



## MEES Protocols and Forms

Academic Year 2019-2020



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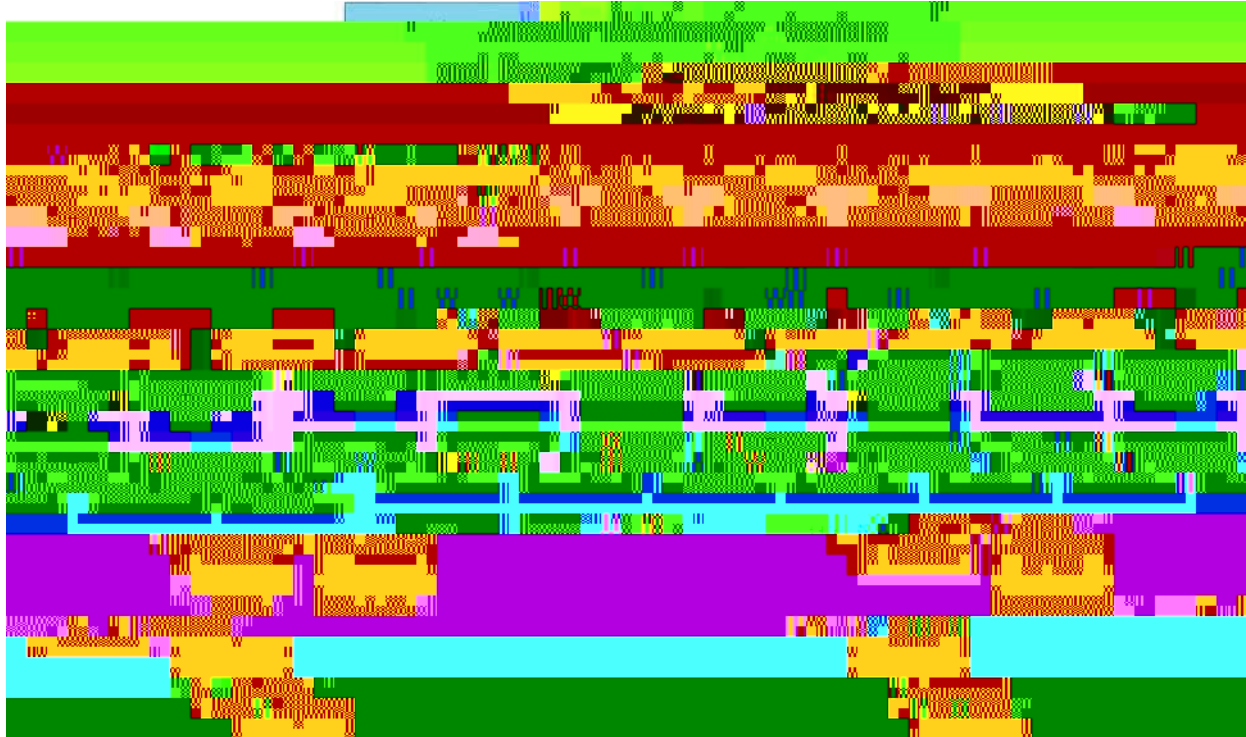
# Using Missouri's Educator Evaluation System (MEES) to Assess the Performance of Teacher Candidates during the Clinical Experience

## Introduction

Missouri's Educator 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 the improvement of educator practice. These beliefs include that are formatively in nature and lead to improvement; and assigned to standards that

## Standards and Quality Indicators Webmap

The Missouri Education Quality Indicators System consists of Quality Indicators across nine standards and one score from the Clinical Experience, each of the nine standards 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 assessment are provided to 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 to evaluate Teacher Candidates similarly to the principal evaluations of teachers. Format evaluations using the TCAT occur on a regular basis for the Teacher Candidate cohort on a single standard over time. This process reflects the ongoing nature of the program and the continuous improvement of the Teacher Candidate Assessment Tool is optional, as EPPs may select the format that best meets the program's individual needs. When adjusting the format, EPPs individual needs are essential to ensure that the 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 that candidate. The Cooperating Teacher and University Supervisor will be equally responsible for the evaluation and report during the certification process. The scoring levels are:

- 0- The Teacher Candidate does not possess the necessary knowledge, therefore, the standard is not evident or is 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, the 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 is 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 for the placement score, 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 strand scores.

		5-strand scenarios					
		Score-1	Score-2	Score-3	Score-4	Score-5	Score for the Standard
At one (0)	0	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
	0	0	0	1	1	2	1
	0	0	0	1	1	3	1
	0	0	0	1	2	2	1
	0	0	0	1	2	3	1
	0	0	0	1	3	3	1
	0	0	0	2	2	2	2
	0	0	0	2	2	3	1
	0	0	0	2	3	3	2
	0	0	0	3	3	3	3
	0	0	1	1	1	1	1
	0	0	1	1	1	2	1
	0	0	1	1	1	3	1
	0	0	1	1	2	2	1
	0	0	1	1	2	3	1
	0	0	1	1	3	3	2
	0	0	1	2	2	2	2
	0	0	1	2	2	3	2
	0	0	1	2	3	3	2
	0	0	1	3	3	3	3
	0	0	2	2	2	2	2
	0	0	2	2	2	3	2
	0	0	2	2	3	3	2
0	0	2	3	3	3	3	
0	0	3	3	3	3	3	
At one (1)	1	1	1	1	1	1	1
	1	1	1	1	1	2	1
	1	1	1	1	1	3	1





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

At  
 one (1)  
 and no (0)

2-strand scenarios			
	Score-1	Score-2	Score for the Standard
At least	0	0	0
	0	1	0
	0	2	1
	0	3	1
At least and no (0)	1	1	1
	1	2	1
	1	3	2
At least no (0) and no (1)	2	2	2
	2	3	2
All (3)	3	3	3

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

**Artifacts** 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

