

Secondary Education

Student Handbook

2018-2019

“Creating a Legacy of Learning”

Missouri State[™]

Educator Preparation Provider

K-12 and 9-12 Teacher Certification Program

<http://education.missouristate.edu/secondary/>

Contents

Educator Preparation Provider (EPP).....	3
Declaration of University Community Principles	4
Public Affairs Mission.....	5
Educator Preparation Provider	6
Educator Preparation Provider Council (EPP).....	6
Educator Preparation Provider	10
CASL	11
Requirements for Teacher Education	12
Secondary Education	15
Secondary and K-12 Education Programs at Missouri State.....	17
Secondary/K-12 Contacts and Departmental Links	18
Effective Advisement is a Partnership	20
General Education and Major Requirements	21
Secondary Education Programs	22
Professional Education Courses.....	23
Admission to Teacher Education	24
Taskstream Subscription.....	25
Professional Education Student Contract Agreement.....	26
Sample Admission to the Teacher Education Program Letter.....	28
Instructions for Clearances	31
Family Care Safety Registry.....	31
Teacher Education Channel	32
Missouri State University	33
Missouri State University	34
Missouri State University	35
Senior Checklist.....	36
Academic Support Services.....	37
Certification.....	38
The Professional Continuum of the Missouri Teacher.....	46
Missouri Educator Gateway Assessments (MEGA).....	47
License Classification – Broad Area of “Like” Licenses	48
COMMON CORE State Standards Initiative	50

Educator Preparation Provider (EPP)

August 20, 2018

Dear Student:

Welcome to Missouri State University where our many teacher education programs strive to “create a legacy of learning” by providing the highest quality teaching, research and service to our students and community. No other Missouri institution has a longer history of preparing teachers. In fact, since 1905 Missouri State University has trained teachers who, in addition to contributing to the education of countless students, have often played an essential role in mentoring the next generation of teachers. As this cycle has continued, Missouri State has established a proud tradition as a leader in teacher preparation and support.

Along with all of the programs in the College of Education, the secondary education programs, K-12, and B-12 programs are joined together in the Educator Preparation Provider (EPP). The EPP is a community comprised of candidates, graduates, faculty, staff, and administrators from a variety of departments and colleges across the University. In addition to teaching most of the professional education classes, the EPP faculty provides advising and mentoring. They also often supervise clinical and field experiences. Secondary education majors are advised and plan their programs of study through their respective major area departments. Additional support services are available to every student. These include: 1) the monitoring of program requirements by Dr. Karen Engler, Director of Secondary Education; 2) the monitoring of clinical experience requirements by the appropriate department head for each student’s major; 3) student teaching and field placement assignments coordinated by our placement coordinator; and 4) the advisement of post-baccalaureate students and related certification issues coordinated by the Student Services office.

We look forward to working with you in your academic endeavor and we encourage you to develop meaningful partnerships with your advisors and instructors. Together we will strive to help you develop the knowledge, abilities, skills and dispositions you will need to excel in the classroom. Again, welcome to Missouri State University.

Sincerely,

Chris Craig

Dr. Christopher J. Craig, Deputy Provost
Head of the EPP

Declaration of University Community Principles

Preamble

Community, civility, and the search for knowledge and truth are the essence of University Life. A community is a group of people who hold something fundamental in common. A University is a community whose common purpose is the creation, preservation, and sharing of knowledge and understanding. The search for knowledge and truth requires a rational discourse. This in turn requires honesty and civility. Civility springs from the concept of respecting the rights of individuals. The community helps to protect the rights of the individual. Thus the community promotes the civility necessary to engage in the pursuit of truth. The three are thus connected.

The primary participants of this community are administrators, students, faculty, and staff, who themselves come from a variety of external communities. Before becoming a part of the community of scholars that is Missouri State University, whether as a member of the student body, faculty, administration, or staff, one should understand the full nature of that choice. The community derives its strength from each individual. Each individual derives strength from his/her association with the community. The individual must sustain the community in order for the community to protect and sustain the individual. In order for this interaction to take place, the principles stated in this document must be the foundation for the community of scholars. Behaving civilly implies acting in a manner consistent with these principles and encouraging these behaviors in others. Adherence to the principles is voluntary and cannot be compelled. Choosing to accept the direction of the principles strengthens both the individual and the community, but only when the choice is not forced. Discovering the natural benefit of these principles is a virtue. These principles are of little use in themselves; they must be practiced.

Principles

The community of scholars that is Missouri State University is committed to developing educated persons. It is believed that educated persons will accept responsibility to act in accordance with the following principles:

- Being open minded to embrace the benefits and richness that diversity and inclusiveness bring to the community of scholars and to recognize them as catalysts for educational excellence.
- Practicing personal and academic integrity. Being a full participant in the educational process, and respecting the right of all to contribute to the “Marketplace of Ideas.”
- Treating all persons with civility, while understanding that tolerating an idea is not the same as supporting it. Being a steward of the shared resources of the community of scholars.

Choosing to accept these principles suggests that each participant of the community refrains from and discourages behavior that threatens the freedom and respect each member deserves.

For more information go to <http://www.missouristate.edu/about/declaration.htm>

Public Affairs Mission

Global Perspective – Why it Matters

Missouri State University was granted a statewide mission in public affairs in 1995 when Senate Bill 340 was signed into law. The public affairs mission defines a primary way in which an education from Missouri State is different from that of other universities and one way by which we educate our students to imagine the future. For more information about Missouri State University's commitment to Public Affairs, go to <http://publicaffairs.missouristate.edu/>

THREE PILLARS OF PUBLIC AFFAIRS

The public affairs mission has three pillars: ethical leadership, cultural competence and community engagement.

Ethical Leadership

Goal: Students will articulate their value systems, act ethically within the context of a democratic society and demonstrate engaged and principled leadership. (Adapted from the Center for Ethical Leadership)

Missouri State is preparing students for the future by helping them understand the ethical dimensions of leadership and take what they learn in the classrooms and use it to help solve problems and bring about change.

Cultural Competence

Goal: Students will recognize and respect multiple perspectives and cultures.

Missouri State works to build up students' cultural knowledge in several ways. Through study abroad programs, interaction with international students and the opportunity to study different languages, histories and religions, students broaden their horizons, help build relationships and bring about better competition for the future.

Community Engagement

Goal: Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.

Goal: Students will recognize the importance of scientific principles in the generation of sound public policy.

Community engagement lets students branch out and see how the world is working through a different lens, giving them the opportunity to work with their communities and build up their ability to lead in their careers.

Educator Preparation Provider

The **Educator Preparation Provider (EPP)** at Missouri State University is a community comprised of candidates, graduates, faculty members, staff and administrators from a variety of departments and colleges across the University, as well as our school and community partners in Southwest Missouri. Professional education and candidates and graduates are those persons who are enrolled in or have graduated from initial (undergraduate) or advanced (graduate) professional education programs in teacher education, communication sciences, counseling, or educational administration and leadership. Professional education faculty and staff, from all colleges in the university, are those who teach courses taken by candidates in professional education programs, and provide advising, mentoring, and supervision of clinical and field experiences. Our partners include those in schools and community agencies in which our candidates observe and practice their developing skills under professional supervision and mentoring, from admission, through their first three years of professional practice. With the contribution of faculty who teach liberal arts and general education courses, we are convinced that at Missouri State, “education is everyone’s business.”

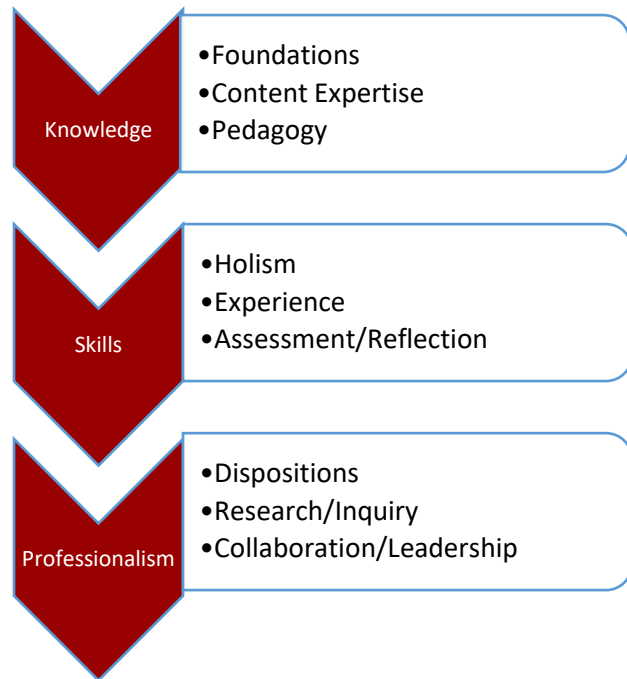
Educator Preparation Provider Council (EPPC)

The **Educator Preparation Provider Council (EPPC)** is the representative body to the Faculty Senate that defines professional education policies and procedures that ensure quality professional education programs at the institution. The primary purpose of the EPPC is to review courses and programs and to define those policies and procedures that ensure professional education programs at Missouri State University meet state and national guidelines for preparing qualified school personnel. The EPPC represents the Educator Preparation Provider (EPP) as a governing body. Missouri State is organized such that professional education programs are offered across six academic colleges. The EPP was established to encompass all professional education certification programs across the various colleges.

Guiding Principles (GP) of the Educator Preparation Provider Missouri State University

The Educator Preparation Provider (EPP) at Missouri State University is made up of all faculty, staff, and administrators who: (1) teach one or more EPP courses, (2) advise or supervise professional educational students, or (3) administer professional education departments/schools or colleges. Members of the Educator Preparation Provider come from many departments and all colleges across the campus.

Our partners include those in schools and community agencies in which our candidates observe and practice their developing skills under professional supervision and mentoring, from admission through their first three years of professional practice. With the contributions of faculty who teach liberal arts and general education courses, we are convinced that at Missouri State, education is everyone's business.

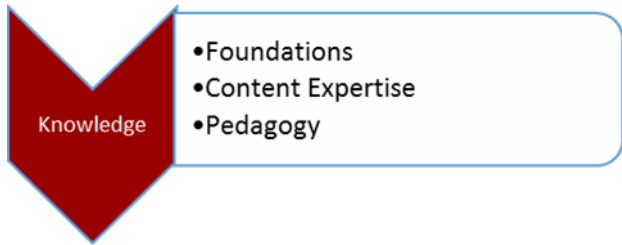


At Missouri State University, we believe that education is essential across all levels of society. Our mission and purpose is to develop the specialized competencies and skills to facilitate, promote, and enhance, with compassion and fairness, the learning and development of all persons. All education programs foster a legacy of learning and adhere to Missouri State's public affairs mission that promotes ethical leadership, cultural competence, and community engagement.

The Missouri State professional education community believes that effective professional education programs are based on shared beliefs and values about schools, learning, and education that guide program development and instruction in knowledge, skills, and professionalism. The various content and specialty areas interpret and apply these guiding principles in accordance with their unique, specialized professional knowledge bases and standards. These guiding principles include foundations, content expertise, pedagogy, holism, experience, assessment/reflection, dispositions, research/inquiry, and collaboration/leadership that are common to all professional education programs. The underlying assumption of these guiding principles is that all members of the professional education community incorporate and demonstrate the principles of diversity and social justice throughout their programs.

Knowledge (GP 1)

1a. Foundations: knowledge of the historical, cultural, political, technological and community contexts of education and the development of the professional and foundational issues and arguments underlying its practices, as well as an understanding of the importance of integrated learning across disciplines. (**Diversity Proficiency 1**)



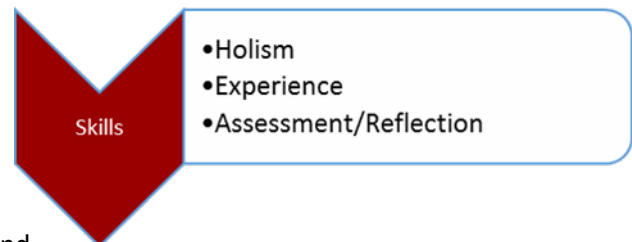
1b Content Expertise: strong knowledge of subject matter discipline content and understanding the important ideas in the subject area domain and the influences that knowledge has on pedagogical orientations, teaching decisions, and teaching acts. (**Diversity Proficiency 3**)

1c. Pedagogy: knowledge of human development, motivation, and the theories of learning and assessment, as well as the understanding of the skills, techniques, and strategies that enhance learning for all students including those from diverse cultural, racial, and economic backgrounds, varying abilities, and historically underrepresented groups. (**Diversity Proficiency 1-6**)

CAEP Standards 1, 3, 4

Skills (GP 2)

2a. Holism: affirm diversity and understanding of the “whole child” within the classroom, school, educational system, family, community and cultural context; awareness of challenges and requirements of a democratic society; and knowledge and sensitivity to issues such as equity and human diversity. (**Diversity Proficiency 1-6**)



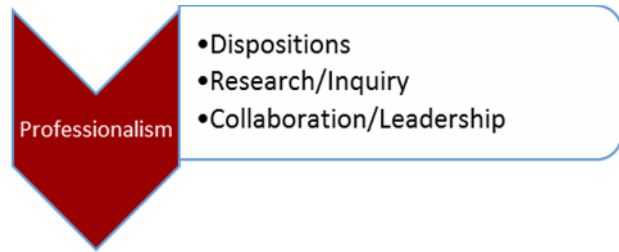
2b. Experience: apply theory to practice, understand how pedagogical theories impact teaching practices that serve as a foundation for the development and expansion of existing and emerging theories, and continually renew skills and knowledge within one’s discipline. (**Diversity Proficiency 3**)

2c. Assessment/Reflection: conduct valid and reliable assessment to improve student learning, engage in self-appraisal, and use feedback from students, supervisors, mentors, and peers to improve practice and employ skills crucial to reflective decision-making and systematic inquiry. (**Diversity Proficiency 5-6**)

CAEP Standard 2

Professionalism (GP 3)

3a. Dispositions: awareness of self as a professional educator passionate about teaching, intellectually curious, and demonstrating intellectual, social, and ethical attributes that contribute to the learning and development of all learners in all professional settings. (**Diversity Proficiency 1-6**)



3b. Research/Inquiry: use of current research, systematic inquiry approaches, and technology in pursuit of best educative practices, lifelong learning, and professional development in order to help all learners succeed. (**Diversity Proficiency 3, 5**)

3c. Collaboration/Leadership: the ability and skills to initiate and maintain empowering relationships with colleagues, school personnel, parents, family members, and the community and are prepared to assume leadership roles. (**Diversity Proficiency 2**)

CAEP Standard 2, 4, 5

The guiding principles found in this document have been derived, in part, from documents that guide our shared vision for the EPPU and the assessment of our candidates. These include: 1) our original **Conceptual Framework** document which delineates our vision, our mission, our beliefs, and our general learning outcomes, and 2) our current **Diversity Proficiencies** which have been developed and approved by the EPP Council based on recommendations from both the EPP Diversity and Provost Assessment committee. The original Conceptual Framework and General Learning Outcomes are archived in the EPPC websites.

The EPP functions as the body of more than 40 undergraduate and graduate professional education programs across campus that, through a representative governance process, proposes, discusses and establishes education program curriculum and related implementation policies and procedures of interest to the unit and in compliance with all DESE and CAEP mandates (Standards 1-5) impacting professional education programs at Missouri State University.

Adopted by EPPC February 17, 2016

Educator Preparation Provider

Professional Education Diversity Proficiencies

Missouri State University's distinguishing public affairs mission is a commitment to all students to foster expertise and responsibility in ethical leadership, cultural competence and community engagement. The Educator Preparation Provider (EPP) embraces the public affairs mission for candidates in all initial and advanced education programs. All candidates are expected to be ethical leaders as well as embrace community engagement as professional educators. Candidates who develop the following proficiencies will be culturally competent, able to continue to grow as their students become more diverse, and specifically, will have an inclusive and safe learning environment.

Proficiencies are the skills to demonstrate awareness, understanding and sensitive application. The term "diverse learners" refers to ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area as found in the Council for Accreditation of Educator Preparation (CAEP) definition of diversity.

Candidates should demonstrate diversity proficiency in the following areas:

- DP 1. Awareness:** demonstrates understanding of neutral language, activities, and gestures sensitive to diverse learners, based on historical perspectives and contemporary knowledge
- DP 2. Communication:** demonstrates verbal and nonverbal techniques useful for interacting with diverse learners, school personnel, families, and community members
- DP 3. Curriculum and Instruction:** demonstrates development and use of unbiased learning outcomes and instructional strategies designed to facilitate student growth for all diverse learners including differentiated instruction
- DP 4. Resources:** demonstrates identification and utilization of professional, school, and community resources and information to enhance the learning process for all diverse learners as well as meet the needs of their families
- DP 5. Respect:** demonstrates acceptance and appreciation of diverse learners of varied backgrounds, ideas, and perspectives for an inclusive environment
- DP 6. Social Justice:** demonstrates the ability to recognize and address in self and others issues of equality, human rights, socio-economic status; including bias, discrimination, and aggression to prevent and reduce oppression, including aggression, bullying, harassment, and intimidation

EPP candidates who exercise these proficiencies will offer an inclusive and safe learning environment, be culturally competent and will continue to grow as their students become more diverse.

CASL

Citizenship and Service-Learning

WHO?

Are you interested in making a difference in your community? Do you seek new experiences? Are you someone that learns better by applying what you're learning to 'real world' situations? If you answered yes, then you may be an ideal candidate for service-learning!

WHAT?

Service-learning describes a method of teaching whereby students apply academic theory to real world situations in a way that benefits the community. Its primary goal is to encourage you, the student, to grow as a citizen and to become connected to your community by contributing to society in a tangible way.

Service-learning is an opportunity for you to become an active, responsible citizen while engaging in meaningful service relevant to your current studies. Credit is not given for the service activity but for the learning demonstrated to your professor and the community.

The two options of service-learning are the **Component** course and the **Integrated Service-Learning (ISL)** course. The service-learning Component course is a one-hour arranged class that requires 40 hours of service with a nonprofit or government agency (similar to a 'mini internship'). The Integrated Service-Learning course is part of a traditional course and is designed to include all students in the class. All students in ISL class are required to participate in a minimum of 15 hours of service to the community. The service-learning designation is noted on your transcript for both options.

WHY?

Missouri State University is dedicated to the mission of developing educated citizens. By participating in service-learning, students:

- Strengthen their knowledge of the community
- Increase learning of course content (not just theory)
- Become actively engaged as citizens
- Gain valuable experience
- Develop important contacts, which can lead to internships or jobs
- Build strong resumes
- Create worthwhile partnerships
- Confirm or redirect career choices

For a complete listing of service-learning Component and Integrated service-learning courses and to learn more about Citizenship and Service-learning, contact:

Plaster Student Union, Room 131, 417-836-5774

Email: servicelearning@missouristate.edu

Website: <http://www.missouristate.edu/casl/>

Requirements for Teacher Education

Students must meet with academic advisors and discipline specific program coordinators to determine specific certification and content area requirements.

Requirements for K-12 and Secondary Teacher Education Programs

The professional education programs have received continuing accreditation by the Missouri Department of Elementary and Secondary Education for teacher preparation and certification. Admission to the University does not automatically qualify a student to participate in the professional component of the teacher education program. A high level of academic and professional competence is required for admission to and continuation in the teacher education program. Completion of the program is designed to lead to certification to teach in Missouri public schools.

Post-baccalaureate teacher certification

Students who have already obtained a bachelor's degree and are seeking Missouri state teacher certification should contact the Teacher Certification Office, 417-836-8772. This office provides a program evaluation service for initial certificates (\$25 fee required), advisement and assistance to gain certification and/or additional endorsements.

Diversity Components

Diversity coursework is required through professional and program-specific courses. Students must consult with the program or department of major for specific program requirements that may meet this diversity component.

Professional Liability

All candidates for professional education programs at Missouri State University are required to have professional liability insurance coverage before being placed in the initial practicum, and/or subsequent clinical and field experiences. Professional liability insurance may be obtained at a minimal cost through a personal insurance carrier or through one of many available professional student organizations that provide insurance as part of their membership package. The proof of coverage must accompany all other required documentation prior to placement. No exceptions may be granted.

Transition points

All students pursuing Missouri certification are required to meet a series of Transition Points that will be assessed, evaluated, and monitored throughout the teacher education program with assistance and guidance from faculty. There are five distinct Transition Points students meet from entry to their education program to follow up post graduate training.

Certification eligibility requirements

Completion of certification requirements is a four-step process. Students who receive a certification recommendation must meet the standards for certification eligibility as outlined below.

Requirements for Eligibility to Enroll in Professional Education Courses:

Before a student can enroll in the introductory methods courses (ECE 304, ELE 302, KIN 200, MUS 200, SEC 302, or SPE 310), the student must have:

1. A combined (Missouri State and transfer) GPA of 2.75 or higher.

2. Meet with academic advisor to determine whether completion of EDC 150 transfer section is required. Note: For Agriculture Education, Early Childhood Education, Elementary Education, Music Education, Physical Education, and Special Education majors, competency is covered in major requirements.
3. Family Care Safety Registry report on file prior to any clinical experience placement. Contact College of Education Student Services Office. A small fee is charged for this report.

Requirements for Admission to and Continuance in the Teacher Education Program:

Students who plan to complete teacher certification requirements must be admitted to the Teacher Education Program. Eligibility is automatically monitored when enrolling in EDC 150 transfer section, ECE 304, ELE 302, KIN 200, MUS 200, SEC 302, or SPE 310. Admission to the Program is required before students are allowed to begin additional courses in the professional education component (with the exception of EDT 365 which may be taken concurrently with EDC 345, ELE 302, SEC 302, or SPE 310).

The criteria used to determine admission to the Teacher Education Program are outlined below. In addition to having completed at least 45 semester hours (secondary and middle school majors) or 30 semester hours (early childhood, elementary, and special education majors) of university coursework, the student must have:

1. Earned a combined (both Missouri State and transfer) GPA of 2.75 or higher. A major (certificate subject area) GPA of 2.75 or higher is also required for students in History (Social Science), and a major (certificate subject area) GPA of 3.00 and passing score on the piano proficiency exam are also required for all students in Music education.
2. Earned a passing score on all four sub-tests of the Missouri General Education Assessment (MoGEO) examination. Refer to the MoGEO website for details.
3. Earned a grade of “C” or higher in COM 115.
4. Purchased a subscription to Taskstream (comprehensive portfolio system).
5. Completed ECE 304, ELE 302, KIN 200, MUS 200, SEC 302, or SPE 310, with a grade of “C” or higher. Note: A grade of “B” or higher is required in ELE 302 or transfer equivalent for Elementary Education majors.
6. Registration with the Family Care Safety Registry (FCSR).
7. Completed Dispositions Checklist and Student Contract.

Upon completion of the above requirements, a student’s record is reviewed and submitted to the Educator Preparation Provider Council (EPPC) for admission to Teacher Education. A student’s qualifications for continuance in the Teacher Education Program is subject to review and change by the EPPC at any time while the student is enrolled. Student should check with their advisor or department head for any additional program specific requirements.

Requirements for Assignment to Supervised Teaching (effective fall 2017 and after):

Successful completion of supervised teaching is a requirement for teacher certification. The criteria used to determine eligibility for Supervised Teaching are outlined below. The student must have:

1. Been admitted to the Teacher Education Program and completed Transition Point #1 and Transition Point #2.
2. Current and valid TB skin test.

3. Current and valid Liability Insurance.
4. Current and valid Family Care and Safety Registration (FCSR) and FBI Background checks.
5. A combined (both Missouri State and transfer) GPA of 2.75 or higher for all college level coursework completed.
6. Completed at least 15 hours at Missouri State.
7. Completed all courses in the major (certificate and subject area) with a combined (both Missouri State and transfer) GPA of 3.00 or higher.
8. Completed all Professional Education courses with a grade of "C" or higher (Elementary Education majors are required to have a grade of "B" or higher).
9. Complete all degree requirements except supervised teaching, or have an approved exception on file.
10. Attempted the Missouri Content Assessment (MoCA) in the the certification area (must be passed for certification recommendation).
11. Been recommended by the student's advisor. The recommendation shall be based upon the applicant's character, personality, and potential for teaching.
12. Been recommended by the department in which the student is completing an undergraduate major or seeking certification. For those students completing a degree which involves significant work in more than one department (i.e., Speech and Theatre Education) the departmental recommendation will come from the department in which the greatest number of hours is completed. For those students who have already completed a degree, the departmental recommendation will come from the department which would normally provide the majority of the course work for that certification.

NOTE: All student teacher candidates are required to complete Mandated Reporter Training.

Additional supplemental course fees are assessed for Supervised Teaching.

Requirements for Certification Recommendation (effective fall 2017 and after):

To be recommended for an initial Missouri teaching certification, the student must have:

1. Successfully completed Supervised Teaching.
2. Met all Missouri teacher certification requirements which are in effect at time of certification. These requirements are normally met by persons earning the degrees of Bachelor of Science in Education, Bachelor of Music Education, or Bachelor of Science – Modern Language with an option in Teacher Certification.
3. A combined (Missouri State and transfer) GPA of 2.75 or higher.
4. Completed all Professional Education courses with a combined (Missouri State and transfer) GPA of 3.00 or higher and no grade lower than "C" (Elementary Education majors require no grade lower than "B").
5. A combined (Missouri State and transfer) GPA of 3.00 or higher in the major (certificate subject area) and for each additional area of endorsement.
6. Successful completion of the Missouri Educator Gateway Assessments (MEGA) as established by the Missouri Board of Education. Refer to the MEGA website for details.
7. Completed Transition Point #3.

The Missouri Department of Elementary and Secondary Education (DESE) will require a current and valid FBI background check prior to issuing a certificate.

Secondary Education

Certifiable grades 9-12, K-12 and B-12

All students must be admitted to the Teacher Education Program and to Supervised Teaching. Refer to procedures stated above.

In order to meet Missouri state teacher certification requirements, candidates for the degrees of Bachelor of Science in Education, Bachelor of Music Education, or Bachelor of Science – Modern Languages with an option in Teacher Certification are required to meet the following GPA requirements. All GPA requirements. All GPA requirements include both Missouri State and transfer grades.

1. At least a 2.75 GPA on all course work attempted at all colleges attended
2. At least a 3.00 GPA in the major (certificate subject area) which includes all courses listed under C below
3. At least a 3.00 GPA in any additional certificate subject area
4. At least a 3.00 GPA in the Professional Education courses and no grade lower than “C” in all Professional Education courses

Additional State Board of Education certification rules require successful completion of the Missouri Educator Gateway Assessments (MEGA) as established by the Missouri Board of Education. Refer to the [MEGA website](#) for details.

The curriculum for secondary (9-12 and B-12) teaching leads to the degree of Bachelor of Science in Education, Bachelor of Music Education, or Bachelor of Science – Modern Languages with an option in Teacher Certification and carries with it an Initial Professional Certificate (IPC) to teach in the state of Missouri.

- A. General Education Requirements - see “[General Education Program](#)” section of catalog (45-49 hours)
- B. Specific major requirements may also meet General Education Requirements. See the content discipline department for course listing. Students must also satisfy the following requirements which may be met through General Education coursework.
 1. Prerequisite for Professional Education courses is PSY 121.
 2. International students must provide documentation of completion of coursework in the following:
 - a. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - b. U.S. History, three (3) semester hours; and
 - c. U.S. Government, three (3) semester hours
 3. Admission to the Teacher Education Program requires completion of COM 115 with a grade of “C” or higher.
- C. Complete a subject area major not less than 30 hours or a comprehensive major of not less than 50 hours. See discipline department for major requirements. Although not required, minors must be no less than 15 hours. Note: Students who wish to be certified in an additional area of certification should check the state and departmental requirements in that area.

D. Professional Education Courses (Music Education and Physical Education majors must refer to the department section of the catalog for admission to Teacher Education Program and degree requirements.) The program outlined below has been designed to prepare teachers and to meet the requirements for Missouri state teacher certification. Note: A grade of “C” or higher is required in each course.

1. Required Core (25-35 hours):

- a. SEC 302(3) General Methods of Instruction in the Middle and Secondary Schools. Note: Music Education majors satisfy this requirement by completion of MUS 200(3); Physical Education majors satisfy this requirement by completion of KIN 200(3).
- b. PSY 360(3) Educational Psychology
- c. EDC 345(3) Introduction to Multicultural Education and Diversity
- d. SPE 340(2) Educational Alternative for Exceptional Students. Note: Music Education majors satisfy this requirement by completion of MUS 340(2); Physical Education majors satisfy this requirement by completion of KIN 468(4).
- e. RDG 474(3) Reading and Writing in the Content Fields
- f. RDG 574(3) Analysis and Correction of Difficulties in Literacy. Note: B-12 and K-12 (Art and Design, Family and Consumer Sciences, Music, Physical Education and Modern Language) majors are not required to complete this course.
- g. Teaching Methods Course (3-9). Courses are specified within the Professional Education section of the major requirements. Note: A teaching methods course is required for each area of certification.
- h. Supervised Teaching (8-12). Courses are specified within the Professional Education section of the major requirements.

2. Additional required competencies or equivalent course(s) required for major

- a. EDC 150(0) Introduction to Teaching. EDC 150 is required for students who completed a beginning teaching methods/field experience course at another institution and who wish to apply course credit toward completion of the SEC 302 requirement. Note: Agriculture Education, Music Education, and Physical Education majors cover competencies in major requirements.
- b. EDC 350(3) School and Society. Note: Family and Consumer Sciences Education, Music Education, and Physical Education majors cover competencies in major requirements.
- c. EDT 365(3) Educational Applications of Technology and Media. Note: Agriculture Education, English Education, Family and Consumer Sciences Education, History (Social Science) Education, Mathematics Education, Music Education, Physical Education, and all Science Education majors cover competencies in major requirements.
- d. SFR 486(3) Management and Assessment in the Middle and Secondary Classroom. Note: English Education, Mathematics Education, Music Education, Physical Education, and all Science Education majors cover competencies in major requirements.

E. Most programs leading to teacher certification require more than the University minimum of 120 hours for graduation. It is the student’s responsibility to meet all degree requirements for the Bachelor of Science in Education-Secondary in specific subject area major areas. Refer to the program requirements for each major.

- F. General Baccalaureate Degree Requirements - see "[General Baccalaureate Degree Requirements](#)" section of catalog.

Secondary and K-12 Education Programs at Missouri State

The curriculum for secondary teaching leads to the degree of Bachelor of Science in Education (BSED, BME, or Bachelor of Science (BS) in content area) and carries with it an *initial professional certificate* to teach in the state of Missouri. The program is approved by the Missouri State Board of Education.

Students participate in intensive studies, activities and clinical experiences which provide them with a broad general education, extensive professional preparation and practical familiarity with schools and secondary students.

Most graduates of the program become teachers and the great majority of those who seek a teaching position are placed. There are also many other opportunities in areas including government, private agencies and business fields such as human resources, consulting, publishing, technical writing, sales and customer services.

BSED degrees are offered through the college of the discipline being studied. Students are advised through the home department and are supported by the Directory of Secondary Education and the College of Education.

BSED and/or BS certification areas include:

Agriculture Education	Modern Languages (Teacher Certification)
Art and Design Education	French, German, Latin, Spanish, Chinese
Biology Education	Music – Instrumental Education
Chemistry Education	Music – Vocal/Choral Education
Earth Science Education	Physical Education
English Education	Physics Education
Family and Consumer Sciences Education	Speech/Theatre Education (Communication)
History Education (Social Science)	Speech/Theatre Education (Theatre & Dance)
Mathematics Education	

Additional Certifications: Drivers Education, Health, TESOL

For additional information, please visit the [Secondary Education website](#) or contact the Secondary Education office by calling 417.836.6204.

Secondary/K-12 Contacts and Departmental Links

Secondary Education

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Carol Maples, Coordinator/Advisor, CRAG 360, 417-836-6389

Isabelle Bauman, Communication, Interim Dept. Head, CRAG 375, 417-836-4423

Eric Morris, Advisor, CRAG 366A, 417-836-7636

Effective Advisement is a Partnership

Effective advisement is a **partnership** between you and your advisor! Plan together, ask questions, check prerequisites and program requirements, prepare a class schedule in advance, take notes during your appointment, and see your advisor regularly. Program worksheets are an important tool and help you proceed through the program successfully. When you meet with your advisor your individual worksheet will be updated each semester with a current audit. Your audit can be accessed through “My Missouri State.”

To register for the new semester, all students with 75 hours or less must schedule an appointment with an advisor to be electronically released for online registration. Students who have a “hold” on their record must meet with an advisor and complete a “Student Temporary Clearance to Register” form. It is recommended that all students meet with an advisor at least once each semester.

There are prerequisites for enrollment in professional education courses, methods courses, and student teaching. The BANNER system enforces prerequisites at the time of registration; however, due to the logistics of the admission to Teacher Education process, prerequisite overrides may be allowed in consultation with your advisor with the full understanding that all requirements **MUST** be met when classes begin. The pre-registration period begins the month of November for the upcoming spring semester and the month of April for summer and fall semesters.

The pre-registration sequence is accessible through the “My Missouri State” website:
www.missouristate.edu/registrar/registration.htm

Remember the new “Trial Schedule Builder”---access the video at:
[MSU College Scheduler](#)

General Education and Major Requirements

- Review of a current degree audit in consultation with a departmental academic advisor each semester is imperative. Certification requirements are subject to change. Effective advisement helps students proceed successfully through their program of study.
- To register for the next semester, all students with less than 75 hours must have online release by an advisor. However, it is recommended that all students meet with an advisor each semester.
 - General Education requirements prior to Summer 2014 are found at <http://www.missouristate.edu/assets/generaleducation/GeneralEducationWorksheet.pdf>; general education requirements required beginning Fall 2014 are found at <http://www.missouristate.edu/assets/generaleducation/GenEdWorksheet New.pdf>. Consult with your academic advisor to insure that you are following the proper general education sequence.
- There are program specific prerequisites for enrollment in MUS 200, KIN 200, SEC 302, PSY 360, EDC 345, EDC 350, EDT 365, SPE 340, RDG 474, SFR/PSY 486, departmental teaching methods courses, and professional education courses offered through the Music and Kinesiology departments. Program prerequisites are strictly enforced and students are notified and administratively dropped if all prerequisites are not met.
- Admission to Teacher Education is required for KIN 411, 431, 440, 468, 493, 496 and 575.
- Admission to Teacher Education is required for MUS 340, 410, 411, 430, 488, 494, and 496.
- Admission to Teacher Education is required for EDC 350, SPE 340, SFR 486, RDG 474, and RDG 574 departmental teaching methods courses and supervised student teaching.
- Make an appointment well in advance with your secondary education departmental academic advisor. The registration process begins well before a new semester. Log into [My Missouri State](#) and select the Academics tab to review class schedule offerings and to access the registration system. The Trial Schedule Builder can also be found under the Academics tab.

Secondary Education Programs

Bachelor of Science in Education

Suggested Course Sequencing – Example only!

Students must see their departmental academic advisor for specific program requirements

(All statements in this document concerning requirements, prerequisites, conditions or other matters are for informational purposes and subject to change. Effective academic advisement is a partnership, with advisees sharing in the responsibility.)

NOTE: COM 115 and PSY 121 are prerequisites for advanced courses and should be completed during the freshman year.

<u>Semester 1 (16 hours)</u>	<u>Hours</u>	
GEP 101 or UHC 110 Freshman Orientation	2	PLS 101 is a required general education course. All students need to fulfill the PLS 101 requirement whether that course is taken at MSU or elsewhere.
General Ed. courses	9	
Major course work	6	

<u>Semester 2 (15 hours)</u>	<u>Hours</u>
General Ed. courses	9
Major course work	6

<u>Semester 3 (15 hours)</u>	<u>Hours</u>	
EDC 150 Introduction to Teaching	0	EDC 150: Only for students who wish to apply course toward completion of SEC 302 requirement. NOTE: Agriculture Education, Music Education, and Physical Education majors cover competencies in major requirements.
General Ed.	6	
Major course work	9	

<u>Semester 4 (18 hours)</u>	<u>Hours</u>
SEC 302 Gen Methods Middle/Secondary	3
PSY 360 Educational Psychology	3
General Ed. or Major courses	9
EDC 345 Intro to Multicultural Education	3

<u>Semester 5 (17 hours)</u>	<u>Hours</u>
*EDC 350 School and Society	3
*SPE 340 Ed. for Exceptional Students (KIN 468 required for PE majors)	2
General Ed. or Major courses	12

<u>Semester 6 (17 hours)</u>	<u>Hours</u>
*RDG 474 Rdg. & Writing in the Content Field	2
EDT 365 Instr Appl or Tech and Media	3
General Ed. or Major courses	12

<u>Semester 7 (16-17 hours)</u>	<u>Hours</u>	
**401-518 Specialty Area Methods Course	3-4	Admission to Teacher Education and other pre-requisite may be required by your program.
SFR 486 Management and Assessment In Middle and Secondary Classroom	3	
Major courses	9	

<u>Semester 8 (12 hours) Student Teaching</u>	12	
<i>Student teaching meetings are held each January for the coming academic year. Attendance is required.</i>		Refer to undergraduate catalog including departmental section for overall student teaching requirements.

*Admission to teacher education required.

**Listed under Department codes and admitted to teacher education required.

Student must register for student teaching under their departmental major code.

The total hours listed above differ for secondary majors. If you wish to complete the program in EIGHT semesters you may need to take a heavier load than what is suggested or take some courses during the summer semesters. See your departmental advisor for help with planning your program.

Professional Education Courses

Prerequisite Requirements

Students must receive a “C” or better in all Professional Education course work. Some students will take course equivalents instead of the core courses listed below. Please consult with your academic advisor. Some students will take course equivalents instead of the core courses listed below. Consult with your academic advisor.

- EDC 150** EDC 150: Only for students who wish to apply course toward completion of SEC 302 requirement. NOTE: Agriculture Education, Music Education, and Physical Education, majors cover competencies in major. Pass/fail course.
- SEC 302** 45 hours; and 2.50 combined GPA
- EDC 345** Required for all students declaring professional education majors.
- EDT 365** SEC 302 or concurrent enrollment.
- PSY 360** PSY 121
- EDC 350** PSY 360 or concurrent enrollment; admitted to the Teacher Education Program
- SPE 340** Admitted to the Teacher Education Program
- RDG 474** Admitted to the Teacher Education Program
- RDG 574** RDG 474 or concurrent enrollment (For 9-12 programs only.)
- SFR 486** PSY 360; admitted to the Teacher Education Program

Individual departments may have additional education courses listed in their major course offerings.
Consult with your academic advisor for additional information.

Admission to Teacher Education

- B. **Requirements for Admission to and Continuance in the Teacher Education Program:** Students who plan to complete teacher certification requirements must be admitted to the Teacher Education Program. Eligibility is automatically monitored when enrolling in EDC 150 transfer section, ECE 304, ELE 302, KIN 200, MUS 200, SEC 302, or SPE 310. Admission to the Program is required before students are allowed to begin additional courses in the professional education component (with the exception of EDT 365 which may be taken concurrently with EDC 345, ELE 302, SEC 302, or SPE 310).

The criteria used to determine admission to the Teacher Education Program are outlined below. In addition to having completed at least 45 semester hours (secondary and middle school majors) or 30 semester hours (early childhood, elementary, and special education majors) of university coursework, the student must have:

1. Earned a combined (both Missouri State and transfer) GPA of 2.75 or higher. A major (certificate subject area) GPA of 2.75 or higher is also required for students in History (Social Science), and a major (certificate subject area) GPA of 3.00 and passing score on the piano proficiency exam are also required for all students in Music education.
2. Earned a passing score on all four sub-tests of the Missouri General Education Assessment (MoGEA) examination. Refer to the MoGEA website for details.
3. Earned a grade of "C" or higher in COM 115.
4. Purchased a subscription to Taskstream (comprehensive portfolio system).
5. Completed ECE 304, ELE 302, KIN 200, MUS 200, SEC 302, or SPE 310, with a grade of "C" or higher. Note: A grade of "B" or higher is required in ELE 302 or transfer equivalent for Elementary Education majors.
6. Registration with the Family Care Safety Registry (FCSR).
7. Completed Disposition Checklist and Student Contract.

Upon completion of the above requirements, a student's record is reviewed and submitted to the Educator Preparation Provider Council (EPPC) for admission to Teacher Education. A student's qualifications for continuance in the Teacher Education Program is subject to review and change by the EPPC at any time while the student is enrolled. Students should check with their advisor or department head for any additional program specific requirements.

Consult your advisor on subject area methods courses to complete.

Taskstream Subscription

All incoming students in the College of Education or the Educator Preparation Provider (EPP) programs are required to purchase a three-year Taskstream subscription. Taskstream is a comprehensive portfolio and assessment system that provides an organized means for collecting student work and reflections, and assessing that work using rubrics aligned with established learning outcomes, standards, and competencies. By the completion of a student's program, the student will have a comprehensive portfolio to show potential employers his/her accomplishments. Although you are new Taskstream subscribers, we have pre-loaded your name and M# into Taskstream. Thus, you will be 'RENEWING' your account by purchasing a subscription. Detailed instructions on how to navigate the system can be found at the following link: https://www.missouristate.edu/epp/student_portfolios/226293.htm.

HOW TO PURCHASE YOUR SUBSCRIPTION:

IMPORTANT NOTE: if you purchase the key code card from the bookstore as described as an option in #6 below, ***DO NOT*** follow the instructions on the card—use instructions #1-6 below instead.

- 1) Login to your my.missouristate.edu portal
- 2) Click on the 'Academics' tab toward the top of the page
- 3) Click on the 'My Taskstream' link on the left-hand side of the page
- 4) The page that loads will present you with an End User License Agreement (EULA); click the 'I Accept' button in the lower right hand corner of the agreement
- 5) **If you are asked what type of purchase to make, select to *RENEW*. Do NOT create a 'new' Taskstream account, because we have already pre-loaded your account and a duplicate would be created. You should be purchasing an account *RENEWAL*.**
- 6) Now you can walk through the steps to purchase a three-year subscription ***renewal*** from Taskstream using a credit card, OR you can purchase a key code card from the MSU bookstore and enter that code here—the bookstore subscription card has a small markup, but you can use financial aid to purchase it (if you purchase the card from the bookstore, ***DO NOT*** follow the instructions on the card—follow instructions #1-6 in this set of instructions, instead).
- 7) Once you have completed these steps, you should see your program template available
- 8) From this point forward, you can login to your Taskstream account by clicking on the 'My Taskstream' link from my.missouristate.edu

If you have any trouble purchasing a subscription, please email taskstream@missouristate.edu or call Travis Marler, the Coordinator of Assessment Systems-College of Education (417-836-4627).

Professional Education Student Contract Agreement

Due to the many special requirements concerning the various teacher education programs, we want to be certain that you understand the importance of the following statements. With appropriate planning and shared responsibility in the advisement process, you can expect to complete your program(s) in an effective and timely manner.

NOTE: Where course grades indicate B or higher or C or higher, a B- or a C-, are not acceptable.

Please check each section to indicate you have read and fully understand the following statements:

General Understandings

- Missouri State University's teacher preparation programs are subject to rules and mandates set forth by Missouri's Department of Elementary and Secondary Education (DESE). Implementation of DESE's new teacher education standards and evaluation system may require changes to my degree program to which I must comply.
- I understand that regular meetings with my advisor to review course offerings, sequence and new program requirements are essential to the completion of my degree or program.

Prior to Admission to Teacher Education

- EDC 150 for students transferring **SEC302 equivalents, PEU015 course code** or program equivalent (MUS 148 for Music majors, AGE 318 for Agriculture majors, KIN 200 for Kinesiology majors) must be completed with a passing grade.
- A 2.50 combined GPA is required for enrollment in ELE 302, SEC 302, SPE 310, KIN 200, MUS 200 (ECE304 req. 2.75 combined GPA).
- Enrollment in Taskstream comprehensive portfolio and data management system.

For Admission to Teacher Education

- Students with MSU or transfer credits: A 2.75 combined GPA is required. For History, a 2.75 content (major) GPA is required.
- I must complete COM 115 with grade of C or higher (no minimum grade required for Post-bac students)
- I must complete ELE 302 with a grade of B or higher, ECE304, SEC 302, SPE 310, KIN 200, MUS 200 with a grade of C or higher. For Music majors, a GPA of 3.00 and passing score on the piano proficiency exam (PPE) is required.
- I must pass all sections of the Missouri General Education Assessment (MoGEA) - *post-bac students are exempt from this requirement.*
- I must have a current FCSR background check on file.
- I must sign the Professional Dispositions Checklist.
- I must sign the Student Contract.
- I must be enrolled in Taskstream comprehensive portfolio and data management system.
- I must be approved by the Educator Preparation Provider Council (EPPC).

Additional items for approval for Transition Point #1:

- I must be admitted to Teacher Education.
- I must complete the early practicum Experiential Log (ELE=ELE302 or PEU015, ECE=CFD160 & 260, SPE=SPE517, MID & SEC=SEC302 or PEU015).
- I must complete the Disposition Traits Self-Assessment

Requirements for all practicum and student teaching experiences I must have:

- A current FCSR Background check on file (for 30 clock hours or less).
- A current FBI Background check on file (for over 30 clock hours).
- Current Professional Liability Insurance on file.
- A current negative TB Skin Test on file.

For approval for student teaching I must have:

- A 2.75 overall GPA, a 3.00 content (major) GPA, and a 3.00 Professional Education GPA.
- All professional education coursework completed, and have the designated minimum grade of C or B or higher in each course taken depending on my major. A grade of C- or B- is not acceptable.
- Completed an application for student teaching by the deadline (Feb 1 for fall, Aug 1 for spring).
- Attempt the Missouri Content Assessment (MoCA) in my major certification area.
- Approval from Academic Advisor and Department of Major.
- Completed Transition Point #2 (approved by Educational Field Experience Office).

GPA requirements for graduation

- 2.75 combined GPA
- 3.00 content (major) GPA
- 3.00 professional education GPA
- Grade of C or higher in student teaching (B or higher in Elementary)

General understandings and agreements

- I understand I will be placed in at least one classroom setting involving students from diverse cultural and ethnic backgrounds during my practicum and/or student teaching experiences.
- I am responsible for reviewing my current degree audit for the purpose of determining coursework completed and remaining requirements for graduation. Post-Bac students: Must have an Individualized Program of Study (IPS) on file in the Teacher Certification Office.
- Regular meetings with my advisor to review course offerings, sequence and program requirements are essential to the completion of my degree or program.
- Early Childhood Majors must apply for selective admission during CFD160 or after, and file a degree program upon acceptance into the Early Childhood Program.
- It is highly recommended that I receive passing scores on the Missouri Content Area Assessment the semester before student teaching.
- I understand that I must satisfactorily complete Transition Points #1 & #2 prior to student teaching and Transition Point #3 will be completed upon completing student teaching.

For certification recommendation I must have:

- Met the current certification requirements in effect in Missouri at the time I am recommended for certification.
- A Bachelor's degree and all certification course requirements met.
- A passing score on the Missouri Content Area Assessment in my certification area(s). I must meet the current cut score required in Missouri at the time recommended.
- Successful completion of the Missouri Educator Evaluation System (MEES) as established by the Missouri Board of Education.
- A current FBI Background check on file with DESE.
- An application for certification submitted on the DESE website.

By typing your name below and hitting "submit", I am verifying that I have read and agree to all items listed above.

Type your name here _____

SUBMIT

Sample Admission to the Teacher Education Program Letter

Dear Student ,

We congratulate you on your Admission to the Teacher Education Program. The Educator Preparation Provider Council (EPPC) reviewed your credentials and determined that all of the necessary requirements have been met.

You are now eligible for remaining professional education courses which also must be completed with a "C" or higher. A 2.75 combined GPA must be maintained for continuance in the Teacher Education program (*all Middle School and Secondary Ed. majors must also maintain a 2.50 minimum GPA in their content areas, History Ed. majors must maintain a 2.75 minimum content GPA, and Music majors must maintain a 3.0 minimum content GPA*). Please note that to be recommended for an initial Missouri teaching certificate students must have successfully completed Supervised Teaching; met all Missouri teacher certification requirements which are in effect at time of certification; met the criteria established by the Missouri State Board of Education exit evaluation procedures and passed final portfolio requirements.

We commend you in reaching this important point in your academic career and wish you continued success in completing your education degree.

Sincerely,

Adam Harbaugh

Dr. Adam Harbaugh
Chair, Educator Preparation Provider Council

Chris Craig

Dr. Chris Craig, Deputy Provost
Head of the EPP

Missouri State University – Policy Regarding Items Required for All Practicum and Student Teacher Experiences in Education Programs

(Approved by BSED Committee: 3/19/2010. Approved by PEC: 5/5/10)

Definitions

Practicum: Any experience, tied to a Missouri State course, in a public school or accredited private school setting where a Missouri State student enters the classroom to observe a certified teacher or conducts activities in conjunction with the classroom teacher outside regular class meeting time and without the direct supervision of the instructor. There is no minimum number of clock hours required to be considered a practicum.

Practicum Hours vs. Clock Hours: It is Missouri State policy to define clock hours (contact hours) vs. credit hours in the following way when the practicum is used in a program for initial teacher certification: **30 clock hours = 1 credit hour**. As a general guideline, a 30 clock hour practicum should contain a minimum of 20 contact hours in the classroom and student may be given credit for up to 10 clock hours of travel time or school related outside activities at the discretion of the practicum instructor.

Student Teaching: A semester-long experience where the student is assigned to a B-12 classroom(s) in a public or accredited private school setting and performs all the duties of a regular classroom teacher under the supervision of a cooperating teacher and a University supervisor. More information on student teaching options can be found at the following website: <http://www.missouristate.edu/certification/studentteach.htm>

Items Required Before Entering a Classroom

All students who are enrolled in education courses or have declared an education major must complete all items below and must keep them all current at all times while enrolled at Missouri State University. For undergraduate and post BAC students, this requirement will begin at the point the student is admitted to Teacher Education and will continue through graduation. For graduate and alternative/innovative programs, the starting point will be determined by that program. Information on completion of the items below can be found at the following website: <http://education.missouristate.edu/services/efe/default.htm>

All students enrolled in a course that contains a **practicum** component (as identified in the official course description) or **student teaching** regardless of the number of clock hours must have the following items on file with Missouri State prior to entering the public or accredited private B-12 classroom setting:

- **TB Skin Test** – students must show negative result on the test, and test result must not be more than one year old during the semester of the practicum. Students who cannot have a TB skin test must bring proof from a doctor of a recent negative x-ray screening.
- **Professional Liability Insurance** – students must show proof of Professional Liability Insurance. Students are recommended to join either MSTA or NEA as a student member to take advantage of their Professional Liability Insurance. The insurance must not expire during the semester the student is in the practicum. Students may use private insurance if they can show proof of professional liability insurance.

- **Family Care and Safety Registry** – students must register with the Family Care and Safety Registry (FCSR) one time only. Students are required to register online and then email confirmation of their registration to the Educational Field Experiences Office. The Field Experiences Office staff will then run a current background check. That background check is then valid for ONE SEMESTER from the date it was completed. Therefore, the Educational Field Experiences Office will re-run that FCSR check each semester a student is enrolled in a practicum course.

Processing of Student Information

A comprehensive list of all courses requiring a practicum will be maintained by the Educational Field Experiences Office, and will be posted on its website. Students will provide proof of all the above items directly to the Educational Field Experiences Office. That office will then enter all items in Banner, including the date of expiration for each item. After registration for a future semester has begun, the Educational Field Experiences Office will run weekly class lists for every course requiring a practicum (as identified in the course description) and will contact all students in the class via Missouri State email address notifying them of the above requirements. Instructions to complete all of the above items can be found on the Educational Field Experiences website at: <http://education.missouristate.edu/services/efe/default.htm>

Once classes begin, a class list will be run each Friday and provided to each instructor of a course requiring a practicum. It will then be up to the instructor of that course to make sure all students have met the above requirements before entering their practicum.

If faculty members would like their students to show proof that these items have been completed, students may be asked to print their TEST screen in Banner and provide that printout to the instructor. If a school district requests verification of any of the above items, the student can come to the Educational Field Experiences office and will be given a form letter stating which items have been completed and the expiration date for each item. Individual copies of each item are not kept and therefore cannot be provided to students.

Monitoring FCSR in Banner

When a student registers for the Family Care and Safety Registry (FCSR), the Educational Field Experiences Office will enter the date the student registered in Banner. They will then also immediately run a background check on that student. At that time, the staff will enter “PENDING” in the expiration date in banner. Once the background check comes back and is clear, the staff will change “PENDING” to the semester the student is completing the practicum. The background check will then be valid for that semester. This will allow faculty and staff to recognize when a student is registered but the background check is not yet complete.

Instructions for Clearances

Clearance links:

[Family Care Safety Registry](#)

[Professional Liability Insurance](#)

[TB Skin Test Report](#)

[FBI Fingerprinting](#)

[Name Badge order site](#) (for student teaching)

Family Care Safety Registry

The College of Education requires that all students register with the Family Care Safety Registry (FCSR) for their first practicum course. The Educational Field Experiences office processes a current background check through FCSR **each semester** a student is enrolled in a practicum or student teaching.

Registration: The fee to register online is \$13.00 plus a \$1.25 processing fee payable with a debit or credit card. Students registering with FCSR for the first time, or those checking to see if they have previously registered, follow these instructions:

1. Go to <https://webapp02.dhss.mo.gov/bsees/>.
2. Click on the “**Registration**” tab and then “**register.**”
3. On the next screen, click “**Is a Person Registered?**” On that screen, enter Social Security number (SSN) twice and the Security Text shown.
4. Once this process is complete, the next screen will show the registration status.
 - If the SSN was found in the FCSR database, registration is complete. **However, to ensure the account remains active, it is necessary to update name or address changes with FCSR by calling 866-422-6872.**
 - If the SSN was not found in the FCSR database, click “**Continue**” and then click “**Proceed with Registration.**”
 - Click “**Select if No Employer**” and from the pull down menu, choose “**Student.**”
 - Click “**Continue.**” On the next screen, select “**Voluntary**” from the Selection Criteria menu, then proceed to complete the registration.

NOTE: PLEASE ENTER INFORMATION CAREFULLY – INCORRECT INFORMATION WILL REQUIRE FURTHER VERIFICATION (FAXING A COPY OF YOUR SOCIAL SECURITY CARD, DRIVERS LICENSE, ETC).

You must register within two weeks of the beginning of each semester so the start of your practicum will not be delayed.

After you register with the Family Care Safety Registry, you will receive a letter with your background check results. Keep this letter as you may be asked to present a copy of it to the district where you have a practicum or are student teaching.

Teacher Education Channel

My Missouri State

Online documents and contracts can be accessed through My Missouri State under the Academics tab.

My Teacher Education

[My Taskstream](#)

Practicum and Student Teaching Resources

[Student Teaching Application](#)

[Practicum Application](#)

Online Agreements

[Professional Dispositions Checklist](#)

[Student Contract](#)

Missouri State University

Candidate Professional Disposition Traits Checklist

As an educator, you are to demonstrate intellectual, social, and ethical attributes indicative of the dispositions that contribute to the learning and development of all learners in Birth - 12 classrooms. Dispositions refer to those “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” The dispositions listed below are to be demonstrated through coursework, teaching practicum, professional activities, and student teaching throughout your program of study.

Candidate demonstrates:

Community Engagement through

- Cooperation with authority and peers
- Appropriate response to suggestions/feedback/criticism
- Responsibility/Reliability/Dependability
- Supportive/Encouraging
- Courtesy/Respect

Cultural Competence through

- Acceptance of diversity/differences
- Optimism
- Non-Judgmental attitude
- Caring/Kindness
- Self-control/Emotional stability

Ethical Leadership through

- Honesty/Truthfulness
- Professional appearance (hygiene, grooming, attire)
- Professional oral and/or sign language
- Professional written language
- Punctuality
- Initiative
- Ethical behavior
- Tactful behavior

By clicking the “I Agree” button below, I acknowledge and agree that I must demonstrate these dispositions throughout my coursework in professional education. In the event that Professional Education Unit faculty has concerns about how I demonstrate one or more of these dispositions, I may be required to complete a Disposition Development Plan, in addition to my other course requirements.

^f National Council for Accreditation of Teacher Education (2007). The NCATE Unit Standards. Washington, DC: Author Available <http://www.ncate.org/documents/standards/UnitStandardsMay07.pdf>.

**SUBMIT ELECTRONICALLY THROUGH <http://www.missouristate.edu>
MY MISSOURI STATE EDUCATION CHANNEL**

Missouri State University

Candidate Professional Disposition Traits Checklist

Student Name:

Major:

Date:

Please check the dispositions below that are of concern:

- Cooperation with authority and peers
- Appropriate response to suggestions/feedback/criticism
- Responsibility/Reliability/Dependability
- Supportive/Encouraging
- 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
- Other _____

Briefly explain the behaviors/evidence that is cause for the above concerns:

Signature of Faculty Member making referral: _____ Date _____

This signature indicates that the faculty member has addressed the dispositions issues marked above with the student.

Signature of Program Coordinator _____ Date _____

Documentation related to any previous or ongoing efforts to remediate the dispositions cited above should accompany this form, as well as recommendations for faculty members to serve on this student's Dispositions Development Team.

Signature of Student _____ Date _____

This signature does not indicate agreement or disagreement with the referral, but indicates that the student has been made aware of the dispositions of concern and has received a copy of the form.

Missouri State University

Professional Dispositions Development Plan

Name: _____
Content Area: _____

Disposition(s) needing Improvement: _____
Required Intervention: _____
Benchmark(s): _____
Date to be completed: _____

I will complete the recommended interventions by the date(s) indicated above because I am committed to becoming a teacher who will ethically and responsibly support the learning and development of all learners in K-12 classrooms and intend to develop the dispositions, skills, and knowledge needed.

Preservice Teacher Signature: _____ Date: _____

Development Team Faculty
Faculty _____ Date _____
Faculty _____ Date _____
Faculty _____ Date _____
Faculty _____ Date _____

To be completed after intervention completion date

Achievement of Benchmark(s): Target Acceptable Progress Evident Not Met

Decision

- Continue in teacher education assuming that identified dispositions are no longer an issue.
- Continue in teacher education but complete another Dispositions Development Plan.
- Do not continue in teacher education

Additional Comments

Development Team Faculty
Faculty _____ Date _____
Faculty _____ Date _____
Faculty _____ Date _____
Faculty _____ Date _____

Signature of Student _____ Date _____

Senior Checklist

1. Review your Degree Audit.

- Contact your advisor regarding any deficiencies.
- Degree Audits can be accessed on my.missouristate.edu, academics tab, Student Records (on the left), Degree Audit

2. Apply for Student Teaching.

- Applications are due February 1 if you are student teaching in the fall.
- Applications are due August 1 if you are student teaching in the spring.
- Student Teaching applications can be accessed on my.missouristate.edu, academics tab, Teacher Education (on the left)
- Questions about Student teaching should be directed to Kim Dubree 417-836-5253

3. Take the Missouri Content Assessment (MoCA) prior to student teaching.

- Register for MoCA on the MEGA website: <http://www.mo.nesinc.com/>
- Other MEGA info: <http://www.missouristate.edu/certification/mega.htm>

4. Take the University Exit Exam.

- Register for 'GEN 499' the semester before you student teach
- Exit Exam Info: <http://www.missouristate.edu/oir/UniversityExitExam.htm>

5. Apply for Graduation.

- Submit your application to graduate once you have registered for student teaching.
- Application to graduate can be accessed on my.missouristate.edu, academics tab, Commencement (on the left), Apply for Graduation

6. Visit the Career Center.

- <http://careercenter.missouristate.edu/>
- Go to Carrington 309 or call 417-836-5636 to schedule an appointment for:
 - Resume and Cover Letters
 - Graduate School Preparation
 - Practice Interview
 - Job Search

7. Explore the Graduate College.

- Carrington 306
- <http://graduate.missouristate.edu/>

Academic Support Services

Bear Claw (Centre for Learning and Writing)	http://bearclaw.missouristate.edu
Certification Office	http://www.missouristate.edu/certification/
Citizenship and Service Learning (CASL)	http://www.missouristate.edu/casl/
College of Education	http://education.missouristate.edu/
Counseling and Testing Center (MEGA Assessments)	http://counselingandtesting.missouristate.edu/
Departmental Tutors	Call the Academic Department
Dean of Students	http://www.missouristate.edu/dos/
Disability Resource Center	http://www.missouristate.edu/disability/
Educational Field Experiences	http://education.missouristate.edu/services/efe/
Foster Recreation Center	http://www.missouristate.edu/reccenter/
Learning Diagnostic Clinic	http://psychology.missouristate.edu/lcd/
Missouri Department of Elementary & Secondary Education (DESE)	http://dese.mo.gov/
Multicultural Resource Center	http://multicultural.missouristate.edu/
Secondary Education	http://education.missouristate.edu/secondary/
Student Academic Support Services	http://www.missouristate.edu/stuacad/
Study Away Program	http://international.missouristate.edu/studyaway/
Taskstream	http://www.taskstream.com
Taylor Health Center	http://health.missouristate.edu/
Trio Study Skills	http://trio.missouristate.edu/
University Libraries - Duane G. Meyer Library	http://library.missouristate.edu/

Certification

Missouri Teacher Standards (MTS)

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and lifelong learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. These standards recognize that teachers continuously develop knowledge and skills, employing a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice. Go to <http://dese.mo.gov/sites/default/files/TeacherStandards.pdf> a concise list of standards and indicators.

Mid-Preparation Benchmarks & Candidate Column on the Professional Continuum

Standard #1 – Content Knowledge Aligned with Appropriate Instruction. The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Content Knowledge and Academic Language

1M1) Demonstrate basic content knowledge as well as academic language of disciplines.

Quality Indicator 2: Student Engagement in Subject Matter

1M2) Demonstrates an awareness of teaching methodologies used to engage students in subject matter.

Quality Indicator 3: Disciplinary Research and Inquiry Methodologies

1M3) Utilizes disciplinary methods of inquiry and research.

Quality Indicator 4: Interdisciplinary Instruction

1M4) Demonstrates an understanding of what constitutes an interdisciplinary lesson.

Quality Indicator 5: Diverse Social and Cultural Perspectives

1M4) Demonstrates an understanding of cultural diversity and the potential for bias in teaching.

The Teacher Candidate (C)

Quality Indicator 1: Content Knowledge and Academic Language

1C1) Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teacher in Missouri.

Quality Indicator 2: Student Engagement in Subject Matter

1C2) Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

Quality Indicator 3: Disciplinary Research and Inquiry Methodologies

1C3) Understands how to engage students in the methods of inquiry and research in his or her respective discipline.

Quality Indicator 4: Interdisciplinary Instruction

1C4) Can create and implement interdisciplinary lessons that are aligned with standards.

Quality Indicator 5: Diverse Social and Cultural Perspectives

1C4) Demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias.

Standard #2 - Student, Learning Growth and Development. The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Cognitive, Social, Emotional and Physical Development

2M1) Demonstrates a basic knowledge of principles of child/adolescent development

Quality Indicator 2: Student Goals

2M2) Demonstrates the ability to set short and long-term goals, organize, implement, and self-reflect.

Quality Indicator 3: Theory of Learning

2M3) Demonstrates a basic knowledge of theories of learning.

Quality Indicator 4: Differentiated Learning Design

2M4) Demonstrates an understanding that students differ in their approaches to learning.

Quality Indicator 5: Prior Experiences, Learning Styles, Multiple Intelligences, Strengths, and Needs

2M5) Explains how students' prior experiences, multiple intelligences, strengths, and needs to positively impact learning.

Quality Indicator 6: Language, Culture, Family and Knowledge of Community Values

2M6) Explains how instruction is connected to students' prior experiences, family, culture, and community.

The Teacher Candidate (C)

Quality Indicator 1: Cognitive, Social, Emotional and Physical Development

2C1) Knows and identifies child/adolescent developmental stages and can apply them to students.

Quality Indicator 2: Student Goals

2C2) Demonstrates knowledge on how to assist students in setting short- and long-term leaning goals and self-reflect on their overall growth.

Quality Indicator 3: Theory of Learning

2C3) Demonstrates a basic knowledge of theories of learning.

Quality Indicator 4: Differentiated Learning Design

2C4) Applies knowledge of learning theory in all aspects of instructional design.

Quality Indicator 5: Prior Experiences, Learning Styles, Multiple Intelligences, Strengths, and Needs

2C5) Is able to plan learning activities to address a student's prior experiences, multiple intelligences, strengths and needs to positively impact learning.

Quality Indicator 6: Language, Culture, Family and Knowledge of Community Values

2C6) Explains how instruction is connected to students' prior experiences, family, culture, and community.

Standard #3 – Curriculum Implementation. The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Implementation of Curriculum Standards

3M1) Demonstrates an understanding of curriculum, instructional alignment, and national and state standards.

Quality Indicator 2: Lessons for Diverse Learners

3M2) Demonstrates an understanding of the importance of using appropriate strategies, materials, and technology based on the needs of diverse learners.

Quality Indicator 3: Analyze Instructional Goals and Differentiated Instructional Strategies

3M3) Demonstrates an understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.

The Teacher Candidate (C)

Quality Indicator 1: Implementation of Curriculum Standards

3C1) Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes.

Quality Indicator 2: Lessons for Diverse Learners

3C2) Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.

Quality Indicator 3: Analyze Instructional Goals and Differentiated Instructional Strategies

3C3) Knows and understands the concept of differentiated instruction and short and long-term instructional goal planning to address student needs in meeting curriculum objectives.

Standard #4 – Critical Thinking. The teacher uses a variety of instructional strategies and resources to encourage students' development and critical thinking, problem solving, and performance skills.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem Solving and Critical Thinking

4M1) Demonstrates a general knowledge of various types of instructional strategies to promote critical thinking.

Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning

4M2) Demonstrates an understanding of how using current instructional resources benefits the teaching and learning process.

Quality Indicator 3: Cooperative, Small Group and Independent Learning

4M3) Demonstrates an understanding of the importance of using cooperative learning strategies for effective student engagement.

The Teacher Candidate (C)

Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem Solving and Critical Thinking

4C1) Can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.

Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning

4C2) Demonstrates knowledge of current and instructional resources to support complex thinking and technological skills.

Quality Indicator 3: Cooperative, Small Group and Independent Learning

4C3) Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning.

Standard #5 – Positive Classroom Environment. The teacher 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.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Classroom Management, Motivation, and Engagement

5M1) Recognizes principles of classroom management, motivation, and engagement.

Quality Indicator 2: Management of Time, Space, Transitions, and Activities

5M2) Recognizes the importance of management time, space, transitions, and activities.

Quality Indicator 3: Classroom, School, and Community Culture

5M3) Recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.

The Teacher Candidate (C)

Quality Indicator 1: Classroom Management, Motivation, and Engagement

5C1) Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.

Quality Indicator 2: Management of Time, Space, Transitions, and Activities

5C2) Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.

Quality Indicator 3: Classroom, School, and Community Culture

5C3) Recognizes and identifies the influence of classroom, school and community culture on student relationships, and the impact on the classroom environment and learning.

Standard #6 – Effective Communication. The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Verbal and Nonverbal Communication

6M1) Demonstrates effective verbal and nonverbal communication techniques.

Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual and Physical Differences

6M2) Recognizes sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication

Quality Indicator 3: Learner Expression in Speaking, Writing and Other Media

6M3) Identifies the importance of facilitating learner expressing in speaking, writing, listening, and other media.

Quality Indicator 4: Technology and Media Communication Tools

6M4) Develops skills in using a variety of media communication.

The Teacher Candidate (C)

Quality Indicator 1: Verbal and Nonverbal Communication

6C1) Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques.

Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual and Physical Differences

6C2) Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student communication

Quality Indicator 3: Learner Expression in Speaking, Writing and Other Media

6C3) Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.

Quality Indicator 4: Technology and Media Communication Tools

6C4) Develops skills in using a variety of technology media communication tools.

Standard #7 – Student Assessment and Data Analysis. The teacher 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 instructions. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Effective use of Assessments

7M1) Demonstrates the importance of using formative and summative assessment strategies.

Quality Indicator 2: Assessment Data to Improve Learning

7M2) Recognizes the importance of using assessment data to guide instructional approaches and learning strategies.

Quality Indicator 3: Student – Led Assessment Strategies

7M3) Recognizes the importance of self and peer assessment, differences in formats, and can set their own learning goals.

Quality Indicator 4: Effect Instruction on Individual/Class Learning

7M4) Recognizes the importance of gathering assessment data to show the effectiveness of instruction on individual/class learning.

Quality Indicator 5: Communication of Student Progress and Maintaining Records

7M5) Recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.

Quality Indicator 6: Collaborative Data Analysis

7M6) Recognizes the importance of the collaborative data analysis process.

The Teacher Candidate (C)

Quality Indicator 1: Effective use of Assessments

7C1) Has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.

Quality Indicator 2: Assessment Data to Improve Learning

7C2) Has knowledge of how data can be accessed, analyzed and appropriately used to design instruction and improve learning activities.

Quality Indicator 3: Student – Led Assessment Strategies

7C3) Describes, explains and analyzes a variety of self and peer assessment strategies, understands the need to prepare students for the demands of particular assessment formats; can set their own learning goals; and is able to teach students to set learning goals.

Quality Indicator 4: Effect Instruction on Individual/Class Learning

7C4) Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning. The candidate uses analysis of the data to determine the effect of class instruction on individual and whole class learning.

Quality Indicator 5: Communication of Student Progress and Maintaining Records

7C5) Can explain ethical legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleague and administrators.

Quality Indicator 6: Collaborative Data Analysis

7C6) Demonstrate a capacity to engage in a collaborative classroom/department/school data analysis process.

Standard #8 – Professional Practice. The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Self-Assessment and Improvement

8M1) Articulate understanding of the importance of reflective practice and continual professional growth.

Quality Indicator 2: Professional Learning

8M2) Articulates the importance of regular participation in professional learning opportunities.

Quality Indicator 3: Professional Rights, Responsibilities, and Ethical Practices

8M3) Recognizes ethical practices and the influence of district policies and school procedures on professional practice.

The Teacher Candidate (C)

Quality Indicator 1: Self-Assessment and Improvement

8C1) Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.

Quality Indicator 2: Professional Learning

8C2) Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.

Quality Indicator 3: Professional Rights, Responsibilities, and Ethical Practices

8C3) Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.

Standard #9 – Professional Collaboration. The teacher has effective working relationships with students, families, school colleagues and community members.

The Mid-Preparation Candidate (M)

Quality Indicator 1: Induction and Collegial Activities

9M1) Reflects on the importance of fostering appropriate relationships with peers and school personnel.

Quality Indicator 2: Collaborating to Meet Student Needs

9M2) Recognizes the importance of accessing basic services available in the school and community to support students and their learning.

Quality Indicator 3: Cooperative Partnerships in Support of Student Learning

9M3) Reflects on the importance of developing relationships with student, families, and communities in support of student learning.

The Teacher Candidate (T)

Quality Indicator 1: Induction and Collegial Activities

9C1) Understands the importance of collegial activities in building a shared mission, vision, values and goals, participate in collaborative curriculum and staff development meetings and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor to establish relationships in the school, district and community.

Quality Indicator 2: Collaborating to Meet Student Needs

9C2) Understand school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

Quality Indicator 3: Cooperative Partnerships in Support of Student Learning

9C3) Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being.

The Professional Continuum of the Missouri Teacher

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
This level describes the performance expected of a potential teacher preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state -approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.	This level describes the performance expected of a new teacher as they enter the profession or a practicing teacher in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in their classroom.	This level describes the performance expected of a teacher early in their assignment with the teaching, content, knowledge, and skills that he/she possesses continually developing as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.	This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.	This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as an educational leader in the school, district, and the profession.

Indicator Terminology	Indicator Terminology	Indicator Terminology	Indicator Terminology	Indicator Terminology
Demonstrate knowledge	Demonstrate	Incorporate	Expand/engage	Mentor/Model
Can create /implement	Communicate	Apply	Analyze/Assess	Lead/share
Understand/reflect	Identify/select	Engage	Adjust	Connect/promote
Aware of/recognize	Use/implement	Develop/design	Display/Present	Employ
Observe/identify	Develop/create	Actively participate	Enable/assist	Contribute
Develop ability to	Facilitate	Realize	Build	Has Mastery of
Describe/explain	Explore/learn	Implement	Anticipate	Cultivate/Foster
	Apply	Advance	Establish/select	Research

The Professional Continuum descriptions apply to all indicators found in the MoSPE standards. Formative and summative assessment of these indicators will occur in practicum experiences and student teaching as well as during teaching practice as a certified teacher in Missouri.

Missouri Educator Gateway Assessments (MEGA)

MEGA are required by Missouri Department of Elementary and Secondary Education (DESE) for all students pursuing certification. Go to MSU's Teacher Certification website for additional information about each assessment such as test dates, registration, study materials, and total cost per certification area.

<http://www.missouristate.edu/certification/MEGA.htm>.

<u>Assessment</u>	<u>When</u>	<u>Information</u>								
MoGEA Missouri General Education Assessment	Required for Admit to Teacher Education	<ul style="list-style-type: none"> • Knowledge test in the following areas (current MSU cut scores until August 31): <table border="0"> <tr> <td>ENG</td> <td>186</td> </tr> <tr> <td>WRI</td> <td>167</td> </tr> <tr> <td>MTH</td> <td>183</td> </tr> <tr> <td>SCI & SOC ST</td> <td>183</td> </tr> </table> • Implementation – Fall 2013 • Cost – Refer to Counseling & Testing Center http://counselingandtesting.missouristate.edu/ 	ENG	186	WRI	167	MTH	183	SCI & SOC ST	183
ENG	186									
WRI	167									
MTH	183									
SCI & SOC ST	183									
Content Area Assessments	Recommended completion prior to student teaching Required for certification	<ul style="list-style-type: none"> • Content specific licensure exam • Required scores 220 • Implementation – Fall 2014 • Cost – Varies by certification area – Refer to MSU Teacher Certification website 								

License Classification – Broad Area of “Like” Licenses

<http://dese.mo.gov/educator-quality/certification>

Classifications: There are five classifications of certificates of license to teach in Missouri. There are also six levels of licensure. Each classification offers an initial certificate that is valid for four years and requires the individual to meet various requirements on mentoring, performance evaluation and professional development. Each classification also offers a career continuous certificate that is valid for 99 years to individuals who successfully complete the initial requirements and continue to meet various requirements on evaluation, professional development, years of experience, and/or advancement to a higher college degree. The classifications are as follows:

1. **Administration** – Administrators are principals, superintendents, career education directors and special education directors. This classification requires two-years of teaching experience and a master’s degree in administration/leadership. In order to qualify for a superintendent’s license, the individual must have a minimum of an education specialist’s degree and two years of administrative experience. Administrators are required to be mentored for two years (superintendents only one year).
2. **Adult Education and Literacy (AEL)** – This license allows an individual to teach persons 16 years of age or older English and mathematics skills. It requires a bachelor’s degree and completion of courses in methods/testing/etc.
3. **Career (Vocational) Education** – This license allows individuals to teach in various fields such as nursing, automotive, occupational family and consumer science, and trade/industrial and technology fields. Individuals must have a bachelor’s degree in their content field and meet other requirements. Some areas of certification require job experience in lieu of the bachelor’s degree.
4. **Professional** – Professional certificates are required to teach in subjects areas in elementary, middle- and high-schools. The licenses are grade and subject-area specific. Special education and librarians are also in this classification area. A professional license requires, at least, a bachelor’s degree and other specific requirements. Prior to 2003, professional certificates were called PCI, PCII and CPC – these types of certificates should be upgraded to the initial or career continuous type of licenses. The National Board for Professional Teaching Standards license is recognized by Missouri.
5. **Student Services** – This classification covers counselors, psychologists, speech/language pathologists, or career education evaluators. Generally, certificates in student services area require a master’s degree or higher in an education-related profession. School Psychologists’ National Board certification is recognized by Missouri.

Types of Missouri Certificates/Licenses - are specific subjects or grade levels within a classification. Types of licenses vary from early childhood, elementary, middle-school subject specific, high-school subject specific, vocal music, special education, school psychologist, etc.

1. **Initial** certificate/license is the first license a new educator receives. A minimum of a baccalaureate degree from a college/university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education or from a college/university having a teacher education program approved by the state education agency in states other than Missouri is required. The applicant must have a recommendation for certification from the designated official for teacher education in the college/university where the program was completed. The applicant must have a grade point average of 2.5 on a 4.0 scale; both overall and in the content area. The applicant must complete the required Praxis test(s). A list of the Missouri Specialty Area Tests with the qualifying scores can be found on the DESE website.
2. **Transition** certificate is limited to administrators. For example: A new administrator must have a master's degree in order to obtain the initial (first) certification. After four years, he/she must enroll in an education specialist's degree or doctoral degree program and while they are doing that, they can be issued a transition certification. By the tenth year of employment as an administrator, the individual must complete the education specialist's degree or higher and obtain the career continuous administrator's certificate.
3. **Career Continuous** is a 99-year (permanent) license. It requires an individual to continue to maintain a professional development plan, have successful performance-based evaluations, and annually report professional development to the Department. Individuals who complete two of the three following items, no longer are required to report the professional development to the Department: ten years of certified experience; the next higher college degree (above the entrance requirement); or national certification from a recognized agency.
4. **Provisional** – This is a two-year, nonrenewable certificate for educators who lack a few hours of meeting all the requirements for full certification. The largest numbers of provisional certificates are issued to individuals who are enrolled in a college-based alternative/innovative program, have not yet passed their required Praxis test, or are adding areas to an existing certificate. A provisional certificate is issued at the request of an employing district and may require an academic contract with a college or university.
5. **Temporary** – This is a one-year, renewable certificate issued to individuals who have a bachelor's degree in a content or closely-related field and who agree to meet a variety of requirements – including taking a number of college courses in pedagogy and passing the appropriate Praxis II test(s). A temporary certificate is issued at the request of an employing district.
6. **Substitute** – This is a one-year certificate that requires a minimum of 60 semester hours of liberal arts, college credit and is issued at the request of an employing district.

COMMON CORE State Standards Initiative

The Missouri Learning Standards include the Common Core State Standards. Information regarding the Common Core Standards and how they are infused into your certification area can be found at the following links:

<http://www.corestandards.org/the-standards>