

Secondary Education

Student Handbook

2019-2020

“Creating a Legacy of Learning”

Missouri State[™]

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 19, 2019

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 <http://publicaffairs.missouristate.edu/About.htm>.

THREE PILLARS OF PUBLIC AFFAIRS

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

Ethical Leadership

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

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

Cultural Competence

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

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

Community Engagement

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

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

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

Educator Preparation Provider

The EPP functions as the body around which all changes to more than 40 undergraduate and graduate professional education programs across campus (courses, policies and procedures, certification, assessment, administrative decisions) are disseminated, discussed, and eventually governed. The Unit is also required to document compliance with all state and DESE mandates regarding professional education programs at Missouri State for accreditation purposes.

The Educator Preparation Provider (EPP) at Missouri State University is made up of all faculty members throughout the University who teach, advise, or supervise students at both the initial and advanced levels of professional education. The Educator Preparation Provider also includes academic administrators and professional staff who provide services for professional education programs and their students.

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.

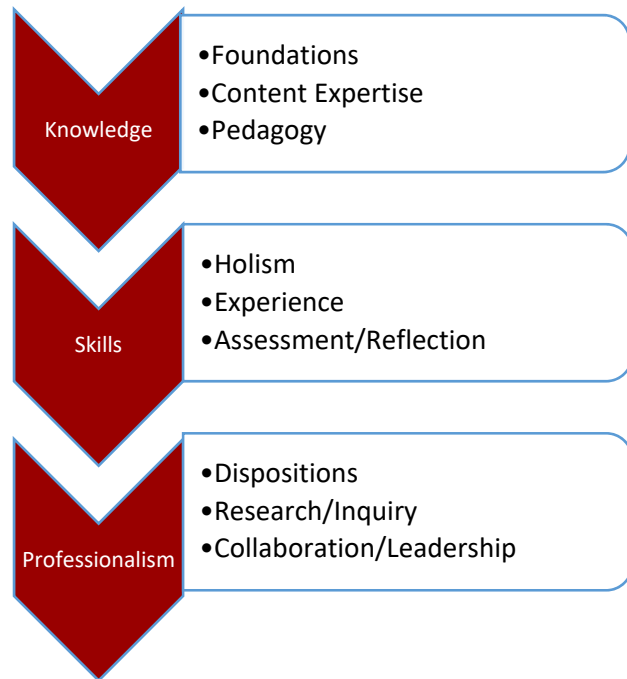
Guiding Principles (GP) of the Educator Preparation Provider Missouri State University

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**)



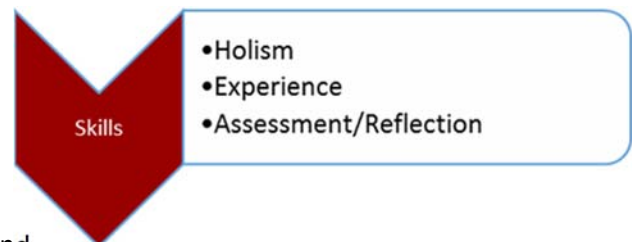
1b Content Expertise: strong knowledge of subject matter discipline content and understanding the important ideas in the subject area domain and the influences that knowledge has on pedagogical orientations, teaching decisions, and teaching acts. (**Diversity Proficiency 3**)

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**)



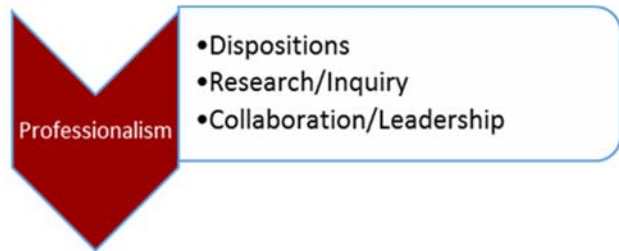
2b. Experience: apply theory to practice, understand how pedagogical theories impact teaching practices that serve as a foundation for the development and expansion of existing and emerging theories, and continually renew skills and knowledge within one’s discipline. (**Diversity Proficiency 3**)

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. **Resources:** demonstrates identification and utilization of professional, school, and community resources and information to enhance the learning process for all diverse learners as well as meet the needs of their families
- DP 5. **Respect:** demonstrates acceptance and appreciation of diverse learners of varied backgrounds, ideas, and perspectives for an inclusive environment
- DP 6. **Social Justice:** demonstrates the ability to recognize and address in self and others issues of equality, human rights, socio-economic status; including bias, discrimination, and aggression to prevent and reduce oppression, including aggression, bullying, harassment, and intimidation

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

Citizenship and Service-Learning (CASL)

ABOUT

The Office of Citizenship & Service-Learning (CASL) serves both the community and the university for the benefit of both the academic endeavors of the university and the service goals of the community's agencies. CASL seeks to enhance experiential learning that results in engaged citizenship and improved academic learning that benefits our democracy.

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.

WHAT IS THE DIFFERENCE BETWEEN INTEGRATED AND COMPONENT SERVICE-LEARNING COURSES?

Component

The Citizenship and Service-Learning (CASL) program enables a student to earn an additional credit in selected courses in exchange for the learning acquired by completing **40 hours** of service that is relevant to course content and benefits an external government or non-profit agency. Each department that offers service-learning provides a 300 or 500 level one credit service-learning component course. A student who wants the service-learning option will **simultaneously register** for the SL designated course *and* the SL component course.

The service-learning credit is awarded for the demonstration of learning that results from the service rather than the service itself. A reflection component is key to the critical thinking that a student will engage in during the hands-on experience with the community partner.

- This is a 1-credit course. It is in addition to the core course to which it is attached – a lab of sorts.
- For example: If you are enrolled in ANT-280 for 3 credits, you may also enroll in ANT-309 for 1 credit (this is the 40 hour service-learning attachment). The service-learning component is optional.

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.

Requirements for Teacher Education

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

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 (\$25 fee required), advisement and assistance to gain certification and/or additional endorsements.

Diversity Components

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

Professional Liability

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

Transition points

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

Certification eligibility requirements

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

Requirements for Eligibility to Enroll in Professional Education Courses:

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

1. A combined (Missouri State and transfer) GPA of 2.5 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. Refer to the MEGA website for details.
7. Completed Transition Point #3.

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

Secondary Education

Certifiable grades 9-12 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. Refer to the [MEGA website](#) for details.

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

- A. General Education Requirements - see “[General Education Program](#)” section of catalog (45-49 hours)
- B. Specific major requirements may also meet General Education Requirements. See the content discipline department for course listing. Students must also satisfy the following requirements which may be met through General Education coursework.
 1. Prerequisite for Professional Education courses is PSY 121.
 2. International students must provide documentation of completion of coursework in the following:
 - a. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - b. U.S. History, three (3) semester hours; and

- c. U.S. Government, three (3) semester hours
- 3. Admission to the Teacher Education Program requires completion of COM 115 with a grade of "C" or higher.
- C. Complete a subject area major not less than 30 hours or a comprehensive major of not less than 50 hours. See discipline department for major requirements. Although not required, minors must be no less than 15 hours. Note: Students who wish to be certified in an additional area of certification should check the state and departmental requirements in that area.
- D. Professional Education Courses (Music Education and Physical Education majors must refer to the department section of the catalog for admission to Teacher Education Program and degree requirements.) The program outlined below has been designed to prepare teachers and to meet the requirements for Missouri state teacher certification. Note: A grade of "C" or higher is required in each course.
 - 1. Required Core (25-35 hours):
 - a. SEC 302(3) General Methods of Instruction in the Middle and Secondary Schools. Note: Music Education majors satisfy this requirement by completion of MUS 200(3); Physical Education majors satisfy this requirement by completion of KIN 200(3).
 - b. PSY 360(3) Educational Psychology
 - c. EDC 345(3) Introduction to Multicultural Education and Diversity
 - d. SPE 340(2) Educational Alternative for Exceptional Students. Note: Music Education majors satisfy this requirement by completion of MUS 340(2); Physical Education majors satisfy this requirement by completion of KIN 468(4).
 - e. RDG 474(3) Reading and Writing in the Content Fields
 - f. RDG 574(3) Analysis and Correction of Difficulties in Literacy. Note: B-12 and K-12 (Art and Design, Family and Consumer Sciences, Music, Physical Education and Modern Language) majors are not required to complete this course.
 - g. Teaching Methods Course (3-9). Courses are specified within the Professional Education section of the major requirements. Note: A teaching methods course is required for each area of certification.
 - h. Supervised Teaching (8-12). Courses are specified within the Professional Education section of the major requirements.
 - 2. Additional required competencies or equivalent course(s) required for major
 - a. EDC 150(0) Introduction to Teaching. EDC 150 is required for students who completed a beginning teaching methods/field experience course at another institution and who wish to apply course credit toward completion of the SEC 302 requirement. Note: Agriculture Education, Music Education, and Physical Education majors cover competencies in major requirements.
 - b. EDC 350(3) School and Society. Note: Family and Consumer Sciences Education, Music Education, and Physical Education majors cover competencies in major requirements.
 - c. EDT 365(3) Educational Applications of Technology and Media. Note: Agriculture Education, English Education, Family and Consumer Sciences Education, History (Social Science) Education, Mathematics Education, Music Education, Physical Education, and all Science Education majors cover competencies in major requirements.

- d. SFR 486(3) Management and Assessment in the Middle and Secondary Classroom.
Note: English Education, Mathematics Education, Music Education, Physical Education, and all Science Education majors cover competencies in major requirements.

- E. 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 area major areas. Refer to the program requirements for each major.
- F. General Baccalaureate Degree Requirements - see “[General Baccalaureate Degree Requirements](#)” section of catalog.

Secondary and K-12 Education Programs at Missouri State

The curriculum for secondary education leads to the degree of Bachelor of Science in Education (BSED), Bachelor of Music Education (BME), or Bachelor of Science (BS) in Modern Languages-Teacher Certification and carries with it an *initial professional certificate* to teach in the state of Missouri. Sciences initial professional certificate requires a Master of Arts in Teaching (MAT). All programs are approved by the Missouri State Board of Education.

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

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

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

BSED and/or BS certification areas include:

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

* Earn a BS in one of the four science disciplines, then earn Master of Arts in teaching to receive certification.

Additional Certifications: Drivers Education, Health, TESOL. For additional information, please visit the [Secondary Education website](#) or contact the Secondary Education office by calling 417.836.6204.

Secondary/K-12 Contacts and Departmental Links

Secondary Education

Karen Engler

Director of Secondary Education
Hill 230-B
karenengler@missouristate.edu
Phone: 417-836-8916

Vicki Kramer, Administrative Specialist III

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

Agriculture:

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

Jim Hutter, Program Coordinator/Advisor, KARL 220

- **Contact:** 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 | 417-836-6084

Biology:

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

Melanie Carden-Jessen, Program Coordinator, Temple 316

- **Contact:** mcardenjessen@missouristate.edu | 417-836-3231

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

Chemistry:

Bryan Breyfogle, Dept. Head, TEMP 423, 417-836-5506

Melanie Carden-Jessen, Program Coordinator, Temple 316

- **Contact:** 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 | 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 | 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 | 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 | 417-836-8995

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

History:

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

John Gram, Interim Program Coordinator, STRO 436

- Contact: johnggram@missouristate.edu | 417-836-5378

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 | 417-836-5690

Mathematics:

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

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

- Contact: 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/ French Advisor, SICL 140

- Contact: tetinsley@missouristate.edu | 417-836-8435

Music:

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

Daniel Hellman, Coordinator/Advisor, ELLS 306

- Contact: 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 | 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 | 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 | 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

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.

<u>Semester 1 (16 hours)</u>	<u>Hours</u>	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.
GEP 101 or UHC 110 Freshman Orientation	2	
General Ed. courses	9	
Major course work	6	
<u>Semester 2 (15 hours)</u>	<u>Hours</u>	
General Ed. courses	9	
Major course work	6	
<u>Semester 3 (15 hours)</u>	<u>Hours</u>	EDC 150: 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.
EDC 150 Introduction to Teaching	0	
General Ed.	6	
Major course work	9	
<u>Semester 4 (18 hours)</u>	<u>Hours</u>	
SEC 302 Gen Methods Middle/Secondary	3	
PSY 360 Educational Psychology	3	
General Ed. or Major courses	9	
EDC 345 Intro to Multicultural Education	3	
<u>Semester 5 (17 hours)</u>	<u>Hours</u>	
*EDC 350 School and Society	3	
*SPE 340 Ed. for Exceptional Students (KIN 468 required for PE majors)	2	
General Ed. or Major courses	12	
<u>Semester 6 (17 hours)</u>	<u>Hours</u>	
*RDG 474 Rdg. & Writing in the Content Field	3	
EDT 365 Instr Appl or Tech and Media	3	
General Ed. or Major courses	12	
<u>Semester 7 (16-17 hours)</u>	<u>Hours</u>	Admission to Teacher Education and other pre-requisite may be required by your program.
**401-518 Specialty Area Methods Course	3-4	
SFR 486 Management and Assessment In Middle and Secondary Classroom	3	
Major courses	9	
<u>Semester 8 (12 hours) Student Teaching</u>	12	Refer to undergraduate catalog including departmental section for overall student teaching requirements.
<i>Student teaching meetings are held each January for the coming academic year. Attendance is required.</i>		

*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 (both Missouri State and transfer) GPA of 2.75 or higher. A major (certificate subject area) GPA of 2.75 or higher is also required for students in History (Social Science), and a major (certificate subject area) GPA of 3.00 and passing score on the piano proficiency exam are also required for all students in Music education.
2. Earned a composite score of 20 or better on the ACT or earned a passing score on all four sub-tests or 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@missouristate.edu.

Professional Education Student Contract Agreement

Each professional education program has many special requirements, and it is essential 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.
- 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

- Complete one of the following required for major: ELE 302, SEC 302, SPE 310, KIN 200, MUS 200 or ECE 304
 - A 2.50 combined GPA is required for enrollment in ELE 302, SEC 302, SPE 310, KIN 200, MUS 200
 - Admittance to the Early Childhood program and combined 2.75 GPA is required for enrollment in ECE 304
- Complete EDC 150 (or program equivalent-MSU 148 for Music majors, AGE 318 for Agriculture majors, KIN 200 for Kinesiology majors) if transferring **PEU 015 as an SEC 302 equivalent course code** (Middle School excluded). EDC 150 must be completed with a passing grade (P).

For Admission to Teacher Education

- A 2.75 combined GPA is required. For History, a 2.75 content (major GPA is required)
- Complete COM 115 with grade of C or higher
- Complete ELE 302 with a grade of B or higher or complete ECE 304, SEC 302, SPEA 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.
- 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 (EPPC) reviewed your credentials and determined that all of the necessary requirements have been met.

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

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

Sincerely,

Kim Finch

Dr. Kim Finch
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

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

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

Items Required Before Entering a Classroom

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

<https://www.missouristate.edu/professionaled/compliance/>

Required for a practicum or internship **unless you are student teaching in Spring 2020:**

- TB Test (valid for one year)
- Professional Liability Insurance (must be renewed annually)
- MOVECHS FBI fingerprinting national background check Option 1 (required for MSU and valid for 3-6 years)

Required for practicum students who will be **Student Teaching in Spring 2020 or Internship Academy participants during Fall 2019/Spring 2020:**

- TB Test (valid for one year)
- Professional Liability Insurance (must be renewed annually)
- DESE FBI fingerprinting national background check Option 2 (required for DESE - Department of Elementary and Secondary Education - for all certificates and valid for one year)
- 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.

Processing of Student Information

A comprehensive list of all courses requiring a practicum will be maintained by the Professional Education Services Office. Students will provide verification of all the above items directly to the Professional Education Services Office. That office will then enter all items in Banner, including the date of expiration for each item. The Professional Education Services Office will contact all students via Missouri State email address notifying them of the above requirements. Instructions to complete all of the above items can be found on the Professional Education Services website at:

<https://www.missouristate.edu/professionaled/compliance/>

Once classes begin, the Professional Education Services office will provide each instructor of a course requiring a practicum a report which includes the most current compliance entries in Banner. It will then be up to the instructor of that course to ensure that all students have met the above requirements before entering their practicum.

If faculty members, or a school district, require verification that that these items have been completed, students may print their TEST screen in Banner and provide that printout to the instructor.

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 must email pes@missouristate.edu, fax (417-836-6546) or bring verification copies to Hill Hall 212.

Practicum requirements

Required for a practicum or internship **unless you are student teaching in Spring 2020:**

- [TB Test](#) (valid for one year)
- [Professional Liability Insurance](#) (must be renewed annually)
- [MOVECHS FBI fingerprinting background check Option 1](#) (required for MSU and valid for 3-6 years)

Required for practicum students who will be **Student Teaching in Spring 2020 or Internship Academy participants during Fall 2019/Spring 2020:**

- [TB Test](#) (valid for one year)
- [Professional Liability Insurance](#) (must be renewed annually)
- [DESE FBI Fingerprinting Background Check Option 2](#) (required for DESE - Department of Elementary and Secondary Education - for all certificates and valid for one year)
- [Mandated Reporter Training](#)
 1. 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.

Document expiration

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

My Teacher Education

[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)

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.¹ 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

Candidate Professional Disposition Traits Checklist

Student Name:

Major:

Date:

Please check the dispositions below that are of concern:

- Cooperation with authority and peers
- Appropriate response to suggestions/feedback/criticism
- Responsibility/Reliability/Dependability
- Supportive/Encouraging
- Courtesy/Respect
- Acceptance of diversity/differences
- Optimism
- Non-judgmental attitude
- Caring/Kindness
- Self-control/Emotional stability
- Honesty/Truthfulness
- Professional appearance (hygiene, grooming, attire)
- Professional oral and/or sign language
- Professional written language
- Punctuality
- Initiative
- Ethical behavior
- Tactful behavior
- Other _____

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

Name of Faculty/Staff Member making referral: _____

Signature

Date

This signature indicates that the faculty 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 members to serve on this student's Dispositions 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 and has received a copy of the form.

Missouri State University

Teacher Candidate Professional Dispositions Development Plan

Name:

Content Area:

Disposition(s) needing Improvement:

Required Intervention:

Benchmark(s):

Date to be completed:

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

Teacher Candidate Signature: _____ Date: _____

Development Team Faculty

Faculty _____ Date _____

Faculty _____ Date _____

Faculty _____ Date _____

Faculty _____ Date _____

To be completed after intervention completion date

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

Decision

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

Additional Comments

Development Team Faculty

Faculty _____ Date _____

Faculty _____ Date _____

Faculty _____ Date _____

Faculty _____ Date _____

Senior Checklist

1. Review your Degree Audit

- Degree audits do not automatically update. **You MUST hit “PROCESS NOW”** 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. Apply 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

WHAT IS NEXT? – After you apply to student teach, you will be sent an EMAIL and “Student Teaching & Certification checklist/timeline.”

QUESTIONS? – Questions about Student Teaching should be directed to Amanda Byrd 417-836-5921, Karla Ferguson 417-836-6779, or Julie Bandy 417-836-8756.

3. Take the Missouri Content Assessment (MoCA) the semester before you student teach.

- a. MoCA must be attempted before student teaching (effective Fall 2017)
- b. Register for MoCA on the MEGA website: <http://www.mo.nesinc.com/>

4. Take the University Exit Exam

- a. Exit Exam will appear on Blackboard after 102 completed credit hours.
- b. Complete the exit Exam on Blackboard the semester before you student teach.
- c. Exit Exam Info: <https://www.missouristate.edu/assessment/exitexam.htm>
- d. Please contact Sue McCrory at 417-836-6120 (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 assure that **ALL REQUIREMENTS ARE MET ON YOUR AUDIT** before you apply to graduate. However, you must apply 2 months before graduation to assure your name will be in commencement program. Please see website for details: www.missouristate.edu/commencement.
- c. READ YOUR ADVISING NOTES a few days after you apply to graduate.
 1. If your application was **DENIED**, you must email the person who created that advising note explaining your deficiency.
 2. If your application was **ACCEPTED**, you received an advising note stating that your name was put on the graduation list.

6. Review Commencement Details!

- a. Details including graduation with Honors information can be found on: www.missouristate.edu/commencement *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.

7. Certification Details during student teaching

- a. **At mid-term** – Teacher candidates will receive an email from the MSU Professional Education Certification office which instructs candidates to WAIT before applying for an Initial Teaching Certificate.
- b. **During the last 2 weeks of student teaching** – Another email will be sent approximately two weeks prior to the end of student teaching with instructions to apply for certification.
- c. **After degrees are conferred and certification requirements are verified**, the MSU Professional Educations Certification office will recommend teacher candidates to DESE for certification. This process could take up to 8 weeks.
- 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.
- e. **The status of the certificate can be checked on the DESE profile.**

7. Visit the Career Center <http://careercenter.missouristate.edu/>

- a. Margie Stewart – Education Contact 417-836-5636
- b. Resume and Cover Letters
- c. Practice Interview skills
- d. **THE CAREER CENTER IS AVAILABLE TO YOU AFTER GRADUATION!!**
Whether you need assistance finding that first job after graduation or need assistance transitioning to your next position the Career Center has services available to you.

7. Explore the Graduate College in Carrington 306 <http://graduate.missouristate.edu/>

Academic Support Services

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

Certification

Missouri Teacher Standards (MTS)

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and lifelong learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **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>Candidate:</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>Emerging Teacher:</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>Developing Teacher:</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>Proficient Teacher:</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>Distinguished Teacher:</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>Indicator Terminology:</p> <ul style="list-style-type: none"> • Demonstrate knowledge • Can create/implement • Understand/reflect • Aware of/recognize • Observe/identify • Develop ability to • Describe/ explain 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Demonstrate • Communicate • Identify/select • Use/implement • Develop/create • Facilitate • Explore/learn • Apply 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Incorporate • Apply • Engage • Develop/design • Actively participate • Realize • Implement • Advance 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Expand/engage • Analyze/Assess • Adjust • Display/Present • Enable/assist • Build • Anticipate • Establish/select 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Mentor/Model • Lead/share • Connect/promote • Employ • Contribute • Has Mastery of • Cultivate/Foster • Research

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

Certificates

1. **Initial** certificate/license is the first license a new educator receives. A minimum of a baccalaureate degree from a college/university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education is required. The applicant must have a recommendation for certification from the designated official for teacher education in the college/university where the program was completed. The applicant must have a grade point average of 2.75 on a 4.0 scale for overall and 3.0 for the content area. The applicant must complete the required current state content and performance assessments.

2. **Provisional Teaching/Student Services Certificates**

A [Provisional Certificate](#) is a two-year, non-renewable certificate.

Students pursuing a Provisional Certificate must complete an [Application for a Missouri Teacher's Certificate – Academic Contract](#), which is an agreement between the student, the State of Missouri, and the hiring school district and Missouri State.

For more information, contact the [Missouri Department of Elementary and Secondary Education - DESE](#).

The Provisional Certificate is for students who have not completed the requirements for certification but have been offered a teaching or counselor position in a public school, or accredited non-public school.

3. [Substitute Certificate](#)

This is a one-year certificate that requires a minimum of 60 college credit hours.