

Missouri Advisory Board for Educator Preparation (MABEP)
September 13, 2019
10:00 a.m. - 2:00 p.m.
4th Floor Conference Room, Jefferson Building

Presiding: Paul Katnik, Assistant Commissioner for Educator Quality
Missouri Department of Elementary and Secondary Education

Meeting was called to order at 10:10 a.m.

Members Present:

Paul Katnik, Jaimie Sadich, Victoria Seeger, David Oliver, Cassidy Urie, and Cynthia Grant

Members Absent:

Glenn Coltharp, Darbie Valenti Kathryn Chval, Mara Woody, and Zora Mulligan

Guests: Curtis Terry, Kimberley Nuetzmann, Jennifer Fellabaum-Toston, Beth Kania-Gosche, and Margery Tanner

I. Introduction (Paul Katnik)

- DHE update: Discussed vacancies and new members. Dr. Mara Woody, Assistant Commissioner for Postsecondary Policy, is the new representative for the Department of Higher education, replacing Dr. Rusty Monhollon.
- All members reviewed the April minutes: The group discussed changing “inactive” program status to “exempt” program status in reference to preparation programs with no enrollment. This will be included as a part of the revised Missouri Standards for the Preparation of Educators (MoSPE).

II. Outreach Plan (Paul Katnik)

- A summary of the Outreach Plan was provided. The plan addresses teacher workforce issues in Missouri. Research suggests that achievement is less for students with a first year teacher. Teacher shortages are not new. This program is intended to help with those issues. The current statistics for teachers are 93% white and over 70% female. There has been very little movement on diversity of teachers. Phase One of the Outreach plan is in effect and is designed to gather data from key stakeholders and educators.
- Survey data: The panel discussed collection of data. Teacher salary issues was a consistent theme in the data. Virtually every Missouri border state has better teacher salaries than the state of Missouri. Missouri hasn't increased its minimum salary since 2005. Estimations say that a parent earning teacher's salary would have their own children on free and reduced priced lunch.
- Based on the administration surveys, teacher compensation is a major reason teachers move out of their position; family reasons were number 2. Teacher salary is also the biggest challenge in recruiting and retaining teachers.
- Based on the teacher surveys, 70 percent of teachers have considered leaving the position. Pay is the number 1 reason teachers would consider leaving. Administration is the 2nd reason teachers leave. The teachers who had not

considered leaving stated that the only reason they stay is because of the kids they teach. 84 percent of teachers said they know a teacher that has left the profession. Out of those who left, teacher salary was the number 1 reason teachers leave the position. Using a scale of 1 (not likely) to 10 (very likely), teachers were asked if they would recommend the teaching profession to their own child or the child of a friend. Most of the responses were below 5. Also discussed were loan forgiveness programs, alternate certification programs and trying to find a way to compare states on teacher salaries with benefits included.

- Also discussed was focus group data. Focus groups were held in KC and St. Louis. One finding is that teachers teaching in those schools don't understand the students they are teaching. We need to give them something to help them understand students. Also discussed was data from rural focus groups. One challenge in rural settings is retaining teachers given low teacher salaries. Participant of the group said rural schools are having issues even getting people to apply. A final focus group included teacher education programs. All focus group data will be presented to the State Board of Education.

III. Certification Updates: (Margery Tanner)

- July 1st the legislature created a k-12 computer science Certificate. It is an add-on certificate only. You must pass a computer science content assessment. A student can take a course in computer science in place of a math or science course.
- August 1st new literacy requirements were updated in early childhood, elementary education, early childhood special education, mild/moderate cross categorical special education.
- August 1st the speech language pathologist certificate was no longer issued. Individuals must now hold an SLP license issued by the board of healing arts. Previously there were really no requirements to receive the certificate. This has no effect on someone who already holds the SLPS certificate.
- Effective 8/31 unified science and general science certificates are no longer issued. Regular science certificates may now be used to teach any level science course in the certificate area (Physics, Chemistry, Biology and Earth Science).
- Substitute certificate - clarifies language, including that acceptable semester hours must be completed through an accredited institution and must complete 1 hour of PD to renew every year. Anticipated to go into effect January 1st 2020. School districts are worried this may limit their selection of substitutes.
- Principal certificate is being revised. It will now be called the School Leader K-12. This revision was necessary in order to align to the Professional Standards for Educational Leaders (PSEL). The new certificate also aligns to the domains and competencies of the Missouri Leadership Development System (MLDS). There were updates to the internship as well. The recommendation presented to the board will be to move from 2 years to 3 years teaching experience.
- Temporary Authorization – 1 year renewable certificate. MACCE worked on this for several years and recommended the change. Aligns current professional teacher standards, Raises GPA requirement to 2.75 cumulative 3.0 in content area. It can be renewed annually for 3 years.

IV. Principal Preparation Process

- Performance assessment- provided updated information on the performance assessment for principal candidates. Members reviewed the scoring rubric. The

Missouri Professors of Education Administration (MPEA) has led this effort and has been making sure all faculty know how to use the scoring rubric correctly so that data is reliable.

- Blind scoring process- there will soon be a blind scoring event. MPEA wants to determine that assessments are being scored fairly. A candidate's assessment will be brought from each institution and then scored blindly by another institution. The purpose is to identify gaps in the scoring process and establish inter-rater reliability. Jaime Sadich expressed concern that the rubric is too subjective.

V. Missouri Standards for Professional Educators (MoSPE) (Beth Kania-Gosche)

- Substantive revisions are being done to MoSPE: There are 4 standards in the new revisions because the old standards did not reflect what was really going on in the educator preparation programs.
 - a. Dispositions were relabeled "professional behaviors". Language was used to avoid specifically naming state standards. The new standards have been written to be flexible so that they can be easily changed or adjusted.
 - b. The only area that is not flexible are the Qualifications for each level of field experience.
 - c. EPPS have done a great job getting college students in the classroom throughout their college career not only in the 12 week student teaching program.
 - d. Changed the faculty terms to content area faculty, clinical faculty, and adjunct faculty.
 - e. High focus has been put into policies that promote equity.

VI. APR/MEES Update (Kim Nuetzmann)

- Validity and Reliability- MEES is the performance assessment is used to evaluate teacher candidates. The state wide cut score on this assessment was doubled in its first implementation. Feedback was received from MEES Users and stakeholder groups. In depth data analysis was done in January 2019. The first semester was a significant portion of data collection. Revisions happened throughout the spring. Revisions were guided by: Aligned to the standard, Importance in practice, Clarity of descriptor, and distinction levels across 0-4. Additional revisions were: positive language, stronger verbs, concise language and elimination of redundancy, and added language related to culturally responsive pedagogy. A final revised edition was published in May 2019.
- The new cut score on the assessment is 42. A teacher candidate needs to get above a 42 to pass. The highest score they can possibly get is 72. A scoring protocol was made to determine the score. This year, scoring is being done by strand instead of just the overall standard. This way it is easier to trace back to see what updates need to be made in the scoring process. Asking university supervisors to score each strand is making the scorers really look at what they are scoring on. Statewide training materials were created, face to face and online. A vast majority of training videos were created to encompass all areas of education. Training materials are constantly being revised and feedback is being received. The document is based around the nine Missouri teaching standards. Continued work is being done in; additional content validity checks, analysis of MEES

scores, process for teacher candidates who don't meet the cut score, and MEES scoring by external raters; reliability check.

VII. Final Questions and Discussion (All)

- Upcoming meetings: Nov. 13 , Feb. 26, Apr. 15
- Agenda for next meeting: MoSPE update; additional Certification Changes; updates on the Outreach plan; update on the blind scoring process by MPEA.
- Meeting was adjourned at 2:05 p.m.