

Average MEES Results by MoSPE Standard and Quality Indicator

Assessed by University Supervisors

The following table includes average data from MEES assessments recorded by university supervisors on candidates during student teaching. These are then used for reflection. All results are based on MoSPE standards and quality indicators. Standards and indicators linked to diversity are highlighted in yellow.

Scoring explanation:

- Baseline – 0: the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance
- Emerging – 1: the teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the
- Emerging Level Emerging – 2: the teacher candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the
- Emerging Level Developing – 3: the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

MoSPE Standard	MoSPE Quality Indicator	MEES Summative Fall 2014 (n=97)	MEES summative Spring 2015 (n=89)
Standard #1 Content knowledge aligned with appropriate instruction.	Quality Indicator 1: Content knowledge and academic language	2.96	2.89
Standard #1 Content knowledge aligned with appropriate instruction.	Quality Indicator 2: Student engagement in subject matter	2.9	2.82
Standard #2 Student Learning, Growth and Development	Quality Indicator 4: Differentiated lesson design	2.88	2.78
Standard #3 Curriculum Implementation	Quality Indicator 1: Implementation of curriculum standards	2.97	2.82
Standard #3 Curriculum Implementation	Quality Indicator 2: Lessons for diverse learners	2.89	2.8
Standard #4 Critical Thinking	Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking	2.88	2.82

Standard #5 Positive Classroom Environment	Quality Indicator 1: Classroom management techniques	2.88	2.74
Standard #5 Positive Classroom Environment	Quality Indicator 2: Management of time, space, transitions, and activities	2.9	2.82
Standard #5 Positive Classroom Environment	Quality Indicator 3: Classroom, school and community culture	2.95	2.79
Standard #6 Effective Communication	Quality Indicator 1: Verbal and nonverbal communication	2.95	2.86
Standard #7 Student Assessment and Data Analysis	Quality Indicator 1: Effective use of assessments	2.94	2.82
Standard #7 Student Assessment and Data Analysis	Quality Indicator 2: Assessment data to improve learning	2.91	2.8
Standard #7 Student Assessment and Data Analysis	Quality Indicator 5: Communication of student progress and maintaining records	2.95	2.83
Standard #8 Professionalism	Quality Indicator 1: Self-assessment and improvement	2.94	2.81
Standard #9 Professional Collaboration	Quality Indicator 1: Induction and collegial activities	2.93	2.89
Standard #9 Professional Collaboration	Quality Indicator 3: Cooperative partnerships in support of student learning	2.92	2.91