

Measure 1 (Standard R4.1): Completer Effectiveness and Impact on P-12 Learning and Development

CAEP Standard R4.1. The provider demonstrates that program completers:

A. effectively contribute to P-12 student-learning growth AND

B. apply in P-12 classrooms the professional knowledge, skills, and dispositions

the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the evidence provided.

Measure 1.A. Effectively Contribute to P-12 Student Learning and Growth

Since 2007, DESE, in collaboration with the University of Missouri's [Office of Social and Economic Data Analysis \(OSED\)](#) has administered an annual survey of first-year teachers and their supervisors, primarily principals, in Missouri Schools. This is one part of a statewide data collection effort known widely as the **First-Year Educator Survey**. The first-year surveys were redesigned for 2015.

The DESE administered first-year teachers' principals survey contains two items on employers' perceptions of first year teachers' impact on student learning and development. The UCM EPP compares their completers annually to the norming group (all Missouri first year teachers). The following Tables share comparative results of UCM Unit data to the norming sample.

Table 1. Comparison of Employer Ratings of UCM Completers' Overall Impact on Students to Missouri Completers

Academic Year	Report	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Mean	Standard Deviation
2025	UCM	0%	10%	64%	25%	3.15	0.58
	Missouri ^a	3%	13%	53%	31%	3.12	0.74
2024	UCM	2%	8%	63%	28%	3.17	0.63
	Missouri ^b	3%	14%	54%	29%	3.08	0.74
2023	UCM	1%	9%	52%	38%	3.27	0.66
	Missouri ^c	4%	14%	54%	28%	3.05	0.77
2022	UCM	2%	16%	55%	28%	3.08	0.71
	Missouri ^d	4%	13%	52%	31%	3.11	0.76

Note. Data source: DESE Principals of First Year Teachers Survey Item 39b. Based on the performance based evaluation of this first year teacher, how would you rate his/her impact upon students?

^aN=1351

^bN=1443

^cN=2537

^dN=2160

Table 2. Comparison of Employer Ratings on UCM Completers' Ability to Achieve Expected Level of Student Growth to Missouri Completers

Academic Year	Report	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Mean	Standard Deviation
2025	UCM	0%	12%	64%	24%	3.12	0.58
	Missouri	3%	15%	54%	28%	3.08	0.73
2024	UCM	2%	8%	67%	23%	3.13	0.60
	Missouri	3%	16%	54%	26%	3.04	0.74
2023	UCM	3%	10%	60%	27%	3.11	0.69
	Missouri	5%	15%	56%	24%	3.00	0.76
2022	UCM	4%	13%	56%	28%	3.07	0.74
	Missouri	4%	13%	52%	29%	3.07	0.77

Note. Data source: DESE Principals of First Year Teachers Survey Item 39d. Based on the performance based evaluation of this first year teacher, how would you rate his/her ability to achieve the expected level of student growth?

^aN=1345

^bN=1437

^cN=2533

^dN=2159

Measure 1.B. Apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve.

The Missouri Department of Elementary and Secondary Education (DESE) requires the Missouri Educator Evaluation System, a statewide, standards-based performance assessment aligned with the Missouri Teacher Standards to provide evidence of candidate effectiveness across content knowledge, pedagogical practice, and clinical experiences. The MEES assessment functions as a key measure within DESE’s Annual Performance Report (APR) and contributes to state decisions regarding initial licensure and the accreditation of educator preparation providers (EPPs).

Consistent with CAEP expectations for multiple measures and data-informed decision making, the MEES is administered during the culminating clinical experience (student teaching) and includes evaluations conducted at multiple transition points. Both PK–12 cooperating teachers and UCM university supervisors serve as trained evaluators, providing triangulated evidence of candidate performance in authentic instructional settings. For Alternative Certification candidates currently teaching, the MEES is completed by university supervisor and building administrator.

The MEES results reported below represent summative data collected at the conclusion of student teaching and are used by the EPP to monitor candidate effectiveness and proficiency, ensure alignment with professional standards, and inform continuous improvement efforts.

- Scoring Range and Total: Maximum of 4 points per standard. Total 36.
- Link to MEES Assessment Rubric <https://dese.mo.gov/media/pdf/mees-teacher-candidate-assessment-rubric-0>

The MEES assessment includes items about perception of preparation aligned with Missouri Teacher Standards:

- Standard 1: Content Knowledge
- Standard 2: Learning, Growth and Development
- Standard 3: Curriculum
- Standard 4: Critical Thinking
- Standard 5: Positive Classroom Environment
- Standard 6: Effective Communication
- Standard 7: Student Assessment and Data Analysis
- Standard 8: Professionalism
- Standard 9: Professional Collaboration

Mean Scores on MEES Assessment Fall 2022- Fall 2025

		1	2	3	4	5	6	7	8	9	Total
Evaluator Role	Semester	Student engagement in subject matter	Differentiated lesson design	Implementation of curriculum standards	Student engagement in critical thinking	Classroom management	Verbal and non-verbal communication	Effective use of assessment	Reflection and self-assessment	Cooperative partnerships	36 possible
University Supervisor	Fall '22 n=66	3.4	3.3	3.3	3.2	3.4	3.3	3.1	3.3	3.3	29.7
	Spring '23 n=140	3.4	3.2	3.4	3.2	3.4	3.3	3.1	3.4	3.3	29.8
	Fall '23 n=74	3.4	3.2	3.5	3.3	3.6	3.4	3.2	3.5	3.6	30.8
	Spring '24 n=140	3.4	3.2	3.3	3.3	3.4	3.4	3.2	3.5	3.5	30.2
	Fall '24 n=63	3.5	3.4	3.5	3.4	3.5	3.5	3.4	3.6	3.6	31.2
	Spring '25 n=106	3.3	3.1	3.3	3.1	3.4	3.3	3.1	3.4	3.5	29.5
	Fall '25 n = 66	3.4	3.3	3.5	3.3	3.6	3.5	3.3	3.5	3.6	31.0
Cooper Teacher/ Building Admin.	Fall '22 N = 65	3.2	3.2	3.2	3.2	3.4	3.3	3.3	3.4	3.4	29.6
	Spring '23 N=158	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.3	3.3	29.1
	Fall '23 N = 82	3.4	3.2	3.4	3.2	3.4	3.4	3.3	3.5	3.6	30.3

	Spring '24 N =149	3.3	3.3	3.4	3.2	3.3	3.4	3.3	3.5	3.6	30.3
	Fall '24 N= 70	3.3	3.2	3.4	3.2	3.4	3.4	3.2	3.4	3.6	29.9
	Spring '25 n= 123	3.4	3.3	3.4	3.2	3.4	3.5	3.4	3.6	3.6	30.9
	Fall '25 n = 68	3.3	3.2	3.3	3.0	3.3	3.3	3.2	3.4	3.4	29.5
Student Self	Fall '22 N= 73	3.1	3.1	3.2	3.1	3.4	3.2	3.1	3.3	3.2	28.6
	Spring '23 N=141	3.2	3.1	3.2	3.2	3.4	3.2	3.1	3.3	3.3	29.0
	Fall '23 N = 71	3.4	3.3	3.4	3.3	3.6	3.5	3.3	3.6	3.6	30.9
	Spring '24 N = 140	3.4	3.2	3.4	3.3	3.5	3.5	3.3	3.6	3.6	30.7
	Fall '24 N=71	3.3	3.3	3.4	3.3	3.5	3.4	3.4	3.5	3.7	30.5
	Spring '25 n=104	3.3	3.2	3.4	3.2	3.4	3.4	3.2	3.5	3.6	30.5
	Fall '25 n=64	3.4	3.3	3.5	3.2	3.6	3.5	3.3	3.6	3.7	31.1