

**Missouri Standards for Teacher Education Programs  
(MoSTEP)**

***Institutional Handbook***

**The Missouri Department of Elementary  
and Secondary Education**

**Division of Teacher Quality and Urban Education  
Educator Preparation Section**

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## Acknowledgments

The Missouri Standards for Teacher Education Programs (MoSTEP) were developed by a task force of representatives from all of the teacher preparation institutions in Missouri, as well as K-12 educators and administrators, representatives from two-year colleges, and from the Department of Higher Education (DHE). The Missouri State Board of Education (MSBE) adopted the MoSTEP Standards and Procedures in Rule 5 CSR 80-805.015 in May of 1999.

This MoSTEP *Institutional Handbook* is published by the Educator Preparation Section (EPS) of the Missouri Department of Elementary and Secondary Education (DESE). The initial draft of the *Handbook* was written by Michael L. Walker (Columbia, MO) and Bill R. Foster (St. Louis, MO), co-founders of Educational Development Projects and consultants for the Educator Preparation Section.

The *Handbook's* outline and portions of the text and are adapted from the *Handbook for the Board of Examiners* and *Handbook for Continuing Accreditation Visits*, published by the National Council for the Accreditation of Teacher Education (NCATE).

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## Introduction

In Missouri, state statute provides that *the State Board of Education shall establish standards and procedures by which it will evaluate all teacher training institutions for the approval of teacher education programs* (Section 161.097 RSMo). The statute also provides that *any person who graduates from an approved program, and who meets other requirements, which the state board of education shall prescribe by rule, regulation and statute shall be granted a certificate of license to teach in the public schools of this state.*

The Missouri State Board of Education (MSBE) must approve every professional education unit and its programs for certification before its graduates can be recommended for state professional licensure. This approval is based on expectations and guidelines for unit viability and performance as set forth in statute (Section 161.099 RSMo) and the Missouri Standards for Teacher Education Programs (MoSTEP), which are incorporated by reference in MSBE Rule 5 CSR 80-805.015. MSBE approval of professional education programs may be attained by complying with the standards and procedures outlined in this document.

The Site Visit is the most critical component of the program approval process--the mandatory peer review of the Professional Education Unit and its constituent programs at a college or university. The final determination is made by the MSBE, based on the Examiners' Report that includes information from observations and judgments made during the site visit and from additional information included in the Unit's Rejoinder to the Examiners' Report.

Each professional education program must address specific certification requirements for courses, competencies and field experiences established by the MSBE. Because Missouri has implemented a performance-based program approval system, MoSTEP has nested within it quality indicators for beginning teachers, administrators, counselors, library/media specialists, and others. Each Unit and program must undergo a process of initial and continuing approval, based on the MoSTEP Standards and Quality Indicators, in order to verify its capacity to prepare professional educators ready to assume their professional roles in Missouri's public schools.

In reviews for both initial approval and continuing approval of an institution's programs, the visiting team must examine a number of exhibits and consider the data presented (curriculum matrices, entry and exit test scores, candidate portfolios, survey results, etc.), as well as observe the Unit's efforts firsthand via interviews and observations, in order to effectively evaluate the Unit's compliance with the standards and its ability to carry out the important task of preparing professional educators. The data and findings of the institution allow the team members to use their professional judgment to rate the performance of the Unit in accordance with the standards and make recommendations to the MSBE as to whether or not it should continue to approve the Unit and its programs. The findings of the Examining Team and its resulting recommendations are also reported to the Unit's head and the institutional administration.

Obviously, much rests on the site visit, so the Unit must begin well in advance of the site visit to prepare for its review, hence the need for this *Handbook* and the attendant workshops. Each has been created to help institutions and their Professional Education Units understand the standards against which both Units and programs are judged, as well as the process by which the evaluation is accomplished.

# **CONDITIONS AND PROCEDURES FOR APPROVING PROFESSIONAL EDUCATION PROGRAMS IN MISSOURI**

## **Conditions for Approval of Professional Education Programs**

### **1. Conditions requiring state program approval**

Professional education program approval is required:

- a. when an institution proposes to offer a program for certification not currently approved by the Missouri State Board of Education (MSBE);
- b. at the time of renewal of MSBE approval granted initially through Procedures and Standards for Approval of Professional Education Programs in Missouri;
- c. when an institution significantly modifies the content, experiences, sequence or procedures of an approved program;
- d. when a substantive change occurs which alters an institution's mission, scope, control, or personnel;
- e. when an institution establishes a professional education certification program at a new geographical location; and
- f. when an institution establishes an alternative program for certification.

### **2. Terms for awarding approval or conditional approval to the professional education unit and programs for certification**

The State Board of Education may grant or deny approval of a profession education program under the following terms:

- a. Approval may be granted for five (5) or seven (7) years when a unit and its programs are in compliance with the Standards, whereupon the institution is authorized to recommend candidates for certification during the approved period;
- b. Provisional approval may be granted for a period not to exceed two (2) years when the unit or any of its programs is not in compliance with one or more of the Standards, but the institution provides evidence of plans and resources to meet the standards, whereupon the institution is authorized to continue to recommend candidates for certification during the conditional approval period;
- c. Approval may be denied when a unit or any of its programs fails to meet a sufficient number of the Standards, whereupon the unit or program would surrender its authority to recommend candidates for certification.

### **3. Use of approval status in institutional publications**

An institution shall indicate in its publications, including catalogs:

- a. the level of MSBE approval (approved, conditionally approved, not approved) and the term of approval (e.g. 5 years, 2 years) for each professional education program offered by the institution;
- b. certifications and grade levels associated with each professional education program offered;
- c. any professional education programs offered at the institution but not approved by the MSBE.

### **4. Annual reports**

Institutions with state-approved professional education programs shall submit annual reports on or before November 15 of each year using the Annual Report Form provided by the Department of Elementary and Secondary Education (DESE). The institution will report on any changes made in the unit and/or its programs, on new initiatives undertaken during the past year, and on progress made toward addressing weaknesses cited as a result of the previous review. (See Appendix J)

### **5. Interim review of professional education units or programs**

- a. If a professional education unit or a program for certification undergoes changes that might adversely affect its compliance with MoSTEP during the five-year approval period, the Commissioner of Education may authorize an interim review of the unit or the program.
- b. Subsequent to the review, and upon the recommendation of the Commissioner of Education, the MSBE may withdraw its approval for the program, and authorization to recommend candidates for certification from the program would be discontinued.

### **6. Withdrawal of Programs**

An institution wishing to have state approval of a professional education certification program withdrawn shall submit written notification to the Director of Educator Preparation, Missouri Department of Elementary and Secondary Education, and shall request that the program be removed from the Missouri Directory of Approved Professional Education Programs. The notification shall also stipulate the date of termination.

## **Procedures for Obtaining Approval of Professional Education Programs**

### **1. Initial state approval for institutions**

- a. An institution seeking initial approval for its professional education unit and programs(s) shall submit a letter requesting initial approval to the Director of Educator Preparation in the Department of Elementary and Secondary Education and include a proposal according to the procedures and criteria outlined in Appendix A.
- b. The Educator Preparation Section (EPS) will evaluate the institution's proposal, and if it is determined to be viable, a representative from the Section will conduct an initial site inspection at the institution.
- c. The EPS may request additional information or clarification about elements in the proposal, or as a result of the site inspection.
- d. If the institution's proposal is determined to be acceptable and the site inspection is satisfactory, a recommendation for interim approval will be made to the MSBE for its consideration, and if interim approval is granted, the institution may begin recommending candidates for state certification upon their completion of the program(s).
- e. The interim approval shall be in effect until a standard review of the unit and its program(s) is conducted and the results presented to the MSBE.

### **2. Adding new professional education programs**

- a. An MSBE-approved institution seeking to add a new professional certification program(s) shall submit a written request for approval, accompanied by a proposal and supporting documentation, to the Director of Educator Preparation.
- b. The Educator Preparation Section will evaluate the institution's proposal, and if it is determined to be acceptable, the institution will be granted interim approval to offer the new program, whereupon the institution may recommend candidates for certification from the new program.
- c. The interim approval for the new program(s) shall be in effect until the next regularly scheduled review of the unit and its programs(s) is conducted and the results are presented to the MSBE.

### **3. Alternative Programs**

Alternative programs administered by the professional education unit that culminate in the recommendation of candidates for state certification must comply with state standards and must be included in the MoSTEP review, in the same manner as other programs. MoSTEP examiners may cite areas for improvement related to any specific programs, including alternative programs.

## **Missouri Standards for Teacher Education Programs (MoSTEP ) Site Visit and Program Approval Timeline**

1. One year preceding an anticipated site visit, the Educator Preparation Section (EPS) in the Department of Elementary and Secondary Education (DESE) will notify the institution's professional education unit head as a reminder of the review and requesting date preferences for the site visit. The institution will submit a letter to the EPS acknowledging the upcoming review and indicating three date preferences (1st, 2nd, and 3rd choices) for the site visit. The EPS will schedule a date according to the preferences of the institution, and will inform the institution in writing regarding the selected date.
2. One year preceding its scheduled site visit, the institution submits to the EPS a list of candidates expected to graduate and be recommended for professional certificates (for all programs for initial certification, i.e., teacher, administrator, counselor, etc.). Using a random selection process EPS selects candidates from each program who will provide portfolios for examination by the visiting team.
3. At least sixty (60) days before the scheduled visit, the EPS sends to the institution a roster of MoSTEP examiners tentatively selected for the site visit.
4. Within ten (10) days of receiving the tentative team roster, the institution responds to EPS with any concerns regarding the composition of its assigned examining team; EPS finalizes the examining team roster.
5. Thirty (30) to sixty (60) days prior to the site visit, the MoSTEP Team Chair and the DESE consultant conduct a pre-visit meeting with the institution's site visit coordinator to discuss logistics of the site visit.
6. At least fourteen (14) days in advance of the pre-visit, the institution should send the DESE consultant and the team chair a copy (or draft) of the Institutional Report for their review.
7. Approximately thirty (30) days prior to the site visit, the institution distributes its Institutional Report (5<sup>th</sup> Year Report) to each member of the MoSTEP team. DESE distributes the institution's annual reports to each team member. Team members individually review the Institutional Report and annual reports, formulating questions they wish to pursue during the site visit.
8. Initiating the site visit, team members arrive on Saturday to meet each other, receive orientation to the site, review examiner training and evaluation components, and begin reviewing candidate portfolios. Additional portfolio reviewers may be brought to the site as needed on Saturday and Sunday, but will not continue with the team for the remainder of site visit.
9. The team reviews candidate portfolios Saturday evening and Sunday morning. Late Sunday morning, the team members compile and discuss the results of the portfolio reviews.
10. The team spends Sunday afternoon examining additional documentation in exhibits area. Additional portfolio reviewers (if present) will depart Sunday afternoon.
11. Sunday evening, the team meets to discuss initial perceptions of the level of the unit's compliance with the standards and initial evaluations of individual programs; team members further refine questions to be pursued; assignments are made for group and individual interviews, site visits to schools, etc. during the next two days.
12. Monday-Tuesday, the team continues its investigation, including, but not limited to, (a) interviewing college faculty, administration, students, public school personnel, advisory groups, committees, etc. (b) sitting in on classes (c) touring campus sites (d) visiting clinical sites; etc.
13. Tuesday night, the team meets to discuss their findings and decide the unit's and the individual programs' compliance with standards. Team members complete writing assignments.

14. Wednesday morning, the team members read their individual drafts for the team report. The team chair and the state consultant present the team's findings to institution officials. The team departs campus.
15. After the site visit, the team chair compiles the findings into a "first draft" of the *MoSTEP Examiners' Report* and submits a copy to the institution's unit head to examine and make factual corrections. A copy is also sent to the DESE consultant.
16. Within ten (10) days the institution will make its factual corrections to the MoSTEP Examiners Report draft and return it to the Educator Preparation Section at DESE. The draft is revised and sent to the team members for proofing.
17. Within thirty (30) days of the site visit, the final official report is prepared and sent to the unit head and other appropriate officials of the institution, and for joint reviews, to the BOE Chair to include as the state's addendum to the Board of Examiners' Report, which is submitted to NCATE.
18. Upon receipt of the official MoSTEP Examiners' Report, the institution has 30 days to submit a letter indicating its acceptance of the Report or to submit a written rejoinder.
19. As soon as possible following receipt of the institution's rejoinder, the EPS schedules a presentation of the institution for consideration for approval on the agenda of the Missouri State Board of Education (MSBE) and submits a summary of the MoSTEP Examiners' Report and the institution's rejoinder. The MSBE will consider the team's recommendation for each program and grant Approval or Conditional Approval, or it will Deny Approval for each program respectively.
20. For programs granted conditional approval, the institution is given two (2) years to correct the area(s) for improvement cited. If a subsequent site-visit may be necessary, the sequence of events will follow the steps described in 1-18, except that the visit will focus only on unit standards that were not met, the programs with conditional approval and the area(s) for improvement cited.
21. The five-year cycle starts over.

## **The Standards**

The Missouri Standards for Teacher Education Programs (MoSTEP) are the standards that Examining Teams must use to review professional education units and programs seeking approval to recommend candidates for professional certification by the MSBE. (See Appendix B, *Missouri Standards for Teacher Education Programs*) MoSTEP is a set of standards statements, quality indicators, and performance indicators intended to clearly define the MSBE's expectations for how units and programs are to be structured and implemented, and the quality of the professional candidates they prepare. Institutions seeking accreditation from the National Council for Accreditation of Teacher Education (NCATE) may substitute the NCATE Standards for its professional education unit

For the institution and team's convenience, rubrics for the Unit standards and for the beginning teacher Quality Indicators have been developed and are made available for use by the unit in preparing for the site visit and for application during the site visit (See Appendices C, D, E, F & G).

The standards, procedures, and rubrics comprising MoSTEP were developed, reviewed and recommended to the MSBE by representatives of the teacher preparation institutions in Missouri, as well as representatives from K-12 schools, representatives of two-year colleges and a representative of the Missouri Department of Higher Education (DHE). The MSBE adopted the MoSTEP Procedures and Standards in 1999, which was the pilot year of the system's implementation. DESE began full implementation of MoSTEP in January 2000.

The first five years of full implementation are viewed by DESE and the MSBE as formative years, allowing Units to begin refining their programs, policies and procedures to reflect the new standards. During the first five years, considered initial visits for all institutions, teams will be looking for progress and planning toward full compliance with MoSTEP, as well as the quality of existing programs. Reviews subsequent to the first five years of MoSTEP will be considered continuing visits.

## **The Site Visit Coordinator**

As the institution begins to prepare for its MoSTEP review a Site Visit Coordinator should be designated by the professional education unit to oversee and facilitate the activities in preparation for the review. Although the unit head frequently serves in this role, other faculty members may serve in this capacity as well. The coordinator will be the contact person for the DESE staff, the Examining Team Chairperson, and all other individuals involved in the MoSTEP review.

## **Selecting a Date for the Site Visit**

The MoSTEP on-site review is generally scheduled for the same semester five years after the preceding site visit. However, DESE may grant a postponement of up to two semesters for good cause. In addition there may be times when DESE and/or other accrediting bodies (e.g., NCATE) may request a delay of a visit.

One year prior to the semester of an institutional review, the Director of Teacher Education at DESE will notify the unit head of the anticipated site visit. The unit head is expected to respond to the Educator Preparation Section (EPS) acknowledging the upcoming review and indicating three date preferences (1st, 2nd, and 3rd choices) for the site visit. The EPS will schedule a date according to the preferences of the institution and will inform the institution in writing regarding the selected date. Institutions seeking NCATE accreditation will coordinate with both NCATE and DESE in scheduling the dates for their site visit.

## **Selection of Candidate Portfolios for Examination**

One year prior to the semester of the anticipated site visit, the institution shall submit to the EPS a list of candidates expected to complete their professional education programs and receive a recommendation for their professional certificates representing the full academic year preceding the semester of the site visit (includes all programs for initial certification categories, i.e., teacher, administrator, counselor, etc.). Using a random selection process, the EPS will select from each represented program candidates who will provide portfolios for examination by the visiting team.

## **Arranging for and Conducting the Pre-visit Meeting**

Approximately thirty (30) to sixty (60) days prior to the site visit, DESE will conduct a pre-visit meeting with the institution's site visit coordinator and the MoSTEP Team Chair to discuss logistics of the site visit. The unit's site visit coordinator will jointly arrange the pre-visit with the DESE consultant and the team chair. (He/she will coordinate this visit with the team chair and NCATE BOE Chair, if applicable). The site coordinator should contact the EPS at least 120 days prior to the site visit to arrange for this meeting. Depending on the location of the institution and the home site of the team chair and the DESE consultant, the site visit coordinator should consider whether the team chair and the DESE consultant may require accommodations the evening prior to the pre-visit meeting. **At least fourteen (14) days in advance of the pre-visit, the institution should send the team chair and DESE consultant a copy (or draft) of the Institutional Report for their review.** Based on the decisions made during this pre-visit meeting, the unit's site visit coordinator should make all arrangements to ensure the smooth running of the site visit.

The pre-visit meeting should be attended by the team chair, the DESE representative, the unit head, the site visit coordinator, and appropriate institutional representatives. (For a joint NCATE/DESE visit, the NCATE chair will work with the MoSTEP team chair and the DESE representative to arrange for this visit.) Issues that should be addressed in this meeting appear in the checklist in Appendix K. The institution is responsible for all costs in conjunction with the pre-visit.

During the pre-visit, the team chair and DESE consultant should meet with the president/provost/chancellor of the institution. The DESE consultant will provide an overview of the site visit and answer questions about MoSTEP and the review process. The team chair will inquire into what the institution's head would like to learn from the visit. This meeting allows institutional administrators to be aware of the kinds of information being sought and reviewed during the site visit.

## **Site Visit Logistics**

The following list should guide the site visit coordinator in making the necessary arrangements:

➔ **Make hotel/motel arrangements** for all team members and DESE representatives. Examining Team members will make their own travel arrangements for traveling to the institution. The Unit being visited will reimburse team members for reasonable travel expenses, such as mileage and meals not provided by the Unit. The Unit will also make all hotel arrangements (single rooms) for the team; these are usually direct billed to the college or university being visited. The team will also be provided with a meeting room with computer and printer at the hotel. Team members are responsible for any personal expenses incurred during the site visit (e.g., personal telephone charges). Team members normally arrive on Saturday and depart on Wednesday.

The following suggestions should assist in determining the selection of a hotel and the logistical preparations for the visit:

- The hotel should be located near the campus in order to minimize travel time.
- A private single room should be reserved for each site team member.
- A meeting room where team members may work upon their arrival should be reserved. This room should be available for the entire length of the site visit so that materials and equipment may be left there.
- The team chair should be consulted regarding how he/she would like the meeting room arranged and the types of supplies and equipment that will be needed (computers, printers, paper, pens and pencils, notepads, and refreshments). At least one computer with laser printer and one telephone should be available in the hotel meeting room.
- Because meals are often used as work sessions, there should be a restaurant in or near the hotel. Except for Sunday night, the institutional representatives should not eat meals with the team members.
- Direct billing of team hotel expenses to the university/college should be made, so team members do not have to pay these costs out of their own pockets. (The DESE consultant and DHE Representative are exceptions.)
- Provide all team members with clear directions to the hotel and campus.
- Arrange for transportation between the hotel and the institution for the duration of the site visit. Sometimes the provision of a van or station wagon for team use is helpful.

➔ **Make the following arrangements on campus:**

- **Set up a campus workroom for the Examining Team.** This room will likely double as the exhibits room, but it should not be used for individual or group interviews. The work room at the institution should be located within the Unit and be close to interview locations and administrative offices; moreover, it should have internet access to allow members to get information from the DESE website and to gain access to e-mail. The work room should have at least one telephone. This room should allow privacy for team discussion and deliberations and be secured when the team is not present. The team chair should be given a key to the room for easy access. *The workroom and exhibits room need to be accessible on Saturday and Sunday.*
  - **Set up an exhibits room at the institution.** The unit should set up an exhibits room at the institution containing all necessary information for the site team to conduct its paper review of the unit and its programs. The Unit should clearly mark and organize all items in the exhibit room, arranging them in order of the standards. Materials in the exhibit room should include but not be limited to the following:
    - List of all exhibits with titles and location in the room (a copy for each team member)
    - List of people scheduled for each interview (a copy for each team member)
    - Course syllabi for all professional education courses and other courses required for licensure (undergraduate and graduate)
    - Faculty vitae for all full- and part-time professional education and other faculty teaching courses required for licensure
    - Files or folios that include curriculum matrices for all certification programs being reviewed during the site visit (See Appendix H & I)
    - Evaluation instruments and results of evaluations for both faculty and programs (*note: these are to be disaggregated by program*)
    - College catalogs and student advisement sheets
    - Documentation for each standard
    - Faculty and staff directory (with telephone numbers and office hours during the site visit)
    - List of courses in session during the site visit, location of classes (full building name and room number), and faculty members teaching the courses
    - Minutes of advisory and policy-making committees
    - Candidate Portfolios (determined by the DESE sampling)
    - Student handbooks, student teaching handbooks, and other information (recruitment or program-related) given to students relevant to their program of study
    - Faculty handbook
    - Budget information for the Unit and for faculty professional development
    - Long-range plan
    - Professional development school partnership information
  - **Support services for the Examining Team.** Such support might include the following:
    - Support staff assistance
    - Access to photocopying facilities
    - Arrangements for off-campus visits
    - Arrangements for visits to professional education classes
    - Access to teachers, student teachers, recent graduates, and principals, especially those used for field-based experiences. The Unit should provide a list of schools used for these purposes and the characteristics of the schools (e.g., location, diversity of student population, and types of field experiences). Team members will visit some of these schools during the course of the site visit. *Note: schools chosen for visits should require no more than fifteen minutes travel time each way.*
    - Access to students and faculty records on campus
  - **Noon meals** — Arrange in consultation with the team chair.
  - **Nametags** for the examining team, so they can be clearly identified by institutional personnel. Name tags should not identify the institutional affiliation of the team member; rather, they should identify them only as members of the DESE Examining Team. Also, consider asking faculty to wear nametags during the site visit, particularly in group-interview settings.
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- **Interviews and off-campus visits** in consultation with the DESE representative and site team chair. (Transportation to off-campus sites and distant interviews should also be arranged.)
  - **Schedule of interviews.** Using the Interview Schedule Template (See Appendix M), schedule interviews with groups and individuals identified during the pre-visit meeting with the team chair.
    - Arrange to talk with institution administrators, unit administrators and staff, professional education faculty, Arts and Sciences department chairs and faculty, student teachers, candidates, recent graduates, supervising/cooperating teachers, principals, advisory board members, and other relevant stakeholders. Team members need to interview as many faculty and students as possible on Monday and Tuesday. Faculty interviewed should be from different ranks and disciplines as a cross-section of the Unit.
    - Based on the portfolio reading and other document findings, the team may require interviews to be scheduled in addition to the customary interviews (i.e., faculty, students, graduates, etc.). The team chair will make the campus liaison aware of these needs as soon as possible to give him/her reasonable time to arrange the interviews.
    - Provide clear directions and/or escorts to scheduled interviews.
- ➔ **Plan for the Sunday evening function** with the team chair and the DESE consultant.
- This could be a dinner held in a private dining room at the hotel, a local restaurant or on campus. If the faculty is very numerous, it may be better to have only area leaders and significant administrators and staff attend the dinner. This dinner meeting should last no longer than two hours, allowing ample time for a Sunday evening team meeting after the meal. If dinner is not in the hotel, arrange transportation for the team to the dinner.
  - Another option for this function is a working dinner featuring a buffet “finger foods” in conjunction with a poster session held on campus exhibiting the various programs within the unit. This has proven to be much more meaningful and a better use of time than a formal dinner.
  - During this function, Examining Team members will be introduced to faculty members, administrators and other stakeholders, and the team chair will give a brief overview of the site visit intent and process. Unit representatives are introduced, and the Unit may make a brief presentation regarding the Unit and the institution.

### **More About the Team Work Rooms and Exhibit Room**

The team work room and exhibit room need to be well organized to make team members comfortable, to provide them easy access to the materials they need to carry out their duties, and to make available any technology they may need to complete their work. The room needs to be well lit and the temperature comfortable. It must have a door that can be locked, and each team member should be given a key for easy access to the room. The room should be located with easy access to restrooms and interview rooms, as well as other facilities. The room should have a large table for team meetings with seating to accommodate all team members. The room should be equipped with a telephone, at least one computer with Internet access, a laser printer interfaced with the computer, and a television/VCR setup to play candidate videotapes, if they are available. Finally the room should be supplied with snacks and drinks throughout the days of use by the team.

Exhibits should be organized in the work room/exhibit room for easy access and use by the examining team. The exhibits should include all documentation requested by the team chair prior to the site visit, as well as additional information the team might find useful. This is not to say that the room needs to be loaded with extraneous documents; rather, it should allow team members to find what they need without asking. All exhibits must be clearly marked as to their exact content and coded to match the standards/programs they are documenting. Both team members and some institutions have found it valuable to create program folios containing all the information a reviewer will need to review any specific program. This will include syllabi, survey data (disaggregated by program and level), curriculum matrices, advising sheets, entrance and exit scores (for five years disaggregated by program and level), and faculty evaluations. A list of all exhibits, including where they may be found in the work room/exhibit room, should be provided to each team member. This will allow team members to independently find the documents they need, and it will allow them to keep an accurate record of all the documents they review.

## **Suggestions for Compiling Material for Each Program for Certification**

Since MoSTEP team members write two levels of report (unit & program), it would be advisable to assist their efforts by providing them information in both forms and in a way that facilitates their work. One way to accomplish that is to locate all information related to a program in a single place, i.e., a three-ring binder for each program. These notebooks would be in addition (and admittedly in some instances redundant) to the information compiled for the Unit as a whole. For programs being implemented on more than the main campus site, tabs would be inserted to report site-specific information. In addition to serving as the central repository for information about a program, this notebook provides program faculty opportunity to analyze the effectiveness of their curriculum and instruction decisions as reflected in the performance of candidates (and recent graduates). It is important to remember that program and unit faculty must interpret (vs. merely present) their information and findings for the team.

The following represents information artifacts to be presented *and analyzed* for each certification program:

1. Description of the program (including, but not limited to, how it realizes the vision of educator preparation articulated in the unit's Conceptual Framework, e.g., how the program embodies the national standards for the program's area (e.g., NAEYC, NCSS, NCTM, NCTE, NSTA, etc.); how program & course outcomes, field experiences, & student evaluation (campus & clinical) are aligned to the professional knowledge base upon which the unit's goals and beliefs are constructed, etc. (This is analogous to the current SPA language of establishing a program's "context.")
2. Program requirements (e.g., an "advising sheet") & variations for those programs offered as endorsements (including verification that both "major" & endorsement satisfy DESE course- & credit-hour based certification requirements)
3. Characteristics of program candidates: number of candidates in process, diversity, characteristics, entrance test scores (C-BASE) and other entrance data and processing (e.g., ACT, GPA, entrance interview, entrance portfolio, etc.)
4. Description of program assessments (including, but not limited to, benchmarks, used to promote & advise students throughout the program, particularly highlighting performance-based benchmarks, etc., formative portfolio, program-wide assessments, etc) and examples of course-level performance-based assessments (case studies, inquiry projects, field-based assignments)
5. Course list (e.g., from catalog copy, including when courses are offered during the semester of the site visit)
6. Curriculum matrices for both subject-matter & pedagogy – including courses that "all" students take versus just those courses taken by majors, e.g., Foundations or Measurement (See Appendices H & I)
7. Descriptions of field experiences including timing within students' career, evaluation forms used for field experiences (both pre-student teaching & student teaching), role of college faculty (subject-matter & education) in evaluating students' performances in field experiences
8. Syllabi for all courses<sup>1</sup> (subject-matter and "education") taken by majors.
9. Description of "technologies" students within program are taught to integrate into their teaching (particularly highlighting instructional technologies specific to the subject area & level of students' teaching)
10. Description of how candidates are being prepared to perform successfully in diverse classrooms. Although this section would logically refer to a section on clinical experiences, it should also reveal a faculty committed to preparing its graduates for the many different realities exhibited in Missouri classrooms.
11. Information about faculty: vitae for program faculty (full-, part-time, adjunct; content & professional ed) who teach the courses taken by students in that program; demographic characteristics of faculty; documentation of program faculty's involvement in the public schools and in the larger "professional community"; summary (e.g., a table) of program faculty's scholarly activity, individual professional development activities, student teaching supervising responsibilities, advising responsibilities (number of advisees), process by which program evaluates teaching; involvement in beginning teacher assistance program (i.e., role and responsibilities of

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<sup>1</sup> Syllabi should include courses objectives aligned to subject-specific competencies and/or MoSTEP Quality & Performance Indicators, assignments, readings, (when appropriate) field experiences associates with the course, etc.

content and education faculty in providing support for graduates; see MoSTEP 4.5) ; description of training/orientation efforts for part-time faculty; information about how the full-time faculty involve part-time faculty in the community of scholarship.

12. Program completers data:
  - a. Summaries of exit test scores (i.e., Praxis II, SLLA, SSA – depending on program)
  - b. GPA
  - c. Summary analysis of candidates’ portfolio performance and resulting faculty program improvement goals, plans, timelines, names of individuals involved in evaluating candidates’ portfolios (including, subject-matter faculty involvement)
13. Follow-up survey data from Graduates (disaggregated by program and delivery site)
14. Follow-up survey data from Employers (disaggregated by program and delivery site)
15. Membership, authority, and responsibilities of whatever advisory body has responsibility for the program (MoSTEP 7) **Note: The definition of “professional community” includes, at minimum, faculty from education, subject-area studies, and K-12 community.**
16. Descriptions of the resources (fiscal & instructional) available to the program (MoSTEP 8) highlighting comparison of the program to other programs within the unit and to comparable programs elsewhere within the institution.

### **Selection and Appointment of the Examining Team Members**

Approximately sixty (60) days before the scheduled visit, DESE will send to the institution the list of MoSTEP examiners tentatively selected for the site visit. Within ten (10) days, the institution should respond to DESE with any concerns regarding the composition of its assigned examining team. Barring any problems the unit may have regarding the team composition, DESE will finalize the institution’s team roster and confirm it with the unit.

MoSTEP requires that Examining Team members shall be comprised of 4-8 practicing, certificated school personnel (such as teachers, administrators, counselors, librarians) with three or more years of successful experience in Missouri schools and an earned master's degree, as well as teacher educators or administrators from institutions with state-approved programs. The size of the team depends upon the number of certification programs and portfolios to be examined. The team will also include a representative selected by the Missouri Department of Higher Education (DHE). As far as is practicable the team should reflect a balance of teacher educators and practicing, certificated educators (Note: in event that other professional programs begin to submit portfolios, e.g., administrators, team composition might need to be altered to include IHE faculty and school professionals (e.g., building administrators) appropriate to the population of the program seeking approval. IHE faculty should come from similar institutions but from different regions of the state as is practical.

### **Unit and Program Documentation Reviewed Prior to and During the Site Visit**

Site visits are not "fishing expeditions" trying to catch a unit in mistakes. Rather, the site visit is a careful and professional "critical friend" activity intended to validate the unit’s work and assist the unit in continuous renewal of its curriculum and programs. In service to this critical friend work, team members will spend substantial amounts of time reading documentation provided by the institution to form early impressions and develop issues and questions to be pursued in interviews and within other sources during the visit itself. Such early reviews help focus the site visit. To aid this, prior to and during the site visit, team members will be reviewing a number of pieces of documentation provided by the institution.

At least **fourteen (14) days in advance of the pre-visit meeting**, the institution should send the Examining Team chair and the DESE consultant a copy (or draft) of the Institutional Report (IR) for their review. At least **twenty-one (21) days in advance of the site visit**, the institution should send all examining team members a copy of the Institutional Report and other information pertaining to the review. Instead of hard-copy documents, the institution might put the IR and other related documents on a dedicated web site or send them on a CD. Team members will review these documents prior to arriving at the institution. From this information, the team members will begin to develop a sense of the Unit's mission and conceptual framework, how programs are structured, the kinds of clinical experiences required of candidates, and expectations held for the candidates. Moreover, team

members should be able to get a first glance at the demographic makeup of the Unit/campus and the faculty makeup and workload. Questions that arise in a team member's mind during this early review will help to provide focus for the site visit.

MoSTEP teams begin their evaluation of programs and the Unit by reviewing programmatic data. No single data source either dooms or saves a program; rather, team members will view the entire data set holistically in order to identify patterns across the data and to identify questions to pursue via other program documentation (e.g., syllabi, conceptual framework, curriculum matrices, faculty vitae, assessment data, etc.) and via interviews with students, faculty, administrators, and public school colleagues.

Examining team member's jobs are made easier or more difficult depending on the degree to which Unit and program faculty have

1. Compiled the data needed for the review,
2. Presented the data in easy-to-understand formats, and
3. Disaggregated and analyzed the data.

Over the course of the site visit, the team will examine at least the data available from the following sources for each program seeking approval:

- **INPUT DATA**
  - Curriculum Matrices for both subject-matter & pedagogy (See Appendices H & I)
  - Course Syllabi
  - Compliance with DESE Certification Requirements (Competencies, Courses & Credit-Hours)
- **PERFORMANCE DATA**
  - Test Results (*entrance*: C-BASE<sup>1</sup>, ACT/SAT, GRE/MAT; and *exit*: PRAXIS, SLLA)
  - Candidate Portfolios
  - Surveys of Graduates and Their Employers (based on MoSTEP "Quality-Indicators")
- **UNIT & PROGRAM REFLECTIVE ANALYSIS DATA**
  - Baseline Report (1998-1999 data)
  - Annual Report(s) (data and narrative submitted since the last site visit) (See Appendix J)
  - Institutional Report (site visit year)

The MoSTEP Standards intentionally establish both challenging goals and an expectation that programs must clearly articulate their objectives, continuously evaluate themselves against the performance of their graduates, and continuously evolve to improve the performance of future graduates. Therefore, members of an Examining Team have the dual responsibility of not only assessing the degree to which programs *currently meet* the Standards, but also of reflecting the degree to which programs are *moving toward meeting* the Standards.

As team members analyze data, they will be reminded to keep in mind the following

- What is the program doing to prepare educators to meet their performance expectations?
- Why is the program doing what it does in the ways it is doing it?
- How do program faculty know that what they are doing is working? What kind of assessment process have they implemented to find out? (***This is a MOST important component!***)
- What have they identified that could be working better?
- How are they defining goals, objectives, time lines, benchmarks, and milestones to track their implementation of these new ideas?

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<sup>1</sup> For undergraduate programs, there is also the question of the degree to which the "General Studies" component contributes to the preparation of the beginning teacher (MoSTEP 1.1). C-BASE offers but one means for evaluating the impact of general studies; that is, it will give some indication of the impact of the communications, history, literature, mathematics, sciences, and the social sciences components of the general studies curriculum. It will not provide such an indication for the arts, philosophy, or multi-cultural and global perspectives components of the general studies curriculum. Therefore, units & programs need to identify and provide team members information on additional measures.

***What will the examining team look for in entrance & exit test score data?***

**Purpose of Test Score Data:** To reveal the program's impact on student learning – in this case, breadth of subject-matter knowledge.

**What team members need to review test score data:**

- Five years of data **disaggregated by program**
- State qualifying score for each test (provided by DESE)
- Number of students in each year who took the test and percent of test-takers who passed the test

***What will the examining team will look for in follow-up survey data?***

**Purpose of Follow-Up Survey Data:** To assess the opinions/perceptions of graduates and graduates' employers (e.g., building principals) on the effectiveness of their preparation program -- **based on the Quality Indicators for their professional role** (teacher, administrator, counselor, library/media specialist).

**What team members need to review follow-up survey data:**

- A copy of the survey instrument(s) (if the instrument(s) is not obviously organized according to the Quality Indicators for the field, the program and/or the Unit should provide team members a translation key.)
- Survey disaggregated by (a) program and (b) source of data (i.e., 1<sup>st</sup> year graduate, employer)
- An indication of the rate of response received by the program (e.g., 210 surveys were administered to elementary education graduates; 70 surveys were returned)
- The Unit's and program's analysis of the data

***What will the examining teams look for in curriculum matrices?***

**Purpose of Curriculum Matrices:** To reveal the degree to which programs are providing candidates sufficient opportunity to learn and practice what is expected of them as defined by the Quality and Performance Indicators for their job responsibility.

**What team members need to review Curriculum Matrices:**

- Curriculum Matrices for the prescribed Core Curriculum and for each program (See Appendices H & I), reflecting where in the course work students address the MoSTEP Quality Indicators for that program and the *Subject-Specific Competencies for the Beginning Teacher in Missouri*  
*Note1:* The knowledge-base for Administrators and Counselors is identified within each of the Quality Indicators for their job responsibility.  
*Note2:* Matrices must reflect all the courses that prepare students relevant to the competencies, including courses housed in other divisions of the campus (e.g., Arts and Sciences).
- Course Numbers & Titles
- Syllabus for each prescribed course in the program of study (including relevant courses in other campus divisions)

***How will site team members verify compliance with certification requirements?***

**Purpose of verifying compliance:** To verify that the program is requiring its students to take the courses (and the credit hours) stipulated by DESE's Certification Section and listed in the Unit's Approved Program Curriculum.

**What team members need to verify compliance:**

- Certification Requirements for the Content Area (provided by DESE)
- Courses of Study for each Program for Certification (frequently available as "Advising Sheets")
- Access to student transcripts

### ***What will site teams look for in Annual Reports & the Institutional Report?***

**Purpose of MoSTEP Annual Reports:** to document on a year-to-year basis qualitative and quantitative information about the Unit and its progress toward meeting the standards and to apprise DESE of that progress (See Appendix J)

**Purpose of Institutional Report (Self-Study):** to compile, analyze, and interpret Unit and program information since the last site visit

#### **What Team members need to review Annual Reports & Institutional Reports:**

- Copies of each of the reports submitted since the last site visit (normally part of the pre-visit packet of information sent to team members)

### **Standard-by-Standard Highlights**

This section emphasizes particular information team members will be looking for in the information provided by the Unit and the individual programs residing within the Unit. But first, a few caveats about the information the Unit should provide team members in its reports, particularly the information provided in the Institutional Report.

1. Units should focus their narratives on those areas in which they
  - are exhibiting excellence,
  - are achieving a creative edge, and/or
  - are experiencing dilemmas.
2. Because the MoSTEP standards are not only new, but also because they represent a high standard, it is important to acknowledge Unit and program efforts to identify where they need improvement. Therefore, the Unit should be frank with the Team about what they perceive to be their own weaknesses. When team members are not convinced that some feature of a program or the Unit is meeting a standard, they will investigate how the program or the Unit intends to move forward. Clearly articulated goals, plans of action, and assessment strategies (e.g., those identified in the Annual Reports and the Institutional Report) may be evidence of a program moving in the right direction.
3. Team member's unit of analysis is the "standard" – not the individual "quality indicators" (**with the important exception of the Quality Indicators for Standards 1.2, 1.3, 1.4, & 1.5 used for determining candidate competencies**). This is an important distinction to keep in mind as team members are evaluating and writing about programs and the Unit. Because the page-limit constraints for the Institutional Report do not allow the Unit to write to each Quality and Performance Indicator, examining teams will weigh the preponderance of evidence presented for the standard.

### **Issues to address in the Unit's outline of the Institutional Report**

#### **Standard 1: Performance Standards for Education Professionals**

##### **Information that team members should expect to see relative to the standard:**

##### **Standard 1.1: General Studies**

- Description and assessment of the general education component of the teacher's preparation

##### **Standards 1.2, 1.3, 1.4, 1.5: Content, Professional, Pedagogical and Integrative Studies**

- Curriculum matrices; portfolios; entrance & exit test scores; surveys of graduates and employers

#### **Standard 2: Program and Curriculum Design**

##### **Team members should see descriptions and supporting documentation of the following:**

- how the institution's and the Unit's mission statements are related to and supportive of each other; what faculty believe about teaching, learning, teachers, learners, and the communities in which schools reside and function
- an explication and application of the literature/research base upon which programs have been built; and how programs are using that knowledge base to design, assess, and continually improve programs

- how programs are structured (i.e., a curriculum design); the Unit's and the programs' expectations of students; and an identification of benchmarks by which candidates' progress through programs is assessed (i.e., benchmarks -- performance-based and traditional things like GPA)
- a description of whom was involved in shaping the Conceptual Framework and the roles they had in the process (advisory, rubber-stamping, contributing authors)
- how the Unit and individual programs have shared the Conceptual Framework with everyone with whom students come into contact (content area faculty & other campus units, partnering schools, cooperating teachers, field-placement cooperating teachers, students, building principals, etc.)
- a description of how, by what means, and on what schedule the Unit and its programs are **continuously evaluating** the Conceptual framework

### **Standard 3: Clinical Experiences**

**For each program, team members should see descriptions and supporting documentation of:**

- when clinical experiences occur;
- how often (or on what schedule) they occur;
- in what ways students' clinical experiences ensure that they have interacted with a diverse student population;
- with what courses these experiences are associated;
- how the experiences are integrated into course work;
- who supervises and evaluates the student's performance in clinical experiences;
- by what criteria students are evaluated; and
- by what criteria, by whom, and on what schedule clinical sites are evaluated.

### **Standard 4: Candidates**

**Team members should see descriptions and supporting documentation of the following:**

- recruitment plan -- including, but not limited to, recruitment for diversity
- admission process
- advising and retention procedures
- quantitative and qualitative (performance-based formative benchmarks) and how the Unit and programs are assessing them
- what the Unit and programs are doing for their graduates (i.e., BTAP)

### **Standard 5: Faculty**

**Team members should see descriptions and supporting documentation of the following:**

- that faculty hold appropriate credentials (defined as Masters degree to teach undergraduates; terminal degree to teach graduate students); the requirement applies to adjuncts (e.g., a public school teacher hired to teach a methods course) and to subject-matter faculty who might, for example, teach a General Education math course that elementary majors are required to take
- that faculty are actively involved in the professional community in general and in particular that faculty are regularly involved in k-12 schools
- that the Unit has a recruitment plan -- including, but not limited to, recruitment for diversity
- that faculty are involved in teaching, scholarship, and service and that loads appear equitable and reasonable across the Unit and the institution
- that the Unit makes appropriate but minimal use of adjuncts
- that provisions, encouragement, opportunities, and processes are available to faculty for professional development
- that the institution and the Unit value quality teaching
- that faculty are incorporating diversity training, awareness, and strategies into every course
- that faculty -- both Education faculty & subject-matter faculty -- are modeling a variety of instructional strategies
- that faculty are modeling the integration of a variety of technologies into their teaching.

## **Standard 6: Governance**

### **Team members should see evidence of the following:**

- that the institution has committed itself to the preparation of teachers
- the unit has authority to manage its affairs

## **Standard 7: Professional Community**

### **Team members need to see descriptions and supporting documentation of the following:**

- breadth of membership in advisory committees (professional education faculty and students, public school colleagues, and subject-area faculty)
- roles, responsibilities, and authority afforded to those committees
- evidence that program curricula are evolving as a function of recommendations received from the professional community
- evidence of collaboration in the design, implementation, delivery, and evaluation of clinical experiences
- evidence that Unit, and ideally institutional, faculty are collaborating with public schools to improve the quality of P-12 education

## **Standard 8: Resources**

### **Team members should see evidence of the following:**

- that the Unit and programs have sufficient funding to operate and staff reasonably
- that the Unit is receiving funding comparable to other units/divisions within the institution
- that Unit and program instructional resources are current, with a particular emphasis on technology-based resources; and that faculty avail themselves of learning software

Judgments are made at the level of the **Standard**, not the Quality or Performance Indicator. (See Appendix B). These judgments are based on the preponderance of evidence presented during the site visit. The team will judge each program separately, indicating whether the standards are "met" or "not met." These then lead to the team making one of three recommendations for each program: "approval," "conditional approval," or "denial of approval." Findings and recommendations are compiled into a final report to the MSBE, which acts upon the team's recommendations. These actions are subsequently reported to the institution and unit.

It is important to remember that the program approval process has been conceived as and should be implemented as a formative evaluation of the Unit and its programs. The intention is to offer the Unit a critical, professional review of its programs, so it may be assured it is meeting standards for best practice and performance. The process is also intended to offer the unit technical assistance as it seeks to continually review and renew its professional programs. With this in mind, the team will use a critical eye, tempered by professional knowledge and respect for the "real" in contrast to the "ideal".

## **Conducting the Site Visit**

When the Site Team arrives on campus, the members should be able to immediately begin their work. Based on their reading of the pre-visit packet, the members should already have begun to develop questions and areas of interest to help focus the site visit. While on site, then, the team members will look more closely at the Unit and its programs by reviewing portfolios, other documentation and exhibits, conducting interviews, touring campus buildings, sitting in on classes, and visiting off-site locations. All the findings from this work and previous reading should give team members all the information needed to write about the standards and programs and make recommendations relevant to their adequacy in meeting the standards set for them.

In general, the site visit follows a common schedule, though some differences may occur on any given site visit because of particular circumstances or changes negotiated during the pre-visit to the institution. The Sample Site Visit Schedule depicts a visit beginning on a Saturday afternoon and concluding at noon the following Wednesday. (See Appendix L)

## **Interviews**

The bulk of Monday and Tuesday of the site visit is spent in interviews, on- and off-campus. The team should interview faculty, administrators, candidates, cooperating teachers, graduates, principals, and other members of the professional community. The team chair will ask the Unit liaison to arrange the required interviews, but the Unit has the option of suggesting additional interviews to the team chair for possible inclusion. All interviews should be scheduled and arranged by the Unit liaison prior to the site visit. Team members should receive from the Unit a schedule of these interviews, including the names of people expected to attend each interview. Site Team members may request additional interviews (for follow-up or based on findings within the documentation). The team chair will forward these requests to the Unit liaison to make arrangements.

In general interviews are conducted by at least two team members; to best use time, team members may decide to have fewer interviewers in any given interview session, especially individual interviews. The number of people to be interviewed at one time should not be more than 10 except for student groups or open faculty sessions. Most interviews may be scheduled for 30 minutes, although some group interviews will require more time and should be allowed 45 minutes to one hour.

The Interview Schedule Template (See Appendix M) will help in planning the interview schedule. Complete the template with the interviews agreed upon in the previsit meeting and include it in the pre-visit packet sent to team members prior to the site visit.

## **Classroom Observations**

Team members will likely be visiting professional education classes to understand better the quality of teaching and the use of technology within the Unit and its programs. These observations can help inform, clarify or validate the members' findings and perceptions about curriculum and instructional practices. The Unit is responsible for letting faculty know that team members may visit classes during the visit. Moreover, the Unit should provide a schedule of classes available on Monday and Tuesday of the site visit.

## **Visits to Field Sites**

Team members will visit between two and four off-campus sites (schools) where student teachers are assigned and with whom the Unit has established professional relationships. The Unit should provide a list of schools to be visited, their demographic characteristics, distance from campus, and the type of school. The team chair and site visit coordinator will select these schools during the pre-visit, and the Unit should arrange the visits with the schools in advance of the site visit. In general, these visits ought to represent a cross-section of the sites used by the Unit for its student teaching placements.

One or two team members will be assigned to each of the selected schools for a visit on Monday and/or Tuesday morning. The site visit coordinator should arrange for transportation to and from the school sites. During the visits, principals and cooperating teachers are interviewed regarding the quality of the Unit's programs and the candidates coming out of those programs as student teachers. In most instances, team members will observe student teachers in the classroom; however, they may simply be interviewed regarding their experiences. The school visits should also provide information about how field experiences are arranged, managed, and supervised. This is a good opportunity to explore the nature of the Unit's relationship to the professional community.

## **Branch Campuses, Off-campus Programs, and Distance Learning Programs**

**Branch Campuses.** An institution with dependent branch campuses (i.e., campuses not holding separate institutional accreditation) will be reviewed as a part of the home unit, with the expectation that program quality and candidate expectations will be consistent across campuses. The program approval decisions and any cited weaknesses or unmet standards for any campus site will apply to the entire unit, even if cited deficiencies are specific to a specific campus.

**Off-campus Programs.** When a unit includes off-campus sites as part of their professional education program delivery system, then each site is expected to maintain the same level of quality for program expectations, delivery systems, facilities, faculty, governance, professional community, field experience, and candidate support and quality. The following guidelines will guide the examining team as it reviews off-campus sites;

- What is the unit's commitment to the off-campus programs?
- Why does the unit offer off-campus programs?
- To what degree is the regular faculty used to deliver the programs?
- What are the qualifications of adjunct faculty?
- Is the curriculum and extension of what is offered on campus, or is it different? If different, why and how does it differ?
- What are the differences in delivery of on-campus and off-campus programs, and are those differences appropriate?
- Are the admissions requirements the same or different for off-campus programs, and are differences appropriate?
- How many students are enrolled in each off-campus program?
- How are off-campus programs financed? How are they administered?

**Distance Learning Programs.** Distance-learning programs must also meet MoSTEP standards at the same level of quality as programs offered through traditional means. If a unit offers distance-learning programs in professional education, the examining team will expect to interview – in person or by other means – program administrator(s), faculty, and candidates. The examining team will also expect to see assessment results, pass rates, and other performance data for distance learning programs in the unit's documentation and exhibits.

### **The Exit Conference**

The exit conference occurs on the final day of the site-visit. It is attended by the MoSTEP team chair, the DESE representative, the Unit head, and members of the institutional administrative team. It is an opportunity for the examining team chair to report the team's findings for the Unit and its programs for certification, although the team chair will not elaborate on the team's findings at this time. The following format guides the exit conference:

- Expressions of Appreciation for the Unit's assistance and hospitality (Team Chair)
- Summary of the site-visit activities and General Findings
  - Ratings for compliance with Unit Standards (Team Chair)
  - Ratings and recommendations for individual programs (Team Chair)
  - Overview of the process and time lines for writing, sharing, rejoining, and submitting the Final Report to the institution and DESE, and scheduling the presentation to MSBE (State Consultant)
- Institutional Response (President, Dean, or Unit Chair)
- Conclusion and Thanks (Team Chair)

### **The MoSTEP Examiners' Report**

The MoSTEP Examiners' Report represents the work, deliberation and thinking of the examining team, so the team is responsible for ensuring that the report is accurate, well-supported, and well-reasoned. In other words it must reflect the professional character and judgment required for such a weighty task and responsibility.

The MoSTEP Team Chairperson is responsible for compiling the Examiners' Report. However, each team member, including the chair, is responsible for writing a rationale and statements of strengths and areas for improvement, as necessary, for each standard and program that he or she is assigned. The team members will also record the consensus ratings ("MET" or "NOT MET") for each standard and program and the recommendation ("Approval," "Conditional Approval," or "Deny Approval") for each program for certification.

**Approval** means the program is approved and may continue recommending candidates for certification during the intervening five years until the next review.

**Conditional Approval** means the program has significant enough weaknesses to warrant close attention and revision by the unit, and it grants the unit two years before a follow-up visit to determine the final disposition of the program. This follow-up visit is arranged by the TES and normally does not include a full site team. The unit may continue to prepare candidates in the program while conditional approval status is in effect.

**Deny Approval** means the program has significant weaknesses sufficient to warrant rescinding its right to recommend candidates for licensure. With this, the program must cease operating at the close of the semester. Candidates in the program should be advised to change majors or seek completion of their programs elsewhere.

After the site visit, the team chair will assemble the individual report sections into a “first draft” of the *MoSTEP Examiners’ Report* and submit a copy to the institution’s unit head to examine and make factual corrections. A copy is also sent to the team members for proofing and to the DESE consultant. Within ten (10) days of its receipt, the institution will make its factual corrections to the MoSTEP Examiners Report draft and return it to the Educator Preparation Section (EPS) at DESE.

Within thirty (30) days following the site visit, the EPS will prepare a final official MoSTEP Examiners’ Report and send it to the unit head and other appropriate officials of the institution. For joint reviews, it also will be sent to the NCATE Team Chair and included as the *State Addendum to the Board of Examiners’ Report*, which is submitted to NCATE. The institution is urged to rejoin the report as a matter of course.

The team report and all information related to it is the property of the institution and will not be released or discussed without the prior written permission of the institution.

### **Institutional Rejoinder to the MoSTEP Examiners' Report**

The head of the unit, is required to acknowledge receipt of the *MoSTEP Examiner's Report* and is given an opportunity to consult with faculty, department heads and the executive officers of the institution, and submit a response to it within thirty (30) days following the receipt of the *Report*. The institution's response may simply be a letter that indicates acceptance of the team’s findings or a rejoinder that may challenge or refute the findings. The unit can also submit supplemental materials pertinent to the facts and conclusions found in the *Report*.

The unit is urged to submit a rejoinder to the *MoSTEP Examiner's Report* to the Educator Preparation Section (EPS) of DESE. Information from the rejoinder can be a vital part of the evidence presented to the Missouri State Board of Education (MSBE) as it considers program approval. The EPS may affirm, revise, or remove citations of areas for improvement as it prepares summaries and recommendations submitted to the MSBE, based on evidence provided in the rejoinder. Moreover, the EPS may change the team's decisions regarding met or unmet standards or programs if the institution’s rejoinder supports a different decision than the information in the *Report*.

The purpose of the rejoinder is to respond to statements indicating lack of compliance with standards or programmatic weaknesses, as well as perceptions of erroneous statements in the narrative sections of the *MoSTEP Examiner's Report*. The rejoinder may also cite any procedural concerns regarding the visit. If the unit is contesting the judgments of the examining team, the rejoinder must indicate the grounds for such a stance and provide the available documentation to support its arguments. This information should be summarized, cited, and/or included in appendices, as appropriate. **It is recommended that the unit respond to all areas for improvement cited in the Examiner's Report with which the unit does not concur.** When the Unit does not respond to the weaknesses cited in the *Examiner's Report*, it will be assumed that the unit concurs with the examining team's conclusions.

# **APPENDIX A**

## **Procedures for Initial Program Approval**

# MISSOURI STANDARDS FOR TEACHER EDUCATION PROGRAMS (MoSTEP)

## Procedures for Initial Approval of New Professional Education Programs

1. The institution shall submit a written proposal for the program(s) to the Director of Educator Preparation, Division of Teacher Quality and Urban Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO, 65102-0480. The proposal should include the following:
  - a. a cover letter requesting approval for the new program(s) being proposed;
  - b. a Needs Summary and Impact Assessment;
  - c. responses to Standards 1-8 in the Missouri Standards for Teacher Education Programs (MoSTEP);
  - d. curriculum matrices illustrating the courses and experiences required by the institution that address the competencies in MoSTEP Standards 1.1, 1.2, 1.3, 1.4, etc., including a syllabus for each professional education course in the prescribed program of study;
  - e. additional curriculum matrices illustrating the institution's prescribed courses and experiences for each program of certification being proposed (Examples: Elementary Education, grades 1-6; Middle School Science, grades 5-9; Art, grades 9-12; etc.), showing alignment the with professional certification requirements and Subject Specific Competencies for Beginning Teachers in Missouri;
  - f. a vita from each instructor for the proposed professional education courses;
  - g. a letter, with supporting documentation, from the chief executive officer of the institution indicating that the institution will support the professional education unit and its programs with sufficient personnel, facilities and financial resources to assure its compliance with the standards.
2. Program proposals will be reviewed as soon as possible when they are received. The institution will be contacted if any additional information is needed to process the request for approval.
3. If the proposal is determined to be viable, a representative from the Educator Preparation Section may conduct an initial site inspection at the institution.
4. If the institution's proposal is determined to be acceptable and the site inspection is satisfactory, a recommendation for interim approval will be made to the Missouri State Board of Education (MSBE) for its consideration, and if interim approval is granted, the institution may begin recommending candidates for state certification upon their completion of the program(s).
5. The institution will be notified in writing whether or not the proposed program has been approved.
6. Interim approval shall be in effect until a standard review of the unit and its program(s) is conducted and the results presented to the MSBE. If interim approval for a new professional education program is granted to an institution already having state approval for other programs, the approval period will parallel the expiration date of the other state-approved professional education programs at the institution.

For additional questions or clarification pertaining to any of the elements mentioned in this document, please contact the Educator Preparation Section in the Missouri Department of Elementary and Secondary Education by phone at (573) 751-0371.

# **APPENDIX B**

## **The Standards**

# Missouri Standards for Teacher Education Programs (MoSTEP)

## Category I. Design of Professional Education

### **Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS**

The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area(s) of responsibility.

#### **1.1 General Education for Initial Teacher Preparation (Initial)**

The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences.

*Quality Indicators:*

- 1.1.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.
- 1.1.2 The general studies incorporate multi-cultural and global perspectives.

#### **1.2 Content, Professional, Pedagogical, and Integrative Studies for Teacher Preparation (Initial)**

The unit ensures that candidates have completed a program of content, professional, pedagogical, and integrative studies.

*Quality Indicators:*

- 1.2.1 The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

*Performance Indicators:* The preservice teacher

- 1.2.1.1 knows the discipline applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies)
  - 1.2.1.2 presents the subject matter in multiple ways;
  - 1.2.1.3 uses students' prior knowledge;
  - 1.2.1.4 engages students in the methods of inquiry used in the discipline;
  - 1.2.1.5 creates interdisciplinary learning.
- 1.2.2 The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

*Performance Indicators:* The preservice teacher

- 1.2.2.1 knows and identifies child/adolescent development;
  - 1.2.2.2 strengthens prior knowledge with new ideas;
  - 1.2.2.3 encourages student responsibility;
  - 1.2.2.4 knows theories of learning.
- 1.2.3 The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Performance Indicators:* The preservice teacher

- 1.2.3.1 identifies prior experience, learning styles, strengths, and needs;
- 1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
- 1.2.3.3 knows when and how to access specialized services to meet students' needs;
- 1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

- 1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

*Performance Indicators:* The preservice teacher

- 1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
  - 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
  - 1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.
- 1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*Performance Indicators:* The preservice teacher

- 1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
  - 1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.
- 1.2.6 The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*Performance Indicators:* The preservice teacher

- 1.2.6.1 knows motivation theories and behavior management strategies and techniques;
  - 1.2.6.2 manages time, space, transitions, and activities effectively;
  - 1.2.6.3 engages students in decision making.
- 1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Performance Indicators:* The preservice teacher

- 1.2.7.1 models effective verbal/non-verbal communication skills;
  - 1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
  - 1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media;
  - 1.2.7.4 uses a variety of media communication tools.
- 1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

*Performance Indicators:* The preservice teacher

- 1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- 1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- 1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;

- 1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.
- 1.2.9 The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.  
*Performance Indicators:* The preservice teacher
- 1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;
- 1.2.9.2 uses resources available for professional development.
- 1.2.9.3 practices professional ethical standards.
- 1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.  
*Performance Indicators:* The preservice teacher
- 1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
- 1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
- 1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
- 1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.
- 1.2.11 The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.  
*Performance Indicators:* The preservice teacher
- 1.2.11.1 demonstrates an understanding of instructional technology concepts and operations;
- 1.2.11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology;
- 1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
- 1.2.11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies;
- 1.2.11.5 uses technology to enhance personal productivity and professional practice;
- 1.2.11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

### 1.3 Professional Competencies for School Administrator Preparation (Advanced)

- 1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

*Knowledge:* The administrator has knowledge and understanding of

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

*Dispositions:* The administrator believes in, values, and is committed to

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

*Performances:* The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

- 1.3.2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

*Knowledge:* The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction

- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

*Dispositions:* The administrator believes in, values, and is committed to

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

*Performances:* The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

*Knowledge:* The administrator has knowledge and understanding of

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations

- current technologies that support management functions

*Dispositions:* The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

*Performances:* The administrator facilitates processes and engages in activities ensuring that

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

- 1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

*Knowledge:* The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

*Dispositions:* The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

*Performances:* The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

- 1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

*Knowledge:* The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

*Dispositions:* The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

*Performances:* The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior

- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

*Knowledge:* The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

*Dispositions:* The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

*Performances:* The administrator facilitates processes and engages in activities ensuring that

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

## 1.4 Professional Competencies for School Counselor Preparation (Initial and Advanced)

- 1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.

*Quality Indicators:*

- 1.4.1.1 Human Growth and Development: The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.

*Performance Indicators:* The professional school counselor candidate:

- applies theories of individual and family development, transitions across the life span, and the range of human developmental variation
- applies knowledge of developmental stages of individual growth
- applies theories of learning and personality development
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles
- applies developmental principles in working with learners in a variety of school counseling activities

- 1.4.1.2 Culture and Diversity: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.

*Performance Indicators:* The professional school counselor candidate:

- knows and understands multicultural and pluralistic trends
- knows and understands attitudes and behaviors related to diversity, and how the diversity in families
- impacts learners
- educates students, colleagues and others about diversity and its impact on learning, growth, and relationships
- facilitates the development of learners' tolerance and respect for, and valuing of, human diversity
- knows and understands how culture affects the counseling relationship and demonstrates cultural awareness and sensitivity in counseling

- 1.4.1.3 Assessment: The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

*Performance Indicators:* The professional school counselor candidate:

- knows and understands theoretical and historical bases for assessment techniques
- knows and understands the concepts of reliability and validity
- selects, administers, and interprets assessment and evaluation instruments and techniques in counseling
- applies assessment results to the counseling process
- knows, understands and applies ethical principles in assessment

- 1.4.1.4 Career Development and Planning: The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.

*Performance Indicators:* The professional school counselor candidate:

- knows and understands theories of career development, career decision-making and planning
- selects and applies career counseling models with learners
- promotes and supports the career decision-making and planning of learners

- uses various career assessment techniques to assist learners in understanding their abilities and career interests
- uses current career information to assist learners in understanding the world of work and making career plans and choices

1.4.2 The professional school counselor candidate promotes learners' growth and development through a district wide, comprehensive model for guidance and counseling for all students.

*Quality Indicators:*

1.4.2.1 Guidance Curriculum: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands, and conducts guidance needs assessments
- collaborates with other school personnel in the delivery of the guidance curriculum
- designs and implements developmentally appropriate guidance activities

1.4.2.2 Individual Planning: The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

*Performance Indicators:* The professional school counselor candidate:

- knows and understands planning and goal setting processes
- uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.

1.4.2.3 Responsive Services: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to learners in the school community

*Performance Indicators:* The professional school counselor candidate:

- knows and understands a variety of individual and small group counseling theories and techniques
- knows and understands a variety of crisis intervention and consultation theories and techniques
- selects and uses counseling interventions appropriate to the needs of learners
- uses appropriate referral resources and procedures

1.4.2.4 System Support: The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands, develops, and manages a comprehensive guidance program for all learners
- advocates for the guidance program throughout the school community
- knows, understands, and conducts program evaluation to monitor and improve the guidance program

1.4.2.5 Technology: The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands and uses a variety of technology in the delivery of guidance and counseling activities
- uses technology to manage a comprehensive guidance program

1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family, and community

*Quality Indicators:*

1.4.3.1 The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands and uses consultation strategies to improve communication and promote teamwork
- uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff
- uses consultation strategies to promote school-home relationships through involvement of parents and other family members
- uses consultation methods with private and public agencies in the community that may be involved in the learner's development

1.4.4 The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.

*Quality Indicators:*

1.4.4.1 Ethical: The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands and practices in accordance with the ethical principles of the counseling profession
- knows and understands the differences among legal, ethical, and moral principles
- knows, understands and practices in accordance with local school policy and procedures
- employs ethical decision-making models to recognize and resolve ethical dilemmas
- models ethical behavior in his or her work

1.4.4.2 Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the school counselor

*Performance Indicators:* The professional school counselor candidate:

- knows and understands the local, state, and federal statutory requirements pertaining to her or his work
- uses legal resources to inform and guide his or her practice
- practices in accordance with the legal restraints of local jurisdictions
- practices within the statutory limits of confidentiality

1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.

*Performance Indicators:* The professional school counselor candidate:

- participates in professional organizations
- develops and implements a professional development plan
- uses personal reflection, consultation, and supervision to promote professional growth and development
- knows, understands, uses and models techniques of self-care
- evaluates her or his practice, seeks feedback from others, and uses this information to improve performance

## **1.5 Content, Professional, Pedagogical, and Integrative Studies for the Library Media Specialist (Initial and Advanced)**

### 1.5.1 Use of Information and Ideas

#### *Quality Indicators:*

- 1.5.1.1 Efficient and Ethical Information-Seeking Behavior: Candidates apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community.
- 1.5.1.2 Literacy and Reading: Candidates encourage reading and lifelong learning by fostering interests and competencies in the effective use of ideas and information.
- 1.5.1.3 Access to Information: Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.
- 1.5.1.4 Stimulating Learning Environment: Candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere.

### 1.5.2 Teaching and Learning

#### *Quality Indicators:*

- 1.5.2.1 Knowledge of Learners and Learning: Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.
- 1.5.2.2 Effective and Knowledgeable Teacher: Candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content.
- 1.5.2.3 Information Literacy Curriculum: Candidates partner with other education professionals to develop and deliver an integrated information skills curriculum.

### 1.5.3 Collaboration and Leadership

#### *Quality Indicators:*

- 1.5.3.1 Connection with the Library Community: Candidates provide leadership and establish connections with the greater library and education community.
- 1.5.3.2 Instructional Partner: Candidates demonstrate effective leadership principles and work with the learning community to create a productive educational environment.
- 1.5.3.3 Educational Leader: Candidates create school library media programs that focus on student learning and achievement; and encourage the personal and professional growth of teachers and other educators.

### 1.5.4. Program Administration

#### *Quality Indicators:*

- 1.5.4.1 Managing Information Resources: Selecting, Organizing, Using: Candidates apply knowledge and skills in building, managing, and providing free and equitable access to resource collections to enhance the school curriculum and offer leisure reading materials for the school community.
- 1.5.4.2 Managing Program Resources: Human, Financial, Physical: Candidates administer the library media program according to the principles of best practice in library science and program administration to support the mission of the school.
- 1.5.4.3 Comprehensive and Collaborative Strategic Planning and Assessment: Candidates apply leadership, collaboration, and technology skills to design and manage library media programs that are up-to-date, comprehensive, and integrated within the school.

## **Standard 2: PROGRAM AND CURRICULUM DESIGN (Initial and Advanced)**

The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

*Quality Indicators:*

- 2.1 The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
  - 2.1.1 The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
  - 2.1.2 The framework(s) includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation.
  - 2.1.3 The framework(s) reflects multi-cultural and global perspectives.
  - 2.1.4 The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.
- 2.2 Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.
- 2.3 The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.

**Standard 3: CLINICAL EXPERIENCES (Initial and Advanced)**

The professional education unit ensures that clinical experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

*Quality Indicators:*

- 3.1 Preservice preparation programs include clinical experiences in which candidates can observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty.
- 3.2 The professional education unit selects clinical experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. The clinical experiences will be varied and include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations.
- 3.3 Clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the student's work, including higher education faculty, school faculty, clinical faculty, and administrators, students, and peers.
- 3.4 Clinical experiences allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.
- 3.5 The professional education unit provides quality clinical sites in which candidates may develop the required knowledge and exhibit required performances.
- 3.6 Candidates seeking endorsements or licenses for more than one grade or developmental level shall be assigned to clinical experiences at such levels.
- 3.7 Culminating clinical experiences (student teaching, practicum, or internship) shall be at the level and in the endorsement area and license being sought by the candidate, and with a supervising teacher/mentor who holds certification in the appropriate area.
  - 3.7.1 Culminating clinical experiences shall provide opportunities for increasing responsibility for planning and instruction and communication with the supervising professional(s), including reflection on teaching, learning, and behaviors.

- 3.7.2 When possible, the supervising school professional shall be selected collaboratively by the professional education unit and the site administrator.

## Category II. Candidates in Professional Education

### **Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY (Initial and Advanced)**

The unit has and implements written plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools.

#### 4.1. Diverse Student Body

The unit commits scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.

##### *Quality Indicators:*

- 4.1.1 The unit has and implements an explicit plan with resources explicitly devoted to recruiting, admitting, and retaining a diverse student body.
- 4.1.2 The unit's efforts and success in meeting goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as necessary, its plans for future efforts.
- 4.1.3 The unit monitors admission decisions to ensure that the published admissions criteria are equitably applied to all applicants.

#### 4.2 Qualification of Candidates

A comprehensive system is used to assess the qualifications of candidates seeking admission.

##### *Quality Indicators:*

- 4.2.1 The criteria for admission to undergraduate, graduate, and post-baccalaureate initial teacher preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, background screening, and background checks for felony conviction(s).
- 4.2.2 The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university.
- 4.2.3 The unit has an admission policy for the following categories of students:
  - a) transfer students (including mutually agreed upon articulation with Missouri Community Colleges)
  - b) non-traditional students
  - c) diverse students

#### 4.3 Monitoring and Advising the Progress of Candidates (Initial and Advanced)

The unit systematically monitors and assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. The program includes multiple, developmental, and diverse opportunities for growth.

##### *Quality Indicators:*

- 4.3.1 The unit has and uses developmental benchmarks to determine whether or not candidates have prerequisite knowledge and skill to advance to the next program level, ensuring that those who are not able to demonstrate proficiency at any point have opportunities appropriate to their individual learning needs to increase their level of proficiency.

- 4.3.2 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and time lines, and students are advised about their progress.
- 4.3.3 Assessment of a candidate's progress is based on multiple data sources that include grade point average (GPA), observations, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, research and concept papers), and recommendations from appropriate professionals in schools.
- 4.3.4 Assessment data are systematically used to assist candidates who are not making satisfactory progress.
- 4.3.5 Criteria consistent with the conceptual framework(s) of programs and consistent with State Board standards (i.e., beginning teacher standards, beginning administrator standards) are used to determine eligibility for student teaching and other professional internships.
- 4.3.6 The professional education unit ensures that the State Board adopted basic skills assessments are successfully completed prior to student teaching or culminating field-based experiences (i.e., the successful completion of the prescribed Missouri State Board of Education exit examination).
- 4.3.7 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements, including assessment requirements and remediation strategies, needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
- 4.3.8 The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. These data become the basis for improving those services.

#### 4.4 Ensuring the Competence of Candidates (Initial and Advanced)

The unit ensures that a candidate's competency to begin a professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.

##### *Quality Indicators:*

- 4.4.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program consistent with State Board of Education adopted performance standards.
- 4.4.2 A candidates's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.
- 4.4.3 The unit ensures that students exiting educator preparation programs have constructed a professional portfolio which contains evidence of learning accomplishments related to State Board of Education adopted performance standards. The portfolio shall contain evidence to verify knowledge, skills, and abilities, and application with various types of students and/or adults and in various settings. Such portfolio may include but need not be limited to (i) summaries of professional and student research, (ii) videotapes of actual performance in the student's area of specialization or endorsement, (iii) examples of self-analysis and reflection of progress, (iv) formative and summative assessments of performance in academic, clinical, and field-based experiences, (v) and evidence of state-adopted licensing assessment results.
- 4.4.4 The institution administers the prescribed exit assessment as identified by the Missouri State Board of Education prior to the recommendation for certification.
- 4.4.5 The institution recommends for certification only individuals with a 2.5 overall grade point average who have successfully completed, the exit examination prescribed by the Missouri State Board of Education and other assessments required by the institution.

#### 4.5 Ensuring the Support of Graduates (Initial and Advanced)

The unit ensures that graduates are well supported during their first two years of professional service.

##### *Quality Indicators:*

- 4.5.1 The institution provides follow-up support and tracking for all its first and second-year education professionals in the field, including such things as enabling them to meet together and share their ideas, needs, and information; supporting mentor teachers; and supporting district professionals and schools through visits and assistance where required and possible.
  - 4.5.2 Plans for supporting new education professionals are cooperatively developed and implemented by the institutions, the novice professionals, mentor teachers (where appropriate), and school districts.
- 4.6 Meeting the Needs of the Profession (Initial and Advanced)
- The unit ensures that the program continues to meet the needs of beginning professionals and their employers.
- Quality Indicators:*
- 4.6.1 The unit seeks and uses data and feedback from its graduates to improve the professional preparation program.
  - 4.6.2 The unit seeks and uses data and feedback from employers of its graduates to improve the professional preparation program.

## Category III. Professional Education Faculty

### **Standard 5: QUALIFICATIONS, COMPOSITION, ASSIGNMENTS, AND DEVELOPMENT OF PROFESSIONAL EDUCATION FACULTY, AND QUALITY OF INSTRUCTION**

#### 5.1 Faculty Qualifications

The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.

*Quality Indicators:*

- 5.1.1 Professional education faculty (both full and part time) have demonstrated competence in each field of specialization that they teach.
- 5.1.2 Faculty in graduate professional education and in innovative/experimental programs have earned an appropriate terminal degree.
- 5.1.3 Faculty teaching or supervising teacher education students further their professional development through periodic, direct personal involvement in the schools in grades pre-kindergarten through 12. (Required by Missouri Statute 168.400.3, RSMo.)
- 5.1.4 Faculty in professional education seek to model and reflect the best practice in the delivery of instruction, including the use of technology.

#### 5.2 Faculty Composition (initial and advanced)

The unit recruits, hires, and retains a diverse higher education faculty.

*Quality Indicators:*

- 5.2.1 The unit has and implements an explicit plan with resources devoted to recruiting, hiring, and retaining a diverse faculty.
- 5.2.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually.
- 5.2.3 Part-time or adjunct faculty have demonstrated experience and/or competence in education and are employed on a limited basis when they can make significant contributions to the programs.

#### 5.3 Professional Assignments of Faculty (initial and advanced)

The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

*Quality Indicators:*

5.3.1 Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

5.3.2 Faculty teaching loads, including, student teaching supervision, overloads, and off-campus teaching, are limited to allow faculty to engage effectively in teaching, scholarship and service.

#### 5.4 Faculty Development.

The institution shall support and promote professional education faculty development, and the unit shall have a systematic, comprehensive, and written plan for such experiences.

##### *Quality Indicators.*

5.4.1 The institution has in place policies, resources and practices which support and ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment.

5.4.2 Faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.

5.4.3 Faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service.

5.4.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.

#### 5.5 Quality of Instruction

Teaching in the unit is of high quality, consistent with the conceptual framework(s), and reflects research and best practice.

##### *Quality Indicators:*

5.5.1 Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.

5.5.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.

5.5.3 Teaching reflects knowledge about and experiences with diversity and exceptionalities.

5.5.4 Instruction is continuously evaluated, and the results are used to improve teaching within the unit.

## Category IV. The Unit of Professional Education

### **Standard 6: GOVERNANCE, ORGANIZATION, AND AUTHORITY (Initial and Advanced)**

Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

##### *Quality Indicators:*

6.1 The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.

6.2 A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.

6.3 The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

- 6.3.1 The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.

**Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced)**

The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the schools.

*Quality Indicators:*

- 7.1 Faculty who teach general education courses, content-area courses, and professional studies collaborate regularly with each other and with public schools and school-based professionals on the development, implementation and evaluation of PK-12 and professional education programs.
- 7.2 Clinical and other field-based experiences are collaboratively arranged. [*The unit has agreements with schools and other professionals to ensure that students are supported in the achievement of the program's goals.*]
- 7.3 The program gives candidates opportunity to develop an identity as a professional educator via activities that may include but are not limited to joining professional education organizations and attending professional conferences.

**Standard 8: RESOURCES FOR OPERATING THE UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced)**

8.1 Resources for Operating the Unit

The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.

*Quality Indicators:*

- 8.1.1 Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.
- 8.1.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.
- 8.1.3 Facilities and equipment are adequate, functional, and well maintained.

8.2 Resources for Teaching and Scholarship (Initial and Advanced)

The unit has adequate resources to support teaching and scholarship by faculty and candidates.

*Quality Indicators:*

- 8.2.1 Support of professional development is at least at the level of other units in the institution.
- 8.2.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.
- 8.2.3 Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
- 8.2.4 Library resources provide adequate access, scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.
- 8.2.5 Media, software, and materials collections are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.
- 8.2.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.

# **APPENDIX C**

## **Rubrics for Unit Standards**

# Rubrics for MoSTEP Unit Standards 1-8

**Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS:** The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility.

1.1 General Studies for Initial Teacher Preparation (Initial): The unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences.

- 1.2 Content, Professional, Pedagogical, and Integrative Studies for Initial Teacher Preparation (Initial): The unit ensures that candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies.
- 1.3 Professional Competencies for School Administrator Preparation
- 1.4 Professional Competencies for School Counselor Preparation
- 1.5 Professional Competencies for School Library Media Specialists

<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Insufficient Evidence</b>
<ul style="list-style-type: none"> <li>• Unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences at least at the minimum level required for teacher certification.</li> <li>• Unit overall and each program verify that all candidates have completed the course/credit-hour requirements and field experiences required by the certificate for which they were recommended.</li> <li>• The combination of transcripts, portfolios, test scores, and standards-based surveys of graduates &amp; their employers reveals- for each approved program--a cohort ready to assume their professional responsibilities.</li> <li>• Endorsement programs satisfy state course/credit-hour requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• The unit’s general education requirements are limited and exhibit gaps in the liberal arts and sciences preparation. The requirements are less than the minimum required for teacher certification.</li> <li>• Verification of candidates having completed the course/credit-hour requirements and field experiences required by the certificate for which they were recommended is haphazard and inadequate; alternatively, candidates may not have been required to meet all SBE course/credit-hour requirements.</li> <li>• The combination of transcripts, portfolios, test scores, and standards-based surveys of graduates &amp; their employers reveals--for each approved program--a cohort not consistently qualified to assume their professional responsibilities.</li> <li>• Endorsement programs may not meet state course/credit-hour requirements.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

**Standard 2: PROGRAM and CURRICULUM DESIGN** (Initial and Advanced): The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Meets the Standard	Does Not Meet the Standard	Insufficient Evidence
<ul style="list-style-type: none"> <li>• The conceptual framework(s)<sup>2</sup> is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.</li> <li>• Framework meets the specifications indicated in the footnote below.</li> <li>• Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.</li> <li>• Programs clearly reflect unit’s mission &amp; framework and meet certification requirements.</li> <li>• The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and “required” collection of data from students, recent graduates, and other members of the professional community) and uses these results to increase student achievement through the modification and improvement of the conceptual framework(s) and programs.</li> </ul>	<ul style="list-style-type: none"> <li>• No clearly defined or written conceptual framework presently exists. Alternatively, although the conceptual framework may be written, it is neither widely articulated, nor is it shared within the professional community</li> <li>• Framework does not meet the specifications in the footnote below.</li> <li>• Little coherence exists between the framework and the experiences of candidates within the program.</li> <li>• Programs appear inconsistent with unit’s mission &amp;/or framework, may not meet certification requirements, or may not reflect consistency with current &amp; appropriate national standards.</li> <li>• Evaluation of the framework (if observable) tends to be haphazard, predicated on limited data (e.g., does not reflect the assessment of the full professional community or does not reflect student and post-graduate assessment) or is non-existent.</li> <li>• Evaluation data may be gathered, but do not appear to be an integrated part of unit and program evolution.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

<sup>2</sup> Necessary characteristics of a conceptual framework:

- it is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
- it includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation.
- it reflects multi-cultural and global perspectives.
- it and the *specifically cited* knowledge bases upon which it is written rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.

**Standard 3: CLINICAL EXPERIENCES** (Initial and Advanced): The professional education unit ensures that clinical experiences are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Insufficient Evidence</b>
<p>Clinical experiences provide early &amp; frequent opportunities to observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty.</p> <p>The unit selects a variety of clinical experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. Experiences include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations.</p> <p>Clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the student's work, including higher education faculty, school faculty, clinical faculty, and administrators, students, and peers.</p> <p>Clinical experiences allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.</p> <p>At least annually, the unit assesses the quality of clinical sites.</p> <p>Candidates seeking endorsements or licenses for more than one grade or developmental level are assigned to clinical experiences at such levels.</p> <p>Culminating clinical experiences (student teaching, practicum, or internship) are at the level and in the endorsement area and license being sought by the candidate, and with a supervising teacher/mentor who is certified in the appropriate area.</p>	<p>Although some clinical experiences are provided, they tend to occur late in candidates' preparation and/or they tend to be isolated from the preparation curriculum. Clinical experiences are often unsupervised or are directed and supervised by someone other than qualified academic, school-based and clinical faculty.</p> <p>The unit uses no clearly stated criteria for selecting clinical experiences, including student teaching and/or internships, relative to their ability to provide candidates with opportunities to relate principles and theories to actual practice. Clinical experiences lack variety and rarely (or only superficially) include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations. Clinical experiences elicit only affective reflection.</p> <p>Clinical experiences generate feedback from only one person who may or may not be close to the candidate's work.</p> <p>Clinical experiences (esp. those prior to student teaching) allow candidates to experience only a narrow range of the duties and responsibilities of the professional role for which they are preparing; candidates report that many of their early experiences are only observational.</p> <p>The unit provides clinical sites of inconsistent and/or questionable quality. Site decisions appear made based on expedience rather than on the needs and goals of candidates' development. Little (or no) overt assessment of clinical sites appears to occur.</p> <p>Candidates seeking endorsements or licenses for more than one grade or developmental level do not always engage in field experiences at those grade/developmental levels.</p> <p>Culminating clinical experiences (student teaching, practica, or internships) are not always at the level and/or in the endorsement area and license being sought by the candidate.</p> <p>More than occasionally, supervising teacher/mentor are certified in area(s) different than the candidate's.</p>	<p>There is insufficient evidence upon which to make a determination.</p>

**Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY** (Initial and Advanced): The unit has and implements plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools.

<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Insufficient Evidence</b>
<ul style="list-style-type: none"> <li>• The unit commits scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications. (See sub-indicators.)</li> <li>• A comprehensive system is used to assess the qualifications of candidates seeking admission.</li> <li>• The unit systematically monitors and assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. The assessment program includes multiple, developmental, and diverse opportunities for growth.</li> <li>• The unit ensures that a candidate's competency to begin a professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.</li> <li>• The unit ensures that each program supports its graduates during their first two years of professional service.</li> <li>• The unit ensures that the program continues to meet the needs of beginning professionals and their employers.</li> </ul>	<ul style="list-style-type: none"> <li>• The unit appears not to commit the efforts or resources (although it may purport to such a commitment) necessary to attract a diverse and/or academically qualified candidate pool.</li> <li>• Candidate qualifications are assessed by a narrow range of data (e.g., GPA or test scores alone) and/or individuals (e.g., unit advising staff alone).</li> <li>• Monitoring candidate progress is not systematic or on-going and tends to be the responsibility of individuals not actively involved in the candidate's instruction. Assessment data are limited and quantitative (e.g., GPA or course grades alone); benchmarks are not qualitatively performance-based, i.e., developmentally appropriate variations on performance expectations for the certificate.</li> <li>• The unit uses at most only the state-mandated exit tests and GPA to determine the competency of candidates. The unit does little, in the way of analysis and advising, with the information gathered.</li> <li>• The unit/program does little or nothing to support graduates in their first two years of service (e.g., offers on-campus opportunities possibly during times when practitioners cannot attend; fails to focus assistance on problems of practice encountered by the graduates).</li> <li>• The unit does little to ensure that its programs continue to meet the needs of professionals and their employers.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

**Standard 5: QUALIFICATIONS, COMPOSITION, ASSIGNMENTS, DEVELOPMENT OF PROFESSIONAL EDUCATION FACULTY AND QUALITY OF INSTRUCTION** (Initial and Advanced): The unit has and implements plans to recruit, employ, and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.

<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Insufficient Evidence</b>
<ul style="list-style-type: none"> <li>• The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.</li> <li>• The unit recruits, hires, and retains a diverse higher education faculty.</li> <li>• The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.</li> <li>• The institution supports and promotes professional development for education faculty, and the unit has a systematic &amp; comprehensive plan for such experiences.</li> <li>• Teaching in the unit is of high quality, is assessed against performance expectations for teachers, is consistent with the conceptual framework(s), and reflects research and best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The unit tends to rely heavily on non-regular, adjunct faculty, who may not possess credentials (degrees, experiences) directly applicable to their assignments. Limited numbers of regular faculty are actively involved in the professional community outside of the unit itself; alternatively, unit faculty may hold appropriate credentials but fail to reveal depth of knowledge of the most current, research-based theory &amp; practice.</li> <li>• Although the unit has policy regarding the recruitment, hiring, and retention of diverse faculty, that policy is not operationalized in the unit's efforts. The unit may appear resigned to its inability to attract, hire, and retain diverse faculty.</li> <li>• Across the unit, assignments disproportionately facilitate faculty involvement in scholarship and service; alternatively, assignments may prevent faculty from attending to their own Professional Development or scholarship or service. Service may focus on campus committees to the exclusion of service to either the p-12 or content community. Teaching and student performance are not given much weight in evaluating faculty performance.</li> <li>• The institution appears to award assistance for professional development opportunities disproportionately. The unit may have a written plan for its members' professional development, but commits limited and possibly insufficient resources to implementing that plan.</li> <li>• Information on teaching quality may be collected (e.g., student-completed course evaluations), but little use is made of the information in faculty professional development, evaluation, promotion, or tenure. Teaching in the unit is based on an out-dated and limited view of instruction and assessment.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

**Standard 6: GOVERNANCE, ORGANIZATION, AUTHORITY** (Initial and Advanced): Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution’s mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Insufficient Evidence</b>
<ul style="list-style-type: none"> <li>• The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.</li> <li>• A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.</li> <li>• The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.</li> </ul>	<ul style="list-style-type: none"> <li>• The institution may have a board, but control of the institution may reside and be exercised outside the board’s reach. Decisions appear to be founded on priorities other than those supporting sound educational programs. The institution’s governance and policies are sufficiently documented, although they appear to undervalue or minimize the institution’s role/mission in preparing educators for Missouri’s schools.</li> <li>• The unit’s administrative functions are borne by one or a small group individuals whose additional responsibilities make it difficult for them to administer the unit efficiently and/or sufficiently.</li> <li>• The unit is hard to identify in the organization of the institution, is a closed and loosely defined collection of personnel which do not operate as a professional community, and are not sufficient to operate a professional education unit. Resources (time and individuals with appropriate expertise) are not available to support continuous improvement.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

**Standard 7: PROFESSIONAL COMMUNITY** (Initial and Advanced): The unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.

<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Insufficient Evidence</b>
<ul style="list-style-type: none"> <li>• Faculty who teach general education courses, content-area courses, and professional studies courses collaborate with each other and with public schools and school-based professionals on the development, implementation, evaluation, and improvement of professional education programs.</li> <li>• Clinical and other field-based experiences are collaboratively arranged, although collaboration may fail to include content faculty; field experiences are sufficiently integrated into campus-based experiences.</li> <li>• The program gives candidates opportunity to develop an identity as a professional educator via activities that may include but are not limited to joining professional education organizations and attending professional conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration, at best, is limited to occasional meetings, indicating that the unit/programs appear not to value the input and regular participation of a diverse spectrum of the professional community. General education and content-area faculty have at best occasional contact with the pK-12 community.</li> <li>• Design &amp; evaluation of candidates' clinical and other field-based experiences tend to be the province of professional education faculty, although logistics between higher education and the public schools may be formalized with the host school's administration; public school colleagues tend to host students rather than collaboratively design and evaluate the students' experience; content faculty are likely to be uninvolved in (even unaware of) these experiences.</li> <li>• There is little or no evidence that candidates participate in professional activities, organizations or other opportunities for professional development outside the unit's classrooms.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

**Standard 8: RESOURCES FOR OPERATING UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced)**

<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Insufficient Evidence</b>
<ul style="list-style-type: none"> <li>• The unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs; unit funding is consistent with the funding received by other comparable units on campus.</li> <li>• Support of professional development is at least at the level of other units in the institution.</li> <li>• Faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.</li> <li>• Faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.</li> <li>• Library/media collections are identifiable, relevant, accessible, systematically reviewed, and staffed by knowledgeable individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• The unit lacks sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs. Based on the number of students served by the unit, its funding appears to be proportionately less than other units on campus.</li> <li>• Although campus, unit, and/or program policies may advocate professional development, funding is insufficient to realistically support these activities equitably across all campus units, and particularly in the professional education unit.</li> <li>• Limited numbers of faculty and candidates have training in and/or access to education-related electronic information, video resources, hardware/software, etc.; little use is evident among faculty in modeling the use of these technologies in instruction of candidates.</li> <li>• Faculty office, instructional and other space is insufficient to carry out the work. Moreover, space may be inequitably distributed among faculty (e.g., some members of professional community are not provided appropriate space to teach and/or interact with students).</li> <li>• Library/media collections are out-dated, accessible during limited times (e.g., at times making them inconvenient to public school colleagues), infrequently reviewed, and/or insufficiently staffed to facilitate their use by faculty and students.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

Notes:

# **APPENDIX D**

## **Rubrics for Teacher Candidate Portfolios (Standard 1.2)**

## Rubrics for Teacher Candidate Portfolios, MoSTEP 1.2

**Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) with no serious gaps or inaccuracies in understanding.	The pre-service teacher demonstrates a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding.	There is insufficient evidence upon which to make a determination.
Lesson preparation and instruction reveal the ability to make connections between and among the content, other disciplines, and student background and life experiences.	There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.	

***Comments:***

**Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
<p>The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthens prior knowledge and encourages student responsibility, but also supports the intellectual, social, and personal development of all students.</p>	<p>The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.</p>	<p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

**Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students.	The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners.	There is insufficient evidence upon which to make a determination.
Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages.	The pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominantly designed for the whole class	
The candidate demonstrates knowledge of when and how to access specialized services.	Overt knowledge of when and how to access specialized services is superficial or absent.	

***Comments:***

**Quality Indicator 1.2.4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher demonstrates the ability to create and implement short-term curriculum goals, the ability to set and/or to work toward long-term curricular goals, and the ability to evaluate the impact of delivered curriculum.	The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum.	There is insufficient evidence upon which to make a determination.
The pre-service teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons.	Although lesson plans may include references to state knowledge and performance standards, references tend not to be reflected in what k-12 students were actually asked to do.	
Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways..	Lessons tend to focus on whole-class instruction.	
During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long-& short-term goals and/or instruction to meet student needs	Little evidence is available to indicate the teacher’s ability or inclination to evaluate and change goals and/or instruction to meet student needs.	

*Comments:*

**Quality Indicator 1.2.5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs.	The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies.	There is insufficient evidence upon which to make a determination.
Artifacts reveal the use of a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.	There is little or no evidence of either the ability to create learning opportunities that encourage students' development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught	
The candidate offers evidence of the ability to engage each student in active learning; moreover, instructional artifacts emphasize a balance between teacher-centered, whole-class instruction and more student-centered, individualized instruction.	The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction.	
The candidate uses student work in the evaluation of a strategy's impact on student learning.	The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.	

**Comments:**

**Quality Indicator 1.2.6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	The pre-service teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offer little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	There is insufficient evidence upon which to make a determination.
The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.	Maintaining control may be emphasized over student empowerment.	

*Comments:*

**Quality Indicator 1.2.7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

*Performance Indicators:* The pre-service teacher

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community.	The pre-service teacher demonstrates effective personal oral and written communication skills and presentation techniques, including limited media communication to communicate with students, parents, colleagues and the community.	There is insufficient evidence upon which to make a determination.
The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom	The candidate can describe how these communication skills might be used to develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually giving evidence demonstrating the ability.	
Interactions with students tend to treat students as valued individuals.	Interactions with students tend to treat students as all being the same.	
Use of communication/media technology is appropriate and varied.	Use of communication/media technology is limited and conventional.	

*Comments:*

**Quality Indicator 1.2.8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to understanding of state knowledge/performance standards and their assessment.	The pre-service teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes (i.e., intellectual, social, and physical assessment); alternatively, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole-class knowledge testing.	There is insufficient evidence upon which to make a determination.
The candidate's evidence demonstrated a knowledge of state knowledge/performance standards and their assessment.	The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment.	
This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues.	There is little or no evidence that the candidate uses information generated from assessment to inform instruction or to foster student self-assessment or growth.	
The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement; moreover, evidence reveals the willingness and ability to use assessment data to offer constructive feedback to students, parents, and colleagues.	There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or colleagues.	
Student work samples verify candidate's assessment knowledge and skills.	Knowledge and skills tend not to be supported by student work samples.	

**Comments:**

**Quality Indicator 1.2.9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired).	The pre-service teacher does not consistently exhibit the ability to think about and articulate the quality of his/her own learning, choices, and actions on student learning.	There is insufficient evidence upon which to make a determination.
The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process.	There is evidence that this teacher can articulate and apply professional ethical standards to situations posed to him or her; alternatively, there may be no evidence that the individual has considered ethical standards.	
This candidate uses reflection to analyze actions and decisions, and based on his/her findings the candidate refines practice and/or seeks out opportunities to grow professionally.	Candidate reflections are primarily descriptive of what occurred; if reflection is used at all, it yields at most only minor refinements in learning and practice, seeking no opportunities for professional growth.	

*Comments:*

**Quality Indicator 1.2.10: The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being.	The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher.	There is insufficient evidence upon which to make a determination.
The candidate demonstrates knowledge of when and how to access specialized services.	The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services.	

*Comments:*

**Quality Indicator 1.2.11 Technology in Teaching and Learning:** The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

<b>Meets the Standard</b>	<b>Does Not Meet the Standard</b>	<b>Insufficient Evidence</b>
The preservice teacher: demonstrates an understanding of instructional technology concepts and operations; seeks continual growth in the use of current and emerging instructional technologies.	The preservice teacher: demonstrates limited or no knowledge of instructional technology concepts and operations; has little or no recognition of the need to stay abreast of emerging or evolving technologies.	There is insufficient evidence upon which to make a determination.
plans and designs effective environments and learning experiences supported by informational and instructional technology.	plans and delivers learning experiences that are devoid of or integrate only a limited range of technology.	
implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.	facilitates technology-enhanced learning experiences that are limited to knowledge or basic-skills acquisition and communication.	
uses technological applications to facilitate a variety of effective assessment and evaluation strategies.	exhibits little or no use of technological applications to facilitate assessment or evaluation strategies.	
uses technology to enhance personal productivity and professional practice.	reveals little or no evidence of the inclination or ability to use technology to enhance personal productivity or professional practice.	
demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.	does not demonstrate an understanding of the issues related to the use of technology in P-12 schools.	

# **APPENDIX E**

## **Rubrics for School Administrator Candidate Portfolios (Standard 1.3)**

## Rubrics for School Administrator Candidate Portfolios, MoSTEP 1.3

*1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

<b>Meets the Standard</b> <b>The Beginning School Leader ...</b>	<b>Does Not Meet the Standard</b> <b>The Beginning School Leader ...</b>
Understands the need for and the process of collaboratively developing a vision and mission based on student learning and relevant demographic data pertaining to students and their families.	Exhibits ignorance or disregard for the need to collaboratively develop a vision and mission based on student learning and relevant demographic data pertaining to students and their families
Recognizes the need to communicate and model the vision and mission to all stakeholders through varied means (symbols, ceremonies, stories, etc.).	Seems disconnected from the vision and mission and does not communicate it to all stakeholders.
Recognizes and can address barriers to achieving the vision.	Does not work to eliminate barriers to achieving the vision
Recognizes everyone's contributions to implementing the vision and mission.	Takes a top-down attitude toward implementing the vision and mission
Uses the vision and mission to shape programs, actions, & plans.	Rarely if ever uses the vision and mission to shape programs, actions, & plans
Clearly articulates objectives & strategies and the means by which those objectives & strategies will be monitored and evaluated.	Infrequently identifies objectives & strategies for addressing issues and may take a haphazard or unilateral approach to taking action, monitoring actions/plans, and evaluating actions and their consequences.
Identifies and draws upon existing resources	Tends to disregard, ignore, or exhibits lack of awareness of existing resources.
Understands the need and processes for regularly and collaboratively monitoring, evaluating, and revising the vision, mission, and implementation plans based on student-learning data.	Sees the vision and mission as static and, therefore, does not see the value in regularly and collaboratively monitoring, evaluating, and revising the vision, mission, and implementation plans based on student-learning data.

***1.3.2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.***

<p align="center"><b>Meets the Standard</b> <b>The Beginning School Leader ...</b></p>	<p align="center"><b>Does Not Meet the Standard</b> <b>The Beginning School Leader ...</b></p>
Treats everyone with fairness, dignity, and respect.	Tends to favor some people over others and so does not treat everyone with fairness, dignity, and respect.
Recognizes the need for promoting professional development focused on student learning and consistent with school vision and goals, high expectations, and an attitude that everyone can succeed	Does not appear to recognize the need for focused professional development, basing decisions regarding professional development on issues other than student learning, school vision and goals, high expectations, and/or an attitude that everyone can succeed.
Demonstrates the ability to create and regularly assess the effectiveness of a school culture and climate in which students and staff feel valued and important, in which responsibilities, contributions, and accomplishments of students and staff are acknowledged and celebrated, in which life-long learning is encouraged and modeled, and in which high expectations are held for self, students, and staff.	Does not appear to see the need for or value of regularly assessing the effectiveness of a school culture and climate. Appears not to view students and staff as valued and important individuals. Does not promote or model life-long learning or high expectations for self, students, and staff.
Bases curricular, co-curricular, and extra-curricular decisions on a variety of information sources, including research, teachers' expertise, and the recommendations/standards of state and national learned societies.	Bases curricular, co-curricular, and extra-curricular decisions on a narrow and/or superficial range of information sources.
Is able and inclined to promote and facilitate a learning environment in which diversity is viewed as an asset, in which every student is provided multiple opportunities to learn, and in which technologies are used in teaching and learning.	Appears to view diversity as a barrier or problem rather than as an asset. Does not see the need for every student to have multiple opportunities to learn or for an environment in which technologies are used in teaching and learning.
Understands and exhibits the inclination to promote and use a variety of methods for assessing student and staff performance	Understands and employs only a narrow range of methods for assessing student and staff performance.
Understands and employs a variety of supervisory and evaluation models	Leans heavily on one or two ineffective, overly-traditional, or inappropriate supervisory and evaluation models.
Demonstrates the ability to develop pupil personnel programs to meet the needs of students and their families	Does not seem to value or promote pupil personnel programs to meet the needs of students and their families.

***1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.***

<p align="center"><b>Meets the Standard</b></p> <p><b>The Beginning School Leader ...</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p><b>The Beginning School Leader ...</b></p>
<p>Uses knowledge of learning, teaching, and student development to inform management decisions.</p>	<p>Is not inclined or able to use knowledge of learning, teaching, and student development to inform management decisions.</p>
<p>Demonstrates the ability and inclination to involve stakeholders in decisions and shares responsibility to maximize ownership and accountability.</p>	<p>Takes a top-down or unilateral approach to decision making, rarely involving stakeholders in decisions.</p>
<p>Uses effective problem-framing, problem-solving, conflict-resolution, group-process, consensus-building, and communication skills to identify, confront, and resolve problems and opportunities in a timely manner.</p>	<p>Rarely takes time to use effective problem-framing, problem-solving, conflict-resolution, group-process, consensus-building, and communication skills to identify, confront, and resolve problems and opportunities in a timely manner.</p>
<p>Demonstrates an understanding of effective collective bargaining and other contractual agreements related to the school.</p>	<p>Takes an adversarial approach to managing collective bargaining and other contractual agreements related to the school.</p>
<p>Exhibits the ability to manage and regularly assess and evaluate the effectiveness of operational systems and procedures designed to maximize opportunities for successful learning and the attainment of the school=s vision and goals.</p>	<p>Appears only to assess and evaluate the effectiveness of operational systems and procedures when they are in crisis or when preparing for external review. Rarely defines systems and procedures in terms of maximizing opportunities for successful learning and the attainment of school=s vision and goals.</p>
<p>Exhibits the ability to ensure that school plant, equipment, and support systems operate safely, efficiently, and effectively</p>	<p>Takes a hands-off approach to managing school plant, equipment, and support systems until they become problems.</p>
<p>Understands the need to create and maintain a safe, clean, and aesthetically pleasing school environment</p>	<p>Appears not to value creating and maintaining a safe, clean, and aesthetically pleasing school environment.</p>
<p>Aligns and manages time and resources (financial, human, and material) to maximize attainment of organizational goals</p>	<p>Employs a haphazard, idiosyncratic or inefficient approach to managing time and resources (financial, human, and material).</p>
<p>Understands and expresses the need to maintain confidentiality and privacy of school records</p>	<p>Does not regularly demonstrate the ability or inclination to maintain confidentiality and privacy of school records.</p>

***1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.***

<p align="center"><b>Meets the Standard</b></p> <p><b>The Beginning School Leader ...</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p><b>The Beginning School Leader ...</b></p>
<p>Demonstrates a commitment to high visibility, active involvement, and communication with the larger community</p>	<p>Does not understand or acknowledge the need to engage the larger community in the affairs of the school.</p>
<p>Collaboratively develops and implements a comprehensive community relations plan that uses information about family and community concerns, expectations, and needs; that identifies and nurtures relationships with community leaders; and that involves a variety of outreach activities in which the school and community serve one another as resources.</p>	<p>Demonstrates a haphazard approach to developing and implementing narrow, ill-informed, and/or naively conceived community relations plans. Takes an isolated and isolating approach to community relationship building</p>
<p>Understands how to establish partnerships with area businesses, institutions of higher education, and community youth and family service groups to help the school solve problems and achieve goals</p>	<p>Appears unaware of the need to establish partnerships with area businesses, institutions of higher education, and community youth and family service groups to help the school solve problems and achieve goals.</p>
<p>Demonstrates the ability to develop and maintain effective media relations</p>	<p>Demonstrates little knowledge of how to develop and maintain effective media relations.</p>
<p>Models community collaboration for staff and provides opportunities for everyone to develop collaborative skills</p>	<p>Appears disinclined to engage in community collaboration within or outside the school.</p>
<p>Recognizes and values diversity, as evidenced in equitable treatment of all community stakeholders even when the values and opinions of individuals and groups may conflict</p>	<p>Appears to view diversity as a stumbling block and does not demonstrate the ability to engage in equitable treatment of all community stakeholders especially when the values and opinions of individuals and groups may conflict.</p>
<p>Understands the necessity of using public resources and funds appropriately and wisely</p>	<p>Sometimes uses public resources and funds inappropriately and unwisely.</p>

**1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

<p align="center"><b>Meets the Standard</b></p> <p><b>The Beginning School Leader ...</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p><b>The Beginning School Leader ...</b></p>
<p>Demonstrates understanding of the purpose of education and the role of leadership in modern society.</p>	<p>Appears unable to connect decisions and behaviors to the purpose of education and the role of leadership in modern society.</p>
<p>Possesses and reflects upon a personal and professional code of ethics and expects others in the school community to behave ethically and with integrity.</p>	<p>Makes little mention of a personal and professional code of ethics and rarely uses it to reflect on actions and decisions. However, may expect others in the school community to behave ethically and with integrity.</p>
<p>Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance and that reveal an appreciation for and sensitivity to the prevailing values of the diverse school community</p>	<p>Does not consistently model the values, beliefs, and attitudes that might inspire others to higher levels of performance and/or that reveal an appreciation for and sensitivity to the prevailing values of the diverse school community.</p>
<p>Demonstrates the ability to serve as a role model through such actions as accepting responsibility for school operations, opening the school to public scrutiny, considering the impact of one=s administrative practices on others, treating people fairly, equitably, and with dignity and respect, protecting the rights and confidentiality of students and staff, and using the influence of office to enhance educational programs rather than for personal gain.</p>	<p>Does not consistently demonstrate the ability to serve as a role model through such actions as accepting responsibility for school operations, opening the school to public scrutiny, considering the impact of one=s administrative practices on others, treating people fairly, equitably, and with dignity and respect, protecting the rights and confidentiality of students and staff, and using the influence of office to enhance educational programs rather than for personal gain.</p>
<p>Recognizes and respects the legitimate authority of others</p>	<p>Has some trouble recognizing and respecting the legitimate authority of others.</p>
<p>Recognizes the need and desire to fulfill legal and contractual obligations</p>	<p>Sometimes appears inclined to skirt or disregard legal and contractual obligations.</p>
<p>Applies laws and procedures fairly, wisely, and considerately.</p>	<p>Inconsistently applies laws and procedures.</p>

**1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

<p align="center"><b>Meets the Standard</b></p> <p><b>The Beginning School Leader ...</b></p>	<p align="center"><b>Does Not Meet the Standard</b></p> <p><b>The Beginning School Leader ...</b></p>
<p>Understands the need and processes necessary to create and maintain a school environment that operates on behalf of students and their families</p>	<p>Rarely employs the processes necessary to create and maintain a school environment that operates on behalf of students and their families.</p>
<p>Can maintain open lines of communication and ongoing dialog with diverse community groups and decision-makers concerning trends, issues, and potential changes in the environment within which the school operates</p>	<p>Does not appear to value or appears disinclined to maintain open lines of communication and ongoing dialog with diverse community groups and decision-makers concerning trends, issues, and potential changes in the environment within which the school operates.</p>
<p>Demonstrates the ability to ensure that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities</p>	<p>Exhibits ignorance or disregard for the framework of policies, laws, and regulations enacted by local, state, and federal authorities that impact the operation of the school community.</p>
<p>Understands how to shape public policy in ways designed to provide quality education for students</p>	<p>Does not acknowledge the need to shape public policy in ways designed to provide quality education for students.</p>

Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

Revised 12-2-03

You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part B* in place of this MoSTEP Annual Report Part B.

# APPENDIX F

## Rubrics for School Counselor Candidate Portfolios (Standard 1.4)

Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

Revised 12-2-03

You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part B* in place of this MoSTEP Annual Report Part B.

## Rubrics for School Counselor Candidate Portfolios, MoSTEP 1.4

**1.4 Content and Professional Studies for School Counselors: The unit ensures that candidates for school counselor certification have completed a graduate program of content and professional studies that has prepared them to successfully practice as an entry-level Professional School Counselor.**

*1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.*

Quality Indicators:

**1.4.1.1 Human Growth and Development: The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.**

*Performance Indicators: The professional school counselor candidate:*

- demonstrates knowledge and understanding of theories of individual and family development, transitions across the life-span, and the range of human developmental variation;
- demonstrates knowledge and understanding of developmental stages of individual growth;
- demonstrates knowledge and understanding of theories of learning and personality development;
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles; and
- applies developmental principles in working with learners in a variety of school counseling activities

<b>Meets the Standard</b>	<b>Not Meeting the Standard</b>	<b>Insufficient Evidence</b>
<p>The professional school counselor candidate demonstrates <i>an adequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he <i>consistently applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she <i>routinely applies</i> developmental principles in working with learners in a variety of school counseling activities.</p>	<p>The professional school counselor candidate demonstrates <i>inadequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he <i>occasionally applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she <i>inconsistently applies</i> developmental principles in working with learners in a variety of school counseling activities.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

*Notes:*

**Submit electronically to:** [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

Revised 12-2-03

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**1.4.1.2 Culture and Diversity: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.**

Performance Indicators: *The professional school counselor candidate:*

- **demonstrates knowledge and understanding of multicultural and pluralistic trends**
- **demonstrates knowledge and understanding of attitudes and behaviors related to diversity, and how the diversity in families impacts learners**
- **educates students, colleagues and others about diversity and its impact on learning, growth, and relationships**
- **facilitates the development of learners’ tolerance and respect for, and valuing of, human diversity**
- **demonstrates knowledge and understanding of how culture affects the counseling relationship and**
- **demonstrates cultural awareness and sensitivity in counseling**

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship. She/he <i>routinely and effectively educates</i> students, colleagues and others about diversity and its impact on learning, growth, and relationships. He/she <i>proactively facilitates</i> the development of learners’ tolerance and respect for, and valuing of, human diversity. She/he <i>consistently and competently demonstrates</i> cultural awareness and sensitivity in counseling.</p>	<p>The professional school counselor candidate demonstrates only a <i>basic level of knowledge</i> and understanding of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship. She/he <i>occasionally educates students</i>, colleagues and others about diversity and its impact on learning, growth, and relationships. He/she <i>only reactively facilitates</i> the development of learners’ tolerance and respect for, and valuing of, human diversity. She/he <i>occasionally demonstrates</i> cultural awareness and sensitivity in counseling.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

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**1.4.1.3 Assessment: The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.**

*Performance Indicators:* The professional school counselor candidate:  
**demonstrates knowledge and understanding of theoretical and historical bases for assessment techniques**  
**demonstrates knowledge and understanding of the concepts of reliability and validity**  
**selects, administers, and interprets assessment and evaluation instruments and techniques in counseling**  
**applies assessment results to the counseling process**  
**demonstrates knowledge and understanding of and applies ethical principles in assessment**

<b>Meets the Standard</b>	<b>Not Meeting the Standard</b>	<b>Insufficient Evidence</b>
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of theoretical and historical bases for assessment techniques, the concepts of reliability and validity, and ethical principles in assessment. He/she <i>effectively and consistently selects, administers, and interprets</i> assessment and evaluation instruments and techniques in counseling, and <i>systematically applies assessment</i> results to the counseling process.	The professional school counselor candidate <i>demonstrates an inadequate depth</i> of knowledge and understanding of theoretical and historical bases for assessment techniques, the concepts of reliability and validity, and ethical principles in assessment. He/she <i>does not yet effectively select, administer, and interpret</i> assessment and evaluation instruments and techniques in counseling, and <i>apply</i> assessment results to the counseling process.	There is insufficient evidence upon which to make a determination about this standard.

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**1.4.1.4 Career Development and Planning: The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.**

Performance Indicators: *The professional school counselor candidate:*

**demonstrates knowledge and understanding of theories of career development, career decision-making and planning  
selects and applies career counseling models with learners**

**promotes and supports the career decision-making and planning of learners**

**uses various career assessment techniques to assist learners in understanding their abilities and career interests**

**uses current career information to assist learners in understanding the world of work and making career plans and choices**

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of theories of career development, career decision-making and planning. She/he <i>effectively selects and applies</i> career counseling models with learners, and <i>actively</i> promotes and supports the career decision-making and planning of learners. He/she <i>consistently uses</i> various career assessment techniques to assist learners in understanding their abilities and career interests, and <i>effectively uses</i> current career information to assist learners in understanding the world of work and make career plans and choices.</p>	<p>The professional school counselor candidate demonstrates a <i>limited depth of knowledge and understanding</i> of theories of career development, career decision-making and planning. She/he <i>occasionally selects and applies</i> career counseling models with learners, and <i>reactively</i> promotes and supports the career decision-making and planning of learners. He/she <i>only uses a limited variety</i> of career assessment techniques to assist learners in understanding their abilities and career interests. She/he <i>occasionally uses</i> career information to assist learners in understanding the world of work and make career plans and choices.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

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**1.4.2 The professional school counselor candidate promotes learners’ growth and development through a district wide, comprehensive model for guidance and counseling for all students.**

**Quality Indicators:**

*1.4.2.1 Guidance Curriculum: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.*

Performance Indicators: *The professional school counselor candidate:*

- **knows, understands, and conducts guidance needs assessments**
- **collaborates with other school personnel in the delivery of the guidance curriculum**
- **designs and implements developmentally appropriate guidance activities**

<b>Meets the Standard</b>	<b>Not Meeting the Standard</b>	<b>Insufficient Evidence</b>
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of guidance needs assessments, and <i>systematically and effectively conducts</i> them. He/she <i>regularly and effectively collaborates</i> with other school personnel in the delivery of the guidance curriculum. She/he <i>effectively designs and implements</i> developmentally appropriate guidance activities.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge</i> and understanding of guidance needs assessments, and <i>does not yet conduct them systematically and effectively</i> . He/she <i>only occasionally</i> collaborates with other school personnel in the delivery of the guidance curriculum. She/he <i>does not yet effectively design and implement</i> developmentally appropriate guidance activities.	There is insufficient evidence upon which to make a determination about this standard.

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**1.4.2.2 Individual Planning: The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.**

**Performance Indicators: *The professional school counselor candidate:***

- **knows and understands planning and goal setting processes**
- **uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.**

<b>Meets the Standard</b>	<b>Not Meeting the Standard</b>	<b>Insufficient Evidence</b>
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of planning and goal setting processes. He/she <i>consistently and effectively uses</i> various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.	The professional school counselor candidate demonstrates <i>only limited knowledge and understanding</i> of planning and goal setting processes. He/she <i>does not consistently and effectively use</i> various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.	There is insufficient evidence upon which to make a determination about this standard.

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**1.4.2.3 Responsive Services: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to all learners in the school community**

Performance Indicators: *The professional school counselor candidate:*

- **knows and understands a variety of individual and small group counseling theories and techniques**
- **knows and understands a variety of crisis intervention and consultation theories and techniques**
- **selects and uses counseling interventions appropriate to the needs of all learners**
- **uses appropriate referral resources and procedures**

<b>Meets the Standard</b>	<b>Not Meeting the Standard</b>	<b>Insufficient Evidence</b>
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques, and a variety of crisis intervention and consultation theories and techniques. He/she <i>selects and effectively uses</i> counseling interventions appropriate to the needs of all learners, and <i>consistently uses appropriate</i> referral resources and procedures.	The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques, and a variety of crisis intervention and consultation theories and techniques. He/she <i>occasionally selects and uses</i> counseling interventions appropriate to the needs of all learners, and <i>inconsistently uses appropriate</i> referral resources and procedures.	There is insufficient evidence upon which to make a determination about this standard.

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**1.4.2.4 System Support: The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.**

Performance Indicators: *The professional school counselor candidate:*

- **knows, understands, develops, and manages a comprehensive guidance program for all learners**
- **advocates for the guidance program throughout the school community**
- **knows, understands, and conducts program evaluation to monitor and improve the guidance program**

<b>Meets the Standard</b>	<b>Not Meeting the Standard</b>	<b>Insufficient Evidence</b>
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a comprehensive guidance program for all learners, and program evaluation. He/she <i>effectively develops and manages</i> a comprehensive guidance program for all learners. She/he <i>routinely advocates</i> for the guidance program throughout the school community, and <i>systematically conducts</i> program evaluation to monitor and improve the guidance program.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of a comprehensive guidance program for all learners, and program evaluation. He/she <i>does not yet develop and manage</i> a comprehensive guidance program for all learners. She/he <i>occasionally advocates</i> for the guidance program throughout the school community, and <i>sporadically conducts</i> program evaluation to monitor and improve the guidance program.	There is insufficient evidence upon which to make a determination about this standard.

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**1.4.2.5 Technology: The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.**

Performance Indicators: *The professional school counselor candidate:*

- **knows, understands and uses a variety of technology in the delivery of guidance and counseling activities**
- **uses technology to manage a comprehensive guidance program**

<b>Meets the Standard</b>	<b>Not Meeting the Standard</b>	<b>Insufficient Evidence</b>
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a variety of technology. She/he <i>effectively uses</i> a variety of technology in the delivery of guidance and counseling activities. He/she <i>widely and routinely uses technology</i> to manage a comprehensive guidance program.</p>	<p>The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of a variety of technology. She/he <i>does not yet effectively use</i> a variety of technology in the delivery of guidance and counseling activities. He/she <i>only occasionally uses technology</i> to manage a comprehensive guidance program.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

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### 1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family, and community

#### **Quality Indicators:**

1.4.3.1 *The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.*

Performance Indicators: ***The professional school counselor candidate:***

- **knows, understands and uses consultation strategies to improve communication and promote teamwork**
- **uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff**
- **uses consultation strategies to promote school-home relationships through involvement of parents and other family members**
- **uses consultation methods with private and public agencies in the community that may be involved in the learner’s development**

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of consultation strategies. She/he <i>effectively uses</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members. He/she <i>effectively uses</i> consultation methods with private and public agencies in the community that may be involved in the learner’s development.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of consultation strategies. She/he <i>does not yet effectively use</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members. He/she <i>does not yet use</i> consultation methods with private and public agencies in the community that may be involved in the learner’s development.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

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**1.4.4 The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.**

Quality Indicators:

1.4.4.1 *Ethical: The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.*

Performance Indicators: *The professional school counselor candidate:*

- **knows, understands and practices in accordance with the ethical principles of the counseling profession**
- **knows and understands the differences among legal, ethical, and moral principles**
- **knows, understands and practices in accordance with local school policy and procedures**
- **employs ethical decision-making models to recognize and resolve ethical dilemmas**
- **models ethical behavior in his or her work**

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of the ethical principles of the counseling profession; differences among legal, ethical, and moral principles; and local school policy and procedures. She/he <i>routinely and consistently practices</i> in accordance with the ethical principles of the counseling profession, and local school policy and procedures. He/she <i>regularly employs</i> ethical decision-making models to recognize and resolve ethical dilemmas and <i>continuously models</i> ethical behavior in his or her work.</p>	<p>The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of the ethical principles of the counseling profession; differences among legal, ethical, and moral principles; and local school policy and procedures. She/he <i>occasionally practices</i> in accordance with the ethical principles of the counseling profession, and local school policy and procedures. He/she <i>employs</i> ethical decision-making models to recognize and resolve ethical dilemmas and models ethical behavior in his or her work.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

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**1.4.4.2 Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the professional school counselor**

**Performance Indicators: *The professional school counselor candidate:***

- **knows and understands the local, state, and federal statutory requirements pertaining to her or his work**
- **uses legal resources to inform and guide his or her practice**
- **practices in accordance with the legal restraints of local jurisdictions**
- **practices within the statutory limits of confidentiality**

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work. She/he <i>effectively uses</i> legal resources to inform and guide his or her practice; <i>consistently practices</i> in accordance with the legal restraints of local jurisdictions; and <i>consistently practices</i> within the statutory limits of confidentiality.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work. She/he <i>only occasionally</i> uses legal resources to inform and guide his or her practice; <i>does not yet consistently practice</i> in accordance with the legal restraints of local jurisdictions and within the statutory limits of confidentiality.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

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**1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.**

Performance Indicators: *The professional school counselor candidate:*

- **participates in professional organizations**
- **develops and implements a professional development plan**
- **uses personal reflection, consultation, and supervision to promote professional growth and development**
- **knows, understands, uses and models techniques of self-care**
- **evaluates her or his practice, seeks feedback from others, and uses this information to improve performance**

Meets the Standard	Not Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>actively participates</i> in professional organizations; <i>develops and fully implements</i> a professional development plan; <i>routinely uses</i> personal reflection, consultation, and supervision to promote professional growth and development. He/she <i>knows, understand and regularly uses and models</i> techniques of self-care, and <i>systematically evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.</p>	<p>The professional school counselor candidate <i>is beginning to participate</i> in professional organizations; <i>has yet to develop and implement</i> a professional development plan; <i>occasionally uses</i> personal reflection, consultation, and supervision to promote professional growth and development. He/she <i>inconsistently uses and models</i> techniques of self-care, and <i>informally evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

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# APPENDIX G

## Rubrics for Library-Media Specialist Candidate Portfolios (Standard 1.5)

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# Rubrics for Library-Media Specialist Candidate Portfolios, MoSTEP 1.5

Standard 1.5 Content and Professional Studies for Library Media Specialists

[with parallel *Quality Indicators* for Standard 1.2 Content, Professional, Pedagogical, and Integrative Studies for Teacher Preparation (Initial)]

## Component 1.5.1 Use of Information and Ideas

**Quality Indicator 1.5.1.1 Efficient and Ethical Information-Seeking Behavior: Candidates apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. (1.2.1, 1.2.3, 1.2.9)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies.</li> <li>• Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes.</li> <li>• Candidates plan reference services, using traditional and electronic services that are comprehensive and address the needs of all users.</li> <li>• Candidates model and teach legal and ethical practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates model strategies to locate, evaluate and use information for specific purposes.</li> <li>• Candidates identify and address student interests and motivations.</li> <li>• Candidates interact with the learning community to access, communicate and interpret intellectual content.</li> <li>• Candidates conduct effective reference interviews making accommodations for diverse experiential backgrounds and learning styles and the needs of students with exceptionalities (Mo-STEP)</li> <li>• Candidates adhere to and communicate legal and ethical policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little or no evidence of the research process.</li> <li>• Candidates do not differentiate user needs.</li> <li>• Candidates do not identify or support student interests or needs.</li> <li>• Legal and ethical practices are ignored.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.1.2 Literacy and Reading: Candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. (1.2.2, 1.2.5)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults.</li> <li>• Candidates are knowledgeable about reading theory, and current trends and strategies related to teaching reading. (Mo-STEP)</li> <li>• Candidates analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers.</li> <li>• Candidates promote the importance of reading among all students through reader advisory services and reading motivation activities. (Mo-STEP)</li> <li>• Candidates collaborate with teachers to integrate literature into curriculum.</li> <li>• Candidates instill a sense of enjoyment in reading in others that leads to lifelong reading habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are aware of major trends in reading material for children and youth.</li> <li>• Candidates are aware of reading theory and strategies related to teaching reading. (Mo-STEP)</li> <li>• Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners.</li> <li>• Candidates promote reading among students through reader advisory services or reading motivation activities.</li> <li>• Candidates use a variety of strategies to promote leisure reading.</li> <li>• Candidates model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little or no evidence of knowledge of the reading process.</li> <li>• Candidates are not familiar with reading material for children and youth.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.1.3 Access to Information: Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services. (1.2.7)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services.</li> <li>• Candidates plan strategically to ensure physical and intellectual access to information for the entire school community.</li> <li>• Candidates identify means of providing remote access to information.</li> <li>• Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates support flexible and open access for the library media center and its services.</li> <li>• Candidates identify barriers to equitable access to resources and services.</li> <li>• Candidates facilitate access to information in print, nonprint, and electronic formats.</li> <li>• Candidates comply with and communicate the legal and ethical codes of the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little or no evidence of issues related to access to information.</li> <li>• Candidates do not demonstrate knowledge of the legal and ethical practices of the profession</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.1.4 Stimulating Learning Environment: School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. (1.2.6)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich, library media center.</li> <li>• Candidates use research-based data, including action research, to analyze and improve services.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center.</li> <li>• Candidates identify relationships among facilities, programs, and environment that impact student learning.</li> <li>• Candidates plan and organize library media centers according to their use by the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little or no evidence of awareness of the impact of the climate of the library media environment on learning.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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### **Component 1.5.1 Use of Information and Ideas Supporting Explanation:**

Today's school library media specialists must prepare young people to function in an information society and teach them how to be learners. Learners are those who inquire, who seek information, who evaluate it, and apply it to new problems and ultimately assess how well the information has met their needs. (IP p.131)

School library media candidates model efficient and ethical information-seeking strategies. Possessing these skills will enable school library media specialists to provide information in response to the needs of the school community, and to help learners articulate their information needs.

School library media candidates work to inspire others to acquire the life-long habits of reading and learning. They apply their knowledge of the reading process, of materials for children and young adults, and of reader's advisory services, while assisting diverse learners to select resources in a variety of formats. Since school library media specialists collaborate with the entire school community, they are uniquely poised to integrate literature into instructional programs, as well as to share and promote the personal aesthetic enjoyment of reading and other creative expressions by the school community.

School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. Candidates develop strategies to create flexible access to the library media center before and after school and throughout the school day, aligned with curricular needs.

School library media candidates demonstrate the knowledge, skills, and dispositions to design a school library media facility that is collaboratively planned with the school community and provides opportunities for research, browsing, reading, listening, viewing, creative production and sharing of learning experiences. All of these activities take into account exceptionalities and diversity, providing appropriate physical and intellectual adaptations to meet the needs of all students. Understanding the need to access information from remote locations and to engage the community at large in the education of students, school library media candidates figuratively extend the walls of the library media center through online access and Web portals.

School library media candidates should know and follow the legal and ethical codes of the profession, modeling the tenets of intellectual freedom, confidentiality, and intellectual property. In this way, the library media program facilitates democratic discussion and reflection.

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## Representative Evidence:

- Lessons: employing a variety of strategies and demonstrating development of literacy skills i.e. appreciation of authors, illustrators, fiction, nonfiction, multimedia.
- Documents: demonstrating wide knowledge of children and young adult literature; showing an understanding of ethical use of materials; showing ways to effectively use ideas and information i.e. bibliographies, projects, events, promotional materials, Web tutorials or Website designs.
- Plans: demonstrating comprehension of programmatic issues i.e. design and use of facilities, access and use of technology, accommodations for exceptionalities, allocation of fiscal resources, policies and procedures; documentation showing an understanding of union catalog projects, interlibrary loan organizations and networks at the local, regional, state, and national levels.
- Schedules: illustrating use of the facility by the learning community.
- Videotapes: representing types of interactions i.e. reference interviews, readers' advisory sessions, or motivational reading events.
- Analyses: of issues related to literacy i.e. literary genres, reading behaviors, electronic reading programs or current trends in reading instruction.
- Pathfinders: demonstrating information-seeking behaviors and knowledge of information processes i.e. relates to a unit of study, area of personal interest or format of information.
- Websites: highlighting school library websites created by candidates that incorporate appropriate information sources, reading promotional activities, statements on policies and procedures including policies for access and ethical use.
- Special event plans: including steps to be taken before, during and after an event i.e. an author visit, a reading incentive program, or schoolwide information literacy activity.
- Posters, signs and instruction sheets: giving instructions for access to informational databases in the library and from home, classroom, and other locations.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 9-13)

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**Component 1.5.2 Teaching and Learning**

**Quality Indicator 1.5.2.1 Knowledge of Learners and Learning: Candidates design and implement instruction that engages the student’s interests, passions, and needs which drive their learning.** (1.2.1, 1.2.2, 1.2.4, 1.2.7, 1.2.8, 1.2.11)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Candidates design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.</li> <li>Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs.</li> <li>Candidates base information skills instruction on student interests and learning needs; instruction is linked to student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities.</li> <li>Candidates do not link student interests, learning, information skills instruction; student achievement is not assessed or documented.</li> <li>There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.2.2 Effective and Knowledgeable Teacher: Candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. (1.2.4, 1.2.5, 1.2.8)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates can document and communicate the impact of collaborative instruction on student achievement.</li> <li>• Candidates develop a regular communication procedure between home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction.</li> <li>• Candidates, as teachers of information skills, make use of a variety of instructional strategies and assessment tools.</li> <li>• Candidates analyze the role of student interest and motivation in instructional design.</li> <li>• Candidates create, implement and evaluate student learning experiences in partnership with teachers and other educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates develop lesson plans in isolation with little or no attention to instructional methodologies.</li> <li>• Candidates' instruction instructional methodologies exhibit limited strategies and the use of few resources.</li> <li>• Candidates do not assess student learning.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.2.3 Information Literacy Curriculum: Candidates partner with other education professionals to develop and deliver an integrated information skills curriculum. (1.2.4, 1.2.5, 1.2.7, 1.2.11)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school.</li> <li>• Candidates advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates employ strategies to integrate the information literacy curriculum with content curriculum.</li> <li>• Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.</li> <li>• Candidates assist students to use technology to access, analyze, and present information.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates develop an information literacy curriculum which is in isolation from content curriculum and which relies on traditional print-only library research tools and location and access skills.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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### **Component 1.5.2 Teaching and Learning Supporting Explanation:**

Schools exist to create educated citizens and to teach students basic skills needed for lifelong learning. One of the most important elements of lifelong learning is information literacy. Just as information processes should be integrated with content curriculum, so too should school library media specialists integrate their teaching by collaborating with classroom teachers to plan instructional goals and strategies, deliver instruction as an integrated team, and assess the process and product of information skills integrated with the learning product.

School library media specialists are the information literacy experts in the school, modeling effective use of information skills to solve problems, pursue knowledge, and serendipitously explore the world of information.

School library media candidates must demonstrate knowledge of human development, learning theory, learner behavior, and instructional design. Candidates have the responsibility to develop instruction that will motivate students to become information literate, independent in their learning, and socially responsible in their use of information and information technology. School library media specialists develop the school library media center as a learning laboratory uniquely designed to ensure that all students are efficient and effective users of information and ideas. In their work with all learners, the school library media specialist crosses disciplines and integrates information literacy in all curricular areas (NBPTS, standard IV).

The national information literacy standards from *Information Power* and state-level information curricula, provide the basis for the school library media specialist's role in collaborative planning with classroom teachers. Such planning should include the development of assessments that accurately reflect and further the student's learning. Inquiry is an essential component of learning in the information age, and the library media program is the keystone of this effort. The school library media specialist is the catalyst in generating a spirit of inquiry within the school.

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## Representative Evidence:

- Lessons: demonstrating knowledge and use of AASL national information literacy standards; showing the candidate has an understanding of human development, learning theory, and instructional design; demonstrating elements of differentiation and instructional adaptations for students with exceptionalities, and incorporating authentic learning opportunities.
- Documents: showing a knowledge of information literacy standards; showing a knowledge of K-12 subject curriculum; documenting ability to plan, deliver, and assess instruction for all students i.e. different learning styles, classroom content, student behavior, or exceptionalities.
- Self-reflection: showing that the candidate has imagined ways to become a catalyst in generating a spirit of inquiry within the school.
- Teaching evaluations: including self-evaluations and reflections in practice as well as supervisors' reactions.
- Project plans and evaluations: indicating efforts made by the candidate to generate a spirit of inquiry throughout the school.
- Assessment tools: measuring progress in student literacy skills, i.e. checklists, rubrics, conferencing, journaling, and portfolios.
- Websites: showing that the candidate is becoming an expert in informational and curricular needs of users.
- Portfolios: including videotaped instruction and samples of student work showing successfully taught lessons demonstrating integration of information literacy skills with content area objectives.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 14-16)

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**Component 1.5.3 Collaboration and Leadership**

**Quality Indicator 1.5.3.1 Connection with the Library Community: Candidates provide leadership and establish connections with the greater library and education community. (1.2.9, 1.2.10)**

Target	<i>Acceptable</i>	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers.</li> <li>• Candidates participate in professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures.</li> <li>• Candidates articulate the role of their professional associations and journals in their own professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are unaware of the potential for benefits to the school library media program from making connections to the larger library community.</li> <li>• Candidates have limited or no understanding of the role of professional associations and journals in their professional lives.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.3.2 Instructional Partner: Candidates demonstrate effective leadership principles and work with the learning community to create a productive educational environment. (Mo-STEP) (1.2.9, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates anticipate providing leadership to school and district committees.</li> <li>• Candidates share expertise in the design of appropriate instruction and assessment activities with other professional colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates model, share, and promote ethical and legal principles of education and librarianship.</li> <li>• Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are not able to articulate how to create an integrated library media program from an isolated school library media center.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.3.3 Educational Leader: Candidates create school library media programs that focus on student learning and achievement; and encourage the personal and professional growth of teachers and other educators. (1.2.2, 1.2.4, 1.2.9, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates develop a library media program that reflects the best practices of education and librarianship.</li> <li>• Candidates have a thorough understanding of current trends and issues in education.</li> <li>• Candidates write a plan for professional growth that justifies their own professional choices.</li> <li>• Candidates engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching.</li> <li>• Candidates share information, apply research results, and engage in action research.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are able to articulate the relationship of the library media program with current educational trends and important issues.</li> <li>• Candidates recognize the role of other educational professionals and professional associations.</li> <li>• Candidates translate for the school the ways in which the library program can enhance school improvement efforts.</li> <li>• Candidates utilize information found in professional journals to improve library practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are unaware of basic trends and issues in the field of education.</li> <li>• Candidates have minimal knowledge of professional associations in other disciplines, or of the role of other educational professionals.</li> <li>• Candidates take a passive role in the school.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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### **Component 1.5.3 Collaboration and Leadership Supporting Explanation:**

The conceptual framework of *Information Power* is based on the central ideas of Collaboration, Leadership, and Technology. These ideas undergird the vision of *Information Power* and provide unifying themes for the discussion of the library media specialist's special job responsibilities and leadership roles. School library media candidates demonstrate an understanding of the four roles of the library media specialist in the school.

- As *teacher*, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs; to locate and use resources that will meet those needs; and to understand and communicate information the resources provide.
- As *instructional partner*, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources.
- As *information specialist*, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationship with teachers, administrator, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center.
- As *program administrator*, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it.

Community resources, including other types of libraries, museums, colleges and universities, and local businesses and civic groups, are natural allies of school library media programs in fostering learning, encouraging use of resources, and in promoting independent information use. Collaborative programs, cooperative collection development, and interlibrary loan are examples of the benefits of inter-library connections. School library media candidates are aware of the differing roles of academic, public and special libraries or information centers, and can interact with other library professionals for the benefit of users.

As instructional partner working with the entire school community, library media candidates demonstrate the potential to take a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, library media candidates work closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards. (IP, p. 4-5)

Leadership, like collaboration, is also essential in making connections. The library media specialist strengthens the program's connection by working as a curriculum and instructional leader within the school community by organizing and promoting learning opportunities within and beyond the school. By being involved in policies and decisions made at district, state, and regional levels, the school library media specialist promotes the importance of information literacy to student learning across the curriculum.

In preparation for formal leadership roles in professional associations, the library media candidates promote the profession to current and future colleagues within the field and serves as an advocate for school library media programs to members of other disciplines and their organizations.

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### **Representative Evidence:**

- Lessons: 1) showing that student' lessons are collaboratively taught; 2) showing that candidates develop appropriate in-services for faculty; 3) showing that candidates design authentic learning tasks and assessments, and integrate the information and communication abilities required to meet subject matter standards.
- Documents: 1) illustrating a knowledge-base development of leadership strategies, expectations, and goals; 2) showing that candidates read and uses current professional journals; 3) showing that candidates interact with professionals in other types of libraries and information centers via site visits, interviews and email correspondence; 4) showing that candidates observe and volunteer in school libraries prior to the practicum.
- Portfolios: 1) documenting professional activities including membership in professional organization(s) at the local, state and/or national level, attendance at conferences and workshops; 2) written professional development plan.
- Charts: showing knowledge of curriculum by subject and grade level (curriculum mapping).
- Analysis: demonstrating that candidate systematically evaluates the collection using a variety of collection analysis techniques (needs assessment, curriculum mapping, standardized lists, etc).
- Pathfinders: selecting, accessing and evaluating information in all formats by subject and grade level.
- Self-Reflection: 1) showing an awareness of personal leadership style; 2) demonstrating interactions with classroom teachers and other school professionals; 3) showing that candidates plan for evaluation of success in achieving goals indicating a pro-active leadership style.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 17-20)

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**Component 1.5.4. Program Administration**

**Quality Indicator 1.5.4.1 Managing Information Resources: Selecting, Organizing, Using: Candidates apply knowledge and skills in building, managing, and providing free and equitable access to resource collections to enhance the school curriculum and offer leisure reading materials for the school community. (1.2.4)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society.</li> <li>• Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources.</li> <li>• Candidates develop procedures to analyze the effectiveness of library media policies, procedures, and operations.</li> <li>• Candidates ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs.</li> <li>• Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice. [district, state and national standards (Mo-STEP)]</li> <li>• Candidates support intellectual freedom and privacy of users. . Candidates plan for efficient use of resources and technology to meet diverse user needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little knowledge of accepted library policies, procedures and practices for selecting, organizing, and using information.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.4.2 Managing Program Resources: Human, Financial, Physical: Candidates administer the library media program according to the principles of best practice in library science and program administration to support the mission of the school. (1.2.4, 1.2.6)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates organize, manage and assess all human, financial, and physical resources of the library media program.</li> <li>• Candidates advocate for ongoing administrative support for library media program and policies.</li> <li>• Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies.</li> <li>• Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues.</li> <li>• Candidates plan adequate space for individuals, small groups and whole classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little knowledge of effective management policies, procedures and principles.</li> <li>• Candidates show little knowledge of relationship of facility to program needs.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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**Quality Indicator 1.5.4.3 Comprehensive and Collaborative Strategic Planning and Assessment: Candidates apply leadership, collaboration, and technology skills to design and manage library media programs that are up-to-date, comprehensive, and integrated within the school. (1.2.8, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates collaborate with teachers, administrators, students and others in the school community to develop, implement, and assess long-term, strategic plans.</li> <li>• Candidates are able to align the library media program with the information literacy standards and the school’s goals, objectives and content standards.</li> <li>• Candidates use quantitative and qualitative methods of data collection and analysis to assess data and make decisions that promote increased student achievement (evidenced-based practice). (Mo-STEP)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives.</li> <li>• Candidates use data for decision-making regarding student achievement (evidence-based practice). (Mo-STEP)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are not able to develop a plan for the library media program.</li> <li>• Candidates do not use data for decision-making.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

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#### **Component 1.5.4. Program Administration Supporting Explanation:**

School library media candidates meet the contemporary learning needs of students by creating a student-centered library media program that is carefully planned and efficiently managed. The knowledge, skills, and dispositions of the school library media candidates serves as the hub of a school-wide culture of learning that is vital to student achievement. Effective program administration supports authentic student learning and is indispensable to the development of lifelong independent learners.

Librarians serve as cultural facilitators. Therefore, a core activity within the profession is resource management: selecting and collecting resources, storing and organizing them for retrieval and use, and maintaining that collection. In addition, school library media specialists have responsibility to teach the school community to access information effectively.

School library media candidates demonstrate the ability and expertise for administering an effective school library media program. As program administrator, the library media specialist applies leadership, collaboration, and technology skills to design and manage a program that is up-to-date, comprehensive, and integrated within the school. Program administration supports both the more visible teaching and learning function, as well as the less visible information access function in efforts to reach the entire learning community.

School library media candidates recognize that knowledge of and adherence to the principles of the profession are the foundation on which an effective library media program is built. These principles guide library media specialists in their approach to staffing, collaborating, assessing, supporting and administering library media programs. They use principles of library and information studies to ensure that programs are meaningful, articulated, and connected to the learning community's ongoing needs and goals.

Program assessment is integral to the library media program planning process. It is also essential to ensure that the program's missions, goals, and objectives are current and student-centered and that program goals are being met. Ongoing, regular assessment of the library media program is important to assure that the program is vital and at the center of student learning. Above all, assessment focuses on the extent to which the program assures higher levels of student achievement.

Library media candidates demonstrate leadership potential in assessing the information needs of the learning community. In collaboration with teachers, students, administrators, and other members of the learning community, the library media candidate demonstrates the ability to develop and implement a program assessment that demonstrates continuing attention to meeting those information needs within the school.

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## Representative Evidence:

- Documents: demonstrating knowledge of the school curriculum and of the district, state, and national library and information literacy standards; demonstrating knowledge of selection sources and practice with acquisition decisions; demonstrating knowledge of cataloging, classifying and technical services; demonstrating ability to create and edit bibliographic records using MARC format for the purposes of improved local access and sharing union catalogs; documents showing that candidate interviews and visits school library media specialists before beginning the practicum.
- Plans and procedures: illustrating comprehension of issues related to resource allocation i.e. facilities, collection development, staffing, and budget; developing a program assessment that demonstrates continuing attention to meeting the information needs within the school.
- Evaluations: assessing field experience performance from both the students and the supervisor's perspective; analyzing the collection by age, subject, appropriateness of the materials; investigating efficient access of collection by examining subject headings, Dewey numbers, and MARC records.
- Program Assessment: working with students, staff, administrators and assessing the school library media program, indicating understanding and achievement of the library media program's mission, goals, and objectives; demonstrating ability to make decisions based upon systematic analysis and use of relevant data and research.
- Photos, video: showing expertise in displays, organization, bulletin boards, charts that encourages student learning and reading.
- Websites: using technology to design and manage a program that is up-to-date, comprehensive, and integrated within the school.
- Self-reflection: assessing ability to lead, collaborate, and to make decisions based upon analysis.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 21-24)

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# APPENDIX H

## Curriculum Matrix Template for Professional/Pedagogical Competencies (MoSTEP 1.2)

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## Template & Guidelines for MoSTEP Standard 1.2 Matrices

1. Construct a matrix depicting Quality Indicators addressed for each applicable program for certification; i.e., Beginning Teacher, Beginning School Leader, Beginning Counselor, Beginning Library/Media Specialist.
2. Matrices must identify where specific Performance Indicators (vs. Quality Indicators) are taught in the curriculum.
3. When students have choices among courses, indicate groupings of alternate courses to reveal comparability across the students= options.
4. Provide course titles for the course numbers indicated in the matrices.

**Template:**

Quality Indicator 1: The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

1.1 knows the subject(s) applicable to the area(s) of certification or endorsement (defined by ASubject Specific Competencies for Beginning Teachers in Missouri@												
1.2 presents the subject(s) in multiple ways;												
1.3 uses students' prior knowledge												
1.4 engages students in the methods of inquiry used in the subject(s)												
1.5 creates interdisciplinary learning												

1.1 knows the subject(s) applicable to the area(s) of certification or endorsement (defined by ASubject Specific Competencies for Beginning Teachers in Missouri@												
1.2 presents the subject(s) in multiple ways;												
1.3 uses students' prior knowledge												
1.4 engages students in the methods of inquiry used in the subject(s)												
1.5 creates interdisciplinary learning												

*Samples on following pages.*

Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)  
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You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part B* in place of this MoSTEP Annual Report Part B.

## Sample Matrix for Elementary Education Pedagogy Quality Indicators

### *Course Number Legend:*

#### **Professional Education Foundations Core (26 hours)**

EDCL 211: Teaching Field Experience I  
 EDUC 213: Foundational Perspectives of Education  
 EDUC 301: Professional Growth and Portfolio Development I  
 EDUC 303: Methods of Teaching  
 EDPS 353: The Exceptional Child  
 EDUC 373: Technology and Instructional Media  
 EDPS 383: Psychology of Teaching and Learning  
 EDUC 401: Professional Growth and Portfolio Development II  
 EDCL 411: Teaching Field Experience II

#### **EDRD 423: Integration of Literacy in the Content Areas**

ETOP 423: Classroom and Behavior Management  
 EDSP 463: Individual Inventory and Special Education Assessment

#### **Field Experience Core (13 hours)**

ELCL 476: Student Teaching: Elementary (grades 1-3)  
 ELCL 486: Student Teaching: Elementary (grades 4-6)  
 EDUC 471: Student Teaching Seminar

#### **Elementary Education Core (21 hours)**

ELED 313: Teaching Art, Music, and Physical Education in PK-Grade 6: Seminar & Field Experience  
 ELED 453: Integrated Language Arts Concepts for PK-Grade 6: Seminar & Field Experience  
 ELED 463: Integrated Social Studies Concepts for PK-Grade 6: Seminar & Field Experience  
 ELED 473: Integrated Mathematics/Science Concepts for PK-Grade 6: Seminar & Field Experience  
 EDRD 433: Foundations of Literacy Instruction PK-Grade 6: Seminar & Field Experience  
 EDRD 443: Analysis and Correction of Reading Disabilities: PK-Grade 6: Seminar & Field Experience  
 PSYC 333: Child Psychology or PSYC 313 Human Growth and Development

Quality Indicator 1: The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	EDUC 213	EDCL 211	EDUC 303	EDUC 353	EDPS 353	EDUC 373	EDPS 383	EDRD 423	ETOP 423	EDSP 463	EDCL 411	EDUC 301
---	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

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1.1 knows the subject(s) applicable to the area(s) of certification or endorsement (defined by ASubject Specific Competencies for Beginning Teachers in Missouri@		Y	Y			Y	Y		Y	Y	Y	
1.2 presents the subject(s) in multiple ways;		Y	Y		Y	Y	Y				Y	
1.3 uses students' prior knowledge		Y	Y			Y	Y		Y	Y	Y	
1.4 engages students in the methods of inquiry used in the subject(s)		Y	Y			Y	Y		Y	Y	Y	
1.5 creates interdisciplinary learning						Y	Y					

	EDUC 401	ELCL 476	ELCL 486	EDUC 471	ELED 313	ELED 453	ELED 463	ELED 473	EDR D 433	EDRD 433	PSYC 333	
1.1 knows the subject(s) applicable to the area(s) of certification or endorsement (defined by ASubject Specific Competencies for Beginning Teachers in Missouri@		Y	Y		Y	Y	Y		Y	Y		
1.2 presents the subject(s) in multiple ways;		Y	Y		Y	Y	Y		Y	Y		
1.3 uses students' prior knowledge		Y	Y			Y	Y		Y	Y		
1.4 engages students in the methods of inquiry used in the subject(s)		Y	Y			Y	Y			Y		
1.5 creates interdisciplinary learning		Y	Y		Y	Y	Y		Y	Y		

**Note:** Matrix to be continued with remaining nine Quality Indicators for the Beginning Teacher in Missouri (MoSTEP 1.2). Similar matrices would be created for School Leaders (MoSTEP 1.3), Counselors (MoSTEP 1.4), and Library/Media Specialists (MoSTEP 1.5) as appropriate for the programs offered by the Unit

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# APPENDIX I

## Curriculum Matrix Template for Subject Knowledge Competencies (MoSTEP 1.2.1.1)

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## Template & Guidelines for *Subject-Specific Competencies* Matrices

1. Construct a matrix for each applicable subject area. For example, elementary programs will create separate matrices for each of the subject areas represented with the elementary curriculum vs. secondary programs that will create a single matrix.
2. Within a matrix, indicate groupings of alternate courses (see *Choose one.* in the sample below) to reveal comparability across the students' options.
3. Matrices must identify where specific competencies (vs. entire strands) are taught in the curriculum. **Note:** Some subject areas (e.g., English) do not use strands (e.g., English identifies eleven competencies for candidates); other subject areas have organized their competencies into several strands (e.g., mathematics has eight strands, within each of which are several competencies).

	<b>Choose one.</b>				
<b>(Insert subject area) Competencies for the Beginning Elementary Teacher in Missouri</b>					
(Insert strand title [when appropriate, e.g., English/language arts does not use strands])					
[Insert individual competencies]					

*Sample completed matrix follows.*

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Sample Elementary Mathematics Competencies Matrix

Mathematics Competencies for the Beginning Elementary Teacher in Missouri	Choose one.				
	MAT H-133	MAT H-173	MAT H-243	MAT H-324	ELED-473
<b><i>1 Mathematical Processes and Tools</i></b>					
1.1 Use problem solving to investigate and understand mathematical content.	Y		Y		Y
1.2 Communicate mathematical ideas in writing and orally, using mathematical language and symbols.			Y		Y
1.3 Develop and evaluate mathematical conjectures and arguments to explain and validate mathematical reasoning.			Y		
1.4 Use mathematical modeling to simulate events and occurrences.					Y
1.5 Analyze and articulate connections within mathematics					
1.6 Analyze and articulate connections of mathematics to other disciplines through applications					Y
1.7 Understand historical development of mathematics, including the contributions of under-represented groups and diverse cultures.					
1.8 Use manipulatives to model and explain mathematical concepts.					Y
1.9 Articulate the dynamic nature of mathematics and its significant role in social, cultural, and economic development.					
1.10 Using calculators and computers as tools to generate multiple representations of mathematical concepts.	Y		Y		
1.11 Demonstrate facility with technological tools to support geometric construction/investigation, graphing, pattern exploration, and data investigation.	Y				Y
1.12 Understand and articulate the role of technology in supporting mathematics understanding.	Y				

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	MAT H-133	MAT H-173	MAT H-243	MAT H-324	ELED- 473
<b>2</b> <b><i>Number Operation</i></b>					
2.1 Understand properties of real numbers, including equivalent representations.	Y				
2.2 Analyze effects of and relationships among operations on real numbers			Y		
2.3 Using estimation in working with quantities, measurement, computation, problem solving.			Y		Y
2.4 Develop, use, model, and explain computational algorithms.					Y
2.5 Understand and apply numerical computation techniques (mental, paper/pencil, calculator) and extend them to algebraic expressions.					
<b>3</b> <b><i>Geometry and Measurement</i></b>					
3.1 Understand and apply various systems and tools of measurement.			Y	Y	Y
3.1 Understand and apply Euclidean geometric concepts, properties, and relationships to describe and model mathematical ideas in real-world constructs.				Y	
3.1 Identify, describe, measure, compare, classify, and represent two- and three-dimensional figures.				Y	
3.1 Understand and apply concepts of motion in two-dimensional space through transformations.				Y	
<b>4</b> <b><i>Data Analysis, Probability, and Statistics</i></b>					
4.1 Collect, organize, and display data in meaningful form(s).			Y		Y
4.2 Use experimental and theoretical probabilities as appropriate to formulate and solve problems involving uncertainty.			Y		
4.3 Use descriptive statistics (e.g., measures of central tendency and dispersion) to analyze data and to make predictions and decisions.			Y		

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	MAT H-133	MAT H-173	MAT H-243	MAT H-324	ELED- 473
<b>5</b> <b><i>Patterns, Functions, &amp; Relationships</i></b>					
5.1 Identify and describe patterns and relationships.		Y			Y
5.2 Represent patterns and functions as symbolic expressions, verbal descriptions, tables and graphs, and move from one representation to another.		Y	Y		
5.3 Discover and analyze functional relations which arise from diverse problem situations.		Y			
5.4 Use algebraic concepts and notation to describe relationships and solve problems.		Y		Y	
<b>6</b> <b>Discrete Mathematics</b>					
6.1 Use a variety of counting techniques and principles (e.g., permutations and combinations)		Y			
6.2 Identify, model, and analyze situations represented by discrete and continuous data.		Y			

***Course Number Legend:***

MATH-133: College Algebra

MATH-173: Finite Mathematics

MATH-243: Probability & Statistics

MATH-324: Foundations of Geometry

ELED-473: Integrated Mathematics/Science Concepts for PK-Grade 6: Seminar & Field Experience

*(To be continued with comparable matrices for English/language arts, social studies, & science.)*

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# APPENDIX J

## Sample Annual Report Form

(Institutions should use the Annual Report Form for  
the current year provided on the DESE website.)

Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

Revised 12-2-03

You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part B* in place of this MoSTEP Annual Report Part B.

# Missouri Standards for Teacher Education Programs

ANNUAL REPORT FORM

## Institutional Data

**You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part A* in place of this MoSTEP Annual Report Part A.**

**General Directions:** Please type the responses. Words and phrases in ***bold italics*** are defined in the Glossary. Please read the definitions of the bold italicized items before answering.

**Submit electronically to:** [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

**You may also submit an additional paper copy to:**

Education Preparation Section

Missouri Department of Elementary and Secondary Education

PO Box 480

Jefferson City, MO 65102

**Submit by: February 2, 2004**

A-1) Institution (include complete address and phone number). This information will be used in all official references to the institution.

Institution:			
Address 1:			
Address 2:			
City:		State: Missouri	
ZIP:		Phone:	
FAX:			

A-2) **Chief executive officer of institution:** (Include complete address and phone number)

CEO of Institution:			
CEO Title:			
CEO Address:			
CEO City:		CEO State: Missouri	
CEO ZIP:		CEO Phone:	
CEO FAX:			

A-3) Name of ***professional education unit:***

--

A-4) Designated head of ***professional education unit:*** (include complete address and phone number)

PE Designated Head Name:			
Title:			
Address:			
City:		State: Missouri	
ZIP:		Phone:	
FAX:		Email:	

**Submit electronically to:** [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

Revised 12-2-03

**You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part B* in place of this MoSTEP Annual Report Part B.**

- A-5) If the head of the **professional education unit** differs from the person on the last MoSTEP Annual report, when did his/her term begin?  
(Month \_\_\_\_\_ Year \_\_\_\_\_)
- A-6) **Programs**/degrees offered by the institution/consortium that prepare education personnel (P-12): (check beside all degrees and recognized programs offered by the institution)
- Bachelors*
  - Post-Bachelor's*
  - Five-year: BA/MAT*
  - Fifth-year: MAT*
  - Masters of Arts in Teaching*
  - Certification Endorsement*
  - Master's*
  - Specialist or C.A.S.*
  - Doctoral*
  - Other* (please describe) \_\_\_\_\_
- A-7) Control: (check only one)
- Public
  - Private or Independent
- A-8) Type of Institution: (check only one)
- A single-campus institution
  - A **branch campus** of a parent institution  
\_\_\_\_\_
  - A main campus (parent institution with one or more branch campuses and/or other campuses)
  - An administratively equal campus of a multi-campus institutional system (please give the name of the system)  
\_\_\_\_\_
- A-9) Unit of credit awarded for completion of coursework:
- Semester Hour
  - Quarter Hour
  - Other (please describe) \_\_\_\_\_

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A-10) Institutional Accreditation and Affiliations

- AABC - American Association of Bible Colleges
- Council of Independent Colleges
- North Central Association of Colleges and Schools
- Other:

A-11) If the Institution is a member of any of the following organizations, check the appropriate blank(s):

- ACSESULGC/APU: Association of Colleges and Schools of Education in State Universities and Land-grant Colleges and Affiliated Private Universities.
  - AACTE: American Association of Colleges for Teacher Education
  - AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education
  - NAFEO: National Association for Equal Opportunity in Higher Education
  - NCATE: National Council for Accreditation of Teacher Education
  - TEAC: Teacher Education Accreditation Council
  - TECSCU: Teacher Education Council of States Colleges and University
  - Holmes Partnership
  - HACU: Hispanic Association of Colleges and Universities
  - Other:
- 

A12) The predominant calendar system at the institution:

- Semester
- Quarter
- Trimester
- Four-one-four
- Continuous
- Other

A-13) Contact person for the MoSTEP Annual Report Form (i.e., the individual with responsibility for preparing this report)

Name:		
Title:		
Address:		
City:		State: Missouri
ZIP:		Phone:
FAX:		Email:

Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

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**Missouri Standards for Teacher Education Programs**  
ANNUAL REPORT FORM

**Submit by: February 2, 2004**

**You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part B* in place of this MoSTEP Annual Report Part B.**

**General Directions:** Please type the responses. Terms in *bold italics* are defined in the **Glossary**. Please read these definitions before providing answers.

Preparer's Name:

Phone:

Date:

**Submit electronically to:** [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

**You may also submit an additional paper copy to:**

Education Preparation Section  
Missouri Department of Elementary and Secondary Education  
PO Box 480  
Jefferson City, MO 65102

**Institutional Undergraduate Enrollment**

B-1 A: Institutional total undergraduate enrollment (CIP 99.000) by gender and racial/ethnic categories as of the institution's official fall reporting date or as of **October 15, 2002**

**Source: IPEDS Web-based Spring Data Collection**

<i>Undergraduate Students</i>		
MEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Men		
<i>Undergraduate Students</i>		
WOMEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Women		

**Submit electronically to:** [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

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**You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part B* in place of this MoSTEP Annual Report Part B.**

## Institutional Graduate Enrollment

B-1 B: Institutional total graduate enrollment (CIP 99.000) by gender and racial/ethnic categories as of the institution's official fall reporting date or as of **October 15, 2002**

**Source: IPEDS Web-based Spring Data Collection**

<i>Graduate Students</i>		
MEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Men		
<i>Graduate Students</i>		
WOMEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Women		

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## Teacher Education Enrollment

### UNDERGRADUATE STUDENTS

**Students whose major field of study is Education (CIP 13.000)**

B-2A: Undergraduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institution's official fall reporting date or as of **October 15, 2002**

Please indicate race, ethnic and gender information for full-time and part-time undergraduate students whose major field of study is education based on the IPEDS (CIP 13.000) for education majors. List only those students who have been formally admitted into your program.

**Source: IPEDS Fall Enrollment Survey, EF-1, Education enrollment (13.0000)**

<i>Undergraduate Students</i>		
MEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Men		
<i>Undergraduate Students</i>		
WOMEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Women		

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## Teacher Education Enrollment

### UNDERGRADUATE STUDENTS

**Students whose Major Field of study is **NOT** Education, But who are Formally admitted and enrolled in Education Programs**

B-2B: Undergraduate program enrollment of students that have been formally admitted in professional education programs by gender and race/ethnicity as of the institution's official fall reporting date or as of **October 15, 2002**

Please indicate race, ethnic and gender information for full-time and part-time undergraduate students that have been formally admitted and enrolled in professional education programs who **will not receive** an award/degree in education upon completion.

<i>Undergraduate Students</i>		
MEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Men		
<i>Undergraduate Students</i>		
WOMEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Women		

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## Teacher Education Enrollment

### GRADUATE STUDENTS

**Students whose major field of study is Education (CIP 13.000)**

B-2C: Graduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institution's official fall reporting date or as of **October 15, 2002**

Please indicate race, ethnic and gender information for full-time and part-time undergraduate students whose major field of study is education based on the IPEDS (CIP 13.000) for education majors. List only those students who have been formally admitted into your program.

**Source: IPEDS Fall Enrollment Survey, EF-1, Education enrollment (13.0000)**

<i>Graduate Students</i>		
MEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Men		
<i>Graduate Students</i>		
WOMEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Women		

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## Teacher Education Enrollment

### GRADUATE STUDENTS

**Students whose Major Field of study is **NOT** Education, But who are Formally admitted and enrolled in Education Programs**

B-2D: **GRADUATE** program enrollment of students that have been formally admitted in professional education programs by gender and race/ethnicity as of the institution's official fall reporting date or as of **October 15, 2002**

Please indicate race, ethnic and gender information for full-time and part-time undergraduate students that have been formally admitted and enrolled in professional education programs who **will not receive** an award/degree in education upon completion.

<i>Undergraduate Students</i>		
MEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Men		
<i>Undergraduate Students</i>		
WOMEN	Full-time	Part-time
Non-resident aliens (international)		
African American/non-Hispanic		
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
White, non-Hispanic		
Race/ethnicity unknown		
Total Women		

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# Bachelor's Level Degrees

Number of Degrees 2001-2002

B-3A: Postsecondary completions in Education Programs (CIP 13.000) – Awards/Degrees conferred between **July 1, 2001 and June 30, 2002** by gender and race/ethnicity. Indicate bachelor's level education degrees conferred by gender and race/ethnicity.

(Please enter '0' if there were no degrees in an offered program. Leave blank if a program is not offered)

**Source: IPEDS Completers Survey, Fall 2002**

IPEDS-CIP Code	Program Title	Do you offer this program?		Non-resident aliens		African American/non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity unknown		Grand Total All Students	
		YES	NO	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
13.1302	Art Teacher Education	◇	◇																
13.0201	Bilingual/Bicultural Education	◇	◇																
13.1322	Biology Teacher Education	◇	◇																
13.1323	Chemistry Teacher	◇	◇																
13.1321	Computer Teacher Education	◇	◇																
13.0301	Curriculum and Instruction	◇	◇																
13.0101	Education, General	◇	◇																
13.1202	Elementary Teacher Education	◇	◇																
13.1305	English Teacher Education	◇	◇																
13.1307	Health Teacher Education	◇	◇																
13.1328	History Teacher Education	◇	◇																
13.1311	Mathematics Teacher Education	◇	◇																
13.1312	Music Teacher Education	◇	◇																
13.1314	Physical Education & Coaching	◇	◇																
13.1329	Physics Teacher Education	◇	◇																
13.1204	Pre-Elementary/ Early Childhood/ Kindergarten Teacher Education	◇	◇																
13.1315	Reading Teacher Education	◇	◇																
13.1316	Science Teacher Education	◇	◇																
13.1205	Secondary Teacher Education	◇	◇																
13.1318	Social Studies Teacher Education	◇	◇																
13.1001	Special Education, General	◇	◇																
13.1401	Teaching English as a Second Language / Foreign Language	◇	◇																
13.XXXX	All other CIP 13.0000 education programs	◇	◇																
<b>TOTAL Degrees</b>																			

◇ Check here if the numbers above reflect individuals receiving credentials in more than one program area.

If so specify the total number of individuals that received awards/degrees at the bachelor's level.

**Submit electronically to:** [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

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**You may submit your institution's completed AACTE/NCATE 2003 PEDS Part B in place of this MoSTEP Annual Report Part B.**

# Post-Bachelor's or Master's Level Degrees

Number of Degrees 2001-2002

B-3B: Postsecondary completions in Education Programs (CIP 13.0000) – Awards/Degrees conferred between **July 1, 2001 and June 30, 2002** by gender and race/ethnicity (Please enter '0' if there were no degrees in an offered program. Leave blank if a program is not offered) **Source: IPEDS Completers Survey, Fall 2002**

IPEDS-CIP Code	Program Title	Do you offer this program?		Non-resident aliens		African American/non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity unknown		Grand Total All Students	
		YES	NO	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
13.1302	Art Teacher Education	◇	◇																
13.0201	Bilingual/Bicultural Education	◇	◇																
13.1322	Biology Teacher Education	◇	◇																
13.1323	Chemistry Teacher	◇	◇																
13.1321	Computer Teacher Education	◇	◇																
13.1101	Counselor Education Counseling & Guidance Service	◇	◇																
13.0301	Curriculum and Instruction	◇	◇																
13.0401	Education Administration & Supervision, General	◇	◇																
13.0101	Education, General	◇	◇																
13.0802	Educational Psychology	◇	◇																
13.0501	Educational/Instructional Media Design	◇	◇																
13.1202	Elementary Teacher Education	◇	◇																
13.0405	Elementary, Middle & Secondary Education Administration	◇	◇																
13.1305	English Teacher Education	◇	◇																
13.1307	Health Teacher Education	◇	◇																
13.1328	History Teacher Education	◇	◇																
13.1311	Mathematics Teacher Education	◇	◇																
13.1312	Music Teacher Education	◇	◇																
13.1314	Physical Education & Coaching	◇	◇																
13.1329	Physics Teacher Education	◇	◇																
13.1204	Pre-Elementary/ Early Childhood/ Kindergarten Teacher Education	◇	◇																
13.1315	Reading Teacher Education	◇	◇																
13.1316	Science Teacher Education	◇	◇																
13.1205	Secondary Teacher Education	◇	◇																
13.1318	Social Studies Teacher Education	◇	◇																
13.1001	Special Education, General	◇	◇																
13.1401	Teaching English as a Second Language / Foreign Language	◇	◇																
13.132	Trade & Industrial Teacher Education (Vocational Education)	◇	◇																
13.XXX X	All other CIP 13.0000 education programs	◇	◇																
<b>TOTAL Degrees</b>																			

Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

Revised 12-2-03

You may submit your institution's completed *AACTE/NCATE 2003 PEDS Part B* in place of this MoSTEP Annual Report Part B.

# Doctorate Level Degrees

Number of Degrees 2001-2002

B-3C: Postsecondary completions in Education Programs (CIP 13.000) – Awards/Degrees conferred between **July 1, 2001 and June 30, 2002** by gender and race/ethnicity (Please enter '0' if there were no degrees in an offered program. Leave blank if a program is not offered) **Source: IPEDS Completers Survey, Fall 2002**

IPEDS-CIP Code	Program Title	Do you offer this program?		Non-resident aliens		African American/non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity unknown		Grand Total All Students	
		YES	NO	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
13.1302	Art Teacher Education	◇	◇																
13.0201	Bilingual/Bicultural Education	◇	◇																
13.1322	Biology Teacher Education	◇	◇																
13.1323	Chemistry Teacher	◇	◇																
13.1321	Computer Teacher Education	◇	◇																
13.1101	Counselor Education Counseling & Guidance	◇	◇																
13.0301	Curriculum and Instruction	◇	◇																
13.0401	Education Administration & Supervision, General	◇	◇																
13.0101	Education, General	◇	◇																
13.0802	Educational Psychology	◇	◇																
13.0501	Educational/Instructional Media Design	◇	◇																
13.1202	Elementary Teacher Education	◇	◇																
13.0405	Elementary, Middle & Secondary Education Administration	◇	◇																
13.1305	English Teacher Education	◇	◇																
13.1307	Health Teacher Education	◇	◇																
13.1328	History Teacher Education	◇	◇																
13.1311	Mathematics Teacher Education	◇	◇																
13.1312	Music Teacher Education	◇	◇																
13.1314	Physical Education & Coaching	◇	◇																
13.1329	Physics Teacher Education	◇	◇																
13.1204	Pre-Elementary/ Early Childhood/ Kindergarten Teacher Education	◇	◇																
13.1315	Reading Teacher Education	◇	◇																
13.1316	Science Teacher Education	◇	◇																
13.1205	Secondary Teacher Education	◇	◇																
13.1318	Social Studies Teacher Education	◇	◇																
13.1001	Special Education, General	◇	◇																
13.1401	Teaching English as a Second Language / Foreign Language	◇	◇																
13.132	Trade & Industrial Teacher Education (Vocational Education)	◇	◇																
13.XXX	All other CIP 13.0000 education programs	◇	◇																
<b>TOTAL Degrees</b>																			

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Revised 12-2-03

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**2003 Initial Teacher Preparation Program Completers**

**Bachelor's Level**

**Program Completers in Teacher Education Programs between July 1, 2001 and June 30, 2002 that is NOT included in CIP 13.0000**

B-4A: Students by gender and race/ethnicity who completed a professional education program at the initial teacher preparation level, but **did not receive a degree in education**. Indicate Bachelor's level initial teacher preparation program completers by gender and race/ethnicity. (Please enter '0' if there were no degrees in an offered program. Leave blank if a program is not offered)

Program Title	Do you offer this program?		Non-resident aliens		African American/non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity unknown		Grand Total All Students	
	YES	NO	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Art Teacher Education	◇	◇																
Bilingual/Bicultural Education	◇	◇																
Biology Education	◇	◇																
Chemistry Teacher	◇	◇																
Computer Education	◇	◇																
Elementary Education	◇	◇																
English Education	◇	◇																
Health Education	◇	◇																
History Education	◇	◇																
Mathematics Education	◇	◇																
Music Education	◇	◇																
Physical Education	◇	◇																
Physics Education	◇	◇																
Pre-Elementary/ Early Childhood/ Kindergarten Education	◇	◇																
Reading Education	◇	◇																
Science Education	◇	◇																
Social Studies Education	◇	◇																
Special Education, General	◇	◇																
Teaching English as a Second Language / Foreign Language	◇	◇																
Trade & Industrial Teacher Education	◇	◇																
All other education programs	◇	◇																
<b>TOTAL Completers</b>																		

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Revised 12-2-03

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**2003 *Initial* Teacher Preparation Program Completers**

**Post-Bachelor's or Master's Level**

Program Completers in Teacher Education Programs between July 1, 2001 and June 30, 2002 that is **NOT** included in CIP 13.00

B-4B: Students by gender and race/ethnicity who completed a professional education program at the *initial teacher preparation* level, but did not receive a degree in education. (Please enter '0' if there were no degrees in an offered program. Leave blank if a program is not offered)

Program Title	Do you offer this program?		Non-resident aliens		African American/non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity unknown		Grand Total All Students		
	YES	NO	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	
Art Teacher Education	◇	◇																	
Bilingual/Bicultural Education	◇	◇																	
Biology Education	◇	◇																	
Chemistry Education	◇	◇																	
Computer Education	◇	◇																	
Curriculum and Instruction	◇	◇																	
Elementary, Middle & Secondary Education Administration	◇	◇																	
Educational Psychology	◇	◇																	
Educational/Instructional Media Design	◇	◇																	
Elementary Education	◇	◇																	
English Education	◇	◇																	
Health Education	◇	◇																	
History Education	◇	◇																	
Mathematics Education	◇	◇																	
Music Education	◇	◇																	
Physical Education	◇	◇																	
Physics Education	◇	◇																	
Pre-Elementary/ Early Childhood/ Kindergarten Education	◇	◇																	
Reading Education	◇	◇																	
Science Education	◇	◇																	
Social Studies Education	◇	◇																	
Special Education, General	◇	◇																	
Teaching English as a Second Language / Foreign Language	◇	◇																	
Trade & Industrial Teacher Education (Vocational Education)	◇	◇																	
All other CIP 13.0000 education programs	◇	◇																	
<b>TOTAL Completers</b>																			

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Revised 12-2-03

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# 2003 Advanced Teacher Preparation Completers

## Post-Bachelor's or Master's Level

Postsecondary completions in Professional Education Programs between July 1, 2001 and June 30, 2002 that is **NOT** included in CIP 13.000

B-4C: Students by gender and race/ethnicity who completed a professional education program at the *advanced teacher* preparation level, but **did not receive a degree in education**. (Please enter '0' if there were no degrees in an offered program. Leave blank if a program is not offered)

Program Title	Do you offer this program?		Non-resident aliens		African American/non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity unknown		Grand Total All Students	
	YES	NO	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Art Teacher Education	◇	◇																
Bilingual/Bicultural Education	◇	◇																
Biology Education	◇	◇																
Chemistry Education	◇	◇																
Computer Education	◇	◇																
Curriculum and Instruction	◇	◇																
Elementary, Middle & Secondary Education Administration	◇	◇																
Educational Psychology	◇	◇																
Educational/Instructional Media Design	◇	◇																
Elementary Education	◇	◇																
English Education	◇	◇																
Health Education	◇	◇																
History Education	◇	◇																
Mathematics Education	◇	◇																
Music Education	◇	◇																
Physical Education	◇	◇																
Physics Education	◇	◇																
Pre-Elementary/ Early Childhood/ Kindergarten Education	◇	◇																
Reading Education	◇	◇																
Science Education	◇	◇																
Social Studies Education	◇	◇																
Special Education, General	◇	◇																
Teaching English as a Second Language / Foreign Language	◇	◇																
Trade & Industrial Teacher Education (Vocational Education)	◇	◇																
All other CIP 13.0000 education programs	◇	◇																
<b>TOTAL Completers</b>																		

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Revised 12-2-03

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## 2003 Advanced Teacher Preparation Completers CAS/Specialist

Postsecondary completions in Professional Education Programs between July 1, 2001 and June 30, 2002 that is **NOT** included in CIP 13.000

B-4D: Students by gender and race/ethnicity who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education. **NOT INCLUDED IN CIP 13.0000** (Please enter '0' if there were no degrees in an offered program. Leave blank if a program is not offered)

Program Title	Do you offer this program? YES NO	Non-resident aliens		African American/non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity unknown		Grand Total All Students	
		M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Art Teacher Education	◇ ◇																
Bilingual/Bicultural Education	◇ ◇																
Biology Education	◇ ◇																
Chemistry Education	◇ ◇																
Computer Education	◇ ◇																
Curriculum and Instruction	◇ ◇																
Elementary, Middle & Secondary Education Administration	◇ ◇																
Educational Psychology	◇ ◇																
Educational/Instructional Media Design	◇ ◇																
Elementary Education	◇ ◇																
English Education	◇ ◇																
Health Education	◇ ◇																
History Education	◇ ◇																
Mathematics Education	◇ ◇																
Music Education	◇ ◇																
Physical Education	◇ ◇																
Physics Education	◇ ◇																
Pre-Elementary/ Early Childhood/ Kindergarten Education	◇ ◇																
Reading Education	◇ ◇																
Science Education	◇ ◇																
Social Studies Education	◇ ◇																
Special Education, General	◇ ◇																
Teaching English as a Second Language / Foreign Language	◇ ◇																
Trade & Industrial Teacher Education (Vocational Education)	◇ ◇																
All other CIP 13.0000 education programs	◇ ◇																
<b>TOTAL Completers</b>																	

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Revised 12-2-03

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## 2003 Advanced Teacher Preparation Completers Doctorate Level

Postsecondary completions in Professional Education Programs between July 1, 2001 and June 30, 2002 that is **NOT** included in CIP 13.000

B-4E: Students by gender and race/ethnicity who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education. **NOT INCLUDED IN CIP 13.0000** (Please enter '0' if there were no degrees in an offered program. Leave blank if a program is not offered)

Program Title	Do you offer this program? YES NO	Non-resident aliens		African American/non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/Ethnicity unknown		Grand Total All Students	
		M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Art Teacher Education	◇ ◇																
Bilingual/Bicultural Education	◇ ◇																
Biology Education	◇ ◇																
Chemistry Education	◇ ◇																
Computer Education	◇ ◇																
Curriculum and Instruction	◇ ◇																
Elementary, Middle & Secondary Education Administration	◇ ◇																
Educational Psychology	◇ ◇																
Educational/Instructional Media Design	◇ ◇																
Elementary Education	◇ ◇																
English Education	◇ ◇																
Health Education	◇ ◇																
History Education	◇ ◇																
Mathematics Education	◇ ◇																
Music Education	◇ ◇																
Physical Education	◇ ◇																
Physics Education	◇ ◇																
Pre-Elementary/ Early Childhood/ Kindergarten Education	◇ ◇																
Reading Education	◇ ◇																
Science Education	◇ ◇																
Social Studies Education	◇ ◇																
Special Education, General	◇ ◇																
Teaching English as a Second Language / Foreign Language	◇ ◇																
Trade & Industrial Teacher Education (Vocational Education)	◇ ◇																
All other CIP 13.0000 education programs	◇ ◇																

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Revised 12-2-03

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## Professional Education FACULTY

B-5A: Please report number of professional education faculty members in each category for as of November 1, 2002.

Faculty category	Fulltime	Part time, not adjunct	Adjunct Faculty
Non-resident aliens (international)			
African American/non-Hispanic			
American Indian or Alaskan Native			
Asian or Pacific Islander			
Hispanic			
White, non-Hispanic			
Total Professional Education Faculty			
Total women			
Total men			
Total doctorate degrees earned			
Total master's degrees earned			
Total bachelor's degrees earned			

B-5B: Faculty counts and teaching loads for faculty members appointed full-time in professional education, Fall, 2002.

Fall, 2002	Full-time faculty in professional education who are:		
	Teaching <b>only</b> undergraduate courses	Teaching <b>only</b> graduate courses	Teaching both undergraduate and graduate courses
Number of fulltime faculty			
Total number of credit hours taught			
Total number of courses taught (count each section of a course separately)			

B-5C Tenure of full-time instructional faculty in schools, colleges or departments of education, academic year 2002-2003

Does this school of education have a tenure track system?

◇ Yes ◇ No ◇ Have tenure but no tenure track

Academic Rank	Number of faculty with tenure	Number of non-tenured faculty	
		On tenure track	Not on tenure track
Professors			
Associate professors			
Assistant professors			
Instructors			
Lecturers			
No academic rank			
Total			

B- 6: Selected fiscal revenues and expenditure (for the Fiscal year that ended June 30, 2002)

To the extent possible, the financial data requested in this report should be provided from your institution's audited General Purpose Statements (GPFS). Data are from the IPEDS finance survey, Part A and B as collected in Spring.

Fiscal Year Calendar

Beginning: Month \_\_\_\_ Year \_\_\_\_

Ending: Month \_\_\_\_ Year \_\_\_\_

Item	Institutional Total	School, College, or Department of Education portion of the total
<b>Revenue From:</b>		
Private gifts, grants and contracts		
Endowment Income		
<b>Expenditures</b>		
Instruction		
Research		
Public Service		
Academic support		
Student Services		

## B 7: Technology Education and Distance Learning

1. Which of the following best describe the technology requirements for teacher candidates in your program(s)?

- ◇ In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using various technologies.
- ◇ Teacher candidates use various technologies as course requirements.
- ◇ There are no specific technology requirements for students in the education program.
- ◇ Other (please specify):

2. Which of the following best describe the technology used by education faculty members at your institution?

- ◇ All education faculty members at our institution are required to incorporate various technologies into their courses
- ◇ Most faculty members at our institution incorporate various technologies into their courses.
- ◇ Some faculty members at our institution incorporate various technologies into their courses.
- ◇ Other (please specify):

3. How closely does your Department of Education (SCDE) partner with K-12 school districts in preparing teachers in technology use for instruction?

- ◇ Our institution has a formal arrangement with one or more K-12 schools to provide professional development opportunities in the area of technology to teachers.
- ◇ Our institution provides occasional training in the area of technology to teachers in one or more K-12 schools, but it is not part of an ongoing professional development program.
- ◇ Our institution does not provide training in the area of technology to teachers in the K-12 schools.

4. Did your School, College, or SCDE offer any college-level, credit-granting courses by means of distance education\* in 2002-2003 academic year?

- ◇ Yes - if so, please answer 5 below
- ◇ No

5. Please report the following data for your undergraduate and graduate distance education courses in the 12-month 2002-2003 academic year.

	Undergraduate	Graduate
Number of distance learning courses		
Total enrollment in distance learning courses		
Number of distance learning programs offered		

\*Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education **excludes**:

- Courses conducted exclusively on campus
- Courses conducted by written correspondence
- Courses for which the instructor travels to an off-campus site to deliver instruction in person.

# Missouri Standards for Teacher Education Programs

## Missouri Addendum – 1 Report for Academic Year 2002-2003

Preparer's Name:		
Title:		
Address:		
City:		State: Missouri
ZIP:		Phone:
FAX:		Email:

Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

You may also submit an additional paper copy to:

Education Preparation Section  
Missouri Department of Elementary and Secondary Education  
PO Box 480  
Jefferson City, MO 65102

**Submit by: February 2, 2004**

**General Directions:** All Missouri Teacher Education Institutions must complete Missouri Addendum - 1

Please type the responses. Words in *bold italics* are defined in the *Glossary*.

Please read the definitions of the *italicized* items before providing answers.

Please use additional pages.

\* If your Professional Education Unit has under gone a MoSTEP site review during the Fall semester of 2003 or will under go a MoSTEP site review during the Spring semester of 2004 **ONLY RESPOND** to Items 2, 3, 10 and 11..

1. Define your Professional Education Unit.
2. Identify any additions or deletions of certification programs within the unit, which occurred during the report year.
3. Describe any changes made in specific certification programs during the *report year (Academic Year 2002-2003)*. Including Innovative and Alternative Professional Education Programs.
4. Describe any changes, additions, and deletions to the implementation of your assessment system. Provide a brief rationale for actions taken.
5. Provide an update on your unit's/program's development/redesign of a formative and/or summative portfolio process.
6. For each MoSTEP standard (Standards 1-8), describe any changes, additions, deletions to your implementation of the standard. Provide a brief rationale for actions taken. Be sure to indicate how your institution is implementing Quality Indicator 1.2.11 (Technology). ***Descriptions and rationales are not anticipated to require more than a one-page narrative per standard.***

Standard 1: Performance Standards for Education Professionals. (Initial and Advanced) The professional education unit ensures that candidates for professional certification possess the knowledge, skills, and competencies defined as appropriate for their area of responsibility.

Standard 2: Program and Curriculum Design. (Initial and Advanced) The professional education unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

**Return to:** Teacher Education Section Missouri Department of Elementary and Secondary Education PO Box 480 Jefferson City, MO 65102  
**OR** Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

Standard 3: Clinical Experiences. (Initial and Advanced) The professional education unit ensures that clinical experiences for programs are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated.

Standard 4: Composition, Quality, and Competence of Student Population. (Initial and Advanced) The professional education unit has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.

Standard 5: Qualifications, Composition, Assignments, and Development of Professional Education Faculty, and Quality of Instruction. (Initial and Advanced) The professional education unit has and implements plans to recruit, employ, and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.

Standard 6: Governance, Organization, Authority. (Initial and Advanced) Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

Standard 7: Professional Community. (Initial and Advanced) The professional education unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.

Standard 8: Resources for Operating Unit and For Supporting Teaching and Learning. (Initial and Advanced) The professional education unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs. The unit has adequate resources to support teaching and scholarship by faculty and candidates.

7. Describe any other major changes occurring during the **report year** that affect the **professional education unit**. Examples of major changes might be an increase in student enrollment, resource enhancement or reduction, changes in student ethnic/racial compositions, faculty load requirements, or shifts in administration.
8. Describe any external or internal evaluations of professional education **units** or major component, which were conducted during the **report year**.
9. Student and Post-Graduate Assessment Data Tables (by instrument and disaggregated by program) including surveys of graduates and their employers.
10. During the 2002 Legislative session the General Assembly established Section 170.014 the "Reading Instruction Act". **Please detail how your institution is meeting the requirements** of this law as it pertains to teacher education (section 1). The "Reading Instruction Act" indicates that all new teachers who teach reading in kindergarten through grade three shall receive adequate training in essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The full context of the law can be found at: <http://www.moga.state.mo.us/statutes/c100-199/170000014.htm>
11. During the 2002 Legislative session the General Assembly modified paragraph 4 of Section 168.400 by adding the following:

The department of elementary and secondary education shall promulgate rules to allow all preservice teacher education students who have been employed for at least two years as teacher assistants to utilize their teacher assistant experience to bypass the practice teaching evaluation and observation process. These rules shall allow the certified teacher working with the teacher assistant to observe and evaluate the teacher assistant's practice teaching.

**Please detail how your institution is meeting the requirements of this new section of the law.**

The full context of the law can be found at: <http://www.moga.state.mo.us/statutes/c100-199/1680000400.htm>

# Missouri Standards for Teacher Education Programs

## Missouri Addendum – 2

### Report for Academic Year 2002-2003

Preparer's Name:			
Title:			
Address:			
City:		State: Missouri	
ZIP:		Phone:	
FAX:		Email:	

Submit electronically to: [DAVID.ADAMS@dese.mo.gov](mailto:DAVID.ADAMS@dese.mo.gov)

You may also submit an additional paper copy to:

Education Preparation Section  
Missouri Department of Elementary and Secondary Education  
PO Box 480  
Jefferson City, MO 65102

**Submit by: February 2, 2004**

**General Directions:** Please type the responses. Words in *bold italics* are defined in the *Glossary*. Please read the definitions of the *italicized* items before providing answers.

**Addendum 2-1.A. Enrollment in Professional Education Programs:**

Indicate the number count of students who have been both formally admitted to **AND** enrolled in professional education *programs* as of October 15, 2002.

	Undergraduate program	Graduate Program
Missouri Residents		
Non Missouri Residents		
Total		

**PROGRAMS FOR WHICH APPROVAL IS SOUGHT**

**Addendum 2-1.B. Program enrollments and Program completers**

For each category below, please supply the total number of individuals enrolled in certification programs and the number of individuals completing certification *programs* at your institution during the reporting year. If an individual completed programs in more than one area, count the individual in each area; some individuals may be counted more than once.

**ACADEMIC YEAR 2002-2003 (Fall, Winter, Summer)**

If a student completes a *Bachelor's degree* but does not become eligible for *certification* until completion of a *Post-Bachelor's* or *Master's program*, the individual should be counted only upon completion of the certification program, not at the Bachelor's degree level.

NOTE: If a program is *offered* but there were no *completers* during the *report year*, record "0" in the space provided. If a program is not offered, please leave the space blank.

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**Basic**

**Advanced**

Certification Subject Area	Basic			Advanced			
	Bachelor's	Post Bachelor's or Master's	Completers	Post Bachelor's or Master's	CAS/ Specialist	Doctoral	Completers
Early Childhood (B-3)							
Early Childhood Special Education (B-3)							
Elementary (1-6)							
<b>Additional Area of Teaching</b>							
Art (K-9)							
French (K-9)							
German (K-9)							
Health (K-9)							
Hebrew (K-9)							
Italian (K-9)							
Latin (K-9)							
Russian (K-9)							
Spanish (K-9)							
Other: (K-9)							
Physical Education (K-9)							
<b>Middle School (5-9)</b>							
Agricultural Education							
Business Education							
Family/Consumer Sciences							
Industrial Technology							
Language Arts							
Mathematics							
Science							
Social Studies							
Speech & Drama							
<b>Secondary (9-12)</b>							
Agricultural Education							
Business Education							
English							
Family/Consumer Sciences							
Health							
Industrial Technology							
Journalism							
Mathematics							
Physical Education							
Science - Biology							
Chemistry							
Earth Science							
General Science							
Physics							
Social Science							
Speech & Theatre							
Unified Science: Biology							
Unified Science: Chemistry							
Unified Science: Earth Science							
Unified Science: Physics							
Voc. Family/Consumer Sciences							
<b>Additional Area of Teaching</b>							
Drivers Education							
<b>K-12 Programs</b>							
Art							
French							
German							
Health Education							

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Certification Subject Area	<i>Basic</i>			<i>Advanced</i>			
	Bachelor's	Post Bachelor's or Master's	Completers	Post Bachelor's or Master's	CAS/ Specialist	Doctoral	Completers
Hebrew							
Italian							
Latin							
Library Media Specialist							
Music - Instrumental							
Music - Vocal							
Physical Education							
Russian							
Spanish							
Other							
<b>K-12 Programs - Additional Area of Teaching</b>							
ESOL							
Gifted							
Special Reading							
<b>Special Education (K-12)</b>							
Blind/Partially Sighted							
Deaf/Hearing Impaired							
Speech Language Specialist							
Severely Developmentally Disabled							
Mild/Moderate: Behaviorally Disordered							
Mild/Moderate: Learning Disabled							
Mild/Moderate: Mentally Handicapped							
Mild/Moderate: Physical and Other Health Impairments							
Mild/Moderate: Cross Categorical							
<b>Guidance</b>							
Counselor (K-9)							
Counselor (7-12)							
Counselor (K-12)							
Advanced Counselor (K-12)							
School Psychological Examiner							
School Psychologist							
<b>Administrations</b>							
Principal (K-9)							
Principal (5-9)							
Principal (9-12)							
Superintendent							

**Addendum 2-1.C** Number of students who were counted more than once \_\_\_\_\_

**Addendum 2-1.C1** Do you have a stand alone Middle School Education Program?

- Yes
- No

**Addendum 2-1.D** For *ACADEMIC YEAR 2002-2003 (Fall, Winter, Summer)* please supply the total number of individuals enrolled in your approved **Innovative or Alternative Professional Education Program** and the number of individuals completing your **Innovative and Alternative Professional Education Program**.

<b>Certification Subject Area</b>	<b>Enrolled</b>	<b>Completers</b>
Early Childhood (B-3)		
Early Childhood Special Education (B-3)		
Elementary (1-6)		
Physical Education (K-9)		
Middle School (5-9) Agricultural Education		
Middle School (5-9) Business Education		
Middle School (5-9) Family/Consumer Sciences		
Middle School (5-9) Industrial Technology		
Middle School (5-9) Language Arts		
Middle School (5-9) Mathematics		
Middle School (5-9) Science		
Middle School (5-9) Social Studies		
Middle School (5-9) Speech & Drama		
Agricultural Education, grades 9-12		
Business Education, grades 9-12		
English , grades 9-12		
Family/Consumer Sciences, grades 9-12		
Health , grades 9-12		
Industrial Technology, grades 9-12		
Journalism, grades 9-12		
Mathematics, grades 9-12		
Physical Education, grades 9-12		
Science - Biology, grades 9-12		
Chemistry, grades 9-12		
Earth Science, grades 9-12		
General Science, grades 9-12		
Physics, grades 9-12		
Social Science , grades 9-12		
Speech & Theatre , grades 9-12		
Unified Science: Biology , grades 9-12		
Unified Science: Chemistry , grades 9-12		
Unified Science: Earth Science, grades 9-12		
Unified Science: Physics, grades 9-12		
Voc. Family/Consumer Sciences, grades 9-12		
Art, grades K-12		
French, grades K-12		
German, grades K-12		
Health Education, grades K-12		
Hebrew, grades K-12		
Italian, grades K-12		
Latin, grades K-12		
Library Media Specialist, grades K-12		
Music - Instrumental, grades K-12		
Music - Vocal, grades K-12		
Physical Education, grades K-12		
Russian, grades K-12		
Spanish, grades K-12		
Blind/Partially Sighted , grades K-12		
Deaf/Hearing Impaired, grades K-12		
Speech Language Specialist, grades K-12		
Severely Developmentally Disabled, grades K-12		

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Certification Subject Area	Enrolled	Completers
Mild/Moderate: Behaviorally Disordered, grades K-12		
Mild/Moderate: Learning Disabled, grades K-12		
Mild/Moderate: Mentally Handicapped, grades K-12		
Mild/Moderate: Physical and Other Health Impairments, grades K-12		
Mild/Moderate: Cross Categorical, grades K-12		

**Addendum 2-1.D2** Do you have an Innovative or Alternative Professional Education Program?

**Addendum 2-1.D3** During what calendar year was your Innovative/Alternative Professional Education Program first approved?

**Addendum 2-1.D4** During what calendar year did you make your last modification to your Innovative/Alternative Professional Education Program?

**Addendum 2-1.E Characteristics of Students:** For each category below, please supply the number of individuals completing professional education programs in the institution during the *report year*. (July 1, 2000 and June 30, 2002)

<i>Professional Education Program Completers</i>				
	Initial Programs		Advanced Programs	
	MEN	WOMEN	MEN	WOMEN
Non-resident aliens (international)				
African American/non-Hispanic				
American Indian or Alaskan Native				
Asian or Pacific Islander				
Hispanic				
White, non-Hispanic				
Race/ethnicity unknown				
Total				

**INFORMATION ABOUT THE FACULTY OF COLLEGE/SCHOOL/DEPARTMENT OF EDUCATION**

**Addendum 2-2.A. Student Teaching Supervision – [ACADEMIC YEAR 2002-2003 (Fall, Winter, Summer)]**

- a. How many teacher candidates participated in a *student teaching* experience during the academic year? \_\_\_\_\_
- b. How many faculty members (FTE) were assigned to the supervision *of student teachers* during the *academic year*? \_\_\_\_\_
- c. Of this number, how many faculty (FTE) are:
  - University based \_\_\_\_\_
  - University based/Adjunct \_\_\_\_\_
  - School based \_\_\_\_\_
  - School based/Adjunct \_\_\_\_\_



\* If highest degree is Master's, how many credit hours plus?

<b>Student Teaching</b>
-------------------------

**Addendum 2-3.A.** Number of students who completed student teaching programs by field of education, *July 1, 2002-June 30, 2003*

Please carefully review each of the categories below before responding to the questions. If an individual completed student teaching programs in two or more areas, count the individual in each and enter the number of individuals counted more than once in Question **Ad 2-3.B** below.

<b>Preparing to teach in:</b>	<b>Number</b>
Elementary Education	
Middle School Education	
Early Childhood Education	
<b>Content Specific Programs:</b>	
Agricultural Education	
Art	
Business Educating	
English	
Family and Consumer Sciences	
Foreign Language	
Health	
Industrial Technology	
Journalism	
Library Media Specialist	
Mathematics	
Music	
Physical Education	
Science	
Social Studies	
Special Education	
Speech and Theatre	
All other teaching fields	
Total	

**Addendum 2-3.B.** Number of students who were counted more than once \_\_\_\_\_

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<b>FISCAL RESOURCES</b>
-------------------------

**Addendum 2-4.A. Budgeted Funds** (round to nearest dollar)

a. What was the amount budgeted (regular budget from the institution) for the professional education unit, including salaries? \$ \_\_\_\_\_

b. What was the **total** amount budgeted for *faculty professional development* (including travel) during the *report year*? (Do not include student teaching supervision) \$ \_\_\_\_\_

**Addendum 2-4.B. External Funds**

a. Approximately what amount for professional education programs was funded from sources outside the institution (e.g., grants, foundation support, and governmental support)?  
\$ \_\_\_\_\_

b. Approximately what amount for professional education programs was funded from other institutional sources not included in 2-4.A.b (*B-12 b*)? \$ \_\_\_\_\_

**Addendum 2-4.C. Library Expenditures**

How much was spent for each of the following during the *report year*? (Include computer software in non-print. Round to nearest dollar.)

		<b>Institutional Library</b> Total Institution	<b>System Expenditures</b> Education Resources	<b>Professional Education</b> Unit Expenditures
a. Print:	Books			
	Periodicals			
b. Non print				

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# APPENDIX K

## Previsit Agenda & Checklist

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# AGENDA FOR THE PREVISIT MEETING

Items

Notes

## I. Individuals involved in the site visit and their respective roles

- A. Site Visit Team (Chair & other members)
- B. NCATE team co-chair and members if a joint state/NCATE visit
- C. State consultant
- D. NEA and AFT state affiliate representatives
- E. Institution's site visit coordinator and unit head
- F. Other institutional representatives

## II. Travel Arrangements

- A. Nearest airport and ground transportation
- B. Contacts with team members about travel
- C. Travel between the hotel and campus

## III. Hotel/Motel Arrangements

- A. Location in relationship to campus (should be inspected)
- B. Private rooms for team members and state representatives
- C. Meeting room for team work sessions (with appropriate space & lighting; adequate number of outlets)
- D. Computers, printers, clerical supplies, and other equipment for use by the team
- E. Access to copying facilities
- F. Payment of hotel expenses (direct billing to institution or other protocol)

## IV. Exhibit Room

- A. Location of exhibits
- B. List of all exhibits for each team member
- C. Organization of exhibits
- D. Critical contents (refer to the chair's planning checklist on the previous pages)
- E. Availability to team on Saturday and/or Sunday

## V. Meals and Refreshments

- A. Recommendation of restaurants for evening meals (Saturday, Monday, Tuesday)
- B. Location of Sunday dinner with institutional representatives
- C. Arrangements for Sunday Monday and Tuesday lunches
- D. Refreshments in the team workrooms on campus and in the hotel

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## **VI. Interviews and Observations**

- A. Who is to be interviewed (faculty, administrators, students, alumni, cooperating teachers, committees, etc.)
- B. List of all professional education programs coordinated by the unit.
- C. Arrangements for visiting off-campus programs and/or field sites
- D. Arrangements for observing classes in session during the visit (provide class schedule)
- E. Prearranged schedule of individual and group interviews
- F. How to handle follow-up and additional interviews needed during the visit
- G. List of names, positions, etc. of all individuals scheduled for individual and group interviews
- H. Tours of campus, library, and appropriate buildings
- I. Access to student and faculty records

## **VII. Sunday Evening Function (Dinner or Poster Session)**

- A. Institutional officials & faculty who should attend
- B. Introductions (visiting team & faculty)
- C. Presentation by the institution?

## **VIII. Exit Conference**

- A. Who should attend
- B. Time and location
- C. Nature of the conference

## **IX. Miscellany**

- A. "Basic Information Sheet" to be completed by the institution
- B. Secretarial assistance (if needed)
- C. Telephone access for team on campus
- D. Name tags for team members
- E. Escorts to interviews and/or off-campus visits
- F. Access to a work room on campus

### ***Agenda Items for the Team Chair's Previsit with Institutional Administrators***

- I. General Information about MoSTEP (and NCATE, if a joint visit) and the program approval process
- II. Overview of the visit, including the nature of questions to be asked during the visit
- III. Needs and expectations of the visit by central administration

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# APPENDIX L

## Sample Schedule for the Site Visit

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# Sample Schedule for the Site Visit

## **Saturday**

### **2:00 to 5:00 p.m. Initial Team Meeting**

Team members meet at the hotel for introductions and orientation to the site visit procedures and schedule, to get reacquainted with the standards, and to begin the process of reviewing candidate portfolios.

### **6:00 to 7:00 p.m. Team Dinner**

## **Sunday**

### **9:00 a.m. to 4:00 p.m. Portfolio Review and Examination of Documents in Exhibits Room**

The team will continue reviewing candidate portfolios. The team will also begin exploring the documentation available in the exhibit room. This will include assessment data, syllabi, faculty vitae, minutes of meetings, and survey data. In the process, team members will be developing questions for interviews on Monday and Tuesday.

### **5:30 to 7:30 p.m. Dinner with Institutional Representatives or Program Poster Session**

### **8:00 to 10:00 p.m. Team Meeting at Hotel**

Team members continue their review of documentation brought from the on-campus work room and discuss their findings from the day's work.

## **Monday**

### **8:00 a.m. to 4:30 p.m. Continue Review of Documents and Additional Data Gathering**

Team members will alternate their time among continuing to explore the available documentation; interviewing faculty members, administrators and students, as well as other stakeholders; and drafting their respective sections of the Examiners' Report.

### **5:30 to 7:00 p.m. Team Dinner**

### **7:00 to 10:00 p.m. Team Work Session**

Team members will meet to discuss additional findings from the day's work and may identify additional information necessary for the review or additional interviews. The team chair will communicate these additional needs to the Unit liaison as soon as possible to give that person ample time to make necessary arrangements. Tuesday plans may be revised during this meeting, as well.

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## **Tuesday**

### **8:00 to 12:00 Continue Data Collection**

Team members will again alternate interviewing with other information gathering activities and writing. Also on this day, any off-campus visits will occur (i.e., to satellite programs and/or field placement sites).

### **12:00 noon to 1:00 p.m. Lunch**

### **1:00 to 4:30 Additional Interviews as Needed**

Team members may conduct additional interviews, as needed, of specific faculty members or program/area leaders, as well as students and other stakeholders

### **5:30 to 7:00 p.m. Team Dinner**

### **7:00 to 10:00 p.m. Team Work Session**

The team will determine final consensus ratings for the unit and programs and complete initial drafts of sections of the Examiner's Report.

## **Wednesday**

### **9:00 to 11:00 a.m. Team Work Session**

Team members read, discuss and edit their respective section drafts of the team report.

### **11:00 Site Team Members Depart**

### **11:30 Exit Interview**

The MoSTEP Team chair and the DESE consultant meet with the Unit head and the institution's leadership to present a summary of the team's findings and to summarize the process and time line for completion, review, rejoinder, and delivery of the final program approval report.

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# APPENDIX M

## Interview Schedule Template

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**Template Schedule for Site Visit Interviews<sup>3</sup>**  
**Name** \_\_\_\_\_

**Institution**

**Day and Date of**

**Interviews** \_\_\_\_\_

Interview	Assigned Team Member(s)	Time	Meeting/Interview	Assigned Team Member(s)	Time	Meeting/Interview	Assigned Team Member(s)
with Unit Liaison	Team Chair & DESE Consultant						
		8:00			8:00		
		8:30			8:30		
		9:00			9:00		
		9:30			9:30		
		10:00			10:00		
		10:30			10:30		
		11:00			11:00		
		11:30			11:30		
		12:00			12:00		
		1:00			1:00		
		1:30			1:30		
		2:00			2:00		
		2:30			2:30		
		3:00			3:00		
		3:30			3:30		
		4:00			4:00		
		4:30			4:30		

<sup>3</sup> Note that there may be as many as three different group or individual interviews going on at one time during the site visit, depending on how many team members are available. In general, interviews should be no longer than 30 to 45 minutes in length, with a 15 minute break between interview sessions to allow team members time to collect their thoughts, refresh themselves and or get to a different location, if necessary.

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# APPENDIX N

## Glossary

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## Glossary of MoSTEP Terms

**Advanced Program:** A program at the post-baccalaureate level for 1) the advanced education of teachers who have previously completed initial certification or 2) the initial and/or advanced preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree licensure programs at the graduate level.

**Annual Report:** A written report prepared by the professional education unit each year attesting to its continuing capacity to meet the Board's standards and requirements. These reports reveal evolutions in the professional education unit and its programs.

**Assessment:** Purposeful gathering of information about student learning for purposes of providing feedback to learners and their guardians, teachers and other educational professionals, and approval/accrediting bodies (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests).

**Board:** Missouri State Board of Education

**Board Procedures and Standards:** Procedures and standards for professional education programs as enumerated in State Board of Education Rules 5 CSR 80-805.015.

**Candidate:** An individual who is seeking admission to or is enrolled in a program for initial or advanced preparation of teachers or other professional school personnel. A candidate may be one who is seeking initial licensure, majoring in education, and/or pursuing advanced preparation in professional education.

**Certification:** The process by which the Board grants professional recognition to an individual who has met certain predetermined qualifications specified by the Board.

**Competency:** Knowledge or skill to be attained by a candidate in order to qualify for professional certification or licensure.

**Conceptual Framework:** An underlying structure in a professional education unit that provides conceptual meanings to the unit's operation through an articulated rationale, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

**Conditional Program Approval:** Authorization for an institution to recommend candidates for certification for a period not to exceed two (2) years with conditions and limitations stipulated by the State Board of Education.

**Content:** The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood, reading, counselor, or school administration).

**Continued Approval:** The approval status granted by the Board five years after a professional education unit has been initially approved and for as long as it continues to satisfy the Board's standards and requirements.

**Culminating Clinical Experiences (student teaching, practicum, internship):** An in-depth, direct teaching experience conducted in a school setting that is usually a culminating field-based experience for the initial teacher preparation program.

**Cultural Diversity:** The variety of cultural backgrounds of candidates, faculty, and school personnel based on ethnicity, race, language, socio-economic status, gender, regional/geographic background, and exceptionalities. The Department of Elementary and Secondary Education does not consider diversity of regional or geographic origins, religion, or language group to be good faith representation of wide-range cultural diversity.

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**Clinical Experiences:** Program components that are conducted in off-campus educational settings such as a school, classroom, or community center. They include classroom observations, tutoring, assisting teachers and administrators, student teaching, and internships.

**Clinical Faculty:** Higher education faculty responsible for instruction, supervision and assessment of candidates participating in field experiences.

**Cooperating Teacher:** A state certificated instructor with whom a teacher education candidate is placed during field experiences.

**Curriculum:** Courses, experiences and assessments prescribed in a program of study leading to a degree or certification.

**Department:** Missouri Department of Elementary and Secondary Education

**Distance Learning Program:** A formal educational process in which the majority of instruction is provided apart from the confines of a traditional classroom setting where the instructor and students are separated by physical location.

**Diversity:** Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion and geographic region.

**Examining Team:** An on-site team whose purpose is to validate and evaluate the professional education unit and programs for educational certification. The team includes practicing elementary and secondary school educators and educators from institutions of higher education possessing State Board of Education approved professional education programs as well as a Department consultant.

**Exceptional Populations (Exceptionalities):** Populations (or individuals) who exhibit physical, mental, and emotional disabilities or differences, including gifted/talented abilities, which may necessitate special attention by school personnel.

**Field Experience:** See Clinical Experience

**Full-time Faculty:** Employees of a higher education institution with full-time assignments within the unit as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

**General Studies:** Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college students.

**Global Perspective:** The viewpoint that accepts the interdependency of nations and peoples and the interlinkage of political, economic, and social issues of a transnational global character.

**Governance:** The system and structure for defining policy and administering procedures for the professional education unit.

**Initial Program Approval:** The approval status granted by the Board as a result of a professional education unit having demonstrated its capacity to satisfy the Board's standards and requirements for the preparation of educational professionals.

**Initial Teacher Preparation:** Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first license to teach.

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**Institutional Report:** A report that provides the institutional and unit contexts, a description of the unit's conceptual framework, and evidence that the unit is meeting the NCATE unit standards. The report serves as primary documentation for Board of Examiners teams conducting on-site visits.

**Integrative Studies:** Courses and other learning experiences in which candidates learn to integrate their general and content knowledge with professional and pedagogical knowledge.

**Internship:** Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the preservice clinical experience.

**INTASC:** The Interstate New Teacher assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

**Knowledge Base:** The base of knowledge for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

**Licensure:** The official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed professional. Certification is often used interchangeably with licensure.

**Multicultural Perspective:** 1) The social, political, economic, academic, and historical realities experienced by individuals and groups in complex human encounters; 2) the representation and incorporation of issues related to culture, demographics, ethnicity, race, gender, sexual orientation, religion, socio-economic status, and exceptionalities in the education process; and 3) the inclusion of a cohesive, inclusive curriculum representing the contributions of diverse populations.

**Part-time Faculty:** Employees of a higher education institution with less than a full-time assignment within the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

**Pedagogical Studies:** Courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

**Performance Standards:** Definitions of what individuals preparing for professional education responsibilities need to know and be able to do.

**Performance Indicators:** Operational definitions that stipulate the kinds of knowledge and skills professionals must document to demonstrate that a performance standard is met. It is possible for a candidate to be judged to meet a standard without addressing each performance indicator.

**Portfolio:** An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

**Pre-service Teacher:** Individuals enrolled in programs at the baccalaureate or post-baccalaureate levels leading to initial licensure/certification as classroom teachers.

**Professional Community:** Includes, at a minimum, pK-12 schools, teacher/administrator educators, community college faculty/administrators, those responsible within the institution for subject-area content, and others involved in the educational enterprise.

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**Professional Development:** Opportunities for higher education faculty to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, work in pK-12 schools, and so forth.

**Professional Education Faculty:** Those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching), or administer some portion of the unit. Professional education faculty include both higher education faculty and school-based personnel; they are considered to be members of an institution's professional education unit.

**Professional Education Unit:** The professional education unit is the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional personnel.

**Professional Studies:** Courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

**Program:** A planned sequence of courses and experiences leading to a degree, state licensure, and/or adequate preparation to provide professional education services in schools.

**Program Approval:** The process by which the State Board of Education reviews a professional education program to determine if it meets the Board's standards for the preparation of school personnel. Used synonymously with program approval, state approval is the governmental activity requiring specific professional education programs to meet standards of quality so that their graduates will be eligible for state licensing for a period not exceed five (5) years.

**Program Denial:** Prohibition against an institution from recommending candidates for certification.

**Reflective Practitioner:** An educational professional whose behavior involves active, on-going, and careful consideration of teaching beliefs and practices and the possible consequences which may result from them. The willingness to engage in reflection is related to attitudes of open-mindedness and responsibility.

**Rubrics:** Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

**Scholarly Activities:** The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published, program evaluation studies, documentation of on-going activities, grant seeking, and presentations at professional meetings.

**Scholarship:** Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

**Service:** Faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

**State Consultant:** An individual from the state agency with teacher education authority who serves as a resource to the BOE team during on-site visits, along with an NEA/AFT state affiliate representative. The consultant provides clarification of state conditions and policies.

**State Protocol:** Rules, procedures, and expectations for NCATE, the state, the state higher education commissioner (when applicable) and the unit for conducting joint state-NCATE site visits in NCATE partnership states.

**Student Teaching:** Preservice clinical practice for candidates preparing to teach.

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**Unit:** The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the “professional education unit.”

**Unit Head:** The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

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