



***The Teacher Candidate in the Clinical Experience  
Protocols and Forms***

*Academic Year 2015-2016*



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## Using Missouri’s Educator Evaluation System to Assess the Performance of Teacher Candidates during the Clinical Experience

### Introduction

Missouri’s Educator Evaluation System was created, field-tested, piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical.

Teacher candidates are an essential part of Missouri’s Professional Continuum. As noted below, teacher candidates are in the preparation process to enter the profession. In the Clinical Experience, teacher candidates are afforded the opportunity to put preparation into practice.

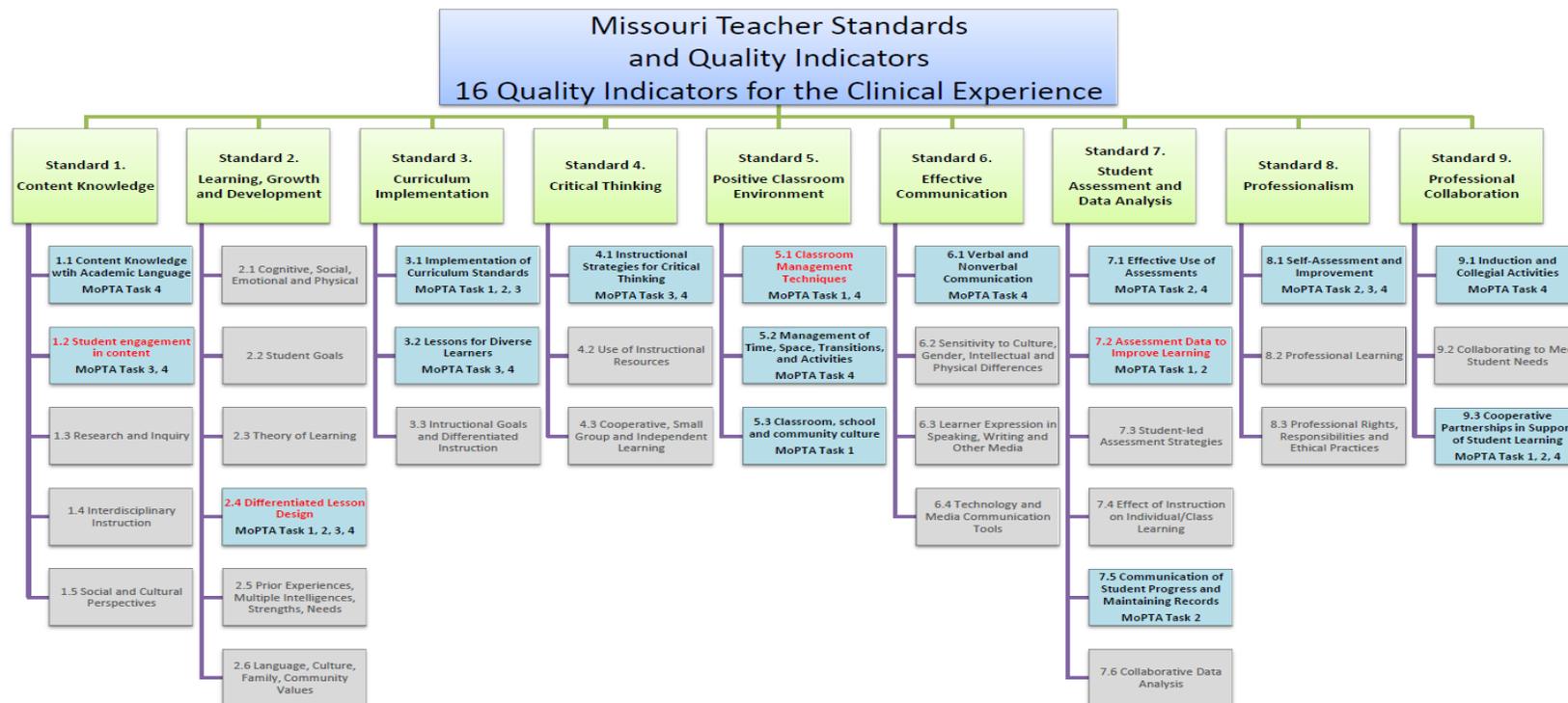
### *The Professional Continuum of the Teacher*

<p><b>Candidate:</b> This level describes the performance expected of a potential teacher preparing to enter the profession and enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.</p>	<p><b>Emerging Teacher:</b> This level describes the performance expected of an emerging teacher as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in a classroom of their own.</p>	<p><b>Developing Teacher:</b> This level describes the performance expected of a teacher early in their assignment as the teaching, content, knowledge, and skills that he/she possesses continue to develop as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.</p>	<p><b>Proficient Teacher:</b> This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</p>	<p><b>Distinguished Teacher:</b> This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as a leader in the school, district, and the profession.</p>
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As prescribed in the Missouri Standards for the Preparation of Educators (MoSPE), teacher candidates in their Clinical Experience are to be assessed using the Missouri Educator Evaluation System. The following provides an introduction to the forms and a description of their use.

## Standards and Quality Indicators Webmap

The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, sixteen of the thirty-six Quality Indicators have been selected for assessing the performance of the teacher candidate. These were determined by consulting research regarding the effect size of teacher strategies and actions on student achievement and in working with districts across the state to identify indicators that are of particular importance specifically in the first and second years of teaching.



While all thirty-six Quality Indicators are important and addressed throughout the preparation process, these sixteen in particular (shown in blue) are an indication of the readiness of a teacher candidate for his/her first year of teaching. The teacher candidate is assessed on each of these indicators by the University Supervisor and the Cooperating Teacher. The Building Administrator provides feedback on four of these sixteen Quality Indicators (shown with red text). The forms included in this process are explained to provide further detail on how this assessment occurs.

## Teacher Candidate Performance Rubric

A rubric has been provided for each of the sixteen Quality Indicators. The rubric specifically highlights the transition from “knowing to doing” that occurs during the Clinical Experience and as reflected in the transition of a teacher candidate into an emerging teacher. The first row of the rubric articulates the particular performance represented in the Quality Indicator. This articulation occurs across an entire continuum that includes: Teacher Candidate, Emerging Teacher, Developing Teacher, Proficient Teacher and Distinguished Teacher. The rubric contains the first three levels of that continuum. The Clinical Experience provides teacher candidates the opportunity to begin to demonstrate performance at the Emerging or higher levels.

The second row articulates the evidence supporting the various levels of performance. Evidence is clustered into three professional frames: Commitment, Practice and Impact. Commitment speaks in part to the quality of the teacher and includes things like preparation, planning and materials. Practice speaks to the quality of teaching through specific teacher candidate behaviors and occurs through the observation process. Impact is about outcomes and results and includes things like student behaviors and products of student learning.

The final row offers possible observable data for each of the levels. It is important to note that data offered does not represent a checklist and is certainly not the only possible data that could be included. Rather, these are suggestions of ways the particular performance in the Quality Indicator might be demonstrated and represented.

Included in this form is a chart listing Possible Sources of Evidence in each professional frame for each of the standards. Like Possible Observable Data, these sources are not a checklist or even a comprehensive list of evidence, but rather suggestions to be considered when assigning ratings.

The Teacher Candidate Performance Rubric is offered for informational purposes for the Teacher Candidate, University Supervisor, Cooperating Teacher, and Building Administrator. The notes section is offered as a place to capture thoughts about evidence or possible data. The overall purpose of the rubric is to create common language around the expected performance of the Teacher Candidate in the Clinical Experience.

### Rubric for the Teacher Candidate during the Clinical Experience

#### Standard 1: Content knowledge aligned with appropriate instruction.

1.1 Content knowledge and academic language			
1C1) The <b>baseline teacher candidate</b> demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.	1E1) The <b>emerging teacher candidate</b> knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The <b>developing teacher candidate</b> also delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	
<b>Evidence</b> Demonstrates knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas	<b>Evidence of Commitment</b> is well prepared to guide students to a deeper understanding of content <b>Evidence of Practice</b> instruction reflects accuracy of content knowledge <b>Evidence of Impact</b> Students are generally familiar with academic language	<b>Evidence of Commitment</b> Stays current on new content and incorporates it into lessons <b>Evidence of Practice</b> Instruction indicates an appreciation of the complexity and ever evolving nature of the content <b>Evidence of Impact</b> Students are able to use academic language	
<b>Possible Observable Data</b> -Demonstrates a general awareness of appropriate content -Designs lessons that align learning objectives to the Missouri Learning Standards -Can identify essential academic language relative to appropriate content	<b>Possible Observable Data</b> -Prepares lessons that include appropriate content -Provides instruction that communicates essential learning outcomes -Students are sometimes aware of the essential learning -Students sometimes use language related to the learning goal	<b>Possible Observable Data</b> ---Clear instruction of content that is accurate and relevant -effective strategies are used to direct students to essential learning -Students are frequently aware of the essential learning -Students correctly use academic language related to the learning goal most of the time	<b>Possible Observable Data</b> -Clear instruction of content that is accurate, relevant and current -Use of strategies that direct students to essential learning -Using strategies like chunking to address the complexities of the content -Students consistently provide accurate explanations of the essential learning -Students correctly use academic language related to the learning goal
Notes:	Notes:	Notes:	Notes:
Baseline - 0	Inconsistent - 1	Consistent - 2	Developing - 3

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## Teacher Candidate Formative Assessment

In compliance with MoSPE, the teacher candidate receives feedback throughout their Clinical Experience by the University Supervisor and their Cooperating Teacher. This form may be used by both of them. It includes each of the sixteen highlighted Quality Indicators, which must be assessed on the teacher candidate at some point during their clinical experience. For each indicator, there is a place to note a numerical rating. The numerical ratings range from a score of “baseline” to a score of “3”. The Teacher Candidate Performance Rubric (see page 6) assists with the consideration of evidence of the teacher candidate’s ability to demonstrate skills at the Emerging and Developing Levels. Scores on the teacher candidate’s performance are assigned as follows:

The “baseline” score is selected when the teacher candidate is knowledgeable about a particular performance articulated in the indicator but is unable to demonstrate that performance in any meaningful way. It is assumed all teacher candidates are at this point at the beginning of their clinical experience.

A score of “1” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, but their performance of it is inconsistently or incompletely demonstrated.

A score of “2” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of “3” is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

There is an option for “not observed” and a place for comments for each of the standards. It is important to note that the teacher candidate must be assessed in all sixteen of the Quality Indicators by then end of the clinical experience. Overall comments and signatures are provided on the final page of this form.

Teacher Candidate Formative Assessment					
Teacher Candidate:	Student ID:	University Supervisor:	Date:		
School:	Cooperating Teacher:	Subject/Grade:			
<i>Definition of Candidate Rating Descriptors (refer to the Rubric for Teacher Candidate for a detailed description)</i> Baseline – 0: the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance Emerging – 1: the teacher candidate possesses the necessary knowledge and <u>inconsistently</u> and somewhat effectively demonstrates the performance at the Emerging Level Emerging – 2: the teacher candidate possesses the necessary knowledge and <u>consistently</u> and effectively demonstrates the performance at the Emerging Level Developing – 3: the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level					
Standard #1: Content Knowledge Aligned with Appropriate Instruction	Not Observed	Baseline 0	Emerging		Developing 3
1.1 Content Knowledge and Academic Language	<input type="checkbox"/>	<input type="checkbox"/>	1 - Inconsistent	2 – Consistent	<input type="checkbox"/>
1.2 Student Engagement in Subject Matter	<input type="checkbox"/>				
Standard #1 Comments:					
Standard #2: Student Learning Growth and Development	Not Observed	Baseline 0	Emerging		Developing 3
2.4 Differentiated Lesson Design	<input type="checkbox"/>	<input type="checkbox"/>	1 - Inconsistent	2 – Consistent	<input type="checkbox"/>
Standard #2 Comments:					
Standard #3: Curriculum Implementation	Not Observed	Baseline 0	Emerging		Developing 3
3.1 Implementation of Curriculum Standards	<input type="checkbox"/>	<input type="checkbox"/>	1 - Inconsistent	2 – Consistent	<input type="checkbox"/>
3.2 Lessons for Diverse Learners	<input type="checkbox"/>				
Standard #3 Comments:					

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## Formative Observation Feedback Form

This form is used to offer general feedback to the teacher candidate in a variety of different areas. As opposed to the Teacher Candidate Formative Assessment (see page 7), which is organized by Standard and Quality Indicator, this form is organized by different areas related to instruction and classroom environment. As noted in its title, this form is for optional use by the University Supervisor, Cooperating Teacher and perhaps even the Building Administrator. Each area is aligned to corresponding Quality Indicators and provides opportunity for the following feedback to the teacher candidate:

**Formative Observation Feedback Form**  
*(This is an optional form that may be used to offer feedback to the Teacher Candidate)*

Teacher Candidate: \_\_\_\_\_ Student ID: \_\_\_\_\_ University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

Teacher Candidate Strategies* <i>(Select only those strategies that apply)</i>	Student Engagement* <i>(Check one for each strategy selected)</i>	
<b>Observed Classroom Structure (5.1, 5.2, 5.3)</b>		
Advanced/Graphic Organizers	H M L D	Evidence of Student Work (1.1) <input type="checkbox"/> Yes <input type="checkbox"/> No
Classroom Discussion	H M L D	Learning Environment (5.2, 5.3) <input type="checkbox"/> Conducive to Learning <input type="checkbox"/> Somewhat Conducive <input type="checkbox"/> Not Conducive <input type="checkbox"/> Disruptive Student(s) Behavior
<b>Curriculum/Instruction Observed (3.1, 3.2)</b>		
Cooperative Learning	H M L D	
Group Work	H M L D	Co-teaching <input type="checkbox"/> Yes <input type="checkbox"/> No
Guided Practice	H M L D	Accessible Materials <input type="checkbox"/> Yes <input type="checkbox"/> No
Hands On/Active Learning	H M L D	Clear Learning Targets (6.1) <input type="checkbox"/> Yes <input type="checkbox"/> No
Independent Student Work	H M L D	Technology Integrated <input type="checkbox"/> Yes <input type="checkbox"/> No
Learning Centers	H M L D	Differentiated Instruction (2.6, 3.2) <input type="checkbox"/> Yes <input type="checkbox"/> No
Lecture	H M L D	
<b>Learning Assessments Observed (7.1, 7.2, 7.5)</b>		
Nonlinguistic Representations	H M L D	<input type="checkbox"/> Question/Answer <input type="checkbox"/> Informal <input type="checkbox"/> Quiz or Test <input type="checkbox"/> Group Response <input type="checkbox"/> Individual Response <input type="checkbox"/> Conference <input type="checkbox"/> Documentation of Assessment <input type="checkbox"/> Observation <input type="checkbox"/> None <input type="checkbox"/> Other
Other	H M L D	
<b>Overall Comments/Observations:</b>		
Peer Evaluation	H M L D	Overall Comments/Observations:          
Presentations	H M L D	
Project Based Learning	H M L D	
Question/Answer	H M L D	
Similarities/Differences	H M L D	
Summarizing/Note Taking	H M L D	

Teacher Candidate Signature      Date      University Supervisor Signature      Date

Key: H – High, M – Moderate, L – Low, D – Disengaged  
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Teacher Strategies – the observer identifies the particular strategy or strategies the teacher candidate demonstrates during the observation. This may be one single strategy throughout the lesson, or a combination of strategies.

Student Engagement – for each selected strategy from the first column, a level of student engagement is noted in response to the strategy. Student engagement can be perceived as being high, moderate, low or disengaged. These engagement levels reference both the intensity and level of activity of the students as well as a percentage of the students to which it applies.

Classroom Structure, Classroom/Instruction, and Learning Assessments – the observer notes specific details regarding the structure of the learning environment for the students. The observer also notes particular details related to curriculum and instruction. Finally, the observer notes the type(s) of assessment the teacher candidate uses to determine if learning is taking place.

There is space provided for overall comments/observations and signatures. The comments can relate to anything data collected through the Formative Observation Feedback Form

## Teacher Candidate Summative Assessment

This form is used by the University Supervisor and the Cooperating Teacher at the culmination of the Clinical Experience. The structure of this form is much like the Teacher Candidate Formative Assessment (see page 7). As with the formative form, a rating of “baseline” through “3” is provided on each of the Quality Indicators. Those ratings are determined based on evidence collected throughout the Clinical Experience and captured on forms like the Teacher Candidate Performance Rubric (see page 6) and the two available formative feedback forms (see pages 7-8). The ratings are determined as follows:

A score of “baseline” is selected when the teacher candidate is knowledgeable about the particular performance articulated in the indicator but is unable to demonstrate or apply that performance in any meaningful way.

A score of “1” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, although their performance is inconsistent or incomplete.

A score of “2” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of “3” is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

A chart used for tabulating scores is provided on the final page. On this chart, scores are captured from the Cooperating Teacher, the University Supervisor and the Building Administrator. All sixteen Quality Indicators are evaluated by the University Supervisor and the Cooperating Teacher. Four of those indicators are also assessed by the Building Administrator. Scores of all teacher candidates are submitted to DESE as a part of the continuous improvement process for educator preparation programs.

**Teacher Candidate Summative Assessment**

Teacher Candidate: \_\_\_\_\_ Student ID: \_\_\_\_\_ University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

*Definition of Candidate Rating Descriptors (refer to the Rubric for Teacher Candidate for a detailed description)*  
**Baseline - 0:** the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance  
**Emerging - 1:** the teacher candidate possesses the necessary knowledge and *occasionally* and somewhat effectively demonstrates the performance at the Emerging Level  
**Emerging - 2:** the teacher candidate possesses the necessary knowledge and *consistently* and effectively demonstrates the performance at the Emerging Level  
**Developing - 3:** the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

Standard #1: Content Knowledge Aligned with Appropriate Instruction	Baseline 0	Emerging 1 - Inconsistent 2 - Consistent		Developing 3
1.1 Content Knowledge and Academic Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Student Engagement in Subject Matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #1 Comments:				
Standard #2: Student Learning Growth and Development	Baseline 0	Emerging 1 - Inconsistent 2 - Consistent		Developing 3
2.4 Differentiated Lesson Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #2 Comments:				
Standard #3: Curriculum Implementation	Baseline 0	Emerging 1 - Inconsistent 2 - Consistent		Developing 3
3.1 Implementation of Curriculum Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Lessons for Diverse Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #3 Comments:				

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**Tabulating Final Scores for the Teacher Candidate**  
 (To be completed at the end of the Clinical Experience)

Teacher Candidate Name: \_\_\_\_\_

Quality Indicators	Scores		
	Cooperating Teacher	Building Administrator	University Supervisor
1.1 Content knowledge and academic language			
1.2 Student engagement in subject matter			
2.4 Differentiated lesson design			
3.1 Implementation of curriculum standards			
3.2 Lessons for diverse learners			
4.1 Student engagement in critical thinking			
5.1 Classroom management techniques			
5.2 Management of time, space, transitions, and activities			
5.3 Classroom, school & community culture			
6.1 Verbal, non-verbal communication			
7.1 Effective use of assessments			
7.2 Assessment data to improve learning			
7.5 Communication of student progress and maintaining records			
8.1 Self assessment & improvement			
9.1 Induction & collegial activities			
9.3 Professional Collaboration			

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## Administrator Evaluation of the Teacher Candidate

Research on educator evaluation emphasizes the importance of multiple measures to increase the reliability of performance ratings. Additionally, feedback from a building administrator can be very valuable to a teacher candidate. It is generally expected that the building administrator will have informally observed the teacher candidate prior to completing this at the culmination of the clinical experience. This is the form to be used by the building administrator. The criteria the building administrator uses to determine a score is the same as was used with the Teacher Candidate Summative Assessment completed by the Cooperating Teacher and the University Supervisor. Those ratings are determined as follows:

Administrator Evaluation of the Teacher Candidate  
(To be completed by a Building Administrator)

Teacher Candidate: \_\_\_\_\_ Student ID: \_\_\_\_\_ University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

Standard 1: Content knowledge aligned with appropriate instruction.

1.2 Student engagement in subject matter			
1C2) The <b>baseline teacher candidate</b> demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1E2) The <b>emerging teacher candidate</b> chooses from multiple sources to engage student interest and activity in the content.	1D2) The <b>developing teacher candidate</b> also uses a variety of differentiated instructional strategies which purposefully engage students in content.	
<b>Evidence</b> <i>Is knowledgeable of different strategies that result in increased levels of student engagement</i>	<b>Evidence of Practice</b> <i>Use various engagement strategies to maintain student interest</i> <b>Evidence of Impact</b> <i>Students are interested and engaged in the content</i>	<b>Evidence of Practice</b> <i>Uses engagement strategies to increase students' levels of interest and activity</i> <b>Evidence of Impact</b> <i>Students' engagement causes content knowledge to advance</i>	
<b>Possible Observable Data</b> <i>-Is knowledgeable on how to assess student engagement while in the process of instruction</i> <i>-Familiarity with possible strategies for building student engagement</i> <i>-Understands different strategies for adjusting pacing to enhance student engagement</i>	<b>Possible Observable Data</b> <i>-Implementation of strategies that prompt engagement by most students</i> <i>-Some variance in pacing that generally captures student interest and attention</i> <i>-Most but not all students visibly paying attention</i> <i>-Most but not all students providing accurate responses</i>	<b>Possible Observable Data</b> <i>-Scanning of room regularly to identify low engagement</i> <i>-Consistent use of strategies to prompt engagement by all</i> <i>-Variance in pacing enhances student interest and attention</i> <i>-Students visibly paying attention</i> <i>-Students providing accurate responses</i>	<b>Possible Observable Data</b> <i>-Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement</i> <i>-Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation</i> <i>-Evidence that higher levels of engagement result in increased learning</i> <i>-Students accurate responses reflect deeper learning and retention of content</i>
<input type="checkbox"/> Baseline - 0	<input type="checkbox"/> Inconsistent - 1	<input type="checkbox"/> Consistent - 2	<input type="checkbox"/> Developing - 3
Check One Candidate Rating Descriptor			

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As noted previously (see Standards and Quality Indicators Webmap page 5), the building administrator provides feedback and a rating to the teacher candidate on only four of the sixteen Quality Indicators. These four indicators were selected using the following criteria:

- Indicators were selected that correlate to higher effect size of teacher strategies and actions on student achievement
- Input from administrators in the state confirming the importance of the performance represented by these indicators
- Indicators that are of particular importance specifically in the first and second years of teaching
- Indicators that administrators could readily observe in a minimum of short walkthroughs

A score of “baseline” is selected when the teacher candidate is knowledgeable about the particular performance articulated in the indicator but is unable to demonstrate that performance in any meaningful way.

A score of “1” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, although their performance is inconsistent or incomplete.

A score of “2” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of “3” is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

The final page of this form includes a chart for capturing the separate scores of the Building Administrator. The Building Administrator is encouraged to provide feedback to the teacher candidate on his/her teaching performance, including the ratings for each of the four indicators. The separate scores for each of these indicators provided by the Building Administrator are transferred to the chart on the final page of the Teacher Candidate Summative Assessment (see page 9).

The collection of ratings on the Teacher Candidate Summative Assessment is an overall assessment of the teacher candidate's performance at the culmination of their Clinical Experience based on multiple sources of evidence as provided by the University Supervisor, the Cooperating Teacher and a Building Administrator. The assessments provide a determination on the degree to which the teacher candidate is able to put their knowledge articulated at the Candidate Level into practice as represented by demonstrating performance at the Emerging of Developing Levels. There is particular focus on the sixteen of the thirty-six Quality Indicators that have been targeted as specifically important for success as a first year teacher.

Calculating the Summative Score for the Teacher Candidate

Quality Indicators		Score
1.2 Student engagement in subject matter		
2.4 Differentiated lesson design		
5.1 Classroom management techniques		
7.2 Assessment data to improve learning		
Comments/Observations:		

  
Teacher Candidate Signature

  
Date

  
Building Administrator Signature

  
Date

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