



## MEES Protocols and Forms

Academic Year 2019-2020



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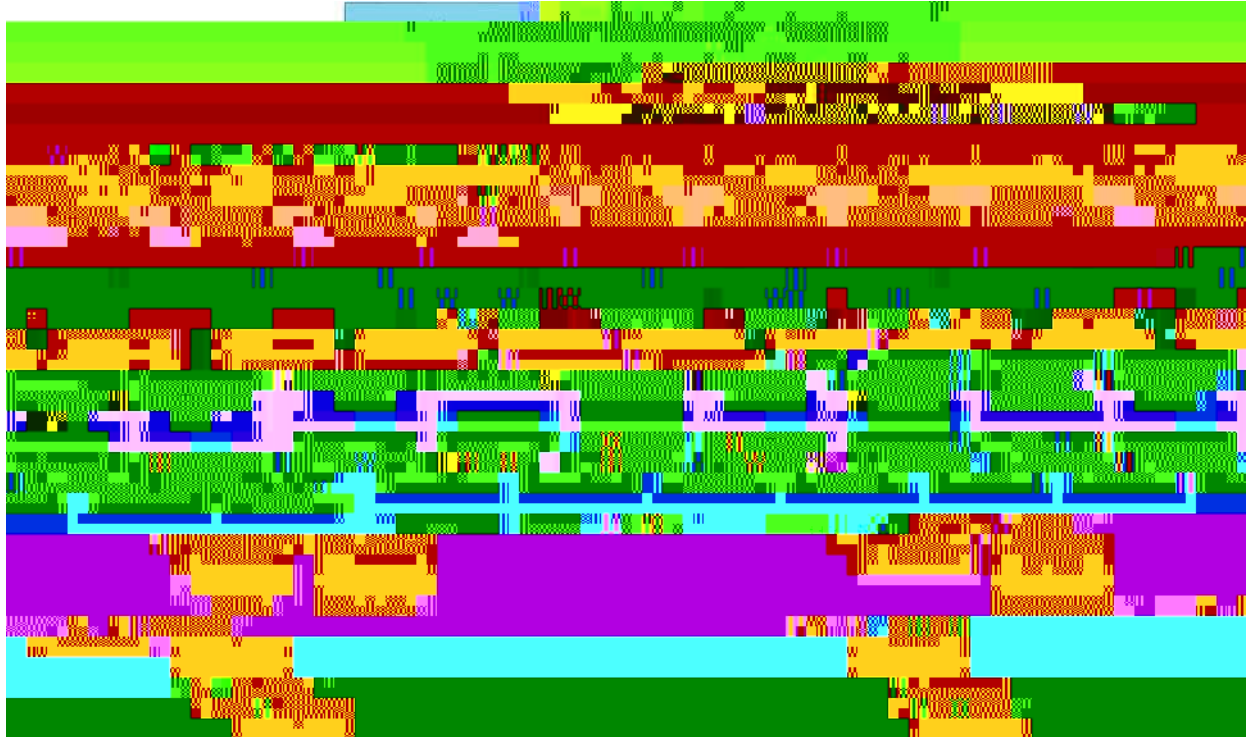
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## Introduction

Missouri Education Evaluation System (MEES) was developed and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that predictions about the improvement of education or practice. These beliefs include that standards are formatively in nature and lead to improvement; and that standards that

## Standards and Quality Indicators Webmap

The Missouri Education Quality Indicators System consists of Quality Indicators across nine standards and the Clinical Experience, each of which will receive one standard from the Cooperating Teacher and one score from the University Supervisor.



The Teacher Candidate is assessed on each of the standards by the University Supervisor and the Cooperating Teacher. The forms included in this appendix provide further detail on how this assessment occurs.

## Teacher Candidate Assessment Tool

The Teacher Candidate Assessment Tool (TCAT) is a specifically designed evaluation tool used to assess Teacher Candidates, both in format and throughout the culminating semester. The focus standards were selected from the Missouri Teacher Standards and Practices (MSTP) and are similar to the principal evaluations of teachers. Formative evaluations using the TCAT occur throughout the semester, while summative evaluations occur at the end of the semester. This tool is used to promote reflection, as well as growth and learning with evaluators. Use of the Teacher Candidate Assessment Tool is optional, as EPPs may select their own format. When adjusting the format to meet individual needs, the essential standards, quality indicators, and descriptors remain unchanged to ensure consistency.



## Scoring Scale

Teacher Candidates will be scored based on a 0-4 scale and assessed by both the Cooperating Teacher and University Supervisor assigned to the candidate. The Cooperating Teacher and University Supervisor will be equally weighted and reported during the certification process. Below are the scoring levels:

0 The Teacher Candidate does not possess the necessary knowledge, therefore, the standard is not evident or incorrect in performance.

1 The Teacher Candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2 The Teacher Candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

3 The Teacher Candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. This is the expected level of performance of the Teacher Candidate by the end of the student teaching semester.

4 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 and at least one descriptor in the exceeding (4) column must be present during the evaluation).

## Scoring Protocol

For levels 0-3, a score earned on a majority of the standards will be the score assigned to that standard.

For standards with an even number of standards, scores are split evenly between the two adjacent levels, the lower score will be given.

If neither of the first two rules applies, the mean of all standard scores shall be used as the standard score. This score should be rounded down if the mean is  $\leq .5$  or lower and rounded up if it is greater than  $\leq .5$ .

Teacher candidates must demonstrate all of the skilled level (3) plus at least one exceeding descriptor to earn a 4.

If a particular standard within a standard is not observable, score that standard as 0 if no evidence available.

All standards must be scored on the Summative Evaluation.

If a Teacher Candidate has two cooperating teachers, each equally split between the two standards will be averaged together length of placement, please consult your EPP.

Scores are reported as whole numbers only

Each EPP may require artifacts to support scoring.

## Scoring Scenarios

The tables below reflect the results of applying the possible combination of student scores.

	0	0	0	0	0	0	0
	0	0	0	0	1	0	0
	0	0	0	0	2	0	0
	0	0	0	0	3	0	0
	0	0	0	1	1	0	0
	0	0	0	1	2	0	0
	0	0	0	1	3	0	0
	0	0	0	2	2	0	0
	0	0	0	2	3	0	0
	0	0	0	3	3	0	0
	0	0	1	1	1	1	1
	0	0	1	1	2	1	1
	0	0	1	1	3	1	1
	0	0	1	2	2	1	1
	0	0	1	2	3	1	1
	0	0	1	3	3	1	1
At one (0)	0	0	2	2	2	2	2
	0	0	2	2	3	1	1





	1	1	1	2	1
	1	1	1	3	1
	1	1			

At  
 one (1)  
 and no (0)

	0	0	0
At least	0	1	0
	0	2	1
	0	3	1
	1	1	1
At least and no (0)	1	2	1
	1	3	2
	2	2	2
At least no (0) and no (1)	2	3	2
	3	3	3
All (3)	3	3	3

University supervisors are required to complete a format in assessment  
 least once every three weeks for each candidate, but each EPP may require more than  
 minimum number of visits and some Teacher Candidates may benefit from more than

As some standards are non-observable or do not provide the opportunity to observe during a format or, snapshot lesson or activity, artifacts may be required for scoring. Required artifacts will be determined by each EPP. It

