

**Unit Student Teaching Data (Draft)**  
**Spring 2022, Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024 and Spring 2025**

**Key Unit Assessment: Missouri Educator Evaluation System (MEES)**

- Administration of the Assessment:
  - For undergraduate teacher candidates and Alternative Certification candidates not currently teaching, the MEES is completed by university supervisor, cooperating teacher, and student teacher
  - For Alternative Certification candidates currently teaching, the MEES is completed by university supervisor and building administrator
- 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>

**Mean Scores on MEES Assessment**

| Standard |                       | 1                                    | 2                            | 3                                      | 4                                       | 5                    | 6                                   | 7                           | 8                              | 9                        | Total       |
|----------|-----------------------|--------------------------------------|------------------------------|--|---|----------------------|-------------------------------------|-----------------------------|--------------------------------|--------------------------|-------------|
|          |                       | 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 | <b>36</b>   |
| D E      | Spring '22<br>N=190   | 3.3                                  | 3.2                          | 3.3                                    | 3.3                                     | 3.3                  | 3.2                                 | 3.2                         | 3.3                            | 3.3                      | <b>29.4</b> |
|          | Fall '22<br>N=66      | 3.4                                  | 3.3                          | 3.3                                    | 3.2                                     | 3.4                  | 3.3                                 | 3.1                         | 3.3                            | 3.3                      | <b>29.7</b> |
|          | Spring '23<br>N=140   | 3.4                                  | 3.2                          | 3.4                                    | 3.2                                     | 3.4                  | 3.3                                 | 3.1                         | 3.4                            | 3.3                      | <b>29.8</b> |
|          | Fall '23<br>N = 74    | 3.4                                  | 3.2                          | 3.5                                    | 3.3                                     | 3.6                  | 3.4                                 | 3.2                         | 3.5                            | 3.6                      | <b>30.8</b> |
|          | Spring '24<br>N = 140 | 3.4                                  | 3.2                          | 3.3                                    | 3.3                                     | 3.4                  | 3.4                                 | 3.2                         | 3.5                            | 3.5                      | <b>30.2</b> |
|          | Fall '24<br>N=63      | 3.5                                  | 3.4                          | 3.5                                    | 3.4                                     | 3.5                  | 3.5                                 | 3.4                         | 3.6                            | 3.6                      | <b>31.2</b> |
|          | Spring '25<br>n=106   | 3.3                                  | 3.1                          | 3.3                                    | 3.1                                     | 3.4                  | 3.3                                 | 3.1                         | 3.4                            | 3.5                      | <b>29.5</b> |

|                  |                               |     |     |     |     |     |     |     |     |     |             |
|------------------|-------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------|
| <b>C<br/>oo</b>  | <b>Spring '22<br/>N=204</b>   | 3.2 | 3.1 | 3.2 | 3.1 | 3.2 | 3.2 | 3.2 | 3.3 | 3.3 | <b>28.9</b> |
|                  | <b>Fall '22<br/>N = 65</b>    | 3.2 | 3.2 | 3.2 | 3.2 | 3.4 | 3.3 | 3.3 | 3.4 | 3.4 | <b>29.6</b> |
|                  | <b>Spring '23<br/>N=158</b>   | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 | 3.3 | 3.3 | <b>29.1</b> |
|                  | <b>Fall '23<br/>N = 82</b>    | 3.4 | 3.2 | 3.4 | 3.2 | 3.4 | 3.4 | 3.3 | 3.5 | 3.6 | <b>30.3</b> |
|                  | <b>Spring '24<br/>N =149</b>  | 3.3 | 3.3 | 3.4 | 3.2 | 3.3 | 3.4 | 3.3 | 3.5 | 3.6 | <b>30.3</b> |
|                  | <b>Fall '24<br/>N= 70</b>     | 3.3 | 3.2 | 3.4 | 3.2 | 3.4 | 3.4 | 3.2 | 3.4 | 3.6 | <b>29.9</b> |
|                  | <b>Spring '25<br/>n= 123</b>  | 3.4 | 3.3 | 3.4 | 3.2 | 3.4 | 3.5 | 3.4 | 3.6 | 3.6 | <b>30.9</b> |
| <b>St<br/>ud</b> | <b>Spring '22<br/>N=187</b>   | 3.2 | 3.2 | 3.1 | 3.1 | 3.4 | 3.3 | 3.1 | 3.3 | 3.2 | <b>28.7</b> |
|                  | <b>Fall '22<br/>N= 73</b>     | 3.1 | 3.1 | 3.2 | 3.1 | 3.4 | 3.2 | 3.1 | 3.3 | 3.2 | <b>28.6</b> |
|                  | <b>Spring '23<br/>N=141</b>   | 3.2 | 3.1 | 3.2 | 3.2 | 3.4 | 3.2 | 3.1 | 3.3 | 3.3 | <b>29.0</b> |
|                  | <b>Fall '23<br/>N = 71</b>    | 3.4 | 3.3 | 3.4 | 3.3 | 3.6 | 3.5 | 3.3 | 3.6 | 3.6 | <b>30.9</b> |
|                  | <b>Spring '24<br/>N = 140</b> | 3.4 | 3.2 | 3.4 | 3.3 | 3.5 | 3.5 | 3.3 | 3.6 | 3.6 | <b>30.7</b> |
|                  | <b>Fall '24<br/>N=71</b>      | 3.3 | 3.3 | 3.4 | 3.3 | 3.5 | 3.4 | 3.4 | 3.5 | 3.7 | <b>30.5</b> |
|                  | <b>Spring '25<br/>n = 104</b> | 3.3 | 3.2 | 3.4 | 3.2 | 3.4 | 3.4 | 3.2 | 3.5 | 3.6 | <b>30.5</b> |

## State Certification Exam

- Administration of the assessment: one attempt prior to the semester before student teaching
- Scoring information: Available on UCM Certification Website
- Notes: 2022-2024 candidates completed the Missouri Content Assessment. In fall 2024, the state transitioned to Pearson's PRAXIS assessment.

### Spring 2022

- 88.3% of our spring 2022 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching: The mean number of attempts was 1.2.

### Fall 2022

- 89.5% of our fall 2022 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching: The mean number of attempts was 1.16.

### Spring 2023

- 92.5% of our spring 2023 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching: The mean number of attempts was 1.09.

### Fall 2023

- 99% of our fall 2023 student teachers had passed the appropriate Missouri Content Assessment by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching: The mean number of attempts was 1.25.

### Spring 2024

- 95% of our spring 2024 student teachers passed the appropriate Missouri Content Assessment (MoCA) by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching: The mean number of attempts was 1.17.

### Fall 2024

- 89.6% of our fall 2024 student teachers passed the appropriate Missouri Content Assessment (MoCA) by the end of student teaching. (Recent attempts are not included as there is a delay in score reporting from Pearson.)
- Of the students who achieved a passing score prior to the completion of student teaching: The mean number of attempts was 1.09.

### Spring 2025

- 95.3% of 43 spring 2025 student teachers who completed the MoCA, passed the appropriate assessment by the end of student teaching. Recent attempts are not included as there is a delay in score reporting from Pearson. The mean number of MoCA attempts was 1.22.
- 85.7% of 57 spring 2025 student teachers who completed the PRAXIS passed the appropriate assessment by the end of student teaching.
  - The mean number of PRAXIS attempts is not provided.

### Educator Dispositions Assessment

- Completed by university supervisor for all undergraduate teacher candidates and alternative certification candidates not currently teaching.
- Scores of 0 - 2 are possible.

UCM Mean Scores - Educator Disposition Assessment

|                    | Disposition 1                                    |      |      | Disposition 2                                       |      | Disposition 3                |      |      |      |      | Disposition 4                                     |      |      | Disposition 5                                      |      |      |      | Disposition 6   |      | Disposition 7                              |      |      | Disposition 8   |      | Disposition 9  |      |      |
|--------------------|--|------|------|---|------|------------------------------|------|------|------|------|---|------|------|--|------|------|------|---|------|--|------|------|---|------|--|------|------|
|                    | Demonstrates effective oral communication Skills |      |      | Demonstrates effective written communication skills |      | Demonstrates professionalism |      |      |      |      | Demonstrates a positive and enthusiastic attitude |      |      | Demonstrates preparedness in teaching and learning |      |      |      | Exhibits an appreciation of and value for cultural and academic diversity |      | Collaborates effectively with stakeholders |      |      | Demonstrates self-regulated learner behaviors/ takes initiative |      | Exhibits the social and emotional intelligence to promote personal and educational goals/stability |      |      |
|                    | 1a   | 1b   | 1c   | 2a  | 2b   | 3a                           | 3b   | 3c   | 3d   | 3e   | 4a  | 4b   | 4c   | 5a   | 5b   | 5c   | 5d   | 6a  | 6b   | 7a   | 7b   | 7c   | 8a  | 8b   | 9a   | 9b   | 9c   |
| Spr '22            | 1.96   | 1.94 | 1.98 | 1.97  | 1.94 | 1.93                         | 1.97 | 2.00 | 1.96 | 1.94 | 1.89  | 1.92 | 1.96 | 1.96   | 1.94 | 1.96 | 1.91 | 1.94  | 1.94 | 1.97                                       | 1.98 | 1.94 | 1.87  | 1.86 | 1.96   | 1.94 | 1.98 |
| Fall '22           | 1.97   | 1.98 | 1.98 | 1.98  | 1.89 | 1.86                         | 1.92 | 2.00 | 2.00 | 1.97 | 1.95  | 1.95 | 1.97 | 1.98   | 1.97 | 1.97 | 1.93 | 1.98  | 1.98 | 1.98                                       | 1.98 | 1.97 | 1.95  | 1.84 | 1.95   | 1.93 | 1.97 |
| Spr '23            | 1.95   | 1.96 | 1.99 | 1.99  | 1.94 | 1.90                         | 2.00 | 1.99 | 1.99 | 1.97 | 1.96  | 1.96 | 1.98 | 1.98   | 1.98 | 1.97 | 1.95 | 1.98  | 1.96 | 1.97                                       | 1.99 | 1.97 | 1.95  | 1.93 | 1.97   | 1.99 | 1.97 |
| Fall '23<br>n = 69 | 1.97   | 2.00 | 2.00 | 1.99  | 1.99 | 1.96                         | 1.99 | 2.00 | 2.00 | 1.97 | 1.99  | 1.97 | 1.99 | 2.00   | 2.00 | 1.99 | 1.99 | 2.00  | 2.00 | 1.99                                       | 2.00 | 1.97 | 1.96  | 1.97 | 2.00   | 1.99 | 2.00 |
| Sp '24<br>n=134    | 1.98   | 1.99 | 1.99 | 1.99  | 1.96 | 1.90                         | 1.97 | 2.00 | 2.00 | 1.98 | 1.96  | 1.96 | 2.00 | 1.99   | 1.98 | 1.96 | 1.97 | 2.00  | 1.99 | 1.99                                       | 2.00 | 1.97 | 1.93  | 1.96 | 2.00   | 1.96 | 1.99 |
| Fall '24<br>n=72   | 1.99   | 1.96 | 1.99 | 1.97  | 1.99 | 1.97                         | 1.99 | 2.00 | 2.00 | 1.99 | 1.99  | 1.99 | 2.00 | 2.00   | 1.97 | 2.00 | 1.96 | 2.00  | 1.97 | 2.00                                       | 2.00 | 2.00 | 1.97  | 1.97 | 2.00   | 1.99 | 2.00 |
| Spr n=107          | 1.97   | 1.96 | 1.98 | 1.97  | 1.98 | 1.94                         | 1.96 | 1.97 | 1.98 | 1.97 | 1.95  | 1.96 | 1.97 | 1.96   | 1.97 | 1.97 | 1.97 | 1.98  | 1.96 | 1.98                                       | 1.98 | 1.96 | 1.95  | 1.95 | 1.98   | 1.96 | 1.97 |

### Student Teacher Exit Survey

- Items mirror the First Year Teacher Survey DESE sends to our graduates.
- Scale: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

|   |   | Spring<br>2022<br>n = 173 | Fall<br>2022<br>n = 60 | Spring<br>2023<br>n = 117 | Fall<br>2023<br>n = 55 | Spring<br>2024<br>n = 113 | Fall<br>2024<br>n = 58 | Spring<br>2025<br>n = 81 |
|---|---|---------------------------|------------------------|---------------------------|------------------------|---------------------------|------------------------|--------------------------|
| <b>Standard 1<br/>Content<br/>Knowledge</b>                     | I was prepared to incorporate interdisciplinary instruction.              | 4.15                      | 4.17                   | 4.09                      | 4.15                   | 4.18                      | 4.28                   | 4.02                     |
|   | I was prepared in my content area.  | 4.39                      | 4.35                   | 4.47                      | 4.38                   | 4.58                      | 4.45                   | 4.49                     |
|   | I was prepared to engage students in my content area.                     | 4.54                      | 4.40                   | 4.45                      | 4.58                   | 4.53                      | 4.64                   | 4.52                     |
|   | I was prepared to make my content meaningful to my students.              | 4.45                      | 4.42                   | 4.40                      | 4.47                   | 4.50                      | 4.64                   | 4.48                     |
| <b>Standard 2<br/>Learning,<br/>Growth, and<br/>Development</b> | I was prepared to design lessons that include differentiated instruction. | 4.39                      | 4.23                   | 4.23                      | 4.31                   | 4.43                      | 4.43                   | 4.32                     |
|   | I was prepared to implement instruction based on a student's IEP.         | 3.73                      | 3.85                   | 3.62                      | 3.71                   | 3.81                      | 4.17                   | 3.80                     |
|   | I was prepared to modify instruction for English language learners.       | 3.52                      | 3.4                    | 3.42                      | 3.42                   | 3.61                      | 3.69                   | 3.65                     |
|   | I was prepared to modify instruction for gifted learners.                 | 3.68                      | 3.63                   | 3.76                      | 3.85                   | 3.81                      | 3.90                   | 3.77                     |
|   | I was prepared to create lesson plans to engage all learners.             | 4.34                      | 4.23                   | 4.28                      | 4.33                   | 4.42                      | 4.55                   | 4.43                     |
| <b>Standard 3<br/>Curriculum<br/>Implementation</b>             | I was prepared to deliver lessons based on curriculum standards.          | 4.52                      | 4.3                    | 4.42                      | 4.45                   | 4.52                      | 4.43                   | 4.51                     |
|   | I was prepared to deliver lessons for diverse learners.                   | 4.29                      | 4.12                   | 4.08                      | 4.27                   | 4.29                      | 4.36                   | 4.28                     |
| <b>Standard 4<br/>Critical<br/>Thinking</b>                     | I was prepared to implement a variety of instructional strategies.        | 4.43                      | 4.43                   | 4.38                      | 4.60                   | 4.54                      | 4.55                   | 4.44                     |
|   | I was prepared to engage students in critical thinking.                   | 4.27                      | 4.27                   | 4.27                      | 4.42                   | 4.41                      | 4.50                   | 4.38                     |
|   | I was prepared to model critical thinking and problem solving.            | 4.34                      | 4.23                   | 4.28                      | 4.36                   | 4.48                      | 4.50                   | 4.37                     |

|  |   |      |      |      |      |      |      |      |
|--|---|------|------|------|------|------|------|------|
| <b>Technology</b>  | I was prepared to use technology to enhance student learning.   | 4.33 | 4.35 | 4.29 | 4.44 | 4.48 | 4.43 | 4.17 |
| <b>Standard 5<br/>Positive<br/>Classroom<br/>Environment</b>           | I was prepared to create a classroom environment that encourages student engagement.                  | 4.48 | 4.55 | 4.41 | 4.60 | 4.56 | 4.62 | 4.58 |
|  | I was prepared to use a variety of classroom management strategies.                                   | 4.28 | 4.37 | 4.21 | 4.33 | 4.28 | 4.43 | 4.25 |
|  | I was prepared to manage a variety of discipline issues.  | 3.67 | 3.83 | 3.52 | 3.71 | 3.72 | 3.93 | 3.72 |
|  | I was prepared to motivate my students to learn..   | 4.33 | 4.18 | 4.14 | 4.29 | 4.31 | 4.55 | 4.17 |
|  | I was prepared to keep my students on task.   | 4.16 | 4.22 | 4.02 | 4.11 | 4.33 | 4.38 | 4.15 |
|  | I was prepared to foster positive student relationships.  | 4.68 | 4.72 | 4.65 | 4.73 | 4.73 | 4.79 | 4.74 |
|  | I was prepared to facilitate smooth transitions for my students.                                      | 4.27 | 4.22 | 4.24 | 4.36 | 4.28 | 4.38 | 4.22 |
| <b>Standard 6<br/>Effective<br/>Communication</b>                      | I was prepared to use effective communication strategies to foster learning.                          | 4.40 | 4.42 | 4.33 | 4.49 | 4.47 | 4.50 | 4.33 |
|  | I was prepared to effectively communicate with parents.   | 3.60 | 3.72 | 3.42 | 3.69 | 3.73 | 3.83 | 3.75 |
|  | I was prepared to effectively communicate with all staff.   | 4.22 | 4.35 | 4.09 | 4.33 | 4.39 | 4.34 | 4.21 |
|  | I was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities. | 4.45 | 4.33 | 4.30 | 4.27 | 4.45 | 4.50 | 4.56 |
|  | I was prepared to use technology as a communication tool.   | 4.37 | 4.32 | 4.40 | 4.51 | 4.48 | 4.55 | 4.25 |
|  | I was prepared to enhance students' skills in using technology as a communication tool.               | 4.25 | 4.22 | 4.23 | 4.27 | 4.27 | 4.36 | 4.10 |
| <b>Standard 7<br/>Student<br/>Assessment<br/>and Data<br/>Analysis</b> | I was prepared to use assessments to evaluate learning.   | 4.43 | 4.37 | 4.42 | 4.42 | 4.59 | 4.52 | 4.40 |
|  | I was prepared to develop assessments to evaluate learning.   | 4.30 | 4.18 | 4.26 | 4.33 | 4.47 | 4.48 | 4.27 |
|  | I was prepared to analyze assessment data to improve instruction.                                     | 4.22 | 4.20 | 4.19 | 4.27 | 4.48 | 4.52 | 4.21 |

|  |  |      |      |      |      |      |      |      |
|--|--|------|------|------|------|------|------|------|
|  | I was prepared to help students set learning goals based on assessment results.        | 4.13 | 4.05 | 4.13 | 4.15 | 4.25 | 4.45 | 4.04 |
|  | I was prepared to work with colleagues to set learning goals using assessment results. | 4.12 | 4.18 | 4.09 | 4.31 | 4.34 | 4.38 | 4.19 |
| <b>Standard 8 Professionalism</b>            | I was prepared to analyze data to reflect on areas for professional growth.            | 4.26 | 4.20 | 4.10 | 4.40 | 4.39 | 4.52 | 4.25 |
|  | I was prepared to reflect on my practices for professional growth.                     | 4.49 | 4.33 | 4.36 | 4.55 | 4.53 | 4.60 | 4.53 |
| <b>Standard 9 Professional Collaboration</b> | I was prepared to collaborate with colleagues to support students' learning.           | 4.36 | 4.48 | 4.34 | 4.56 | 4.48 | 4.53 | 4.38 |
|  | I was prepared to collaborate with parents to support student learning.                | 3.77 | 3.83 | 3.56 | 3.78 | 3.83 | 4.07 | 3.75 |
|  | I was prepared to participate in professional organizations.                           | 3.92 | 3.87 | 3.79 | 4.00 | 4.15 | 4.29 | 4.16 |

| <b>Questions added to the Student Teacher Exit Survey Fall 2024</b>  | Fall '24<br>n = 58 | Spring '25<br>n = 81 |
|--|--------------------|----------------------|
| I am able to prevent disruptions by recognizing potential causes for misbehavior.  | 4.02               | 3.86                 |
| I am able to teach children self-management strategies that will assist them in regulating their classroom behavior.         | 3.98               | 3.80                 |
| I am able to redirect students' behavior without the use of coercive means.  | 4.09               | 3.99                 |
| I am able to address inappropriate behavior without relying on traditional methods of discipline (such as office referrals). | 4.10               | 4.00                 |
| I am able to manage situations in which students are defiant.  | 3.98               | 3.64                 |

| <b>Which best reflects your perspective about the overall quality of the professional education program you completed?</b> |                        |                   |                   |                   |                        |             |
|--|------------------------|-------------------|-------------------|-------------------|------------------------|-------------|
|  | <b>Very poor<br/>1</b> | <b>Poor<br/>2</b> | <b>Fair<br/>3</b> | <b>Good<br/>4</b> | <b>Very Good<br/>5</b> | <b>Mean</b> |
|  |                        |                   |                   |                   |                        |             |

|  |      |      |       |       |       |      |
|--|------|------|-------|-------|-------|------|
| Spring 2022 - 174 student teachers responded | 0%   | 1.1% | 9.2%  | 43.1% | 46.6% | 4.35 |
| Fall 2022 - 60 student teachers responded    | 1.6% | 0%   | 15%   | 31.7% | 51.7% | 4.32 |
| Spring 2023 - 117 student teachers responded | 1.7% | 2.5% | 12%   | 41.9% | 41.9% | 4.20 |
| Fall 2023 - 55 student teachers responded    | 0%   | 0%   | 5.5%  | 43.6% | 50.9% | 4.45 |
| Spring 2024 - 113 student teachers responded | 0%   | 0%   | 7.1%  | 35.4% | 57.5% | 4.50 |
| Fall 2024 - 58 student teachers responded    | 1.7% | 1.7% | 10.3% | 20.7% | 65.5% | 4.47 |
| Spring 2025 - 81 student teachers responded  | 1.2% | 1.2% | 11.1% | 40.7% | 45.7% | 4.28 |