



# EPP Connect

## EDUCATOR PREPARATION PROVIDER

### CAEP STATUS by Dean Hough

The CAEP process is on time, on target and on budget (actually over budget just a tad), but that is fine, too. The Assessment Team and Writing Team met on March 2<sup>nd</sup>.

Meetings were productive and reassuring as we now have a first draft self-study ready for revisions, addition of evidence in the form of appendices, and ample opportunity to share for a broader review as early as tax day (we hope). We also have ample opportunity to continually revise the narrative and add documents, data, and supporting evidence over the next 10 months. Our self-imposed deadline to begin uploading the report is November 2018, so we have plenty of time for review by all interested parties. The deadline for submission is January 2019. The CAEP site team visit is scheduled for November 3 -5, 2019.

Those of you interested in assisting with CAEP report writing, please contact Dean Hough's office at 417.836.5254.

### CONTINUOUS IMPROVEMENT SEMINARS

The College of Education Dean's Office is hosting a series of Continuous Improvement Seminars for Program Coordinators and Department Heads. A memorandum is forthcoming with details about what to expect and the dates and times offered.

### EXIT SURVEY AND DISPOSITIONS DATA

The Exit Survey and Dispositions data for initial programs was presented by Dr. Ximena Uribe-Zarain at the March EPPC meeting. Disposition Traits were revised from the previous semester to collect better data. (Please see the attached.) One semester of data is now available. The Assessment Team hopes to observe patterns by the end of the spring semester.

Reports are available to all Program Coordinators. A workshop is scheduled in April to demonstrate how to run the report. Instructions in PDF format are also available.

### MEES REPLACING MoPTA

DESE made a formal announcement that the Missouri Educator Evaluation System (MEES) is now the Performance Assessment for Teachers. Please see the attached letter for more information.

### MEP NOT LONGER REQUIRED

DESE announced that the Missouri Educator Profile will not longer be required as of June 1. The official letter is attached. It includes the reasoning behind the decisions.

### BEAR POWER

Bear POWER is recruiting Peer-Mentors for students with intellectual and developmental disabilities. The application deadline for Bear POWER candidates has been extended to May 1, 2018.



Dr. Chris Craig,  
Deputy Provost  
and  
Head of EPP

#### In this issue:

- ✓ CAEP Status Report
- ✓ Continuous Improvement Seminars
- ✓ Exit Survey & Dispositions Data
- ✓ MEES Replacing MoPTA
- ✓ MEP Update
- ✓ Bear Power

Date	Committee	Time	Location
March 26	GPAC/MSEd Joint Committee	1:00 p.m.	Cheek 174
April 4	EPP Executive Committee	3:30 p.m.	Carrington 209

## SUBMISSIONS

*We would like to hear from you!*

Email us what you would like to promote or showcase in EPP Connect.

We are looking for faculty accomplishments, community projects, grants, etc. Email [EPPConnect@missouristate.edu](mailto:EPPConnect@missouristate.edu).

## Professional Dispositions: Self-Assessment

### Introduction

Professional dispositions are an integral part of effective performance as an educator. The following assessment gives you the opportunity to evaluate your own professional dispositions and behaviors.

### Purpose

There are two goals:

1. To make you aware of important professional dispositions of educators.
2. To help you identify goals for your development.

### Instructions

You will be asked to complete this questionnaire at the beginning and at the end of your program. It includes several different behaviors in three categories: leadership, professionalism, and teaching & learning. Please respond as thoughtfully and as honestly as possible. There are no “right or wrong answers” and you will not be graded based on your responses.

Mark the option that closely describes how you feel:

- a. You feel comfortable with the behavior and practice the behavior.
- b. You feel there is room for development of the disposition.
- c. You have not had the opportunity to engage the behavior.

### Questionnaire

#### Leadership Dispositions

1. I voluntarily participate in school-based and community-based professional activities.
2. I collaborate effectively with others during group assignments.
3. I have high expectations of myself.
4. I address students' social and emotional needs when setting up the classroom environment and interacting with such needs.
5. I include appropriate multicultural content in my classroom environment and activities.
6. I present accurate information about diverse culture, correcting student's misconceptions, and avoiding stereotypes.
7. I am comfortable working with peers from diverse cultural backgrounds.
8. I am comfortable working with students and parents from diverse cultural backgrounds.
9. I am aware of the how my background shapes my cultural identity.
10. I value different cultural points of view.

#### Professionalism Dispositions

11. I follow the policies and procedures of the setting where I am working.
12. I meet paperwork and coursework deadlines.
13. I use appropriate professional language in oral and written communication.
14. I act and speak professionally as a representative of MSU.
15. I dress appropriately for the setting where I am working.
16. I arrive promptly for commitments and turn in assignments on time.
17. I avoid pushing my viewpoints onto others that are outside the scope of professional practice.
18. I maintain confidentiality and demonstrate respect for the principle of informed consent.

19. I can describe the concept of plagiarism and I do not engage the behavior.

**Teaching & Learning Dispositions**

- 20. I actively seek resources related to my work, beyond what instructors or supervisors provide.
- 21. I actively seek and make use of knowledge from other disciplines.
- 22. I use the feedback I receive from others to improve my performance.
- 23. I attend workshops and conferences to further my professional development.
- 24. I actively reflect on and critique my own performance.
- 25. I actively identify my strengths and areas for professional growth.
- 26. I listen and respond to feedback without becoming defensive.
- 27. I use observations of student's behavior, language, and performance to guide my teaching decisions.
- 28. I use information from professional literature and other resources to broaden my knowledge and improve my practice.

# Form: "Candidate Professional Disposition Traits Self-Assessment"

\* = Response is required

## \* Professional Disposition Traits

Rate the following Disposition Traits based upon your own perception of yourself and your performance.

	1 - Consistently a Weakness	2 - Usually a Weakness	3 - More Weakness than Strength	4 - More Strength than Weakness	5 - Usually a Strength	6 - Consistently a Strength	No Answer
Cooperation with authority and peers							
Appropriate response to suggestions/feedback/criticism							
Responsibility/Reliability/Dependability							
Supportive/Encouraging Attitude							
Courtesy/Respect							
Acceptance of diversity/differences							
Optimism							
Non-judgmental attitude							
Caring/Kindness							
Self-control/emotional stability							
Honesty/Truthfulness							
Professional appearance (hygiene, grooming, attire)							
Professional oral and/or Sign Language							
Professional written language							
Punctuality							
Initiative							
Ethical behavior							
Tactful behavior							

# Candidate Professional Disposition Traits Supervisor Evaluation

	Unacceptable	Developing	Proficient	Exemplary	Score/Level
<p><b>Leadership</b> Leadership</p> <p>Candidates lead teamwork efforts among peers to promote professional development and improvement of the educational services. MTS: 5.3, 9.1</p>	Shows no interest in participating in or building a sense of community within the school setting.	Recognizes the importance of building a sense of community. Participates as a school community member when prompted.	Builds a sense of community within learning environments. Voluntarily engages as a productive school community member.	Employs facilitation skills to actively build a sense of community within learning environment with the goal of working toward excellence. Creates trust among colleagues or peers. Builds sense of ownership and promotes leading actions that support student learning and teaching.	
<p><b>Collaboration</b></p> <p>Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community. MTS: 5.3, 9.2, 9.3</p>	Does not work willingly with others. Does not work effectively with others. Does not allow others to express ideas. Discourages or undermines the work of others.	Participates appropriately in groups working on cooperative assignments. Supports participation and success for all and is responsive to constructive feedback.	Contributes to groups working on cooperative assignments. Demonstrates commitment to team success. Encourages and supports participation.	Contributes to positive group functioning when working with colleagues or peers. Initiates opportunities to collaborate. Encourages and supports participation and success for all, and provides	

	Unacceptable	Developing	Proficient	Exemplary	Score/Level
				constructive feedback to others.	
<p><b>Confidence</b></p> <p>Candidates demonstrate self-assurance due to their abilities to teach and their self-perception.</p>	<p>Displays a pessimistic attitude about self, others, or future. Exhibits low concern levels of self-esteem. Holds unrealistic expectations of his or herself and the teaching profession. Exhibits an excessive meek or demanding demeanor.</p>	<p>Displays a neutral attitude about self, others, or future. Holds modest expectations of him/herself and the teaching profession. Exhibits a pleasant demeanor.</p>	<p>Displays a positive attitude about self, others, and the future. Is self-assured. Has high expectations of her or himself. Exhibits a positive demeanor.</p>	<p>Displays an optimistic, productive attitude about self, others, and the future. Is self-reliant. Encourages others to meet high expectations of themselves and the teaching profession. Exhibits a positive, professional demeanor</p>	
<p><b>Social justice and equity</b></p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals. MTS: 1.5, 2.1, 2.4, 2.5, 2.6, 3.2, 3.3, 6.2.</p>	<p>Refuses to include those often excluded. Shows bias against certain students or categories of students and colleagues. Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working</p>	<p>Does not appear reluctant to include those often excluded. Recognizes the value of differences. Demonstrates respect to classmates in discussions and during class activities. Occasionally,</p>	<p>Seeks opportunities to include those often excluded. Interacts with sensitivity and consideration to diverse populations. Considers multiple perspectives in discussions and during class activities. Written</p>	<p>Facilitates opportunities to include those often excluded. Creates and maintains effective learning environments for all students from all backgrounds. Demonstrates commitment to the success of each student. Makes</p>	

	Unacceptable	Developing	Proficient	Exemplary	Score/Level
	with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others.	demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and, when needed, revises according to feedback. Selects materials, designs activities where diversity is mentioned, but it is not critically analyzed. Demonstrates improvements based on constructive feedback.	work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints).	decisions that support the growth of all students. This includes communication skills, grouping of students for instruction, and differentiated instruction. Advocates for inclusion and consideration of diverse perspectives and for acting upon the power that we have for making positive changes.	
<b>Professionalism</b> Professional responsibility  Candidates take an active role in building professional responsibilities such as initiative, meeting deadlines, and organizing required paperwork for clearance purposes, academic advising	Fails to meet professional responsibilities such as coursework and clearance submissions. Frequently misses deadlines. Submits	Meets professional responsibilities such as coursework or clearance submission with minimal prompting and guidance. Attends and is	Meets professional responsibilities with no prompting or guidance. Her or his coursework and other required paperwork is organized. Coursework and	Consistently meets professional responsibilities in a highly organized manner with no guidance. Plans for requirements and deadlines. Independently	

	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score/Level</b>
<p>sessions, or other administrative tasks MTS: 5.2</p>	<p>paperwork that is incomplete or inaccurate. Blames others. Often wants exceptions. Thinks policies are for other people.</p>	<p>prepared for academic advising sessions. Attempts to adhere to all policies.</p>	<p>other required paperwork demonstrates his or her awareness of its important role in teacher preparation. Identifies opportunities and acts on them without being told.</p>	<p>seeks opportunities and acts on them.</p>	
<p>Professional communication Candidates demonstrate communication skills including listening, speaking, reading, and writing when transmitting knowledge and values. MTS: 6.3, 6.4</p>	<p>Written, oral, or non-verbal communication is inappropriate for educational settings or the intended audience. Fails to use active listening.</p>	<p>Tries to communicate effectively but the results are inconsistent. Her or his language errors do not interrupt the meaning of information being communicated. Non-verbal communications are not a distraction.</p>	<p>Demonstrates an effort to communicate effectively and is consistently successful. Uses appropriate tools for professional presentation with few noticeable errors. Considers the audience and situation. Listens actively. Demonstrates proficient use of academic language. Uses nonverbal communications appropriately.</p>	<p>Adapts written and oral communication to different situations. Models formal English in the classroom. Demonstrates mastery of academic language. Demonstrates integrity and diplomacy in communications. Uses nonverbal communications effectively.</p>	

	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score/Level</b>
<p>Professional presentation</p> <p>Candidates act appropriately in educational settings through their behavior, attitude toward education, and appearance.</p>	<p>Is frequently late or absent. Makes a negative impression through inappropriate grooming, dress, or hygiene.</p>	<p>Shows interest in the profession. Is noticeably late or unprepared. Is appropriately tidy and clean. His or her personal presentation is occasionally distracting.</p>	<p>Shows interest in the profession. Is rarely late or unprepared. Is appropriately tidy and clean. His or her personal presentation is not distracting. Is punctual. Is well prepared. Shows appropriate attire and grooming.</p>	<p>Demonstrates a positive attitude toward the profession. Acknowledges the importance and relationship of coursework to success in the profession. Is always punctual and prepared. Always shows appropriate attire and grooming.</p>	
<p>Professional relationships</p> <p>Candidates demonstrate appropriate professional etiquette in their relationships with other members of the educational community.</p>	<p>His or her language, topics, or behaviors are inappropriate for school settings. Does not consider the effect of his or her decisions on others. Confuses formal and informal situations. Is overly sarcastic. Uses an inappropriate sense of humor in professional settings.</p>	<p>Employs social skills that make classmates and others comfortable in interactions; for example, maintains an open body language, avoids crossing his or her arms, and is respectful of personal space. The language he or she uses is not inappropriate for school settings, but could be improved. He or</p>	<p>Is respectful during interactions. Follows appropriate channels of communication. Demonstrates composure and maturity. Uses appropriate language and stick to appropriate topics in the school environment, particularly in front of students.</p>	<p>Able to engage strong positive networks in the educational community. Displays a strong sense of community wittiness when dealing with obstructive behaviors. Able to win others' respect when resolving difficult situations. Is polite and mannerly when confronted with</p>	

	Unacceptable	Developing	Proficient	Exemplary	Score/Level
		she responds well to feedback.		aggressive behaviors	
<p><b>Ethical behavior</b></p> <p>Candidates act with full effort to show the highest ethical standards. MTS:8.3</p>	<p>Displays negative attitude towards teaching and/ or students; for example, being inconsiderate or unjust. Demonstrates a pattern of unprofessional ethical behavior such as violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others. Displays underhanded manipulating tactics like coercion and intimidation.</p>	<p>Articulates the importance of teachers as role models. Recognizes the ethical significance of educational policies. Promotes positive classroom environments and responds positively to feedback on how to improve.</p>	<p>Demonstrates the sharing of information in the manner appropriate for a future educator. Recognizes the impact of his or her behavior on students' behavior. Honors the needs of students, the work setting, and the profession. Practices ethical behaviors.</p>	<p>Honors the needs and best interests of students, the work setting (school, district, university), and the profession. Advocates for the education profession. Makes well-reasoned, principled judgments regarding professional behaviors such as maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</p>	
<p><b>Teaching and Learning</b></p> <p>Problem solving</p>	<p>Does not address problems or seek solutions.</p>	<p>When presented with a problem or difficulty, she or</p>	<p>When presented with a problem or difficulty, she or he</p>	<p>Candidate proactively identifies potential</p>	

	Unacceptable	Developing	Proficient	Exemplary	Score/Level
<p>Candidates identify potential problems and provide a range of solutions considering different perspectives and resources.</p>		<p>he requests assistance before attempting to solve it on his or her own. Asks effective and ineffective questions to work toward achieving goals or solving dilemmas.</p>	<p>seeks solutions. Asks questions and takes action to achieve goals or solve dilemmas. May anticipate needs and assists others in obtaining resources.</p>	<p>problems and a range of solutions that are applied appropriately. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources.</p>	
<p><b>Critical thinking</b></p> <p>Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice. MTS: 7.2</p>	<p>Does not gather, analyze, or use data to make informed decisions.</p>	<p>Displays emerging signs of intellectual curiosity. Is capable of seeking information to make decisions about the practice. Explores issues from more than his or her own perspective.</p>	<p>Analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Seeks a variety of perspectives in exploring issues.</p>	<p>Consistently analyzes professional contexts, by: a) seeking information from a variety of sources to analyze student needs, and; b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues.</p>	

	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score/Level</b>
<p>Reflective teaching and learning</p> <p>Candidates critically review their professional practice and the impact it has on student success. MTS: 8.1</p>	<p>Fails to see the need for positive change.</p> <p>Appears blatantly inattentive in class. Reacts poorly to constructive feedback.</p> <p>Displays a pattern of offering excuses for negative results to students, parents, colleagues, or supervisors.</p> <p>Blames others.</p>	<p>Evaluates at a basic level his or her own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success.</p> <p>He or she is open to learning about a wide range of topics and accepts constructive feedback.</p>	<p>Shows understanding of the relevant teaching/ learning standards while being responsive to feedback.</p> <p>Evaluates own professional performance and the impact on student success.</p> <p>Generates ideas for potential improvements.</p> <p>Sets appropriate learning goals. Is usually open-minded and positive when receiving feedback. Acts upon suggestions and feedback.</p>	<p>Guides her or his practice based on the relevant teaching/learning standards.</p> <p>Critically evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success.</p> <p>Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance.</p> <p>Consistently open-minded and positive when receiving feedback from others.</p> <p>Consistently acts upon suggestions.</p>	

	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Score/Level</b>
<p>Life-long learning</p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p> <p>MTS: 8.1, 8.2, 8.3</p>	<p>Does not demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). He or she is not familiar with the required material. Has no interest in taking advantage of learning opportunities.</p>	<p>Verbal and written contributions demonstrate basic knowledge of the material and displays an interest in the peers, instructors, or students who are working on the task. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or databased evidence.</p>	<p>Verbal and written contributions demonstrate familiarity with required material and intellectual engagement with material and others (e.g., peers, instructors, students). Has taken advantage of learning opportunities to stay professionally current and acquire new knowledge. Positions represent theory, research, and/or databased evidence rather than personal experience or perspectives.</p>	<p>Demonstrates continuous intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. She or he is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Seeks and uses contemporary theory, research, and databased evidence to inform instruction.</p>	

# Candidate Professional Disposition Traits Supervisor Evaluation-OLD- thru Su17

	Unacceptable	Acceptable	Target	Score/Level
Cooperation with authority and peers	Candidate usually/consistently does not demonstrate cooperation with authority and peers.	Candidate more often than not demonstrates cooperation with authority and peers.	Candidate consistently demonstrates cooperation with authority and peers.	
Appropriate response to suggestions/feedback/criticism	Candidate usually/consistently does not demonstrate appropriate responses to suggestions/feedback/criticism.	Candidate more often than not demonstrates appropriate responses to suggestions/feedback/criticism.	Candidate consistently demonstrates appropriate responses to suggestions/feedback/criticism.	
Responsibility/Reliability/Dependability	Candidate usually/consistently does not demonstrate responsibility/reliability/dependability.	Candidate more often than not demonstrates responsibility/reliability/dependability.	Candidate consistently demonstrates responsibility/reliability/dependability.	
Supportive/Encouraging attitude	Candidate usually/consistently does not demonstrate a supportive/encouraging attitude.	Candidate more often than not demonstrates a supportive/encouraging attitude.	Candidate consistently demonstrates a supportive/encouraging attitude.	
Courtesy/Respect	Candidate usually/consistently does not demonstrate courtesy/respect.	Candidate more often than not demonstrates courtesy/respect.	Candidate consistently demonstrates courtesy/respect.	
Acceptance of diversity/differences	Candidate usually/consistently does not demonstrate an	Candidate more often than not demonstrates an	Candidate consistently demonstrates an	

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>	<b>Score/Level</b>
	acceptance of diversity/differences.	acceptance of diversity/differences.	acceptance of diversity/differences.	
Optimism	Candidate usually/consistently does not demonstrate optimism.	Candidate more often than not demonstrates optimism.	Candidate consistently demonstrates optimism.	
Non-judgmental attitude	Candidate usually/consistently does not demonstrate a non-judgmental attitude.	Candidate more often than not demonstrates a non-judgmental attitude.	Candidate consistently demonstrates a non-judgmental attitude.	
Caring/Kindness	Candidate usually/consistently does not demonstrate caring/kindness.	Candidate more often than not demonstrates caring/kindness.	Candidate consistently demonstrates caring/kindness.	
Self-control/emotional stability	Candidate usually/consistently does not demonstrate self-control/emotional stability.	Candidate more often than not demonstrates self-control/emotional stability.	Candidate consistently demonstrates self-control/emotional stability.	
Honesty/Truthfulness	Candidate usually/consistently does not demonstrate honesty/truthfulness.	Candidate more often than not demonstrates honesty/truthfulness.	Candidate consistently demonstrates honesty/truthfulness.	
Professional appearance (hygiene, grooming, attire)	Candidate usually/consistently does not demonstrate an appropriate professional appearance.	Candidate more often than not demonstrates an appropriate professional appearance.	Candidate consistently demonstrates an appropriate professional appearance.	
Professional oral and/or Sign Language	Candidate usually/consistently does not demonstrates the use of	Candidate more often than not demonstrates the use of	Candidate consistently demonstrates the use of	

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>	<b>Score/Level</b>
	professional oral and/or sign language.	professional oral and/or sign language.	professional oral and/or sign language.	
Professional written language	Candidate usually/consistently does not demonstrate the use of professional written language.	Candidate more often than not demonstrates the use of professional written language.	Candidate consistently demonstrates the use of professional written language.	
Punctuality	Candidate usually/consistently does not demonstrate punctuality.	Candidate more often than not demonstrates punctuality.	Candidate consistently demonstrates punctuality.	
Initiative	Candidate usually/consistently does not demonstrate initiative.	Candidate more often than not demonstrates initiative.	Candidate consistently demonstrates initiative.	
Ethical behavior	Candidate usually/consistently does not demonstrate ethical behavior.	Candidate more often than not demonstrates ethical behavior.	Candidate consistently demonstrates ethical behavior.	
Tactful behavior	Candidate usually/consistently does not demonstrate tactful behavior.	Candidate more often than not demonstrates tactful behavior.	Candidate consistently demonstrates tactful behavior.	

## Professional Disposition Traits (Required Element)

Form Element Type: Rating Scale

Total Author Response(s): 207 Author Response(s)

Response Legend: 1 = Consistently a Weakness 2 = Usually a Weakness 3 = More Weakness than Strength 4 = More Strength than Weakness 5 = Usually a Strength

Rated Item(s)	Total		
		1	2
Cooperation with authority and peers	207	0.00%	0.97%
Appropriate response to suggestions/feedback/criticism	207	0.00%	0.97%
Responsibility/Reliability/Dependability	207	0.00%	0.97%
Supportive/Encouraging Attitude	207	0.00%	1.45%
Courtesy/Respect	207	0.00%	0.48%
Acceptance of diversity/differences	207	0.00%	0.48%
Optimism	207	0.00%	1.93%
Non-judgmental attitude	207	0.00%	0.97%
Caring/Kindness	207	0.00%	0.97%
Self-control/emotional stability	207	0.00%	0.00%
Honesty/Truthfulness	207	0.00%	0.48%
Professional appearance (hygiene, grooming, attire)	207	0.00%	0.00%
Professional oral and/or Sign Language	207	0.97%	1.45%
Professional written language	207	0.00%	1.93%
Punctuality	207	0.00%	2.42%
Initiative	207	0.00%	2.42%
Ethical behavior	207	0.48%	0.00%
Tactful behavior	207	0.48%	0.00%
<b>Total</b>		<b>0.11%</b>	<b>0.99%</b>

length 6 = Consistently a Strength N/A = No Answer

Distribution %					Average	Median
3	4	5	6	N/A		
0.00%	12.56%	39.61%	46.86%	0.00%	5.31	5
3.38%	28.02%	42.51%	25.12%	0.00%	4.87	5
1.93%	13.53%	29.95%	53.62%	0.00%	5.33	6
1.93%	14.49%	35.75%	46.38%	0.00%	5.24	5
0.97%	5.80%	29.95%	62.80%	0.00%	5.54	6
3.38%	13.04%	24.64%	58.45%	0.00%	5.37	6
7.25%	23.67%	38.65%	28.50%	0.00%	4.85	5
4.83%	20.29%	38.16%	35.75%	0.00%	5.03	5
2.42%	9.66%	31.88%	55.07%	0.00%	5.38	6
6.28%	24.64%	39.61%	29.47%	0.00%	4.92	5
1.45%	15.46%	29.47%	53.14%	0.00%	5.33	6
2.42%	13.04%	29.95%	54.59%	0.00%	5.37	6
11.11%	24.15%	37.20%	24.15%	0.97%	4.69	5
8.70%	28.99%	31.40%	28.99%	0.00%	4.77	5
5.80%	17.39%	31.40%	43.00%	0.00%	5.07	5
5.31%	26.57%	33.33%	32.37%	0.00%	4.88	5
0.97%	10.63%	35.27%	52.66%	0.00%	5.38	6
2.90%	20.29%	34.78%	41.06%	0.48%	5.13	5
<b>3.95%</b>	<b>17.90%</b>	<b>34.08%</b>	<b>42.89%</b>	<b>0.08%</b>	<b>5.14</b>	<b>5</b>

94.87%

Mode	Standard Deviation
6	0.76
5	0.86
6	0.85
6	0.87
6	0.69
6	0.87
5	0.98
5	0.92
6	0.83
5	0.89
6	0.82
6	0.8
5	1.06
5	1.02
6	1.02
5	1
6	0.78
6	0.89
<b>6</b>	<b>0.92</b>

To: Deans/Unit Leaders, Directors of Field & Clinical Experiences, Assessment Directors, and Certification Officers

Topic: Missouri Educator Evaluation System – Training and Timeline for Implementation as the Performance Assessment

From: Suzanne Hull, Ed.D. Coordinator, Educator Preparation  
Margery Tanner, Coordinator, Educator Certification  
Hollie Sheller, Assistant Director, Educator Preparation

Date: Friday, March 16, 2018

The following timelines would not exist if it wasn't for the informative feedback and continued efforts from our educator preparation colleagues. Please note that the discussions are ongoing and feedback will continue to be welcomed as the MEES tool and Triad Training experiences continue to be developed. Thank you for recognizing the value in working collaboratively to do what is best for programs, candidates, and the P-12 students in the State of Missouri.

*Kindest regards, Suzanne*

The Department of Elementary and Secondary Education (DESE), Office of Educator Quality (OEQ), Educator Preparation would like to make a formal announcement regarding the use of the Missouri Educator Evaluation System (MEES) as the Performance Assessment for Teachers, School Counselors, and Librarians. Moreover, the timeline for training and implementation of the MEES for Teachers as the Performance Assessment is provided below.

<b>MEES Communication, Revision, and Implementation Timeline</b>	
<b>Date</b>	<b>Event</b>
Fall 2017	During the Fall MACTE Conference, a workgroup drawn from committees that had worked on the MEES and those who had worked on the APR was created to address important issues, including the revision of the MEES. A subcommittee was formed to coordinate this revision.
Fall 2017 – March 2018	The MEES subcommittee met multiple days to develop a revised MEES tool. Feedback was provided from the MEES/APR Workgroup, MoTEP and MABEP.
March 2018	The MEES draft will be shared with various groups at MACTE. Feedback will be gathered from deans, assessment directors, field directors, and the general populace and incorporated into the MEES tool.
April 2018	A revised draft of the MEES tool will be shared with the MEES/APR Workgroup and MoTAC. Feedback gathered from both will be incorporated into the MEES tool.

May 1, 2018	The MEES tool that will be used during 2018-2019 academic year will be shared with all EPPs.
2018-2019 Academic Year	Field Testing will be implemented in all EPPs; Low-Stakes Score Requirement for Certification Eligibility. EPPs will continue to provide feedback about the MEES tool throughout the field testing year.
Spring 2019	MEES scores for all nine quality indicators, from both the university supervisor and cooperating teacher, will be reported to DESE by each EPP.
Summer 2019	The MEES Subcommittee will revise the MEES tool based on feedback. A cut-score for certification will be determined by DESE based on 2018-2019 data and feedback from the field. This cut score will go into effect during the 2019-2020 school year.

<b>Triad Training Timeline</b>	
<b>Date</b>	<b>Event</b>
Fall 2017	A Partnership Design Team was formed and six institutions piloted a triad training that included the university supervisor, cooperating teacher, and teacher candidate (Triad Approach). Participating institutions include: Lindenwood, MU, MSU, SEMO, UMC, and UMKC.
Fall 2017 – Spring 2018	The six pilot institutions reviewed evaluation data and consolidated the presentation with a focus on agreed upon essential components.
May 2018	Each EPP may send up to two representatives to a statewide Train-the-Trainer session on one of the following dates: May 4, May 10, May 16 Training will focus on the triad approach and use of the newly revised MEES tool. Mileage for one vehicle from each EPP and lunch will be reimbursed.  Regional training will also be offered at RPDCs and select EPPs for those unable to attend the statewide session.

Summer 2018	All materials and resources for training will be available through the DESE website. More details will be provided soon.
Summer 2018 – Spring 2019	Each EPP will identify training dates for their university supervisors, cooperating teachers, and teacher candidates. Training may be provided by the EPP or in collaboration with the RPDC. Because scores impact a teacher candidate's certification and count for approximately one-third on the revised APR for 2018; training is required for university supervisors and cooperating teachers.
Summer 2019	The Partnership Design Team will revise the training based on evaluation data and feedback.

**Key:**

<b>MABEP</b>	Missouri Advisory Board for Educator Preparation
<b>MEES/APR</b>	Missouri Educator Evaluation System/Annual Performance Report Workgroup
<b>MoTAC</b>	Missouri Teacher Advisory Committee
<b>MoTEP</b>	Missouri Transforming Educator Preparation

To: Deans/Unit Leaders, Directors of Field & Clinical Experiences, Assessment Directors, and Certification Officers

Topic: Missouri Educator Profile (MEP) and Educator Performance Assessments including the Missouri Pre-Service Teacher Assessment (MoPTA), Missouri School Counselor Performance Assessment (MoSCPA) and Missouri Librarian Performance Assessment (MoLPA)

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Date: Thursday, March 15, 2018

The Department of Elementary and Secondary Education (DESE), Office of Educator Quality (OEQ), Educator Preparation would like to make a formal announcement regarding the use of the Missouri Educator Profile (MEP) and the Educator Performance Assessments: Missouri Performance Teacher Assessment (MoPTA), Missouri School Counselors Performance Assessment (MoSCPA), and the Missouri Librarian Performance Assessment (MoLPA). The Department would like to thank our educator preparation program colleagues for providing valuable feedback which helped make these decisions.

The Missouri Educator Profile will no longer be required as of June 1, 2018. The Department highly recommends a disposition tool be in place in each Educator Preparation Program. Information regarding EPP created disposition tools will be available on the DESE Educator Preparation website. DESE is discontinuing the use of the MEP for the following reason:

1. The Missouri Standards for the Preparation of Educators (MoSPE), Standard 2.A. states, “Educator Preparation Programs (EPPs) may establish their own valid and reliable assessment tools that provide additional measure(s) of the growth and development of their candidates.” This standard allows for other disposition assessments to be used by EPPs.

Passing scores on the following Missouri Performance Assessments will no longer be required for students seeking certification after September 1, 2018: MoPTA, MoSCPA, and MoLPA. These ETS scored assessments will be replaced with a MEES evaluation tool developed and implemented by Missouri educator preparation programs.

- Students completing their culminating experience prior to September 1, 2018 will be required to pass the performance assessment (MoPTA, MoSCPA MoLPA) in order to be recommended for certification prior to September 1, 2018.
- Students who failed the performance assessment (MoPTA, MoSCPA, MoLPA) may be recommended for certification by their EPP on or after September 1, 2018, with a minimum composite score on their summative evaluation in the Missouri Educator

Evaluation System. Discussions regarding what the minimum score on the MEES should be for certification eligibility are currently taking place with our educator preparation colleagues. A passing score on the Missouri Content Assessment and minimum GPA requirement are also still required for certification.

- The MoPTA, MoSCPA and MoLPA will no longer be the required performance assessment to recommend a student for certification on or after September 1, 2018. Students being recommended for certification beginning September 1, 2018 will be required to have a minimum composite score on their summative evaluation in the Missouri Educator Evaluation System (MEES).

DESE is discontinuing the use of these three Educator Performance Assessments for the following reasons:

1. The Department of Elementary and Secondary Education's Educator Preparation office requested EPPs feedback regarding the effectiveness of the exit assessments during the Ed Prep Business meeting held on September 6, 2017. During this discussion EPPs revealed that these exit assessments do not effectively evaluate competencies, skills and abilities as clearly as defined through the active involvement during their student teaching and/or internship.
2. Validity and reliability questions on scoring.
3. Student teachers, school counselor candidates, and librarian candidates will have more immediate feedback based on their MEES score(s), which will provide performance data as the candidate progresses through the student teaching/internship experience.
4. The timeliness of the performance assessment results does not align with school district hiring practices.
5. Defined "tweaks" could not solve issues related to the assessments.
6. To eliminate the redundancy of having two performance assessments since the Missouri Standards for the Preparation of Educators, Standard 3. B. states, "Educator Preparation Programs shall use the Missouri Educator Evaluation System (MEES) to measure the effectiveness of their candidates." Students in professional education programs are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing, which is being assessed through the Missouri Educator Evaluation System (MEES) for teacher, school counselor, and librarian candidates. These experiences are a true demonstration of performance.

The benefits of eliminating the MoPTA, MoSCPA and MoLPA as required exit assessments for teacher, school counselor, and librarian candidates, respectively, are as follows:

1. Students will be able to solely focus on developing their skills, abilities, lesson planning, students, and additional classroom responsibilities in their student teaching and/or internship environment.
2. Students will receive more opportunities for feedback through student teaching and/or internship environment as opposed to a couple of paragraphs of feedback that is currently provided through the exit assessment. Timely feedback allows the student to implement any suggested changes to further their own professional development and growth.

**A memo will be shared in the next few days addressing the transition to the MEES as the sole performance assessment.**