SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): **Master of Arts in Teaching**	Department: **Education**
Degree or Certificate Level: **Masters**	College/School: **School of Education**
Date (Month/Year): **October 2022**	Assessment Contact: **Karen Tichy, Program Director**

In what year was the data upon which this report is based collected? **2021-2022**

In what year was the program's assessment plan most recently reviewed/updated? **September 2021**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

MEES Standards 3, 7

MEES (Missouri Educator Evaluation System) is the mandatory assessment system for universities that have approved programs to prepare teachers, both those pursuing MoDESE (Missouri Department of Elementary and Secondary Education) certification via either the traditional route or the alternative route. There are nine MEES standards regarding which candidates for Missouri teacher certification must demonstrate proficiency to a prescribed level used state-wide protocols, rubrics, and reporting systems.

In the Master of Arts in Teaching (MAT) evaluation cycle, this year's report is to focus on MEES Standards 3 and 7.

MEES Standard 3 states: The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.

MEES Standard 7 states: The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

All MAT students are full-time teachers in either public or non-public schools. The MEES is designed to assess students' competence in nine key areas of teaching based on data collected by means of observations of the teacher certification candidate in the classroom teaching students, reviews of artifacts of teaching and learning, and conferring with other school personnel with whom the teacher interacts.

The student is evaluated using the MEES by both a university supervisor and a school mentor/cooperating teacher multiple times during each of the student's two years in the MAT program. Data are gathered regarding the student's demonstrated level of performance. These data are used formatively to affirm students' teaching skills and attributes and to support students in continuous improvement during the two years.

These artifacts are gathered during the Practicum course that students take each of the two fall terms and each of the two spring terms. The observations take place at the school at which the student in a full-time teacher. Conferences typically are held at the school following the observation when feasible or in real-time via Zoom at a mutually agreeable time for the student who is the teacher of record at his/her school and the university supervisor and school mentor/cooperating teacher.

3. **Assessment Methods: Evaluation Process**

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

The MEES scores are determined by university supervisors and school mentors/cooperating teachers by using a DESE required rubric. The rubric uses prescribed methods of combining the scores on the given strands (aspects of the standard) articulated in the MEES rubric to arrive at a score for the standard.

The MAT program director reviews each rubric as it is submitted. As each cohort finishes their program, the summative scores are compiled and reported to DESE. The program director then confers with the program faculty and instructors to share the results and discuss patterns, if any, that would suggest the need for more emphasis in coursework to support students' understanding of and ability to use the concept or skill in practice.

The MEES Rubric is attached. A section from the MEES Manual is also attached that prescribes the method for combining ratings on the various strands of the rubric into a score for the standard.

A score of 3 is the expected level of teaching performance as of the summative assessment at the end of the MAT degree program.

4. **Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Results:

A total of 20 MAT students graduated with their degrees in May 22. Graduates have two scores for each standard – one from a university supervisor and one from a cooperating teacher/school mentor.

Summative Scores for MEES Standard 3:

Score of 4	09
Score of 3	27
Score of 2	04

Summative Scores for MEES Standard 7:

Score of 4	09
Score of 3	29
Score of 2	02

There are no variations in teaching modality. Students are observed "live" in the act of teaching, and conferences are held either in person or synchronously via Zoom. The students are observed at their school site in their own classrooms.

5. **Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you?

Despite students coming back to a school setting in 21-22, and despite the social-emotional and academic impact of COVID on group, in-person learning and school routines, our "learning on the job" MAT teachers did very well in developing their teaching skills and practice. DESE regulations set the passing score for the MEES such that a certification candidate can earn certification with the majority of scores in the 3 category, while still having a few scores of 2. Under trying circumstances less than 1% of our students' scores were 2s.

6. **Closing the Loop: Dissemination and Use of Current Assessment Findings**

A. When and how did your program faculty share and discuss these results and findings from this cycle of

assessment?

Results have been discussed with team members as the data were compiled given that when the data are submitted by university supervisors and school mentors/cooperating teachers, several members of the program faculty and staff receive them simultaneously.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies
- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan
- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We intend to monitor these data more closely and in a more structured, ongoing manner throughout the academic year. The students who are currently in their first and second years in the MAT are generally younger than the graduating cohort reported on this year. Even this early in the academic year, instructors are commenting on the difficulty the students are having with staying focused.

If no changes are being made, please explain why.

NA

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7. **Closing the Loop: Review of _Previous_ Assessment Findings and Changes**

A. What is at least one change your program has implemented in recent years as a result of assessment data?

MEES 1, 4 (Go back to Assessment Report 2020-2021).

In the prior reporting year, there were only six completing students, all members of the Billiken Teacher Corps which by its structure is limited to a maximum of seven members per cohort. All six of the graduates scored at the skilled or exceeding level on the MEES. Therefore, no changes were made as a result of the assessment data.

The addition of the St Louis Teaching Fellows as another MAT pathway has resulted in not only more than doubling the MAT enrollment but also has broadened the age range and the prior academic success levels of the MAT students. Hence, the references above in 6B to more regular examination of MEES scores throughout the students' two years.

B. How has this change/have these changes been assessed?

N/A

C. What were the findings of the assessment?

N/A

D. How do you plan to (continue to) use this information moving forward?

N/A

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

MEES Teacher Candidate Assessment Rubric

Standard 1

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
0-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.** *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no opportunity for students to process content.	● Demonstrates an awareness of strategies to allow students to process content.	● Provides students limited opportunities to process content.	● Provides students with multiple opportunities to process the content.	● Identifies low engagement and responds with strategies to increase engagement.
● Shares incorrect information.	● Demonstrates an understanding of basic content.	● Conveys accurate information when teaching content.	● Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.	● Uses a variety of skillful questioning strategies to promote active participation and depth of student response.
● Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content.	● Plans to introduce vocabulary and terminology, but does not use strategies to enhance student engagement and responses.	● Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students	● Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.	● Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson. ● Promotes students authentically using vocabulary and terminology relevant to the content.
● Provides no evidence of planning for student engagement.	● Plans for student engagement but no evidence of implementation.	● Inconsistently engages students in the content.	● Consistently engages the majority of students in the content.	

Standard 2

Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.				
0-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.** *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.	● Describes strategies to differentiate and adjusts instruction based on student differences.	● Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.	● Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.	● Adjusts strategies in the moment based on individual student needs. ● Uses individual student data or assessments to inform the selection and modification of strategies.
● Provides no evidence of understanding students' background knowledge and learning needs.	● Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.	● Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' needs and interests.	● Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.	● Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions.
● Provides no evidence of understanding students' languages, family, culture, and community needs.	● Demonstrates understanding of students' languages, family, culture, and community in planning.	● Affirms students' languages, family, culture, and community during learning opportunities.	● Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.	

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.

0-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.** *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of learning activities with alignment to standards.	● Plans for learning activities that are appropriately aligned to standards.	● Implements learning activities aligned to standards.	● Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.	● Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards.
● Provides no evidence of posting or mentioning the learning objectives during the lesson.	● Posts the learning objectives but does not mention the objective during the lesson.	● States the learning objectives so that some students are able to articulate the objective of the lesson.	● Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.	● Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. ● Connects learning objectives to real world references to aid in student comprehension.

Standard 4

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.				
0-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.** *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions.	• Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions.	• Uses strategies for some students to share ideas and generate possible solutions.	• Implements strategies in which most students convey their ideas or solutions through product or process.	• Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information.
• Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions.	• Plans strategies for analyzing and discussing problems and possible solutions.	• Creates opportunities for some students to analyze and discuss problems and possible solutions.	• Facilitates opportunities in which most students analyze and discuss problems and possible solutions.	• Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.
• Provides no evidence of using questions that promote critical thinking.	• Plans to use questions that promote critical thinking.	• Uses questioning techniques that promote students' critical thinking.	• Uses questioning techniques that result in most students providing answers reflecting critical thinking.	• Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.
• Provides no evidence of higher order thinking.	• Plans for higher order thinking.	• Uses strategies to incorporate higher order thinking.	• Consistently uses evidence-based strategies to promote higher order thinking.	• Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.

Updated June 6, 2019

Standard 5

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.				
0-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.** *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Provides no evidence of classroom expectations that would contribute to a safe learning environment.	• Plans to communicate expectations to maintain a safe learning environment.	• Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.	• Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.	• Involves all students in creating a safe learning environment that respects differences and individual preferences. • Seeks feedback from students on his or her teaching, strategies, classroom, etc.
• Displays a lack of awareness of how to build appropriate relationships with students.	• Describes strategies for building appropriate relationships with students.	• Fosters positive social interactions in the classroom.	• Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.	• Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
• Provides no evidence of strategies for monitoring student behavior and addressing disruptions.	• Explains strategies for monitoring student behavior and minimizing disruptions.	• Responds appropriately to classroom disruptions.	• Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.	• Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction.

Standard 6

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
0-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. *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of instructions in lesson plan.	● Plans to provide instructions.	● Conveys instructions to students through verbal **OR** non-verbal cues.	● Conveys clear instructions through verbal **AND** non-verbal cues or other communication strategies; follows up with students not understanding instructions.	● Adjusts communication and interactions to support individual student understanding. ● Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques ● Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.
● Provides no evidence of understanding the need to articulate expectations for student communication and interaction.	● Plans to articulate expectations for respectful student communication and interaction.	● Articulates vague expectations to students about respectful communication and interaction.	● Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.	
● Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.	● Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.	● Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.	● Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary.	
● Consistently includes distracting communication errors that interfere with meaning.	● Includes communication errors that interfere with meaning.	● Uses communication that includes errors that do not interfere with meaning.	● Models proper spelling and grammar consistently in written and verbal communication.	
● Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.	● Plans for culturally and linguistically appropriate communication, resources, or examples.	● Uses culturally and linguistically appropriate communication, resources, or examples.	● Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.	

Updated June 6, 2019

Standard 7

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

0-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. *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Provides no evidence of data from assessments to monitor the progress of students.	• Articulates the importance of collecting assessment data.	• Uses formative and/or summative assessment data to monitor the progress of the class as a whole.	• Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.	• Analyzes trend data to respond instructionally, resulting in a positive impact on student learning.
• Provides no awareness that formative assessments are needed to guide future instruction.	• Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.	• Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.	• Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.	• Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. • Supports students in creating and articulating progress toward goals.
• Provides no evidence of an understanding of maintaining student assessment records.	• Articulates a process for maintaining student assessment records.	• Confidentially maintains student assessment records, though processes are inconsistent.	• Maintains student assessment records consistently and confidentially.	• Uses formative assessment strategies to adjust mid-lesson instruction.

Standard 8

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.				
0-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.** *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Provides no evidence of reflection on the lesson.	• Reflects on the lesson when prompted by the evaluator.	• Independently reflects on aspects of the lesson.	• Reflects on the effectiveness of a lesson based on student learning and engagement.	• Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.
• Provides no evidence of acceptance of feedback provided by the evaluator.	• Accepts feedback but does not use feedback to adjust and improve practice.	• Accepts and uses feedback inconsistently to adjust and improve practice.	• Accepts and uses feedback consistently to adjust and improve practice.	• Actively participates in a professional organization to improve practice.
• Provides no evidence of recognition of own weaknesses even when prompted.	• Acknowledges weaknesses when prompted, but does not improve professional conduct.	• Monitors and adjusts professional conduct when prompted.	• Monitors and adjusts professional conduct through self-assessment.	• Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.
• Provides no acknowledgement of the importance of professional development.	• Acknowledges the importance of professional development, but does not attend.	• Attends approved professional development.	• Uses techniques or strategies introduced in approved professional development to improve student learning.	

Standard 9

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-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.** *Expected level of performance by the end of the student teaching semester.*	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
● Provides no evidence of understanding the importance of professional collaboration with colleagues.	● Recognizes the importance of professional collaboration with colleagues.	● Participates in professional collaboration with colleagues.	● Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.	● Volunteers to be a member of a school-wide committee. ● Collaborates with outside community members for the benefit of students.
● Provides no evidence of understanding the importance of building relationships.	● Recognizes the importance of building relationships with students, colleagues, and families.	● Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.	● Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.	● Actively participates in school or district events to build a broader network of collaboration.

Updated June 6, 2019