The Teacher Candidate in the Clinical Experience
Protocols and Forms

Academic Year 2016 - 2017
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## Contents

- Introduction ................................................................................................................................................................................................................... 4
- Standards and Quality Indicators Webmap ................................................................................................................................................................... 5
- Teacher Candidate Performance Rubric ........................................................................................................................................................................ 6
- Teacher Candidate Formative Assessment .................................................................................................................................................................... 7
- Optional Formative Observation Feedback Form .......................................................................................................................................................... 8
- Teacher Candidate Summative Assessment .................................................................................................................................................................. 9
- Teacher Candidate Evaluation Form by the Building Administrator ........................................................................................................................... 10
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

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Emerging Teacher:</th>
<th>Developing Teacher:</th>
<th>Proficient Teacher:</th>
<th>Distinguished Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 Ed Prep Supervisor and the Cooperating Teacher. The Building Administrator or designee 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, Ed Prep Supervisor, Cooperating Teacher, and Building Administrator or Designee. 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.
**Teacher Candidate Formative Assessment**

In compliance with MoSPE, the teacher candidate receives feedback throughout their Clinical Experience by the Ed Prep 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.
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 Ed Prep Supervisor, Cooperating Teacher and even the Building Administrator or Designee, should they choose. Each area is aligned to corresponding Quality Indicators and provides opportunity for the following feedback to the teacher candidate:

<table>
<thead>
<tr>
<th>Teacher Candidate Strategies* (select only those strategies being used)</th>
<th>Student Engagement* (check one for each strategy selected)</th>
<th>Observed Classroom Structure (5.1, 5.2, 5.3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced/Graphic Organizers</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Effective [ ] Somewhat Effective [ ] Not Effective</td>
</tr>
<tr>
<td>Classroom Discussion</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Interactive [ ] Non-Interactive</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Cooperative [ ] Competitive [ ] Directive</td>
</tr>
<tr>
<td>Group Work</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Inclusive [ ] Exclusionary</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Structured [ ] Unstructured</td>
</tr>
<tr>
<td>Hands-On/Active Learning</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Engaging [ ] Disengaging</td>
</tr>
<tr>
<td>Independent Student Work</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Productive [ ] Ineffective</td>
</tr>
<tr>
<td>Learning Centers</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Accessible [ ] Inaccessible</td>
</tr>
<tr>
<td>Lecture</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Engaging [ ] Disengaging</td>
</tr>
<tr>
<td>Nonlinguistic Representations</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Visual [ ] Auditory [ ] Tangible</td>
</tr>
<tr>
<td>Other</td>
<td>[ ] Yes [ ] No</td>
<td>[ ] Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Comments/Observations:</th>
</tr>
</thead>
</table>

| Teacher Candidate Signature | Date | Ed Prep Supervisor Signature | Date |

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 Ed Prep 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 Ed Prep Supervisor and the Building Administrator or Designee. All sixteen Quality Indicators are evaluated by the Ed Prep Supervisor and the Cooperating Teacher. Four of those indicators are also assessed by the Building Administrator or Designee. Scores of all teacher candidates are submitted to DESE as a part of the continuous improvement process for educator preparation programs.
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 or a Designee can be very valuable to a teacher candidate. It is generally expected that the Building Administrator or Designee will have informally observed the teacher candidate prior to completing this at the culmination of the clinical experience. There is both a long and short form available to be used by the Building Administrator or Designee. The criterion the Building Administrator or Designee uses to determine a score is the same as was used with the Teacher Candidate Summative Assessment completed by the Cooperating Teacher and the Ed Prep Supervisor. Those 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 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.

As noted previously (see Standards and Quality Indicators Webmap page 5), the Building Administrator or Designee 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 final page of the long form of the Administrator Evaluation of the Teacher Candidate Form includes a chart for capturing the separate scores of the Building Administrator or Designee. The Building Administrator or Designee 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 or Designee 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 Ed Prep Supervisor, the Cooperating Teacher and a Building Administrator or Designee. 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.