

# Secondary Education

Student Handbook

2020-2021

*“Creating a Legacy of Learning”*

**Missouri State**<sup>™</sup>

Educator Preparation Provider

K-12 and 9-12 Teacher Certification Program

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

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## Educator Preparation Provider (EPP)

August 20, 2020

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 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 Professional Education 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

Missouri State University was granted 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 [Public Affairs Mission](#).

### 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. Study abroad programs, interactions with international students and opportunities to study different languages, histories and religions, help students broaden their horizons, 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) functions as the body around which all changes – involving more than 40 undergraduate and graduate professional education programs - are disseminated, discussed, and eventually governed. Changes to programs may involve:

- Courses
- Policies and procedures
- Certification
- Assessment
- Administrative decisions

The EPP is also required to document compliance with all state and DESE mandates regarding professional education programs at Missouri State for accreditation purposes.

## Educator Preparation Provider Council (EPPC)

The **Educator Preparation Provider Council (EPPC)** is the representative body to the Faculty Senate that governs the professional education curriculum and defines policies and procedures that ensure quality professional education programs at this institution. An EPPC member who represents the faculty must be a member of the Educator Preparation Provider (EPP).

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

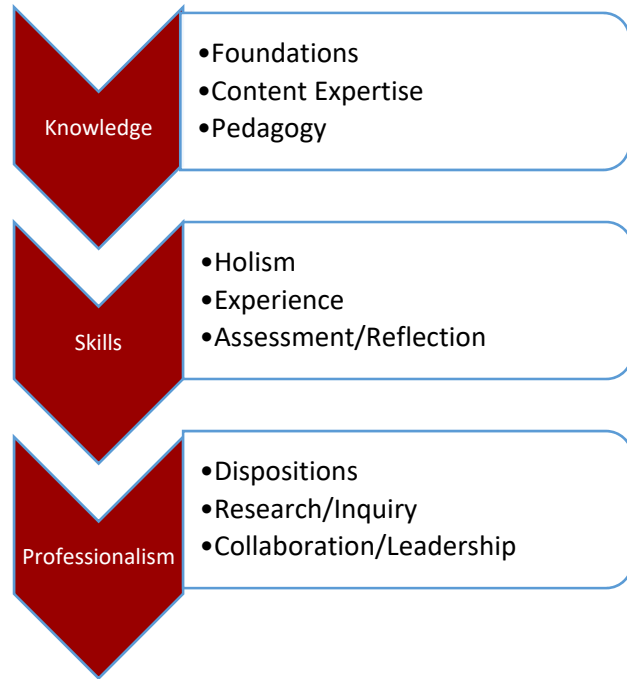
## Guiding Principles (GP) of the Educator Preparation Provider Missouri State University

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.

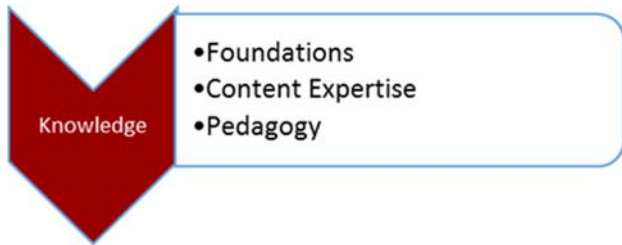
At Missouri State University, we believe that education is essential across all levels of society. Our mission and purpose is to develop the specialized competencies and skills to facilitate, promote, and enhance, with compassion and fairness, the learning and development of all persons. All education 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**)



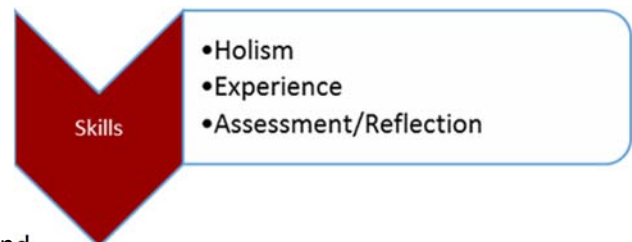
**1b Content Expertise:** strong knowledge of subject matter discipline content and understanding the important ideas in the subject area domain and the influences that knowledge has on pedagogical orientations, teaching decisions, and teaching acts. (**Diversity Proficiency 3**)

**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**)

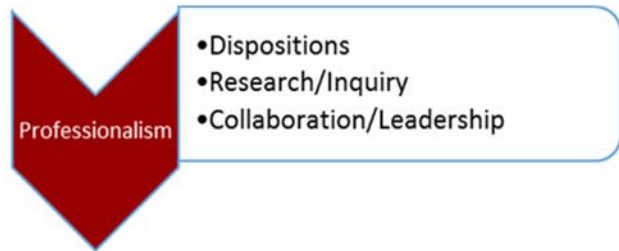
**2c. Assessment/Reflection:** conduct valid and reliable assessment to improve student learning, engage in self-appraisal, and use feedback from students, supervisors, mentors, and peers to improve practice and employ skills crucial to reflective decision-making and systematic inquiry. (**Diversity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

### 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. **Respect:** demonstrates acceptance and appreciation of diverse learners of varied backgrounds, ideas, and perspectives for an inclusive environment
- DP 5. **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 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

# Citizenship and Service-Learning (CASL)

## ABOUT

The Office of Citizenship & Service-Learning (CASL) is one vehicle by which Missouri State University carries forward its mission in public affairs and fulfills its designation as a metropolitan university. CASL programs are offered at both the Springfield campus as well as the West Plains campus. Certainly, in supporting faculty, students and community partners in service-learning, the CASL office seeks to **enhance experiential learning that results in engaged citizenship and improved academic learning that benefits our democracy**. Yet even beyond this, CASL helps the University share its resources—i.e., it's faculty, staff and students—with the community impacting the community for the betterment of all.

## WHAT IS SERVICE LEARNING?

Service-learning is a type of experiential education that combines and pursues both academic achievement and community service in a seamless weave, requiring the use of effective reflection exercises. The goal of service-learning, through linking academics to the community, is to develop the skills, sensitivities, and commitments necessary for effective citizenship in a democracy.

## SERVICE LEARNING OPTIONS

**There are two types of service-learning opportunities for students:**

### 1. Component Service-Learning

Component service-learning is comprised of two courses taken concurrently in the same semester: a service-learning designate course and a service-learning component course. The service-learning designate course (SLDC) is the primary course the student must be enrolled in before they can enroll in the one credit hour service-learning component course (SL). Students choosing to participate in component service-learning must complete 40 hours of unpaid service with or for a community partner (nonprofit or government agency) during the semester.

### 2. Integrated Service-Learning

With this course, *every student* in the class has a minimum service-learning time requirement of 15 hours

#### Integrated

A stand-alone ISL course has all of the aspects of experiential education, reflection, and assessment integrated into the substance of the course. The community service experiences of the students are not just a side bar, but are an **integral part of the course**.

By integrating **15 hours** per student of Service-Learning into the course, the professor develops lectures and discussion topics that give students additional insight and understanding of the course content based on their experiences. ISL is conceptualized as a pedagogical model that connects meaningful community service experiences with academic course learning.

When service-learning is integrated into an academic course, the course credit is assigned for both the customary academic learning as well as for a minimum of 15 hours of work with a governmental or not-for-profit organization. The student's grade is for the quality of learning as identified through reflection mechanisms determined by the course instructor.

Citizenship and Service-Learning | Plaster Student Union, 131 | 417.836.5774

Email: [servicelearning@missouristate.edu](mailto:servicelearning@missouristate.edu)

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

## Teacher Certification, Teacher Education Program and Secondary Education Requirements

The Teacher Education Program and the Secondary Education programs are interdisciplinary in nature and applicable to all students pursuing teacher certification. These programs are overseen by the Educator Preparation Provider (EPP) with an Educator Preparation Provider Council (EPPC) and numerous subcommittees. All academic departments/schools with a teacher education program participate in these committees and administer their programs in accordance with approved policies and curriculum. The following offices assist the EPP, EPPC, and the departments in administering programs.

- **Educator Preparation Provider Head:** Dr. Chris Craig, Deputy Provost, Carrington Hall, room 209, 417-836-5022
- **Professional Education Certification:** Kim Dubree, Director, 417-836-8772
- **Education Advisement:** Juli Panza, Coordinator, 417-836-5429
- **Secondary Education Advisement:** Dr. Karen Engler, Director, 417-836-6204

### Teacher education program

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, advisement and assistance to gain certification and/or additional endorsements.

### Diversity component

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. The proof of coverage must accompany all other required documentation prior to placement. No exceptions may be granted. For more information, refer to [Professional Liability Insurance](#).

### 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.

### **Transfer credit**

To apply transfer credit in educational methods courses to the degrees of Bachelor of Science in Education, Bachelor of Music Education, or Bachelor of Science – Modern Language with an option in Teacher Certification, a student enrolled at Missouri State should contact their academic advisor for assistance.

### **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 2.5 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. Completion of Missouri Volunteer and Employee Criminal History Service (MOVECHS) FBI Fingerprinting Background Check prior to any clinical experience placement. For more information, refer to [Compliance Documents Required for Practicum, Internship or Student Teaching](#).

### **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 (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 composite score of 20 or better on the ACT or earned a passing score on all four sub-tests of the [Missouri General Education Assessment \(MoGEA\)](#).
3. Earned a grade of “C” or higher in COM 115.
4. Purchased and activated 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. Completion of Missouri Volunteer and Employee Criminal History Service (MOVECHS) FBI Fingerprinting Background Check prior to any clinical experience placement. For more information, refer to [Compliance Documents Required for Practicum, Internship or Student Teaching](#).
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. Completion of Missouri Volunteer and Employee Criminal History Service (MOVECHS) FBI Fingerprinting Background Check prior to any clinical experience placement. For more information, refer to [Compliance Documents Required for Practicum, Internship or Student Teaching](#).
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 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.
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 and K-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.

The curriculum for secondary (9-12 and K-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](#) (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, and Physical 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 and Physical Education majors cover competencies in major requirements.
- E. Most programs leading to teacher certification may 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/major areas. Refer to the program requirements for each major.
- F. [General Baccalaureate Degree Requirements](#)

## Secondary and K-12 Education Programs at Missouri State

The curriculum for secondary education leads to the degree of Bachelor of Science in Education (BSEd), Bachelor of Music Education (BME) and carries with it an initial professional certificate (IPC) 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 and BME degrees are offered through the college of the discipline being studied. Students are advised through the home department and are supported by the director of secondary education and the College of Education.

Available majors

The College of Education collaborates with departments across campus in offering the following majors.

Agriculture Education	History Education
Art and Design Education	Mathematics Education
English Education	Music-Instrumental Education
Family and Consumer Sciences Education	Music-Vocal/Choral Education
Physical Education	
Speech/Theatre Education (Communication department)	
Speech/Theatre Education (Theatre and Dance department)	

Additional areas of state teacher certification:

- English Language Learners
- Health

## Secondary/K-12 Contacts and Departmental Links

### Secondary Education

#### Karen Engler

Director of Secondary Education  
Hill 212-F  
karenengler@missouristate.edu  
Phone: 417-836-8916

#### Vicki Kramer, Executive Assistant III

Educator Preparation Provider  
Carrington 209, Phone: 417-836-6204  
vkramer@missouristate.edu  
<http://education.missouristate.edu/secondary/>

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### Agriculture:

Ronald Del Vecchio, Dean, KARL 201, 417-836-5638

**Jim Hutter, Program Coordinator/Advisor**, KARL 220

- **Contact:** [jameshutter@missouristate.edu](mailto:jameshutter@missouristate.edu) | 417-836-5096  
Jim Bellis, Assistant to Dean, Advisor, KARL 201, 417-836-3178

### Art & Design:

Vonda Yarberry, Dept. Head, Brick City One, 417-837-2330

**Fatih Benzer, Program Coordinator/Advisor**, Brick City 114

- **Contact:** [fbenzer@missouristate.edu](mailto:fbenzer@missouristate.edu) | 417-836-6084

### Biology:

Alicia Mathis, Dept. Head, TEMP 142, 417-836-5126

**Melanie Carden-Jessen, Program Coordinator**, Temple 316

- **Contact:** [mcardenjessen@missouristate.edu](mailto:mcardenjessen@missouristate.edu) | 417-836-3231

Gigi Saunders, Advisor, Kings St Annex 204, 417-836-6469

### Chemistry:

Adam Wanekaya, Dept. Head, TEMP 425, 417-836-5601

**Melanie Carden-Jessen, Program Coordinator**, Temple 316

- **Contact:** [mcardenjessen@missouristate.edu](mailto:mcardenjessen@missouristate.edu) | 417-836-3231

Gautam Bhattacharyya, Advisor, TEMP 421, 417-836-4487

### Communication Sciences and Disorders:

Lisa Proctor, Interim Department Head, PROF BLDG, 417-836-5368

**Karen Engler, Program Coordinator/Advisor**, PROF 258

- **Contact:** [karenengler@missouristate.edu](mailto:karenengler@missouristate.edu) | 417-836-6674

Tara Oetting, Advisor, PROF 263, 836-6838

### Earth Science Education:

Toby Dogwiler, Dept. Head, TEMP 363, 417-836-5800

**Melanie Carden-Jessen, Program Coordinator**, Temple 316

- **Contact:** [mcardenjessen@missouristate.edu](mailto:mcardenjessen@missouristate.edu) | 417-836-3231

Melida Gutierrez, Advisor, TEMP 319, 417-836-5967

### English:

Linda Moser, Interim Dept. Head, SICL 215-D, 417-836-6606

**Heidi Hadley, Program Coordinator/Advisor**, SICL 212

- **Contact:** [hhadley@missouristate.edu](mailto:hhadley@missouristate.edu) | 417-836-5964

Amy Knowles, Advisor, SICL 338, 417-836-5107

### Family and Consumer Sciences:

Denise Cunningham, Dept. Head, Hill Hall 300, 417-836-8916

**Debra Price, Program Coordinator/Advisor**, PCOB 304

- **Contact:** [debraprice@missouristate.edu](mailto:debraprice@missouristate.edu) | 417-836-8995

Juli Panza, Advisor, Hill 213, 417-836-5429

### History:

Kathleen Kennedy, Dept. Head, STRO 410, 417-836-5511

**Michelle Morgan, Program Coordinator, STRO 423**

- Contact: [michellemorgan@missouristate.edu](mailto:michellemorgan@missouristate.edu) | 417-836-6670

Sara Zandi Bajalan, Advisor, STRO 410, 417-836-5915

#### Kinesiology:

Sarah McCallister, Dept. Head, MCDA 103, 417-836-5370

**Rebecca Woodard, Coordinator/Advisor, MCDA 116B**

- Contact: [rebeccawoodard@missouristate.edu](mailto:rebeccawoodard@missouristate.edu) | 417-836-5690

#### Mathematics:

Bill Bray, Dept. Head, CHEK 203B, 417-836-6270

**Kurt Killion, Co-Coordinator/Advisor, CHEK 1A**

- Contact: [kurtkillion@missouristate.edu](mailto:kurtkillion@missouristate.edu) | 417-836-6385

**Gay Ragan, Co-Coordinator/Advisor, CHEK 7B, 417-836-8704**

#### Modern & Classical Languages:

Jason Jolley, Dept. Head, SICL 223, 417-836-5122

**Tonia Tinsley, Coordinator/Advisor, SICL 140**

- Contact: [tetinsley@missouristate.edu](mailto:tetinsley@missouristate.edu) | 417-836-8435

Jeff Loughary, Advisor, SICL 138

#### Music:

Julie Combs, Dept. Head, ELLS 206, 417-836-5648

**Daniel Hellman, Coordinator/Advisor, ELLS 306**

- Contact: [daneilhellman@missouristate.edu](mailto:daneilhellman@missouristate.edu) | 417-836-6847

Andrew Homburg, Advisor, ELLS, 417-836-6483

Vicky Scott, Advisor, ELLS, 417-836-5649

Brad Snow, Advisor, WEHR 111, 417-836-6724

#### Physics:

David Cornelison, Dept. Head, KEMP 101, 417-836-4467

**Melanie Carden-Jessen, Program Coordinator, Temple 316**

- Contact: [mcardenjessen@missouristate.edu](mailto:mcardenjessen@missouristate.edu) | 417-836-3231

Evan Frodermann, Advisor, TEMP 421, 417-836-4487

#### Speech/Theatre:

Joseph Price, Theatre & Dance, Dept. Head, CRAG 355, 417-836-4156

**Carol Maples, Coordinator/Advisor, CRAG 360**

- Contact: [cjmaples@missouristate.edu](mailto:cjmaples@missouristate.edu) | 417-836-6389

Eric Morris, Advisor, CRAG 371, 417-836-7636

#### Teaching English to Speakers of Other Languages (TESOL):

W. D. Blackmon, Dept. Head, SICL 215, 417-836-5107

**Yili Shi, Coordinator/Advisor, SICL 201**

- Contact: [yilishi@missouristate.edu](mailto:yilishi@missouristate.edu) | 417-836-4795

Andrea Hellman, Advisor, SICL 205, 417-836-4846

## 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 October 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](http://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.
- Students must meet General Education requirements. Consult with your academic advisor to ensure the proper general education sequence is being followed.
- 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, 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.

#### **Semester 1 (16 hours)**

	<b><u>Hours</u></b>
GEP 101 or UHC 110 Freshman Orientation	2
General Ed. courses	9
Major course work	6

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.

#### **Semester 2 (15 hours)**

	<b><u>Hours</u></b>
General Ed. courses	9
Major course work	6

#### **Semester 3 (15 hours)**

	<b><u>Hours</u></b>
EDC 150 Introduction to Teaching	0
General Ed.	6
Major course work	9

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.

#### **Semester 4 (18 hours)**

	<b><u>Hours</u></b>
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

#### **Semester 5 (17 hours)**

	<b><u>Hours</u></b>
*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

#### **Semester 6 (17 hours)**

	<b><u>Hours</u></b>
*RDG 474 Rdg. & Writing in the Content Field	3
EDT 365 Instr Appl or Tech and Media	3
General Ed. or Major courses	12

#### **Semester 7 (16-17 hours)**

	<b><u>Hours</u></b>
**401-518 Specialty Area Methods Course	3-4
SFR 486 Management and Assessment In Middle and Secondary Classroom	3
Major courses	9

Admission to Teacher Education and other pre-requisite may be required by your program.

**Semester 8 (12 hours) Student Teaching** 12  
*Student teaching meetings are held each January for the coming academic year. Attendance is required.*

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.**

- EDC 150** Only for transfer students seeking PEU015 credit or AGE 318 (AGE 318 for AG students only.)  
NOTE: Agriculture Education, Music Education, and Physical Education, majors cover competencies in major. Pass/fail course.
- SEC 302** 30 hours; and 2.50 combined GPA. (MUS 200 for MUS majors or KIN 200 for PE majors are not required to take SEC 302.)
- EDC 345** Required for all students declaring professional education majors.  
EDC 150 or SEC 302 or CFD 260 or ELE 302 or SPE 310 or KIN 200 or MUS 200 or concurrent enrollment.
- EDT 365** CFD 260 or ELE 302 or SEC 302 or SPE 310 or concurrent enrollment for teacher education majors.
- PSY 360** PSY 121
- EDC 350** PSY 360 or concurrent enrollment; admitted to the Teacher Education Program
- SPE 340** 30 hours and at least a 2.50 GPA
- 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 programs 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 (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 composite score of 20 or better on the ACT or earned a passing score on all four sub-tests of the [Missouri General Education Assessment \(MoGEA\)](#).
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. Completion of Missouri Volunteer and Employee Criminal History Service (MOVECHS) FBI Fingerprinting Background Check prior to any clinical experience placement. For more information, refer [to Compliance Documents Required for Practicum, Internship or Student Teaching](#).
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 Taskstream subscription. A one-year subscription is \$50, or a seven-year subscription is \$139. You will need a subscription for the duration of your program(s). 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. Instructional videos and a detailed pdf guide for using Taskstream are located at the following link: <https://www.missouristate.edu/epp/taskstream.htm>.

### HOW TO PURCHASE YOUR SUBSCRIPTION:

You can purchase a Taskstream subscription code directly from the Taskstream website with a credit card by following the instructions below, or purchase a Taskstream key code card from the MSU bookstore, and follow the instructions below to enter the key code from the card. The bookstore subscription card has a markup, but you can use financial aid to purchase it.

**IMPORTANT NOTE:** if you purchase the Taskstream key code card from the bookstore, **\*DO NOT\*** follow the instructions on the card—use instructions #1-6 below to enter the key code from the card.

- 1) Login to your my.missouristate.edu portal
- 2) Click on the 'Student' tab toward the top of the page
- 3) Click on the 'My Taskstream' link within the My Teacher Education panel
- 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 subscription **\*renewal\*** from Taskstream using a credit card, OR you can enter the key code from the card you purchased at the MSU bookstore.
- 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 beneath the Student tab in my.missouristate.edu.

If you have any trouble purchasing a subscription, please email [Taskstream](#).

## 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 **SEC 302 equivalents, PEU 015 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. (ECE 304 requires 2.75 combined GPA)
- Enrollment in Taskstream comprehensive portfolio and data management system.

**For Admission to Teacher Education**

- Students with MSU or transfer credits **prior** to Fall 2013 and graduating before Fall 2017: A 2.50 combined GPA and 2.50 content (major) GPA are required. A 2.75 combined GPA is required for Elementary. A 2.75 content (major) GPA is required for History.
- Students with MSU or transfer credits **after** Fall 2013: 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 is required for Post-bac students)
- I must complete ELE 302, ECE 304, 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) or have a composite score of 20 or higher on the ACT – post-bac students are exempt from this requirement.
- Completion of MOVECHS Fingerprinting
- Current negative TB skin test result

**Additional items for approval for Transition Point #1:**

- Must be admitted to Teacher Education
- Must complete the transition points one requirements identified by program

**Requirements for all practicum experiences:**

**I must have:**

- Complete MOVECHS Waiver Agreement

- 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 student teaching approval:**

- Current Substitute Certificate including DESE FBI fingerprinting background check
- 2.75 overall GPA, 3.00 content GPA, and 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 major. A grade of C- or B- is not acceptable. Please refer to your Degree Audit for details on the specific grade required for your coursework.
- Submit student teaching application by the deadline (Feb. 1 for fall, Aug. 1 for spring)
- Attempt the Missouri Content Assessment (MoCA) in certification area. A passing score may be required by some programs. Check with your program.
- Approval from Academic Advisor and Department
- Completion of Transition Point #2 (documented in Test Scores by Professional Education Services office)

**GPA requirements for graduation**

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

**General understandings and agreements**

- Placement in at least one diverse setting during practicum and/or student teaching experiences is required
- Review of 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 Professional Education Services office.
- Early Childhood Majors must apply for selective admission during CFD 160 or after and file a degree program while enrolled in ECE 304
- Attempt the Missouri Content Assessment (MoCA) in my certification area. A passing score may be required by some programs. Check with your program.
- Satisfactory completion of Transition Points #1 & #2 prior to student teaching. Transition Point #3 will be met upon the completion of student teaching.

**For certification recommendation I must have:**

- Met the current certification requirements in effect in Missouri at the time of recommendation 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) as established by the Missouri Board of Education
- A passing score on the Missouri Educator Evaluation System (MEES) performance assessment as established by the Missouri Board of Education
- A current (within one year) DESE FBI fingerprinting background check displayed on DESE profile
- An application for Initial Professional Certification submitted through the DESE profile

**By clicking "I Agree," I am verifying that I have read and agree to all items listed above:**

I Agree
---------

## Sample Admission to the Teacher Education Program Communication

Dear Student,

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

You are now eligible for remaining professional courses. 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 evaluating 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,

*Reesha Adamson*

Dr. Reesha Adamson  
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**

### **What is a Practicum?**

A practicum is a component of a course designed to give teacher candidates supervised practical application of previously studied theory. The practicum placement will be in a public/private classroom setting for a specified number of clock hours in the content and grade level in which the teacher candidate is seeking certification.

Certification through the Missouri Department of Elementary and Secondary Education (DESE) requires three levels of practicum experience within a classroom:

1. Early – Observations and limited experiences with students – 30 clock hours
2. Mid-Level – Observations and structured experiences with students – 45 clock hours
3. Culminating – Student teaching in collaboration with a cooperating teacher – Minimum of 12 weeks

### **Diverse Placements in Field Experiences**

The practice of the Professional Education Services office, in cooperation with the College of Education, secondary, and K-12 education programs, requires diverse field experience placements. Teacher candidates are required to participate in at least one diverse placement during the program of study. Diversity is defined using criteria including Title I, percentage of free/reduced price lunch, percentage of students with IEPs, ethnicity, percentage of ELL students, and variety of grade levels.

Teacher candidates record diversity information about each placement in Taskstream, which can be accessed by education program coordinators to track diversity by program and teacher candidate. In addition, the Professional Education Services office annually receives diversity data from Missouri's Department of Elementary and Secondary Education (DESE) which is uploaded to the Professional Education Services placement database.

### **Student Teaching**

Student Teaching is required for all areas of teacher certification. Therefore, a student teaching experience is built into all undergraduate and post baccalaureate teacher certification programs. While most students will complete traditional student teaching as part of their program, occasionally a student will qualify for credit for student teaching utilizing a more "non-traditional" method. Below are your options regarding student teaching:

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

## Compliance

Missouri State University and school district/agency policies **require** students to provide current and valid documentation of specific compliance documents. Compliance documents are required for all students enrolled in a course in which the student will interact with children or other individuals in some capacity. Compliance documents must be obtained to meet requirements of the course assignment(s). Students required to meet this policy will be notified by the Professional Education Services office.

Policy Approved by Education Preparation Provider Council (EPPC formerly PEC) on 05/05/10.

### Practice

To verify compliance of these documents, students may email [Compliance Documents](#), fax (417-836-6546) or bring verification copies to Hill Hall 212.

### Practicum Requirements

Required for a practicum or internship:

- [TB Test](#) (valid for one year)
- [Professional Liability Insurance](#) (must be renewed annually)
- [MOVECHS FBI fingerprinting national background check](#) (required for MSU and valid for 3-6 years)
- [Agreement to School District Policies](#)
  - It is extremely important that teacher candidates understand the policies of each school/district in which they are placed for student teaching. Policies vary by district; therefore, evidence is needed to ensure teacher candidates are aware of school/district policies. The Agreement to School District Policies online agreement is available through *My Missouri State->Student->My Teacher Education->Online Agreements->Agreement to School District Policies*. Teacher candidates must complete the Agreement to School District Policies online agreement when the student teaching placement is received.
    - **Below is the acknowledgement wording on “Agreement to School District Policies” that is accessible via My Missouri State:**

*By checking this box, I acknowledge that I have contacted my cooperating teacher to obtain access to the school district policies and have read, understand, and agree to abide by all policies of the school district in which I have been placed. I understand and acknowledge that if, at any time, I have questions about any provision of the school district policies, it is my responsibility to follow up with my cooperating teacher and/or school principal to ensure that I fully understand my responsibilities and obligations under the school district policies.*

*Please mark the checkbox below to confirm acknowledgement and to document completion in your My Missouri State Test Scores.*

- [Digital Citizenship Training](#)
  - This online training must be completed prior to beginning each practicum or internship. Training can be accessed through **My Missouri State ->Student->MyTeacher Education->Online Agreements->Digital Citizenship Training**. Upon completion, the training will be documented in My Missouri State TEST SCORES.

## Student Teaching Requirements

- [TB Test](#) (valid for one year)
- [Professional Liability Insurance](#) (must be renewed annually)
- [DESE FBI fingerprinting national background check](#) (required for DESE - Department of Elementary and Secondary Education - for all certificates and valid for one year)

**PLEASE NOTE: Some teacher candidates will be required to obtain a second fingerprinting for placement in school districts requiring the use of a specific school district code. All fingerprinting costs will be the responsibility of the teacher candidate.** Use of the district 4-digit code ensures that the district will be notified if a finding occurs during the student teaching placement.

- [Agreement to School District Policies](#)
  - It is extremely important that teacher candidates understand the policies of each school/district in which they are placed for student teaching. Policies vary by district; therefore, evidence is needed to ensure teacher candidates are aware of school/district policies. The Agreement to School District Policies online agreement is available through *My Missouri State->Student->My Teacher Education->Online Agreements->Agreement to School District Policies*. Teacher candidates must complete the Agreement to School District Policies online agreement when the student teaching placement is received.
    - **Below is the acknowledgement wording on “Agreement to School District Policies” that is accessible via My Missouri State:**

*By checking this box, I acknowledge that I have contacted my cooperating teacher to obtain access to the school district policies and have read, understand, and agree to abide by all policies of the school district in which I have been placed. I understand and acknowledge that if, at any time, I have questions about any provision of the school district policies, it is my responsibility to follow up with my cooperating teacher and/or school principal to ensure that I fully understand my responsibilities and obligations under the school district policies.*

*Please mark the checkbox below to confirm acknowledgement and to document completion in your My Missouri State Test Scores.*

- [Mandated Reporter Training](#)
  - The training must be current within 6 months prior to student teaching. Training can be accessed through **My Missouri State -> Student -> My Teacher Education -> Online Agreements -> Mandated Reporter Training**. Upon completion, the training will be documented in your My Missouri State TEST SCORES.
- [Digital Citizenship Training](#)
  - This online training must be completed prior to beginning student teaching. Training can be accessed through **My Missouri State ->Student->My Teacher Education->Online Agreements->Digital Citizenship Training**. Upon completion, the training will be documented in My Missouri State TEST SCORES.

## Document expiration

Expiration dates of compliance documents can be viewed in My Missouri State -> Registration -> My Student Records -> Test Scores.



# My Teacher Education

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[My Taskstream](#)

## Practicum and Student Teaching Resources

[Student Teaching Application](#)

[Practicum Application](#)

## Online Agreements

[Professional Dispositions Checklist](#)

[Student Contract](#)

[Mandated Reporter Training](#)

[MOVECHS Waiver Agreement for FBI Fingerprinting](#) (not required for Student Teaching)

[Digital Citizenship Training](#)

[Agreement to School District Policies](#)

## Missouri State University

### 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.<sup>1</sup> The dispositions listed below are to be demonstrated through coursework, teaching practicum, professional activities, and student teaching throughout your program of study.

Please read each disposition trait and check each box in order to indicate your understanding and agreement of the trait.

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.

**I Agree**

# Missouri State University

## Teacher Candidate Professional Dispositions Referral Form

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:

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Name of Faculty/Staff Member making referral: \_\_\_\_\_

Signature

Date

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

Name of Program Coordinator \_\_\_\_\_

Signature

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/staff members to serve on this student's Disposition Development Team.

Name of Student \_\_\_\_\_

Signature

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.

# Missouri State University

## Teacher Candidate Professional Dispositions Development Plan

Name: \_\_\_\_\_

Content Area: \_\_\_\_\_

Disposition(s) needing Improvement: \_\_\_\_\_

Required Intervention(s): \_\_\_\_\_

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.

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Development Team Faculty

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

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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 Disposition Development Plan.
- Do not continue in teacher education

Additional Comments

Development Team Faculty

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

## Education Major - Senior Checklist

### 1. Review your Degree Audit

- Degree audits do not automatically update. **You MUST hit “PROCESS NEW”** to view an updated audit.
- Email your advisor regarding any deficiencies. Your advisor will make updates.
- **Degree Audits can be found on:** my.missouristate.edu → Student Tab → My Graduation Path (on the right) → Degree Audit and Student Educational Planner

### 2. Preparation for Student Teaching

#### WHEN?

**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.

#### HOW?

**Student Teaching applications can be accessed on:** my.missouristate.edu → Student Tab → My Teacher Education → Practicum and Student Teaching Resources → Student Teaching Application

#### AFTER I APPLY?

You will be sent an EMAIL and “Student Teaching & Certification checklist/timeline.”

#### OUT OF AREA STUDENT TEACHING

Out of area student teaching documents are due September 15<sup>th</sup> for the spring and March 15<sup>th</sup> for the fall. [More information.](#)

#### INTERNSHIP ACADEMY

Please complete a student teaching application for the spring semester of student teaching even though you will begin internship academy in the fall.

#### QUESTIONS?

Questions about Student Teaching and Certification can be directed to 417.836.8772.

**3. Take the MoCA (Missouri Content Assessment) - MoCA must be *attempted* semester before student teaching.** [Register for MoCA](#) through the MEGA website. Many testing centers require additional sitting fees. Contact testing center for details.

### 4. Take the University Exit Survey

- a. The exit survey will appear on Blackboard after 102 completed credit hours.
- b. Complete the Exit Survey on Blackboard the semester before you student teach.
- c. Please contact Sue McCrory at 417-836-6120 ([SueMcCrory@missouristate.edu](mailto:SueMcCrory@missouristate.edu)) with questions.

### 5. Apply for Graduation

After you register for student teaching, you can apply to graduate.

- a. **Application to graduate can be accessed on:** my.missouristate.edu → Student Tab → My Graduation Path (on the right) → Graduation Application and Status Review

- b. **We advise you to check that ALL REQUIREMENTS ARE MET ON YOUR AUDIT before you apply to graduate.** Applications must be submitted by October 31<sup>st</sup> for the fall and March 31<sup>st</sup> for the spring to assure your name will be in the commencement program. Please see the commencement web page for details.
- c. **READ YOUR ADVISING NOTES** a few days after you apply to graduate.
  - 1. **If Denied** - Email the person who created that advising note notifying you of deficiencies in your audit.
  - 2. **If Accepted** - You will receive an advising note stating that your name was put on the graduation list.
- d. **Summer graduates** can elect to participate in spring for fall commencement and can select preference.
- e. Post-bac students do not apply for graduation.

## 6. Review Commencement Details

- a. Details including graduation with Honors information can be found on the [Commencement Web Page](#). **\*Please note that student teaching grades are not calculated in your GPA at the time of commencement\***
- b. For detailed questions, please contact the Office of the Registrar at 417-836-5520 or [registrar@missouristate.edu](mailto:registrar@missouristate.edu).
- c. Post-bac students excluded

## 7. Complete graduation outcome survey

[Survey available through Handshake](#). What are your plans after graduation? Where will you work? Will you go to graduate school?

## 8. Certification Details during Student Teaching

- a. **During student teaching, you can begin applying for future teaching positions. After midterm, you can request a letter from Kim Dubree ([kdubree@missouristate.edu](mailto:kdubree@missouristate.edu)) stating that we will recommend you for certification upon the successful completion of certification requirements.–**
- b. **At mid-terms and during the last 2 weeks of student teaching** you will receive important emails with instructions regarding applying for certification. ***Read them carefully!***
- c. **After degrees are conferred and certification requirements are verified**, the MSU Professional Education Certification office will recommend teacher candidates to DESE for certification. This process could take up to 8 weeks once requirements are verified. This occurs after you walk at commencement.
- d. **After the Professional Education Certification office recommends teacher candidates to DESE**, it could take up to 4 – 6 weeks for DESE to issue the certificate. The status of the certificate can be checked on the DESE profile.

## 9. Visit the Career Center

Jerri Arnold-Cook – Education Contact 417-836-5636

- a. Attend the spring College of Education **career fair**
- b. Help with the creation and revision of your **professional resume and cover letter**

- c. Participate in **mock interviews** to get better prepared
- d. Career Center is available to you before AND after you graduate

## 10. Bear in Every Building

Contact [RhondaBishop@MissouriState.edu](mailto:RhondaBishop@MissouriState.edu) for information on how to become a bear in your building. Stay connected and represent Missouri State College of Education in your new classroom!

## 11. Explore the [Graduate College](#) in Carrington 306

There are many online options! [Graduate COE programs](#).

## Academic Support Services

Bear Claw (Centre for Learning and Writing)	<a href="http://bearclaw.missouristate.edu">http://bearclaw.missouristate.edu</a>
Professional Education Certification	<a href="http://www.missouristate.edu/certification/">http://www.missouristate.edu/certification/</a>
Citizenship and Service Learning (CASL)	<a href="http://www.missouristate.edu/casl/">http://www.missouristate.edu/casl/</a>
College of Education	<a href="http://education.missouristate.edu/">http://education.missouristate.edu/</a>
Counseling and Testing Center (MEGA Assessments)	<a href="http://counselingandtesting.missouristate.edu/">http://counselingandtesting.missouristate.edu/</a>
Departmental Tutors	Call the academic department
Dean of Students	<a href="http://www.missouristate.edu/dos/">http://www.missouristate.edu/dos/</a>
Disability Resource Center	<a href="http://www.missouristate.edu/disability/">http://www.missouristate.edu/disability/</a>
Professional Education Services	<a href="http://missouristate.edu/professionaled/">http://missouristate.edu/professionaled/</a>
Foster Recreation Center	<a href="http://www.missouristate.edu/reccenter/">http://www.missouristate.edu/reccenter/</a>
Learning Diagnostic Clinic	<a href="http://psychology.missouristate.edu/lcd/">http://psychology.missouristate.edu/lcd/</a>
Missouri Department of Elementary & Secondary Education (DESE)	<a href="http://dese.mo.gov/">http://dese.mo.gov/</a>
Multicultural Resource Center	<a href="http://multicultural.missouristate.edu/">http://multicultural.missouristate.edu/</a>
Secondary Education	<a href="http://education.missouristate.edu/secondary/">http://education.missouristate.edu/secondary/</a>
Student Development and Public Affairs	<a href="http://www.missouristate.edu/sdpa/">http://www.missouristate.edu/sdpa/</a>
Study Away Programs	<a href="http://international.missouristate.edu/studyaway/">http://international.missouristate.edu/studyaway/</a>
Taskstream	<a href="http://www.taskstream.com">http://www.taskstream.com</a>
Magers Health and Wellness Center	<a href="http://health.missouristate.edu/">http://health.missouristate.edu/</a>
Trio Programs	<a href="http://trio.missouristate.edu/">http://trio.missouristate.edu/</a>
University Libraries - Duane G. Meyer Library	<a href="http://library.missouristate.edu/">http://library.missouristate.edu/</a>



## 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. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ 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.

#### **Standard #1 Content knowledge aligned with appropriate instruction.**

**The teacher understand the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.** [SB 291 Section 160.045.2 (3) *The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.*]

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

#### **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.** [SB 291 Section 160.045.2 (1) *Students actively participate and are successful in the learning process;* (5) *The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated learning design
- Quality Indicator 5: Prior experiences, multiple intelligences, strengths, and needs
- Quality Indicator 6: Language, culture, family and knowledge of community values

#### **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.** [SB 291 Section 160.045.2 (1) *Students actively participate and are successful in the learning process;* (2) *Various forms of assessment are used to monitor and manage student learning;* (3) *The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior;* (5) *The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.*]

- Quality Indicator 1: Implementation of curriculum standards
- Quality Indicator 2: Lessons for diverse learners
- Quality Indicator 3: Instructional goals and differentiated instructional strategies

#### **Standard #4 Critical Thinking**

**The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.** *[SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process.]*

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative, small group and independent living

#### **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.** *[SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Classroom management techniques

Quality Indicator 2: Management of time, space, transitions, and activities

Quality Indicator 3: Classroom, School, and Community Culture

#### **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.** *[SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]*

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and 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 instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.** *[SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis

### **Standard #8 Professionalism**

**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.** *[SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]*

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practices

### **Standard #9 Professional Collaboration**

**The teacher has effective working relationships with students, parents, school colleagues, and community members.** *[SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]*

Quality Indicator 1: Induction and collegial activities

Quality Indicator 2: Collaborating to meet student needs

Quality Indicator 3: Cooperative partnerships in support of student learning

**The Professional Continuum of the Missouri Teacher:**

The following descriptions apply to all indicators found in the standards:

<p><b>Candidate:</b></p> <p>#C#) 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.</p>	<p><b>Emerging Teacher:</b></p> <p>#E#) 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.</p>	<p><b>Developing Teacher:</b></p> <p>#D#) 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.</p>	<p><b>Proficient Teacher:</b></p> <p>#P#) 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.</p>	<p><b>Distinguished Teacher:</b></p> <p>#S#) 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.</p>
<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge</li> <li>• Can create/implement</li> <li>• Understand/reflect</li> <li>• Aware of/recognize</li> <li>• Observe/identify</li> <li>• Develop ability to</li> <li>• Describe/ explain</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Communicate</li> <li>• Identify/select</li> <li>• Use/implement</li> <li>• Develop/create</li> <li>• Facilitate</li> <li>• Explore/learn</li> <li>• Apply</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Incorporate</li> <li>• Apply</li> <li>• Engage</li> <li>• Develop/design</li> <li>• Actively participate</li> <li>• Realize</li> <li>• Implement</li> <li>• Advance</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Expand/engage</li> <li>• Analyze/Assess</li> <li>• Adjust</li> <li>• Display/Present</li> <li>• Enable/assist</li> <li>• Build</li> <li>• Anticipate</li> <li>• Establish/select</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Mentor/Model</li> <li>• Lead/share</li> <li>• Connect/promote</li> <li>• Employ • Contribute</li> <li>• Has Mastery of</li> <li>• Cultivate/Foster</li> <li>• Research</li> </ul>

**Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology**

**Coding of standards:**

First Number= the # of the standard

Second letter = the developmental category of the teacher (C=Candidate; N=New; D=Developing; P=Proficient; S=Distinguished)

Third # = the sequential # of the quality indicator for that teaching category in that standard [Example 1D4 = Standard #1; Developing Teacher; Quality Indicator 4]

## MEGA Assessments for Education Programs

MEGA (Missouri Educator Gateway Assessments) are required by DESE (Department of Elementary and Secondary Education) for all students pursuing certification as a teacher, counselor or administrator.

Information regarding the [MEGA Assessments](#) can be found on the Department of Elementary and Secondary Education website.

Students who meet certain criteria are eligible for a partial fee waiver when registering for the MEGA Assessments. For more information, visit the [MEGA Fee Waiver website](#)

### [ACT](#) or [MoGEA](#)

Earned a composite score of 20 or better on the ACT or earned a passing score on all four sub-tests of the Missouri General Education Assessment (MoGEA).

### [Missouri Content Assessments \(MoCA\)](#)

All students seeking teacher, student services or administrative certifications must earn a passing score on the appropriate content assessment. The MoCA must be attempted prior to student teaching (some programs require that it be passed prior to student teaching).

### [Missouri Performance Assessment \(MEES, MoSLLA and MoSLPA\)](#)

The Missouri performance assessment is the culminating evaluation required for all Teacher, Counselor or Principal candidates and is completed during the student teaching/Internship semester.

## Teacher Candidates

### Apply for Your Certificate

Missouri State will recommend you for certification as a teacher, counselor or school administrator in Missouri once you have completed all requirements for that certification. For Missouri Department of Elementary and Secondary Education (DESE) instructions, please follow the links below.

### Step 1: Create a DESE online profile

Regardless of the type of application you are submitting, you must first create a DESE Online profile. If you have already established an online profile, verify the information in your online profile is accurate.

### Step 2: Obtain a teacher certificate

[Substitute Certificate](#)

[Initial Professional Certificate \(IPC\)](#)

[Provisional Certificate](#)