

Jaimie Foulk
Office of Educator Quality | Educator Preparation



Missouri Standards for the Preparation of Educators

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- 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, and
- professional behaviors

1. Candidate Knowledge, Skills, & Application



Evidenced by 13 indicators (specified by data collected for APR); e.g.:

- Current content expectations
- Variation in instructional strategies

2. Clinical Experiences & PK-12 Partnerships



Collaboration with PK-12 school partners:

- high quality,
- varied,
- diverse, and
- ongoing.



Defines 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);

e.g.:

- 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), e.g.:

- 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

Office of Educator Quality | Educator Preparation

Jaimie.Foulk@dese.mo.gov or 573.751.6504

Buddy.Alberson@dese.mo.gov or 573.751.1191

Marcia.Patridge@dese.mo.gov or 573.751.1668

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