appropriate practice for all students.
- Has an understanding for how to match appropriate instructional strategies with all student learning needs
- Instructional strategies generally address various learning styles

#### Evidence of Practice

- Activities are present in lessons that recognize needs of diverse learners and variations in learning styles and performance

#### Evidence of Impact

- The majority of students perceive that their learning needs are recognized

#### Possible Observable Data

- Instructional strategies effectively address various learning styles
- Provides a variety of activities to address different learning styles.
- Has variety of options available for students to demonstrate their learning
- Utilizes adaptive technologies, i.e. clickers, iPads, etc.
- Incorporates a wide variety of learning activities into the lesson to address various learning styles
- Finds balance between student response and teacher interaction

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Updated May, 2017
## Standard 4: Critical Thinking

### 4.1 Student engagement in critical thinking

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**Evidence**
- Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students in conversation and/or written content.

**Evidence of Practice**
- Demonstrates inconsistent use of instructional strategies and appropriate resources for critical thinking

**Evidence of Impact**
- Students are somewhat engaged in active learning that promotes the development of critical thinking

**Possible Observable Data**
- Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis
- Understands learning gains that can occur when students are prompted to defend their thinking
- Has the ability to consider various interpretations of problems & solutions in conversation and/or written content.
- Understands that critical thinking should be taught across the curriculum in conversation and/or written content.

**Possible Observable Data**
- Instruction includes goals that stretch the thinking of most students
- Questioning techniques prompt students to provide answers reflecting deeper thinking
- Occasionally students provide responses to inferential questions
- Students sometimes engage in activities that require analysis
- Students occasionally are called on to defend their thinking

**Possible Observable Data**
- Instruction includes challenges that stretch the thinking of all students
- Questioning techniques prompt students to provide answers reflecting deep, critical thinking
- Students frequently respond to inferential questions
- Students routinely engage in activities and provide responses that require analysis
- Students routinely defend their thinking

**Possible Observable Data**
- Evidence exists that students use critical thinking and problem-solving skills more regularly
- Provides rich and encouraging environment where there is safety of personal expression
- Provides open-ended projects
- Has ability to adjust & adapt strategies on spot

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Updated May, 2017
## Standard 5: Positive Classroom Environment

### 5.1 Classroom management techniques

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**Evidence**
- Is knowledgeable about various strategies and techniques for managing student behavior in the classroom in conversation and/or written content.

**Evidence of Commitment**
- Classroom artifacts (posted rules and protocols) are visible

**Evidence of Practice**
- Inconsistently engages in techniques to manage behavior in the classroom

**Evidence of Impact**
- Student misbehavior is inconsistently addressed

**Possible Observable Data**
- Understands how teacher movement around the classroom can be used to manage student behavior in conversation and/or written content.
- Understands the importance of exhibiting calm and in-control behavior at all times.
- Is aware of classroom management techniques, but does not implement

**Possible Observable Data**
- Limited movement around the room to monitor and manage student behavior
- Misbehavior is **generally** addressed when it occurs
- Verbal and non-verbal signals are generally utilized to manage behavior
- Teacher response and demeanor is generally calm and in control
- Somewhat utilizes classroom routines and procedures

**Possible Observable Data**
- Efficient and effective movement around the room to monitor and manage student behavior
- Misbehavior is addressed quickly when it occurs
- Effective use of verbal and non-verbal signals as a management technique
- Students are engaged/consistently on task
- Plan in place and followed for classroom management
- Age appropriate techniques are utilized
- Uses appropriate praise and recognition of appropriate behaviors
- Classroom management enhances teaching

**Evidence of Commitment**
- Artifacts include strategies for addressing misbehavior

**Evidence of Practice**
- Techniques address misbehavior promptly and positively allowing instruction to continue

**Evidence of Impact**
- Student misbehavior is addressed promptly and positively allowing instruction to continue

**Possible Observable Data**
- Techniques are demonstrated that address misbehavior immediately and positively
- The process of instruction is uninterrupted by student misbehavior
- Students demonstrate an awareness of the expectations of the teacher
- Consistently uses management strategies that are individualized to enhance student learning in all content areas and implements procedures consistently
- Manages student learning and instruction bell to bell
- Exhibits efficient movement about room using proximity

Updated May, 2017
### Standard 5: Positive Classroom Environment

#### 5.2 Management of time, space, transitions, and activities

<table>
<thead>
<tr>
<th>Level</th>
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</table>
| 0     | The teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance | Has an understanding of the importance of managing time, space, transitions, and activities to enhance student learning; demonstrated in conversation and/or written content. | Designs routines that support somewhat effective management of time, space, transitions and activities | Demonstrates a basic and inconsistent understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction | Students are generally engaged and somewhat responsive to the teacher’s classroom management strategies | - Is knowledgeable about the importance of managing transitions to protect essential learning time  
- Has an understanding of the importance of appropriate pacing to effective teaching and learning  
- Has developed strategies for managing time and space to enhance learning; demonstrated in conversation and/or written content  
- Can discuss the importance of room arrangement, but not demonstrated in practice |
| 1     | The teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the emerging teacher level | Evidence of Practice | Designs routines that support effective management of time, space, transitions and activities | Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction | Students are engaged and somewhat responsive to the teacher’s classroom management strategies | Possible Observable Data:  
- Transitions from one activity to another are generally quick and efficient  
- The pace of learning is mostly appropriate for activities  
- Students follow routines with some accuracy  
- Students somewhat re-engage in the learning process after transitions  
- Room is generally arranged with safety and accessibility in mind |
| 2     | The teacher candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the emerging teacher level | Evidence of Commitment | Designs routines that support effective management of time, space, transitions and activities | Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction | Students are engaged and somewhat responsive to the teacher’s classroom management strategies | Possible Observable Data:  
- The teacher employs efficient transitions from one activity to another  
- Students quickly re-engage in the learning after transitions  
- Teaching is implemented bell-to-bell  
- Proper use of wait time  
- Established routines and procedures (sharpening pencils, bathroom procedures, etc)  
- Room is arranged with safety and accessibility in mind  
- Furniture arrangement is appropriate for large and small group activities  
- Materials are easily accessible for students and teacher |
| 3     | The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level | Evidence of Commitment | Routines and structures support effective management of time, space, transitions and activities | Maintains student engagement by effectively managing time, space, transitions, and activities | Students are engaged and respond to the teacher’s effective management of time, space, transitions, and activities | Possible Observable Data:  
- Student learning time is protected and enhanced through the use of efficient, consistent and effective transitions  
- The learning space is effectively managed to support the learning process  
- Student engagement increases as a result of effective management of the learning time and space |

Updated May, 2017
## Standard 5: Positive Classroom Environment

### 5.3 Classroom, school & community culture

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### Evidence

- Has an understanding of the importance of culture and positive relationships to support learning in conversation and/or written content

### Evidence of Practice

- Attempts to engage in practices to learn the culture of the classroom, school and community

### Evidence of Impact

- The teacher candidate attempts to build a positive student, colleague, and community relationship

### Possible Observable Data

- Has knowledge about how to organize classrooms in order to facilitate learning
- Has an understanding of skills for building positive relationships and culture
- Understands how positive relationships and culture contribute to enhanced learning experiences; evident in conversations and/or written responses

- Relationships and culture are somewhat positive and generally enhance the learning environment
- Students are sometimes instructed on how to engage in positive interactions
- The teacher candidate possesses somewhat of a positive report with school colleagues and community members

- Positive relationships and culture are used to enhance the learning environment
- Students are frequently instructed on how to engage in positive interactions
- Demonstrates awareness of culture differences
- Demonstrates language and behaviors consistent with the school/class/community culture
- Takes the time to research and learn about the cultures of families in his/her classroom

- Demonstrates strategies to build a positive classroom culture
- Students routinely demonstrate positive interactions between one another
- Students are working with one another
- Students persevere in difficult learning situations

Updated May, 2017
### Standard 6: Effective Communication

#### 6.1 Verbal, nonverbal communication

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<tbody>
<tr>
<td><strong>Evidence</strong>&lt;br&gt;Is aware of the importance and can demonstrate effective verbal and non-verbal communication in conversation with colleagues and/or in written content (journals/lesson plans)</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Non-verbal communication is somewhat effective and generally correct</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Non-verbal communication is basically effective and correct</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Written and electronic communication is effective and correct</td>
</tr>
<tr>
<td><strong>Evidence of Practice</strong>&lt;br&gt;Attempts to demonstrate a basic level of effective verbal and non-verbal communication</td>
<td><strong>Evidence of Practice</strong>&lt;br&gt;Demonstrates a basic level of effective verbal and non-verbal communication</td>
<td><strong>Evidence of Practice</strong>&lt;br&gt;Demonstrates a basic level of effective verbal and non-verbal communication</td>
<td><strong>Evidence of Practice</strong>&lt;br&gt;Communication is correct and effective in a variety of ways: spoken, written, presentations, etc.</td>
</tr>
<tr>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Understands, but does not demonstrate, the importance of using clear communication for providing guidance to students&lt;br&gt;-Has skills for, but does not demonstrate, positive verbal and non-verbal communication&lt;br&gt;-Understands, but does not demonstrate, the importance of clearly communicating lesson objectives&lt;br&gt;-Realizes the value of technology use to enhance student understanding of content, but does not demonstrate.&lt;br&gt;-Understands the importance of visually modeling desired skills, but does not demonstrate.</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Directions are generally given in a way that provides clear and useful guidance&lt;br&gt;-Lesson objectives are inconsistently communicated to students&lt;br&gt;-Technology occasionally used to enhance student learning&lt;br&gt;-Desired skills are inconsistently modeled</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Directions are routinely given in a way that provides clear and useful guidance to most students&lt;br&gt;-Lesson objectives are routinely communicated to students&lt;br&gt;-Technology is often used to enhance student learning&lt;br&gt;-Desired skills are consistently modeled to insure student comprehension</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Teacher demonstrates clear and effective communication to all students&lt;br&gt;-Correct and effective communication is evident in a variety of different forms, including technology&lt;br&gt;-Teacher uses correct grammar when speaking and in writing&lt;br&gt;-Lesson objectives are clearly and effectively communicated to all students</td>
</tr>
</tbody>
</table>

Updated May, 2017
## Standard 7: Student Assessment and Data Analysis

### 7.1 Effective use of assessments

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Evidence</th>
<th>Evidence of Commitment</th>
<th>Evidence of Practice</th>
<th>Possible Observable Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:</td>
<td>The teacher candidate possesses the necessary knowledge <strong>but cannot apply or demonstrate the performance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:</td>
<td>The teacher candidate possesses the necessary knowledge and <strong>inconsistently</strong> and somewhat effectively demonstrates the performance at the emerging teacher level</td>
<td></td>
<td>Can somewhat effectively identify and construct valid assessments</td>
<td>Somewhat effectively creates and demonstrates the use of formal and/or informal student assessments which address specific learning goals and modifications</td>
<td>- Knows the difference between informal and formal assessments and when each is most appropriate in communication and/or written commentary - Is aware of the different types of assessments already available through district and other resources, awareness of curriculum above and below grade level</td>
</tr>
<tr>
<td>2:</td>
<td>The teacher candidate possesses the necessary knowledge and <strong>consistently</strong> and effectively demonstrates the performance at the emerging teacher level</td>
<td></td>
<td>Can somewhat effectively identify and construct valid formal and informal assessments</td>
<td>Effectively creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications</td>
<td>- Informal and formal assessments are somewhat frequently used - Inconsistently applies MO learning standards/district curriculum and align to assessments and instruction</td>
</tr>
<tr>
<td>3:</td>
<td>The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level</td>
<td></td>
<td>Lesson design includes multiple assessment modes and approaches</td>
<td>Effectively uses a wide range of assessments to facilitate each student’s learning</td>
<td>- Different types of assessments are used to facilitate the accurate tracking of progress for all students, including those with special needs - Effectively and efficiently uses a wide range of assessments to facilitate each student’s learning</td>
</tr>
</tbody>
</table>

*Updated May, 2017*
### Standard 7: Student Assessment and Data Analysis

#### 7.2 Assessment data to improve learning

<table>
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</tbody>
</table>

#### Evidence
- **Understands the importance of data for instructional planning and decision-making**

#### Evidence of Practice
- **Attempts to collect data information and assessment results for instructional planning and decision-making**

#### Evidence of Impact
- **Some students are engaged in learning goals that advance mastery of content based from assessment results**

#### Possible Observable Data
- **Is knowledgeable of different ways to gather and analyze assessment data**
- **Understands the process for using informal and formal assessment to inform modifications to the instructional process**
- **Understands that data should drive instruction**

#### Possible Observable Data
- **Assessment data sometimes informs changes to instructional plans and activities**
- **Informal and formal assessment data sometimes result in adjustments to learning activities**
- **Student mastery of content sometimes improves as a result to adjustments made to instruction based on data**

#### Possible Observable Data
- **Assessment data consistently informs changes to instructional plans and activities**
- **Informal and formal assessment data consistently create adjustments to learning activities**
- **Student mastery of content frequently improves as a result to adjustments made to instruction based on data**
- **Consistently (on a daily basis) knows how to read and analyze different types of data, and ask questions of the cooperating mentor teacher about data**

#### Possible Observable Data
- **Student growth data using a variety of different means of assessment is used to determine trend data**
- **Trend data reveals positive growth in student learning**
- **Pre-and Post-Tests are used to determine the extent of student growth**

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Updated May, 2017
### Standard 7: Student Assessment and Data Analysis

#### 7.5 Communication of student progress and maintaining records

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</thead>
<tbody>
<tr>
<td><strong>Evidence</strong>&lt;br&gt;Is knowledgeable regarding the importance of confidentiality of student data and the purpose for clear communication about student progress and records</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Records are generally in order and up-to-date</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Records are in order and up-to-date</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Current, accurate information is maintained on each student’s status and progress</td>
</tr>
<tr>
<td><strong>Evidence of Practice</strong>&lt;br&gt;Attempts to maintain confidential records of student work and performance to use when communicating student status and progress</td>
<td><strong>Evidence of Practice</strong>&lt;br&gt;Maintains confidential records of student work and performance to use when communicating student status and progress</td>
<td><strong>Evidence of Practice</strong>&lt;br&gt;Maintains confidential records of student work and performance to use when communicating student status and progress</td>
<td><strong>Evidence of Practice</strong>&lt;br&gt;Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills</td>
</tr>
<tr>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Has an understanding for how to use scales and/or rubrics as a way to accurately track student progress&lt;br&gt;-Is knowledgeable about the importance of ethical behavior has it applies student records&lt;br&gt;-Has an understanding of effective skills for communicating student data on status and progress&lt;br&gt;-Knows legal responsibilities of confidentiality</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Scales and/or rubrics are sometimes used to clearly communicate student progress&lt;br&gt;-Records of student progress are generally maintained in an ethical manner&lt;br&gt;-Student work is sometimes corrected and returned in a prompt manner&lt;br&gt;-Student progress is sometimes communicated knowledgeably and responsibly&lt;br&gt;-Makes attempt to contact parents and inform them of student progress</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Scales and/or rubrics are routinely used to clearly communicate student progress&lt;br&gt;-Records of student progress are consistently and ethically maintained&lt;br&gt;-Student work is frequently corrected and returned promptly&lt;br&gt;-Student progress is consistently communicated knowledgeably and responsibly&lt;br&gt;-Candidate takes advantage of opportunities to inform parents of student progress&lt;br&gt;-Students are able to articulate their progress towards goals</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Data is maintained on indicators used to determine a student’s status and progress&lt;br&gt;-Clear knowledgeable communication is provided to individual students and the classroom as a whole regarding the learning status and progress&lt;br&gt;-Student data is accurate and is used to discuss student mastery&lt;br&gt;-Student work is corrected and returned promptly&lt;br&gt;-Indicators of student status and progress toward learning objectives are clearly tracked and communicated</td>
</tr>
</tbody>
</table>
### Standard 8: Professionalism
#### 8.1 Self-assessment & improvement

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<tr>
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<th>3: The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level</th>
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<tr>
<td><strong>Evidence</strong></td>
<td><strong>Evidence of Commitment</strong></td>
<td><strong>Evidence of Practice</strong></td>
<td><strong>Evidence of Commitment</strong></td>
</tr>
<tr>
<td>Is aware of the importance of self-reflection as an effective strategy for improving professional practice and the overall impact on student learning</td>
<td>Professional development plan somewhat documents self-assessment and reflection strategies</td>
<td>Attempts to engage in self-assessment and problem solving on improving their overall impact on student learning</td>
<td>Professional development plan documents ongoing self-assessment and reflection strategies</td>
</tr>
<tr>
<td><strong>Evidence of Practice</strong></td>
<td><strong>Evidence of Practice</strong></td>
<td><strong>Evidence of Practice</strong></td>
<td><strong>Evidence of Practice</strong></td>
</tr>
<tr>
<td>Attempts to engage in self-assessment and problem solving on improving their overall impact on student learning</td>
<td>Engages in self-assessment and problem solving on improving their overall impact on student learning</td>
<td>Engages in self-assessment and problem solving on improving their overall impact on student learning</td>
<td>Observations and conferences indicate attention to reflective practice and professional improvement</td>
</tr>
</tbody>
</table>

#### Possible Observable Data
- Understands how to problem-solve in order to improve practice but does not implement  
- Is aware of the need for daily conferencing, reflection, and meeting deadlines  
- Aware of the need to problem solve to improve student learning  
- Criticism will help them be better teachers  
- Is aware of appropriate dress and decorum  

- Sometimes engages in a problem-solving exercise to improve the learning of the students  
- Some reflection on the effectiveness of a lesson based on student learning  
- Attempts daily conferencing, reflection, and meeting deadlines  
- Documents some outside school activities  
- Sometimes displays appropriate dress and decorum

- Frequent, active reflection on the effectiveness of a lesson based on student learning  
- Usually conferences daily and meets deadlines  
- Realizes how activities impact student learning  
- General displays appropriate dress and decorum

- Reflection and problem-solving activities occur on a regular basis that inform modifications to instructional practices  
- Instructional strategies and learning activities are routinely modified based on reflection  
- Always conferences daily and meets deadlines  
- Always displays appropriate dress and decorum
## Standard 9: Professional Collaboration

### 9.1 Induction & collegial activities

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence</strong>&lt;br&gt;Understands the importance of collegial collaboration to improve professional practice</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Attempts to document support and growth and other notes in logs and/or journals specific to the clinical experience.&lt;br&gt;<strong>Evidence of Practice</strong>&lt;br&gt;Attempts to meet regularly with the cooperating mentor teacher and clinical supervisor and fully participates throughout the clinical experience</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Documents support and growth and other notes in logs and/or journals specific to the clinical experience.&lt;br&gt;<strong>Evidence of Practice</strong>&lt;br&gt;Meets regularly with the cooperating mentor teacher and clinical supervisor and fully participates throughout the clinical experience</td>
<td><strong>Evidence of Commitment</strong>&lt;br&gt;Maintains mentor logs document support and growth and aligned to the state’s mentor standards&lt;br&gt;<strong>Evidence of Practice</strong>&lt;br&gt;Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff</td>
</tr>
<tr>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Understands the importance of observation and feedback as a means to improving professional practice&lt;br&gt;-Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families but does not implement</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Sometimes welcomes observation and feedback and incorporates it for overall improvement&lt;br&gt;-Sometimes effectively communicates with colleagues, Pk-12 students, staff, and families.</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Consistently welcomes observations and feedback and incorporates it for overall improvement&lt;br&gt;-Routinely effectively communicates with colleagues, Pk-12 students, staff, and families</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;-Demonstrates knowledge of the school / district vision, mission and goals&lt;br&gt;-Participates in staff meetings/PLCs&lt;br&gt;-Participates in professional organizations&lt;br&gt;-Routinely effectively communicates with colleagues, Pk-12 students, staff, and families. Utilizes the information, gained from the conversation, to meet the needs of each student.</td>
</tr>
</tbody>
</table>
## Standard 9: Professional Collaboration

### 9.3 Cooperative Partnerships in Support of Student Learning

<table>
<thead>
<tr>
<th><strong>Level</strong></th>
<th><strong>Description</strong></th>
<th><strong>Evidence</strong></th>
<th><strong>Possible Observable Data</strong></th>
</tr>
</thead>
</table>
| 0 | The teacher candidate possesses the necessary knowledge **but cannot apply or demonstrate the performance** | Understanding the importance of professional relationships with colleagues, students, families, and the community to support student learning | - Understands the importance of positive relationships among colleagues for promoting student learning  
- Is aware of positive communication skills |
| 1 | The teacher candidate possesses the necessary knowledge and **inconsistently** and somewhat effectively demonstrates the performance at the emerging teacher level | Attempts to engage in opportunities to develop relationships with colleagues, students, families, and the community and works to understand concerns and needs regarding student learning and well-being | - Sometimes demonstrates positive interactions with other colleagues and families to promote student learning |
| 2 | The teacher candidate possesses the necessary knowledge and **consistently** and effectively demonstrates the performance at the emerging teacher level | Engages in opportunities to develop relationships with colleagues, students, families, and the community and works to understand concerns and needs regarding student learning and well-being | - Positive interactions occur consistently with other colleagues and families to promote student learning |
| 3 | The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level | Demonstrates regular engagement with students, families, and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships | - Engages in professional dialogue with various community agencies and other community organizations to benefit learning in the school  
- Considers possible ways to assess different partnerships and the extent of their impact on student learning |

*Updated May, 2017*