

University Supervisor End of Semester Meeting and MEES training
May 6, 2022 8:30 - 11:30
U237 A & B

Attendance: Debbie Abdoler, Dave Adams, Janell Allred, Chuck Appleton, Cindy Barnhart, Mo Basir, Danna Brandt, Kitty Brant, Bernadette Brenner, Amanda Brewer, Mardy Brown, Janet Bryan, Karen Cangelose, Ginger Cochran, Jan Cox, Krystle Gremaud, Michael Griffith, Sandra Haight, Vicki Hartsell, Patricia Hile, Marc Hill, Ashlee Holdren, Sarah-Bo Kirrchoff, Mick Luehrman, Brandy Lynch, Pam Maxey, Bill McGalliard, Kathy Nash, Karen Pickett, LeaRae Porta, Christi Richardson, Beth Roberts, Aaron Scully, Pat Setser, Lesi Smart, Julie Trammell, Linda Walsh, Larae Watkins, JoAnna Yound, Shelly Sadler, Renee Burress, Carol Dunn, Andi Dieckman, Jamie Aragon

Absent: Ken Bias, Sally Bowerman, David Ewing, Lisa Fee, Regan Hayes, Laura Hunter, Jana Rhame, Mike Keiholz, Natalia Bailey, Karen Lower, Shelley McCain, Brad Mears, Holly Messner, Chelsea Orman, Kally Sobaski, Cinnamon Staponski, Jackson Thomas, Chris Thompson

| University Supervisor End of Semester Meeting Spring 2022 | |
|--|--|
| Time | Topic |
| 8:30 - 8:35 | Welcome, Agenda |
| 8:40 - 8:55 | Reflections on Spring Semester |
| 8:55 - 9:25 | MEES Overview |
| 9:25 - 9:45 Allow 20 minutes | Small Groups- Sorting MEES Standards Descriptors into Levels |
| 9:45 - 10:05 share out for at least ten minutes | Whole Group Session; Observations and 10 minute break |
| 10:05 - 10:15 | Video - Middle School ELA/SS |

| | |
|--------------------------------|---|
| 10:15 - 10:35 allow 20 minutes | Individual Scoring and Small Group Discussion |
| 10:35 - 10:50 | Whole Group Session: Share group score and rationale |
| 10:50 | Wrap up MEES Training |
| 10:55 - 11:10 | <p>Expectations for Fall 2022</p> <p>Communicate weekly with cooperating teachers and student teachers</p> <p>Additional formative required</p> <p>Fall Dates:</p> <p>Friday, August 19 - 8:00 - 3:00 Student Teaching Orientation Meeting</p> <p>Tuesday, October 11 - 8:00 - 3:00 Mid-Term Student Teaching Meeting</p> <p>Friday, December 9 8:00 - 10:00 University Supervisor Branch</p> |
| 11:15 - 11:30 | Closing |

Welcome



_____ was incredible. I honestly don't have the words to describe just how supportive she has been. She is extremely knowledgeable and down to earth. She is encouraging. She gave me real strategies to use in my classroom and with individual students, and kept me encouraged during the most difficult part of student teaching. Without her, I am not sure I would have made it through. I could go on and on about how wonderful she was. The _____ departments are so lucky to have her."

_____ has been an amazing support for my student teaching semester. He has provided me with an ample amount of feedback for my learning. Not only did he help guide me in my education, he went out of his way to help me succeed in finding a job. He treated me with the most respect and empathy a student teacher could ask for. Anyone would be lucky to receive _____ as a University Supervisor."

_____ is absolutely amazing! She was extremely helpful and insightful throughout my entire student teaching. She was able to help me navigate difficult situations and was never afraid to say I don't know or let me ask for help which made my respect for her go through the roof. She is an amazing university supervisor and taught me so much over the last semester. I really can't thank her enough for helping this semester."

Today's Agenda

- Welcome and Appreciation / Pictures....Say Cheese!
- Reflections on Spring Semester 2022
- MEES Standards: Descriptor Sorting into Strands by Level
- DESE Required MEES Inter-rater Reliability Training
- Looking ahead to Fall 2022.



So Many Jobs.....So Many Hats.....



Communicate *Support* *Guide* *Resource*
Observer and Assessor *Student* *Counselor/Coach*
Google Forms Ninja *Teaching Expert*
Compacting Teacher Guide *Student Teacher Whisperer*

What does USUP really stand for?

URGING
SUCCESS
UNCOVERING
PPOTENTIAL



I CAN'T
KEEP CALM
BECAUSE
I GOT A
NEW JOB



Praga Fountain



Mechanics/threads



Martina Lopez



Erinna Linn



Boaz Reed



El Pragas



Katie Turnout



Reflections on Spring 2022

What were the strengths and struggles of student teachers this semester?

What went well or was challenging this semester for you as a U-stup?

STWS- Comments, thoughts, questions, suggestions?

MEES Inter-rater Reliability Training

DESE Annual Required Training

Every teacher candidate in the state will be evaluated by their Cooperating Teacher and University Supervisor using the same instrument.

Candidates must receive a specified score to receive teacher certification.

Student teachers must earn a combined score of 42 on the Summative MEES from the Cooperating Teacher and University Supervisor.

Scores are reported on the UCM Annual Performance Report to DESSE.

MEES Teacher Candidate Assessment

Throughout the clinical experience, teacher candidates receive feedback:

- University Supervisors are required to submit Formative MEES and Summative MEES over the course of the semester.
- Assessment includes observation of performance and other evidence and artifacts.
- Each of the nine teacher standards must be assessed by the end of student teaching.
- Both the cooperating teacher and university supervisor must submit a score on every standard. (total of 36 points possible on the MEES)

Common Language

Appendix 1: Common Language for the MEES instrument. The purpose of this appendix is to provide a common language for the MEES instrument. The purpose of this appendix is to provide a common language for the MEES instrument. The purpose of this appendix is to provide a common language for the MEES instrument.

| Level | Descriptor | Standard |
|---------|--|--|
| Level 1 | Level 1: The candidate demonstrates a basic understanding of the standard and is able to perform the skill with minimal supervision. | Level 1: The candidate demonstrates a basic understanding of the standard and is able to perform the skill with minimal supervision. |
| Level 2 | Level 2: The candidate demonstrates a developing understanding of the standard and is able to perform the skill with some supervision. | Level 2: The candidate demonstrates a developing understanding of the standard and is able to perform the skill with some supervision. |
| Level 3 | Level 3: The candidate demonstrates a solid understanding of the standard and is able to perform the skill with little supervision. | Level 3: The candidate demonstrates a solid understanding of the standard and is able to perform the skill with little supervision. |
| Level 4 | Level 4: The candidate demonstrates a strong understanding of the standard and is able to perform the skill independently. | Level 4: The candidate demonstrates a strong understanding of the standard and is able to perform the skill independently. |

Reliability in Scoring

The rubric is designed for a score of 3 to indicate the level of proficiency expected at the end of student teaching.

However, a student teacher can earn a passing score without having all three.

Accurate scores on the MEES allow the Teacher Education Program to evaluate and improve our program.



MEES Scoring Levels

- 0-Not Evident:** The teacher candidate does not possess the necessary knowledge. Therefore, the standard is not evident or is incorrect in performance.
- 1-Emerging Candidate:** The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
- 2-Developing Candidate:** The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
- 3-Skilled Candidate:** The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
- 4-Exceeding Candidate:** The teacher candidate assists and develops the lesson according to the teaching environment/ student response.

How to Score

- What evidence was observed or documentation provided by the candidate?
- Each standard is a separate score. A candidate may be strong on one but not on another.
- The score is not how much we like the candidate or their potential.
- The score is not about what they could have done during the observation.
- If unsure on a score, use the language on the rubric. Highlight what was observed.
- Ask yourself, Why not the higher score? Why not the lower score?
- Think about how a conference with the teacher candidate would work. What feedback would you give?

Standard 1: Content Knowledge aligned with appropriate practices. The teacher candidate demonstrates the general concepts, practices, and uses of inquiry of the discipline and content learning experiences that most frequent aspects of student matter investigated and engaging for students.

| 0-Not Evident | 1-Emerging Candidate | 2-Developing Candidate | 3-Skilled Candidate | 4-Exceeding Candidate |
|---|---|--|--|--|
| <p>The teacher candidate does not possess the necessary knowledge. Therefore, the standard is not evident or is incorrect in performance.</p> | <p>The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> | <p>The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> | <p>The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> | <p>The teacher candidate assists and develops the lesson according to the teaching environment/ student response.</p> |
| <p>Provides no opportunity for students to provide answers.</p> | <p>Demonstrates an awareness of opportunities to allow students to provide answers.</p> | <p>Consistently ensures opportunities to allow students to provide answers.</p> | <p>Consistently ensures opportunities to allow students to provide answers.</p> | <p>Consistently ensures opportunities to allow students to provide answers.</p> |
| <p>Provides no evidence of addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Attempts to include questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes a variety of asking questions designed to assess student understanding or asking questions to assess student understanding of content.</p> |
| <p>Provides no evidence of planning for student learning.</p> | <p>Plans to include questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes a variety of asking questions designed to assess student understanding or asking questions to assess student understanding of content.</p> |

Example Score of 2 – Skill Score

| 0-Not Evident | 1-Emerging Candidate | 2-Developing Candidate | 3-Skilled Candidate | 4-Exceeding Candidate |
|---|---|--|--|--|
| <p>The teacher candidate does not possess the necessary knowledge. Therefore, the standard is not evident or is incorrect in performance.</p> | <p>The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> | <p>The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> | <p>The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> | <p>The teacher candidate assists and develops the lesson according to the teaching environment/ student response.</p> |
| <p>Provides no opportunity for students to provide answers.</p> | <p>Attempts to include questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes a variety of asking questions designed to assess student understanding or asking questions to assess student understanding of content.</p> |
| <p>Provides no evidence of planning for student learning.</p> | <p>Plans to include questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes questioning and addressing student understanding or asking questions to assess student understanding of content.</p> | <p>Includes a variety of asking questions designed to assess student understanding or asking questions to assess student understanding of content.</p> |

Example Score of 2 – Across Levels

Itemized 1. Complete knowledge aligned with appropriate criterion. The teacher candidate demonstrates the agreed concepts, practices, and tools of inquiry of the discipline, and connects learning experiences that make these aspects of student understanding and engaging for students.

| 2. The teacher candidate does not provide the necessary evidence for the standard and student is not provided a sufficient level of performance | 1- Emerging Candidate: The teacher candidate is able to describe the necessary components of performance | 2- Emerging Candidate: The teacher candidate is able to describe the necessary components of performance with some accuracy | 3- Solid Candidate: The teacher candidate is able to describe the necessary components of performance and identify the standard of performance by the end of the student learning experience | 4- Emerging Candidate: The teacher candidate identifies and describes the necessary components of performance in the student learning experience |
|---|--|---|--|--|
| Provides an opportunity for students to practice concept | Discusses an overview of attempts to give students an opportunity to practice concept | Provides an opportunity to practice concept | Provides students with multiple opportunities to practice the concept | Provides an opportunity to practice the concept |
| Provides an overview of addressing student learning to ensure understanding of concept | Plans to introduce student and monitor but does not use strategies to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept |
| Provides an overview of addressing student learning to ensure understanding of concept | Plans to introduce student and monitor but does not use strategies to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept |
| Provides an overview of addressing student learning to ensure understanding of concept | Plans to introduce student and monitor but does not use strategies to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept |

Scoring Protocol Recap

- Determining Score:
- For levels 0 – 3, teacher candidates must demonstrate a majority of the descriptors within a given level to earn that score.
 - If the scores are split evenly between two levels, the lower score will be given. For example, if there are two descriptors that fall within a 2 and two descriptors that fall within a 3, a score of 2 will be assigned.



Example Score of 4

Itemized 1. Complete knowledge aligned with appropriate criterion. The teacher candidate demonstrates the agreed concepts, practices, and tools of inquiry of the discipline, and connects learning experiences that make these aspects of student understanding and engaging for students.

| 2. The teacher candidate does not provide the necessary evidence for the standard and student is not provided a sufficient level of performance | 1- Emerging Candidate: The teacher candidate is able to describe the necessary components of performance | 2- Emerging Candidate: The teacher candidate is able to describe the necessary components of performance with some accuracy | 3- Solid Candidate: The teacher candidate is able to describe the necessary components of performance and identify the standard of performance by the end of the student learning experience | 4- Emerging Candidate: The teacher candidate identifies and describes the necessary components of performance in the student learning experience |
|---|--|---|--|--|
| Provides an opportunity for students to practice concept | Discusses an overview of attempts to give students an opportunity to practice concept | Provides an opportunity to practice concept | Provides students with multiple opportunities to practice the concept | Provides an opportunity to practice the concept |
| Provides an overview of addressing student learning to ensure understanding of concept | Plans to introduce student and monitor but does not use strategies to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept |
| Provides an overview of addressing student learning to ensure understanding of concept | Plans to introduce student and monitor but does not use strategies to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept |
| Provides an overview of addressing student learning to ensure understanding of concept | Plans to introduce student and monitor but does not use strategies to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept | Provides an overview of addressing student learning to ensure understanding of concept |

Scoring Protocol, cont.

- Determining Score:
- If the scores are spread between multiple levels, such as that the descriptors are at one level but there are numbers below at different levels, then the score would revert to the next lower score.
 - Teacher candidates must demonstrate all of the called level (3) plus at least one of the exceeding descriptors for each 4.
 - If a particular descriptor within a standard is not observable, note the standard based on the evidence available.

MISS Teacher Candidate Narrative Scoring Protocol | Missouri Department of Elementary and Secondary Education

MEES Calibration

- Base your score on observable data only.
- Highlight descriptors to determine score.
- Record specific evidence to support your rating.
- Review the language carefully and choose the score that aligns to the performance.
- Do not include inferences about what the candidate may have done.
- Consider feedback to improve teaching practices.



MEES Rubric- Sorting Activity

- STANDARD 2- Use the key language in the descriptors to sort strands into developmental levels.
- Self check
- Generate classroom examples and discuss possible artifacts/evidence.
- Repeat the process with Standard 4 and 6.

Standard 2: Student learning, growth, and development

Standard 4: Critical thinking

Standard 6: Effective communication



Standard 2

| Standard 2: Student learning, growth, and development. The teacher candidate understands how students learn, grows, and develops. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth. | Standard 4: Critical thinking. The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth. | Standard 6: Effective communication. The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth. | Standard 2: Student learning, growth, and development. The teacher candidate understands how students learn, grows, and develops. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth. | Standard 4: Critical thinking. The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth. | Standard 6: Effective communication. The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth. |
|--|--|--|--|--|--|
| <p>• The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth.</p> | <p>• The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth.</p> | <p>• The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth.</p> | <p>• The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth.</p> | <p>• The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth.</p> | <p>• The teacher candidate understands how to assess student learning and growth. The teacher candidate provides learning opportunities that are designed to ensure students learn and supports the individual, social, and personal development of all students. The teacher candidate understands how to assess student learning and growth.</p> |

Standard 8

Standard 8: Instructional Leadership The principal has leadership responsibility for the school's instructional program and oversees the implementation of the instructional program. The principal is responsible for the school's instructional program and oversees the implementation of the instructional program. The principal is responsible for the school's instructional program and oversees the implementation of the instructional program.

| | | | | |
|---|---|---|---|---|
| <ul style="list-style-type: none"> • Establishes the instructional program for the school. • Oversees the implementation of the instructional program. • Monitors the progress of the instructional program. • Provides feedback to the instructional program. • Ensures the instructional program is aligned with the school's vision and mission. • Ensures the instructional program is aligned with the state standards and benchmarks. • Ensures the instructional program is aligned with the school's needs and resources. • Ensures the instructional program is aligned with the school's budget. • Ensures the instructional program is aligned with the school's community. • Ensures the instructional program is aligned with the school's culture. • Ensures the instructional program is aligned with the school's history. • Ensures the instructional program is aligned with the school's future. | <ul style="list-style-type: none"> • Establishes the instructional program for the school. • Oversees the implementation of the instructional program. • Monitors the progress of the instructional program. • Provides feedback to the instructional program. • Ensures the instructional program is aligned with the school's vision and mission. • Ensures the instructional program is aligned with the state standards and benchmarks. • Ensures the instructional program is aligned with the school's needs and resources. • Ensures the instructional program is aligned with the school's budget. • Ensures the instructional program is aligned with the school's community. • Ensures the instructional program is aligned with the school's culture. • Ensures the instructional program is aligned with the school's history. • Ensures the instructional program is aligned with the school's future. | <ul style="list-style-type: none"> • Establishes the instructional program for the school. • Oversees the implementation of the instructional program. • Monitors the progress of the instructional program. • Provides feedback to the instructional program. • Ensures the instructional program is aligned with the school's vision and mission. • Ensures the instructional program is aligned with the state standards and benchmarks. • Ensures the instructional program is aligned with the school's needs and resources. • Ensures the instructional program is aligned with the school's budget. • Ensures the instructional program is aligned with the school's community. • Ensures the instructional program is aligned with the school's culture. • Ensures the instructional program is aligned with the school's history. • Ensures the instructional program is aligned with the school's future. | <ul style="list-style-type: none"> • Establishes the instructional program for the school. • Oversees the implementation of the instructional program. • Monitors the progress of the instructional program. • Provides feedback to the instructional program. • Ensures the instructional program is aligned with the school's vision and mission. • Ensures the instructional program is aligned with the state standards and benchmarks. • Ensures the instructional program is aligned with the school's needs and resources. • Ensures the instructional program is aligned with the school's budget. • Ensures the instructional program is aligned with the school's community. • Ensures the instructional program is aligned with the school's culture. • Ensures the instructional program is aligned with the school's history. • Ensures the instructional program is aligned with the school's future. | <ul style="list-style-type: none"> • Establishes the instructional program for the school. • Oversees the implementation of the instructional program. • Monitors the progress of the instructional program. • Provides feedback to the instructional program. • Ensures the instructional program is aligned with the school's vision and mission. • Ensures the instructional program is aligned with the state standards and benchmarks. • Ensures the instructional program is aligned with the school's needs and resources. • Ensures the instructional program is aligned with the school's budget. • Ensures the instructional program is aligned with the school's community. • Ensures the instructional program is aligned with the school's culture. • Ensures the instructional program is aligned with the school's history. • Ensures the instructional program is aligned with the school's future. |
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Practice Scoring Round

Visit the ELA/ESL Middle School Venn

Individually:

- Score Standards 2, 4, & 6
- Highlight descriptors
- Record evidence for scoring
- Think about feedback to give the teacher



What do you think???

Let's TALK About It!

- As a group:
- Discuss scores and evidence you collected for each standard.
- Consider feedback you would share with the teacher candidate.
- Be prepared to share your group's thoughts and ideas.

Mentimeter- Your final scores



Or use QR code

Standard 6: Effective Communication Score of 4

| Standard | Indicator | Score 4 | Score 3 | Score 2 | Score 1 |
|-------------------------------------|-----------|---|---|---|---|
| Standard 6: Effective Communication | 6.1 | Provides verbal and nonverbal cues to give directions | Provides verbal and nonverbal cues to give directions | Provides verbal and nonverbal cues to give directions | Provides verbal and nonverbal cues to give directions |
| | 6.2 | Models expectations for student communication by addressing active listening and having students rehearse before sharing; encourages students to develop effective speech qualities | Models expectations for student communication by addressing active listening and having students rehearse before sharing; encourages students to develop effective speech qualities | Models expectations for student communication by addressing active listening and having students rehearse before sharing; encourages students to develop effective speech qualities | Models expectations for student communication by addressing active listening and having students rehearse before sharing; encourages students to develop effective speech qualities |
| Standard 6: Effective Communication | 6.3 | Volume and tone conveyed enthusiasm but also conveyed a level of comfort and understanding | Volume and tone conveyed enthusiasm but also conveyed a level of comfort and understanding | Volume and tone conveyed enthusiasm but also conveyed a level of comfort and understanding | Volume and tone conveyed enthusiasm but also conveyed a level of comfort and understanding |
| | 6.4 | Incorporates culturally appropriate resources and examples | Incorporates culturally appropriate resources and examples | Incorporates culturally appropriate resources and examples | Incorporates culturally appropriate resources and examples |

Evidence to Support Score

- Provides verbal and nonverbal cues to give directions
- Models expectations for student communication by addressing active listening and having students rehearse before sharing; encourages students to develop effective speech qualities
- Volume and tone conveyed enthusiasm but also conveyed a level of comfort and understanding
- Incorporates culturally appropriate resources and examples

Overall Feedback & Guiding Questions

- How did you assess student understanding as you were checking in on groups? What modifications or accommodations were addressed?
- How might you shift your questioning techniques and/or wait time to increase critical thinking?
- What issues could arise when discussing a culturally sensitive topic? What future lessons will build on students strengthening their own communication skills?

MoSPE Required Observations and Documentation

University Supervisors will complete a minimum of **six** visits with student teachers.

Observation Forms:

- Introductory Visit (may be virtual)
- 4 Formative MEES
- 1 Summative MEES (may be virtual)

EDA Dispositions Form

Student Teacher Work Sample Rubric



MOSPE Requirements

University
Supervisor/
Faculty
Member

- Minimum of three years of experience in PK-12 schools
- Master's degree in Education or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and/or pedagogy
- Ability to interact, mentor, communicate with students and on-site supervisors
- Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) unit, either on site or in an electronic format.
- Weekly contact with student teachers and cooperating teachers
- Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.

Dates for Fall 2022 Semester

Friday, August 19: 8:00 am - 12:00 pm
University Supervisor and Student Teacher Orientation Meeting
Student Union, Warrensburg Campus

Tuesday, Oct. 11: 8:00 am - 2:00 pm
Mid-Term Meeting
Student Union, Warrensburg Campus

Friday, Dec. 9: 8:30 am - 11:30 am
University Supervisor Branch Meeting
Student Union, Warrensburg Campus



Tracking the Required Google Forms

All forms are submitted as Google Forms. Links for the forms will be shared with you at the beginning of next semester.

When you submit each Google Form you should receive an email receipt with a copy of the form. Please share this with your student teacher/s and save in a folder for documentation.

The confirmation email is generated from the email address you enter on the Google form, please check your email address for accuracy before submitting.



(C) Sarah Parrish

