

Title 5—DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20—Division of Learning Services
Chapter 400—Office of Educator Quality

PROPOSED AMENDMENT

5 CSR 20-400.560 Certification Requirements for Teacher of Special Education. The State Board of Education is proposing to amend part (4)(A)4.B.(I) and subparagraphs (5)(A)4.A.– G.

PURPOSE: The amendment is to update the Certification Requirements for Teachers of Special Education.

(1) An applicant for a Missouri certificate of license to teach Special Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Special Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education:

(A) General Requirements—

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess an overall grade point average to meet the following specifications:
 - A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.50 or higher on a 4.00 scale, and in the major area of study;
 - B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or
 - C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program which may exceed these minimum requirements; and

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:

A. English Composition, two (2) courses, each a minimum of two (2) semester hours;

B. U.S. History, three (3) semester hours; and

C. U.S. Government, three (3) semester hours.

(2) An applicant for a Missouri certificate to teach Blind and Low Vision (Birth – Grade 12) students who possess a baccalaureate degree from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Blind and Low Vision (Birth – Grade 12) students subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment —

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving;

F. English Language Learning;

- G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction); and
 - H. Transition Processes, including Career Education or Career Readiness.
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
- A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity;
 - G. Anatomy, Physiology, and Diseases of the Eye;
 - H. Language Development of the Exceptional Child;
 - I. Orientation and Mobility Training;
 - J. Educational Psychology;
 - K. Conservation and Use of Limited Vision; and
 - L. Visual Aids and Appliance Usage.
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;

- F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Reading and Writing Braille;
 - C. Children’s Literature;
 - D. Language Arts;
 - E. Science;
 - F. Social Science;
 - G. Instructional and Assistive Technology; and
 - H. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.
2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(3) An applicant for a Missouri certificate to teach Deaf and Hard of Hearing (Birth – Grade 12) students who possesses a baccalaureate degree from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Deaf and Hard of Hearing (Birth – Grade 12) students subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving;

F. English Language Learning;

G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction); and

H. Transition Processes, including Career Education or Career Readiness.

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

- C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity;
 - G. Educational Psychology;
 - H. Psychology of Deafness;
 - I. Language Development of the Exceptional Child;
 - J. Aural Rehabilitation;
 - K. Amplification Systems;
 - L. Audiology;
 - M. Anatomy and Physiology of Auditory and Speech Mechanisms; and
 - N. Manual Communications.
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process.
4. Teaching and Learning Strategies—

A. Literacy (three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;

B. Teaching and Facilitating Language;

C. Teaching Speech to Students Who Are Deaf;

D. Children's Literature;

E. Language Arts;

F. Science;

G. Social Science;

H. Instructive and Assistive Technology; and

I. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits.

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(4) An applicant for a Missouri certificate to teach Early Childhood Special Education (Birth – Grade 3) who possesses a baccalaureate degree from a college or university having an educator preparation program approved by the department, or from a college or university having an education program approved by the state education agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Early Childhood Special Education (Birth – Grade 3) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Critical Thinking and Problem Solving;

E. English Language Learning; and

F. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction).

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Behavior Intervention Strategies;

F. Cultural Diversity; and

G. Educational Psychology.

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process.
4. Teaching and Supporting Learning of the Young Child—

A. Early Childhood Principles;

(I) Child Development;

(II) Play-Based and Inquiry-Based Learning;

(III) Observing and Assessing Young Children;

(IV) Language Acquisition; and

(V) Alternative and Augmentative Communication;

B. Methods of Teaching and Differentiated Instruction in the following integrated areas (minimum requirement of fifteen (15) hours):

(I) [*Language Arts (including reading, writing, speaking, and listening);*] **Early Literacy (minimum of six (6) semester hours to address curriculum, instruction, and assessment of**

a. language acquisition;

b. phonological and phonemic awareness;

c. phonics;

d. vocabulary;

e. fluency;

f. comprehension;

g. writing process;

using authentic text and purposes; and

(II) Math;

(III) Health;

(IV) Science;

(V) Nutrition;

(VI) Social Studies;

(VII) Music;

(VIII) Safety;

(IX) Movement;

(X) Art;

(XI) Drama; and

(XII) Instructional and Assistive Technology;

5. Program Management—

A. Program Administration and Management;

B. Health, Nutrition, and Safety of Young Children; and

C. Environmental Organization and Design;

D. Procedural Safeguards;

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (4)(B)1.–3., to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(5) An applicant for a Missouri certificate of license to teach students with Mild/Moderate Cross-Categorical Disabilities (Kindergarten – Grade 12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with Mild/Moderate Cross-Categorical Disabilities (Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed—

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

- B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-Based Decision-Making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving;
 - F. English Language Learning;
 - G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
 - H. Transition Processes, including Career Education or Career Readiness; and
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
- A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity;
 - G. Educational Psychology; and
 - H. Language Development of the Exceptional Child;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;

- E. Family Engagement;
- F. Linking Families with Resources; and
- G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy [*three (3) courses required, minimum total of nine (9) semester hours. To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;*] **(a minimum total of twelve (12) semester hours) to address specialized instruction in curriculum, instruction, assessment, and intensive intervention of:**
- (I) language acquisition;**
- (II) phonological and phonemic awareness;**
- (III) phonics;**
- (IV) vocabulary;**
- (V) fluency;**
- (VI) comprehension;**
- (VII) writing process**
- using authentic text and purposes; and**
- [B. Children’s Literature;*
- C. Language Arts];*
- [D.] B. Science;*
- [E.] C. Social Science;*
- [F.] D. Instructional and Assistive Technology; and*
- [G.] E. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and*

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly qualified professionals in appropriate school settings. Such field and clinical experiences shall include experiences at both the elementary and the secondary level.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(6) An applicant for a Missouri certificate to teach students with Severe Developmental Disabilities (Grades K-12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with Severe Developmental Disabilities subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed—

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

- D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving;
 - F. English Language Learning;
 - G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
 - H. Transition Processes, including Career Education or Career Readiness; and
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
- A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity;
 - G. Educational Psychology;
 - H. Physical and Psychological Considerations of the Developmentally Disabled;
 - I. Language Development of the Exceptional Child;
 - J. Adaptive, Self-Help, and Mobility Skills;
 - K. Managing Physical and Health Problems;
 - L. Alternative and Augmentative Communication Skills; and
 - M. Alternative and Functional Skills Assessment;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Children’s Literature;
 - C. Language Arts;
 - D. Science;
 - E. Social Science;
 - F. Instructional and Assistive Technology; and
 - G. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(7) An applicant for a Missouri certificate to teach students with Severe Developmental Disabilities (Grades K-12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with Severe Developmental Disabilities subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed—

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships between curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment and Student Data;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving;

F. English Language Learning;

G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized intelligence tests, formal and informal diagnostic procedures, and in perspective instruction); and

H. Career Education or Career Readiness;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Behavior Management;
- F. Cultural Diversity;
- G. Physical and Psychological Considerations of the Developmentally Disabled;
- H. Language Development of the Exceptional Child;
- I. Perceptual Motor Training;
- J. Managing Physical and Health Problems;
- K. Non-Verbal Communication Skills; and
- L. Functional Skills Measurement;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

- A. Consultation and Collaboration; and
- B. Legal/Ethical Aspects of Teaching;

4. Teaching and Learning Strategies (minimum requirement of twenty-eight (28) semester hours)—

- A. Elementary Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
- B. Children's Literature;
- C. Language Arts;

- D. Science;
 - E. Social Science to include Geography and Economics;
 - F. Art;
 - G. Music;
 - H. Adapted Physical Education;
 - I. Technology in Education; and
 - J. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and
5. Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the candidate through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings—
- A. Early and Mid-Level Field Experiences (two (2) semester hours). This field experience must be in a regular classroom setting prior to the culminating field experience—
 - (I) Persons certificated in Behaviorally Disordered, Mentally Handicapped, Physical and Other Health Impairments, or Learning Disabled may meet this clinical experiences requirement by the satisfactory completion of at least three (3) semester hours of Practicum with Deaf and Hearing Impaired students;
 - B. Culminating Clinical Experience (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement).The experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete regular assignments, work with students as requested, and under the supervision of the classroom teacher(s) and/or other specialists. The clinical experience must include opportunities to collaborate with other educators to support student learning. The following activities should be included:
 - (I) Teaching severely developmentally disabled students;
 - (II) Interpretation of individualized intelligence tests, formal and informal diagnostic procedures, and in prescriptive instruction; and
 - (III) Practical application of behavior management techniques.

(8) The requirements of this rule shall become effective August 1, 2017/7/9.

AUTHORITY: [sections 168.011, 168.405, and 168.409, RSMo 2000, and] sections 161.092, **168.011**, 168.021, 168.071, 168.081, [and] 168.400, **168.405**, and **168.409**, RSMo [Supp. 2013] **2016**. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed _____

PUBLIC COST: This proposed amendment will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed amendment will not cost private entities more than five hundred dollars (\$500) in the aggregate.

NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed amendment with the Department of Elementary and Secondary Education, Attention: Dr. Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.