

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:	March 2020
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CONSIDERATION OF A NOTICE OF PROPOSED RULEMAKING TO AMEND
5 CSR 20-400.440, PROCEDURES AND STANDARDS FOR APPROVAL AND
ACCREDITATION OF PROFESSIONAL EDUCATION PROGRAMS IN MISSOURI

STATUTORY AUTHORITY:	<input type="checkbox"/> Consent Item <input checked="" type="checkbox"/> Action Item <input type="checkbox"/> Report Item
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Sections 161.092, 161.097, and 161.099,
RSMo

PRIORITY AREA

Educator Recruitment & Retention

SUMMARY

This rule provides procedures and standards for approval and accreditation of educator preparation programs in Missouri.

This proposed amendment updates language and requirements for the approval and accreditation of professional education programs.

PRESENTERS

Paul Katnik, Assistant Commissioner; and Jaimie Foulk, Coordinator, Educator Preparation, Office of Educator Quality, will participate in the presentation and discussion of this item.

RECOMMENDATION

The Department recommends that the State Board of Education authorize publication in the *Missouri Register* of a notice of proposed rulemaking to amend 5 CSR 20-400.440, Procedures and Standards for Approval and Accreditation of Professional Education Programs in Missouri, and that the State Board finds the proposed additional language necessary to carry out the purposes of Sections 161.092, 161.097, and 161.099, RSMo.

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

PROPOSED AMENDMENT

5 CSR 20-400.440 Procedures and Standards for Approval and Accreditation of Professional Education Programs in Missouri. The State Board of Education (board) is amending section (1), adding paragraph (3)(A)2, renumbering the remaining paragraphs in section (3) accordingly, deleting section (5), and amending the incorporated by reference material.

PURPOSE: This proposed amendment updates language and requirements for the approval and accreditation of professional education programs.

(1) Educator preparation programs in Missouri shall be approved and accredited according to the *Missouri Standards for the Preparation of Educators* (MoSPE), [(November 2012)], **(March 2019)**, and are hereby incorporated by reference and made a part of this rule, as published by the Department of Elementary and Secondary Education, Educator Preparation, PO Box 480, Jefferson City, MO 65102-0480, **and its website at <https://dese.mo.gov/educator-quality/educator-preparation/mo-standards-preparation-educators> and at <https://dese.mo.gov/governmental-affairs/dese-administrative-rules/incorporated-reference-materials>**. This rule does not incorporate any subsequent amendments or additions.

(3) Initial Approval.

(A) An educator preparation program seeking initial approval to offer either a traditional or an alternative professional education program shall submit a written proposal to the Department of Elementary and Secondary Education (department) addressing the elements discussed in this section. All such programs shall be reviewed by the department and approved by the State Board of Education (board) pursuant to MoSPE and as outlined below. Only those programs which the department determines to have merit and potential for providing quality preparation for candidate certification will be considered for approval. The proposals should include at a minimum the following elements:

1. A description of the proposed program based upon a statement of the purpose and objectives for an area of the public school curriculum and a statement of the nature of the proposed program that is consistent with those objectives, the mission of the organization, and the conceptual framework for the educator preparation programs. These statements shall be based on analyses of current practices and trends in the identified area of the public school curriculum;

2. **A clearly detailed plan that specifies the program's admission requirements for program candidates:**

A. For traditional programs the plan must include discussion of the program's requirements for entry-level assessments designated by the board, with qualifying scores specified by the Educator Preparation Program;

B. For alternative programs the admission requirements must specify that the individual shall have earned a bachelor's or higher degree from a regionally accredited institution. The degree shall be in the content area of the desired certificate of license to teach or the individual shall have achieved a passing score on the designated exit assessment(s) in a middle or secondary content area of the desired certificate of license to teach. The individual shall participate in a structured interview conducted by the educator preparation program for screening, diagnostic, and advising purposes;

3. [2.] A clearly formulated statement of the competencies for educators in the identified area of the public school curriculum. These competencies shall include subject knowledge and professional skills based upon current research and practice and shall include the competencies for educators identified in the MoSPE adopted by the board;

4. [3.] Curriculum matrix delineating the courses and supervised field and clinical experiences prescribed to address competencies appropriate for candidates to meet state certification requirements, a description of the process by which the candidates will be prepared, and provisions for assessing candidates and keeping records of their progress through the program;

5. [4.] Identification of the administrative structure of the proposed program indicating where the responsibility is vested in the educator preparation program;

6. [5.] Clearly identified resources as stipulated by MoSPE to support the program. The continuing availability of the resources shall be assured for the duration of the program. Any resources not under the control of the program shall be defined and confirmed by the controlling agency; and

7. [6.] A written plan for the continuing evaluation of the proposed program that includes definition and specifications of the kinds of evidence that will be gathered and reported to the organization and the department at designated intervals. Evaluation reports shall provide information to identify areas in the program that need to be strengthened and/or to suggest new directions for program development.

[(5) Alternative Program Considerations.

(A) Alternative programs shall abide by and be evaluated according to the Missouri Standards for the Preparation of Educators included in rules promulgated by the board.

(B) Educator preparation programs shall be authorized to recommend for Initial Professional Certification (IPC) certificates of license candidates who complete approved alternative certification programs in accordance with the rules promulgated by the board.

(C) An individual may become a candidate in an alternative certification program upon meeting the following criteria:

1. The individual shall have earned a bachelor's or higher degree in the content area or a closely allied field of the desired certificate of license from a regionally accredited institution and shall have a cumulative grade point average no lower than the Missouri requirements as stipulated in the MoSPE standards, which is incorporated by reference into this rule. The individual shall participate in a structured interview conducted by the educator preparation program for screening, diagnostic, and advising purposes;

2. The individual shall undergo a background check conducted by the Missouri State Highway Patrol (Highway Patrol) and/or the Federal Bureau of Investigation (FBI), which includes submitting to the department the required information in a manner acceptable to the Highway Patrol and/or FBI and paying the required fees; and

3. The candidate shall enter into a four- (4-) party academic contract with the educator preparation program offering the alternative program, an employing Missouri school district and the department, whereupon s/he shall receive a two- (2-) year provisional certificate of license to teach and shall—

A. Be assigned by the school district a mentor who is engaged in professional education work comparable to the area the candidate is seeking certification for and who will observe and work with the candidate until the candidate completes the alternative program;

B. Receive any additional assistance, as determined by the educator preparation program, until the candidate completes the alternative program;

C. Participate in the employing school district's professional development programs;

D. Participate in the employing school district's performance evaluation system; and

E. Prior to the expiration of her/his provisional certificate of license, the candidate must successfully complete the exit assessment(s) designated by the board for the IPC certificate of license.]

AUTHORITY: sections 161.092 [and 168.021, RSMo Supp. 2012, and sections] 161.097 and 161.099, RSMo 2016. Original rule filed Aug. 28, 2012, effective March 30, 2013. 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.*

DRAFT! Not for distribution until approved
**Revised Missouri Standards for the Preparation of Educators
(MoSPE)**

Missouri Educator Preparation Governance

This purpose of this document is to provide guidance and outline the responsibilities of Educator Preparation Programs (EPP) leading to recommendation for educator certification in the State of Missouri. The responsibilities of the Missouri Department of Elementary and Secondary Education (DESE) Office of Educator Quality (OEQ), Educator Preparation and Educator Certification, are also articulated.

EPPs are held accountable for their product, the quality of the certification candidates who complete their respective programs. The process of accountability and the data collected are described in the [Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs](#). MoSPE describes the program framework for institutions and organizations offering programs leading to recommendation for Missouri educator certification. This document was collaboratively developed by EPPs and DESE and informed by research.

Anything included in a professional educator preparation education program beyond the language included in this document and in the matrices is at the EPP's discretion.

Standard 1: Candidate Professional Knowledge and Skills, and Their Application

Candidates over the course of their program develop the content and pedagogical knowledge, skills, and professional behaviors of competent, caring, and effective professional educators as evidenced by candidate demonstration of:

- emerging competence in general education, content knowledge, pedagogical skills, and professional behaviors, beginning at admission and evaluated regularly and frequently throughout an educator preparation program.
- understanding of current state content expectations for PK-12 students relevant to the candidate's certification area.
- understanding of culturally responsive practice, including consideration of the intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, religion, differing abilities, and the impact of language acquisition and literacy development on learning.
- understanding of the central concepts, structure, and tools of inquiry of the discipline(s) and creation of learning experiences that make these aspects of subject matter meaningful and engaging for students. [Missouri Educator Evaluation System (MEES) for Teachers Std. 1]
- understanding of how students learn, develop, and differ in their approaches to learning. [MEES for Teachers Std. 2]

- adapting learning opportunities to diverse learners and supporting the intellectual and personal development of all students. [MEES for Teachers Std. 2]
- long- and short-range curriculum development and implementation based upon student, district, and state needs. [MEES for Teachers Std. 3]
- variation of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. [MEES for Teachers Std. 4]
- understanding of individual/group motivation and student behavior to create a learning environment that encourages active student engagement in learning, positive social interaction, and self-motivation. [MEES for Teachers Std. 5]
- effective verbal, nonverbal, and media communication skills. [MEES for Teachers Std. 6]
- formative and summative assessment strategies to assess the learner's progress and use of both classroom and standardized assessment data to plan ongoing instruction. [MEES for Teachers Std. 7]
- self-reflection with continuous assessment of the effects of choices and actions on others and active pursuit of professional development focused on the improved learning of students. [MEES for Teachers Std.8]
- effective working relationships with students, families, school colleagues, and community members. [MEES for Teachers Std. 9]

Standard 2: Candidate Clinical Experiences and Program Partnerships

EPPs, in collaboration with PK-12 school partners, will design and facilitate high quality, varied, diverse, and ongoing field and clinical experiences throughout the program that align with state requirements, are supervised by appropriately credentialed cooperating teachers and university supervisors, and are evaluated using evidence of candidate performance, as outlined in Appendix A.

EPPs will work collaboratively with school districts to establish mutually agreed conditions for fieldwork experiences that clarify expectations of candidates, PK-12 personnel, and university faculty/supervisors annually. This agreement may take the form of a Memorandum of Understanding and may also include other forms of written communication. Updated agreements will be submitted to DESE prior to each academic year.

Standard 3: Candidate Recruitment, Progress, and Retention

Educator preparation programs demonstrate that the recruitment, support, and development of candidates are ongoing and purposeful, throughout all phases of the program, resulting in quality educators who are prepared to effectively support success for all learners. EPPs show evidence of:

- fair and equitable admission policies and procedures for admission to the institution and to the educator preparation program.

- a system, with clearly defined policies and procedures, to monitor professional progress throughout the program but especially at periods of transition (i.e., admission to the program; continuance in the program based on performance; admission to student teaching or internship).
- a system of support that informs and counsels educator candidates about professional standards for performance and professional expectations of the role for which they are preparing.
- clear communication of each educator candidate's progress toward meeting professional standards and expectations.
- guidance to educator candidates about professional transitions related to certification, job-seeking, professional growth, etc.
- solicitation of and response to graduate and employer feedback for program improvement.

Standard 4: Program Commitment to Quality and Diversity

Educator preparation programs and their supporting institutions provide the resources to ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers. To ensure these outcomes EPPs employ a system of continuous improvement that gathers data from a variety of evidence sources and analyzes that data holistically and by certification program annually to identify needed program adjustments, modifications, and resources. A variety of stakeholders provide and/or analyze program effectiveness data or feedback. EPPs also submit data annually to DESE as requested, for ongoing accountability and public reporting.

Educator preparation programs and their supporting institutions promote inclusion, diversity, and equity and ensure that preparing educators understand strategies for promoting inclusion, diversity and equity in schools. This commitment is evidenced by policies and practices that:

- encourage recruitment and retention of appropriately credentialed and diverse faculty and cooperating teachers.
- support and retain diverse students and candidates.
- articulate a policy, plan, and professional development for continual growth of knowledge, skills, and commitment to culturally responsive practices
- embed culturally responsive reflective practice throughout curriculum and policies.
- promote equity, and are implemented and evaluated as part of the EPP annual review process.
- develop faculty and candidate commitment to practicing in a variety of educational settings with a focus on educational equity.
- utilize a variety of appropriate resources to advance practices that promote inclusion, diversity, and equity.

Glossary of Terms

Candidate Recruitment – the procuring of candidates for educator preparation, toward the goal of preparing them to work as qualified PK-12 educators capable of performing their professional responsibilities in ways that lead to meaningful student learning

Clinical Educator – a cooperating teacher, on-site supervisor, university supervisor, or faculty member responsible for supervising, observing, and/or evaluating an educator candidate's professional performance in a field or clinical experience

Content Knowledge – an understanding of concepts of a particular academic discipline

Cooperating Teacher – an in-service teacher in whose classroom a teacher candidate completes a field or clinical experience, and who is responsible for supervising and evaluating the candidate's daily activities in the field

Culturally Responsive Practice – activities of teaching, intentionally and thoughtfully designed with attention to the intersectionality of characteristics in categories such as race, ethnicity, social class, family background, gender identity and expression, sexual identity, religion, differing abilities, and the impact of language acquisition and literacy development on learning

Diversity – variation in characteristics of individual group members that may include categories such as race, ethnicity, social class, family background, gender identity and expression, sexual identity, religion, differing abilities, and language acquisition and literacy development

Educator Preparation Program – an academic program at an accredited institution of higher education, approved by DESE on behalf of the Missouri State Board of Education (SBE) to recommend candidates for professional educator certification upon successful completion

Equity – a condition of a classroom learning community in which personal and social identifiers such as gender, race, ethnicity, language, disability, family background, and/or income are not obstacles to accessing educational opportunities, and that exists when an intentional focus on learning outcomes and the allocation of resources ensure that each student, particularly those from historically underrepresented, underserved and marginalized groups, excels through purposeful engagement, rigorous instruction, and relevant educational experiences

General Education Knowledge – the curricular foundation of the American Academy, as defined by the Missouri Department of Higher Education and Workforce Development

Pedagogical Content Knowledge – a teacher's specialized professional expertise that combines understanding of discipline-specific ideas with an understanding of the practice of teaching and results in teaching practices specific to the discipline

Pedagogical Skills – instructional and classroom engagement practices employed by a teacher to promote meaningful learning for students

Professional Behaviors – performance and conduct generally expected of professional educators with regard to their assigned duties and interactions with students, supervisors, colleagues, parents, community members, and other stakeholders

Appendix A

Clinical experiences are essential for the preparation of educators; the length of the experience, the setting and diversity of experiences, and credentials of the PK-12 mentor are elements the EPP should monitor. EPPs and their PK-12 partners prepare, evaluate, support, and retain high-quality clinical educators who meet the following qualifications.

Teacher Preparation Programs

Early Level Clinical Experience Requirements for Teacher Candidates	
Early Level Definition and Purpose	<p>The purpose of this level of clinical experience is for candidates to experience and explore the career of education in one or multiple certification areas.</p> <p>Teacher candidates will observe learners in diverse classroom populations in one or more classroom settings and have structured learning experiences with students upon declaring education as a major. These observations will serve to expose candidates to both diverse learners and diverse classroom contexts.</p> <p>This experience should be documented as a separate one-hour course or embedded within another course(s) identified on the EPP's matrix.</p>
Length	Minimum of one semester hour and 30 total clock hours. Observation may occur in one or more PK-12 school settings.
Cooperating Teacher	<ul style="list-style-type: none"> ● Bachelor's degree ● State approved certification in the content area and grade range being observed is preferred. ● Recommendation of cooperating teacher's building administrator
University Supervisor or Faculty Member	<ul style="list-style-type: none"> ● Minimum of three years of experience in PK-12 school and/or educator preparation ● Master's degree in Education or related area ● Ability to interact, mentor, communicate with students and cooperating teachers

Mid-Level Clinical Experience Requirements for Teacher Candidates	
Mid-Level Definition and Purpose	<p>This experience should be designed to develop the candidates' skills so they are successful during their student teaching semester.</p> <p>Teacher candidates will observe in a classroom setting with diverse populations and have structured learning experiences that include engaging students using research-based instructional strategies.</p> <p>This experience should be documented as a separate one-hour course or embedded within another course(s) identified on the EPP's matrix.</p>
Length	Minimum of one semester hour and 45 total clock hours. Experience must occur in a PK-12 school setting in candidates' intended certification area.
Cooperating Teacher	<ul style="list-style-type: none"> ● Minimum of three years of PK-12 teaching experience ● Bachelor's degree ● State approved certification in the content area and grade range ● Recommendation of cooperating teacher's building administrator

University Supervisor or Faculty Member	<ul style="list-style-type: none"> ● Minimum of three years of experience in PK-12 school and/or educator preparation ● Master's degree in Education or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and/or pedagogy ● Ability to interact, mentor, communicate with students, and on-site supervisors
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Culminating Clinical Experience Requirements for Teacher Candidates	
Culminating Definition	Teacher candidates will experience full immersion into a classroom setting utilizing research-based instructional strategies to engage students in quality instruction and adjust instruction based on feedback from the cooperating teacher and/or university supervisor.
Length	Minimum of eight semester hours and 12 weeks duration <ul style="list-style-type: none"> ● Experience must occur in a PK-12 school setting in candidate's intended certification area. ● Time requirements must include full workdays and weeks in accordance with the assigned PK-12 site's normal work schedule.
Cooperating Teacher	<ul style="list-style-type: none"> ● Minimum of three years of PK-12 teaching experience in the certification area ● Bachelor's degree ● State approved certification in the content area and grade range ● Recommendation of cooperating teacher's building administrator ● Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.
University Supervisor/ Faculty Member	<ul style="list-style-type: none"> ● Minimum of three years of experience in PK-12 schools ● Master's degree in Education or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and/or pedagogy ● Ability to interact, mentor, communicate with students and on-site supervisors ● Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Weekly contact with student teachers and cooperating teachers ● Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.

Clinical Educator Workload	EPPs should have written policy regarding the deployment and workload of clinical educators demonstrating the time and effort required to provide meaningful, substantive, and timely feedback to candidates.
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School Counselor Preparation Programs

Clinical Experience Requirements for School Counselor Candidates	
School Counselor Candidate Definition	School counselor candidates will experience full immersion into a school setting delivering research-based school counseling curriculum, individual student planning, responsive services; and providing support to a comprehensive school counseling program based on guidance from the on-site supervisor and/or university supervisor.
Length	Three credit hours and 300 total clock hours
On-Site Supervisor	<ul style="list-style-type: none"> • Minimum of three years of PK-12 experience in supervision area • Master's degree in School Counseling or related area • Must complete formative observation of school counselor candidate and conference at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually by the EPP.
University Supervisor	<ul style="list-style-type: none"> • Minimum of three years of experience in PK-12 schools preferred • Master's degree in School counseling or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and pedagogy • Ability to interact, mentor, communicate with students, and on-site supervisors • Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format • Weekly contact with school counselor candidate • Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.
Supervisor/Candidate Ratios	EPPs should have written policy regarding the deployment and workload of clinical educators demonstrating the time and effort required to provide meaningful, substantive, and timely feedback to candidates.

School Leader Preparation Programs

Clinical Experience Requirements for School Leader Candidates	
School Leader Candidate Definition	School Leader candidates will experience full immersion into a school setting engaging in leadership activities aligned to Missouri Leadership Development System (MLDS) domains and competencies based on guidance from the on-site supervisor and/or university supervisor.

Length	<p>Three credit hours and 300 total clock hours (200 hours in major area, 50 hours in minor area, and 50 hours at discretion of the program).</p> <p>The 200 hours should be divided as follows:</p> <ul style="list-style-type: none"> ● 10 Visionary ● 50 Instructional ● 70 Managerial ● 50 Relational ● 20 Innovative
On-Site Supervisor	<ul style="list-style-type: none"> ● Minimum of three years of PK-12 experience in supervision area ● Master's degree for supervision of Principal, Special Education Administration, or Career Education Director candidates ● Specialist degree for supervision of Superintendent candidates
University Supervisor	<ul style="list-style-type: none"> ● Minimum of five years of experience in PK-12 Schools preferred ● Minimum of a Specialist degree, plus demonstrated PK-12 knowledge and expertise – students, content, and pedagogy ● Ability to interact, mentor, communicate with students, and on-site supervisors ● Minimum of three contacts per program/coursework ● Ability to interact, mentor, communicate with students, and on-site supervisors ● Successful completion of training on the current performance assessment through a Missouri Professors of Educational Administration (MPEA) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Must complete culminating summative evaluation conference with candidate. The summative score for each candidate will be reported annually to DESE by the EPP.

Jaimie Foulk
Office of Educator Quality | Educator Preparation



Missouri Standards for the Preparation of Educators

March
2020





- Program framework
- Current version 2012
- Revised collaboratively
 - All regions
 - Public & private, large & small institutions
 - Teacher, school counselor, school leader programs

Comparison of MoSPE



Current

- Academics
- Assessment
- Field & Clinical Experiences
- Candidates
- Faculty
- Operations

Revised

- Candidate Knowledge, Skills, & Their Application
- Clinical Experiences & PK-12 Partnerships
- Candidate Recruitment, Progress, & Retention
- Program Commitment to Quality & Diversity



6 Current Standards

- High-level theoretical positions; data collection vaguely referenced
- Prescribe program *components*, candidate *characteristics*
- Recruitment *constrained*

4 Revised Standards

- Measurable goals; data collection explicitly defined, connected
- Describe program *outcomes*, measure candidate *performance*
- Recruitment *prioritized*; diversity, equity, cultural competence defined

1. Candidate Knowledge, Skills, & Their Application



Candidates develop over the course of their program:

- content knowledge
- pedagogical knowledge
- pedagogical skills
- professional behaviors

1. Candidate Knowledge, Skills, & Application



Evidenced by 13 indicators (specified by data collected for APR); for example:

- Current content expectations
- Variation in instructional strategies

2. Clinical Experiences & PK-12 Partnerships



Collaboration with PK-12 school partners:

- high quality
- varied
- diverse
- ongoing



Define requirements in certification statutes:

- time
- supervisor qualifications
- assessment

3. Candidate Recruitment, Progress, & Retention



Preparation programs demonstrate that the recruitment, support, and development of candidates are ongoing and purposeful, throughout all phases of the program.



Evidenced by 6 indicators (using published policies); for example:

- equitable admission policies and procedures
- system of support
- clear communication of each candidate's progress

4. Program Commitment to Quality and Diversity



Preparation programs ensure candidates are prepared to engage in professional practice and continue to grow throughout their careers, using:

- continuous improvement data
- input from a variety of stakeholders
- policies to promote inclusion, diversity, and equity



Evidenced by 7 indicators (explicitly addressed in program plans), for example:

- gather, analyze, and respond to data holistically
- encourage recruitment and retention of diverse faculty and PK-12 partners
- embed culturally responsive educator practices throughout curriculum and policies

Substantive Revisions, Revisited



Current
(2012)

- Theoretical, not easily measured
- Prescriptive of program & candidate characteristics

Revised

- Measurable goals with defined evidence
- Direct connection to APR data
- Focused on program outcomes, candidate performance
- Priority placed on diversity, equity, cultural competence & recruitment efforts



Contact

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Photos courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action