



# Missouri Standards for the Preparation of Educators (MoSPE)



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## **Missouri Standards for the Preparation of Educators (MoSPE)**

### **I. Program Standards**

#### **Program Standard 1 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.**

- A. General education is the curricular foundation of the American academy. Candidates shall acquire and use the intellectual tools, knowledge, and creative capabilities necessary to study and interact with the world. General education equips candidates for success in their specialized areas of study and for fulfilled lives as educated persons, as active citizens, and as effective contributors to their own prosperity and to the general welfare. General education shall be constructed to introduce candidates to the traditional disciplines of the arts and sciences.
- B. Content knowledge is a demonstration of having a thorough understanding of the curriculum. Candidates must have command of the curriculum and the standards approved by the board that they are responsible to teach in the PK-12 setting.
- C. Professional education provides the pedagogical knowledge about teaching and learning. In addition to having a strong content and general education background, candidates must be able to teach so that students can learn. The ability to differentiate instruction to meet the needs of all students is imperative. Candidates need to develop strong relationships with students that foster respect for learning. Candidates must meet the professional educator standards outlined in MoSPE.

#### **Program Standard 2 – Design and Assessment: The data from fair, valid, and reliable assessments will be used to measure the performance of candidates and educator preparation programs by program and certification areas.**

- A. The Missouri Assessment Plan for Educator Preparation Programs will help to inform candidates and the educator preparation programs on their development as a professional educator. The state plan establishes a valid and reliable framework for assessing individual candidates and their educator preparation programs. The state assessment plan establishes a framework for all educator preparation programs that are approved in the State of Missouri. Educator preparation programs may establish their own valid and reliable assessment tools that provide additional measurement(s) of the growth and development of their candidates.
- B. Educator preparation programs shall have a Conceptual Framework that is developed in collaboration with various stakeholder groups including the PK-12 school districts. All members of the professional community should have access to, knowledge of, and the opportunity to share their thoughts relating to the Conceptual Framework. The Conceptual Framework should be regularly reviewed and evaluated by all stakeholders.

- C. The curriculum shall be coherent and aligned with the Conceptual Framework; the academic components of general education, Missouri Core Academic Standards; field and clinical experiences; the state assessment plan; and the candidate outcomes.
- D. The Missouri Assessment Plan identifies assessments that are valid, fair, and unbiased. The system provides for collection, analysis, and use of data for the improvement of instruction for the educator preparation program and the individual certification programs. The State Board of Education shall approve the assessments to be used in the Missouri Assessment Plan.
- E. The state assessment plan assesses the impact of the candidate on the growth and achievement of her/his students in PK-12 schools.
- F. The state assessment plan measures the impact of the educator preparation programs and the individual certification programs on the growth and achievement of their graduates in the PK-12 schools.

**Program Standard 3 – Field & Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.**

- A. Clinically based educator preparation creates varied and extensive opportunities for candidates to connect what they learn with the challenge of using it, while under the expert tutelage of skilled clinical educators. Candidates blend practitioner knowledge with academic knowledge as they learn by doing. They refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning. A close partnership must exist between educator preparation providers and school districts to better serve prospective educators and the students they teach.
- B. Educator preparation programs shall use the Missouri Educator Evaluator System to measure the effectiveness of their candidates.
- C. Initial field and clinical experiences shall be divided into three developmental levels: Early, Mid-Level and Culminating. The requirements for cooperating teachers and university supervisors shall vary for each developmental level.

<b>Developmental Levels for Initial Field &amp; Clinical Experiences</b>			
	<b>Early Level</b>	<b>Mid-Level</b>	<b>Culminating Level</b>
<b>Levels and Definitions</b>	<b>Observations &amp; Limited Experiences with Students</b>	<b>Observations &amp; Structured Experiences with Students</b>	<b>Student Teaching in Collaboration with Cooperating Teacher</b>
<b>Length</b>	30 Clock Hours	45 Clock Hours	Minimum of 12 Weeks
<b>Cooperating Teachers</b>	Minimum of 3 Years of PK-12 Teaching Experience		
	Minimum Degree Requirement		
	Bachelors Degree		Masters Degree
	Processes & Requirements		
	State Approved Certification in the Content Area & Grade Range		
<b>Field &amp; Clinical Supervisors</b>	Minimum Years of Experience		
	Minimum of 3 Years of Experience in PK-12 Schools and/or Educator Preparation	Minimum of 5 Years of Experience In PK-12 Schools and/or Educator Preparation	
	Minimum Degree Requirement		
	Masters Degree	Masters Degree +	Masters Degree +
	General Practitioner	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	
	2-3 Years Experience in PK-12 Schools and/or Educator Preparation		3 to 5 Years of Experience in PK-12 Schools and/or Educator Preparation
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors		
	Number of Contacts & Observations		
			Weekly Contact with Student Teachers and Cooperating Teachers
			One Observation Every Two or Three Weeks

D. Advanced field and clinical experiences shall be divided into two developmental levels: Early and Culminating. The requirements for interns may vary by the developmental level. The requirements for university supervisors will be the same for both Early and Culminating levels.

<b>Developmental Levels for Advanced Field &amp; Clinical Experiences</b>		
<b>Levels and Definitions</b>	<b>Entry Level</b>	<b>Culminating Level</b>
<b>Length</b>	Minimum Levels for Advanced Field & Clinical Experiences	
<b>Counselors</b>	Total Number of Clock Hours = 300	
<b>Librarians</b>	Total Number of Clock Hours = 100	
<b>Building Principals</b>	Total Number of Clock Hours = 300	
<b>Superintendents</b>	Total Number of Clock Hours = 300	
<b>On-Site Supervisors</b>	Minimum of 5 Years Experience	
	Minimum of a Masters Degree for Counselors and Librarians	
	Minimum of a Specialist Degree for Building and District Leaders	
	Defined on the Department Website	
<b>Field &amp; Clinical Supervisors</b>	Minimum of 5 Years Experience in PK-12 Schools	
	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors	
	Weekly Contact with Interns and On-Site Supervisors	
	One Observation Every Three to Four Weeks	

- E. Field experiences may be of an exploratory nature with planning and involvement of the PK-12 school partnerships. Clinical experiences shall be accomplished within the grade range(s) and certification area(s) sought by the candidates.
- F. Educator preparation programs and school districts shall provide regularly scheduled Orientation Sessions for student teachers, cooperating teachers, interns, on-site school supervisors, school site administrators, university faculty/supervisors and other members of the school and community.
- G. Educator preparation programs and school districts shall develop a Memorandum of Understanding (MOU) that identifies expectations of candidates, PK-12 personnel, and university faculty/supervisors. The MOUs should be shared with all stakeholders and evaluated annually. These agreements shall include, but not be limited to, the following areas for discussion:
1. Scope of the Agreement
  2. Placement
  3. Assignment
  4. Duration, Termination, and Change of Assignment
  5. Orientation for Pre-Service Teachers, Cooperating Teachers, Interns, and On-Site Supervisors
  6. Supervision and Evaluation of Pre-service Teachers and/or Interns
  7. Status Authority of Pre-service Teachers and/or Interns
  8. Compensation
  9. Other Topics of Mutual Importance to Partnering School Districts and Educator Preparation Programs.

H. School sites shall be carefully selected and the appropriate level of participation shall be determined collaboratively.

<b>Site Requirements for Field &amp; Clinical Experiences by Developmental Levels</b>		
<b>Initial Certification</b>		
<b>Early Level</b>	<b>Mid-Level</b>	<b>Culminating Level</b>
Initial Participation	Involvement of the Candidate determined by MOU	
School principal has knowledge of the candidates and the educators who will be hosting the candidates.		District or School Principal Identifies Educators eligible to host student teachers according to the definitions on the department website
<b>Advanced Certification</b>		
<b>Entry Level</b>	<b>Culminating Level</b>	
Involvement of the Intern Determined by MOU		
School principal has knowledge of the interns and the on-site supervisors who will be hosting the interns.	District or School Principal Identifies Educators eligible to host interns according to the definitions found on the department website.	

- I. Educator preparation programs shall work in collaboration with the department to explore clinical models that increase the level of collaboration between PK-12 schools.
- J. Educator preparation programs must have a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. § 168.400 (2005) and Mo. Code Regs. 5 CSR 20-400.330.

**Program Standard 4 – Candidates: A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.**

<b>Educator Preparation Programs Should Establish Transition Points</b>		<b>Exit Requirements</b>
Grade Point Averages – Cumulative, Content, & Professional Education		
Suggested 2.0 Cumulative 2.50 Content 2.50 Education	Suggested 2.50 Cumulative 2.75 Content 2.75 Education	Exit Requirements 2.75 Cumulative 3.00 Content 3.00 Education (Candidates who do not meet these requirements may demonstrate competency via other measures approved by the board.)
		No Professional Education Grades < C
		Impact on Student Achievement
Pass the Entry Level General Knowledge & Skills Assessment		
		Content Knowledge
		Performance Based Assessments – Coursework and Field & Clinical Experiences Aligned with the Missouri Educator Evaluation System
<b>Requirements and Transition Points for Advanced Levels of Certification</b>		
<b>Entry Level</b>		<b>Culminating Level</b>
Professional Competency Profile(s) from Previous Experience in Education Includes Impact on Student Achievement		Professional Competency Profile for the New Area of Certification Includes Potential Impact on Student Achievement
As defined by the department website or on Missouri Educator Evaluation System or the employing school district Educator Evaluation System		Performance Based Assessments – Coursework and Field & Clinical Experiences Aligned with the Missouri Educator Evaluation System

**Program Standard 5 – Faculty: Educator preparation faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, learning, scholarship, and service.**

- A. Educator preparation faculty shall hold the appropriate degrees and/or certification areas that match with their teaching and/or supervising assignments.
- B. Educator preparation faculty members are selected in accordance with the institution’s policies for recruitment and employment practices.
- C. Educator preparation programs shall establish communication networks in which each program maintains contact with individual faculty members regarding their course assignments, assessments, and other information that needs to be shared.
- D. Evaluations of educator preparation faculty should be used in developing professional learning plans for the improvement of instruction.
- E. Professional learning opportunities shall be extended to all educator preparation faculty members.

**Program Standard 6 – Operations and resources:** Operations and resources are necessary to govern, develop, support, and maintain the educator preparation program.

- A. The following categories have been identified and deemed essential: Data Management; PK-12 Partnerships; Faculty and Other Personnel; Facilities (Technology); and Instructional Resources.

Categories	Governance	Process	Resources
Authority	Organizational Chart	Minutes & Artifacts Collected	Adequate Financing
Data Management	Policies and personnel in place to support and enforce data collection, analysis, and implementation of recommendations from data analysis	Student Demographics and Data <ul style="list-style-type: none"> <li>• General Knowledge</li> <li>• Exit – Content</li> <li>• Grade Point Averages</li> <li>• Gender, Race, Etc.</li> <li>• Field/Clinical Experiences</li> </ul> Faculty Data	Data management program, technology, and personnel to efficiently and effectively manage data
PK-12 Partnerships	Roles and responsibility of PK-12 partners in governance of unit to improve outcomes	On-going relationship with practicing PK-12 teachers	Adequate and on-going support (time and money) for faculty
		Mileage and number of required clinical	Support for time & money for cooperating

		supervision	teachers and supervisors
			Adequate personnel and fiscal resources to support field/clinical experiences
Faculty Within the Entire Program	Evidence of collaboration between/among the entire program, the educator preparation program, and the individual certification program.		
Faculty Within the Educator Preparation Program and the Individual Certification Programs	Representation on committees that allocate budget, facilities	Systematic program evaluation to drive continuous improvement and personnel decisions	Allocation for full-time faculty versus part-time/adjunct to maintain quality of program
		Taking unit problems to the committees that allocate budget and resources	Resources for manageable class sizes, support staff
			Sufficient resources for technology, instructional materials, research, professional activities, offices
Facilities/Technology	Tools for Teaching, Learning, and Effective Communications		
Instructional Resources	Funding Streams Necessary to Support On/Off Campus Environments for Teaching and Learning		

## II. Approval and Accreditation for Educator Preparation Programs

- A. All educator preparation programs shall be approved by the department. Educator preparation programs seeking initial approval shall submit the following documentation in order to be considered for approval:
1. Plans to meet and/or exceed the six MoSPE standards;
  2. Alignment of their assessments to the Annual Performance Report for Educator Preparation Programs (APR-EPP);
  3. Identify areas of certification in which they are seeking approval;
  4. Outline coursework and/or experiences to prepare educators in each one of the certification areas;
  5. Host an on-site review including opportunities to visit with students, faculty, and partners;

6. Establish a timeline for the approval by the board; steps to recruit students; and the anticipated date of their first program completers.
- B. The Office of Educator Quality will support the educator preparation program throughout the process from application to approval by the board.
  - C. All educator preparation programs approved by the department will be accredited on an annual basis. APR-EPP will be used for this purpose. The APR-EPP will be a written report by the department each year attesting to an educator preparation program's continuing capacity to meet the standards and requirements of the board. The following terms and definitions will be used to classify the accreditation of educator preparation programs:
    1. Accredited: The action by the board authorizing an educator preparation program to recommend candidates for certification as a result of the program's having met all of the standards for the preparation of education professionals.
    2. Provisionally Accredited: The action by the board authorizing an educator preparation program to recommend candidates for certification for a period, not to exceed two (2) years, with conditions and limitations stipulated by the board. This decision indicates that a program does not meet the accountability measures established for the APR-EPP. As a condition of receiving a classification designation of provisionally accredited, each program receiving this designation must maintain a current program improvement plan in a format approved by the department. An educator preparation program may be considered to be Provisionally Accredited for inconsistently meeting the accountability measures over a period of time.
    3. Unaccredited: The action by the board to deny or revoke the authorization of an educator preparation program to recommend candidates for state certification. This decision indicates that a program does not meet the accountability measures established by the APR-EPP.
  - D. Each of six program standards will be measured by performance, process, and/or resources as illustrated by the tentative model below. The State Board of Education shall approve the assessments to be used in the development of the APR-EPP.

<b>MoSPE Performance Standards</b>	
<b>Program Standards</b>	<b>Assessments</b>
1 Academics	Entry Level Assessment of General Knowledge
	Grade Point Averages – Middle, Secondary, and K-12 Content Areas
	End of Program Assessment of Content Knowledge
	<i>Standards Based Assessment from Coursework and/or Experiences</i>
3 Field and Clinical Experiences	<i>Missouri Educator Evaluation System Including an Emphasis on a Specific Unit of Instruction that Explores in Depth the Candidate's Performance and Potential Impact on PK-12 Student Learning</i>
4 Candidates to Practitioners	Connections to Student Growth
	<i>Missouri Model Evaluation System</i>
	Beginning Teachers and School Leaders Surveys
	Retention in Education as a Profession at Years 1-3-5-10
6 Operations and Resources	Annual Title II Report – Outcomes in Meeting Goals and Addressing Shortage Areas by Content and/or Regionally
<b>MoSPE Process and Resource Standards</b>	
<b>Program Standards</b>	<b>Documentation</b>
1 Academics	Completion of General Studies Coursework and/or Competencies
	Meeting Certification Requirements
	<i>Candidates Completion of the Professional Competency Profile</i>
2 Design and Assessment	Conceptual Framework & Curriculum Design
	Matrices for Common Core State Standards, Content Specific Competencies, Professional Education, Assessment Plan, Syllabi
3 Field and Clinical Experiences	Alignment with Statewide Framework for MOUs and Master Copy of the MOUs with PK-12 Schools
	Evaluation & Feedback for Continuous Improvement – Cooperating Teachers, School Leaders, School Sites, and University Supervisors
4 Candidates to Practitioners	Research Based Admissions Processes
	Title II Report Goals and Objectives
	Educator Preparation Program Plans to Recruit and Retain Candidates
	Evidence of Individualized Support for Candidates
5 Faculty	Faculty Resume
	Evidence of Performance Evaluation
	Systematic Use of Data for Instruction and Decision Making
	Listing of Faculty Involvement on Campus and in PK-12 Schools
	Use of Technology as a Learning Tool
6 Operations and Resources	Communication Ratings on Assessment and/or Evaluations
	Organization and Flow Chart
	Listing of Leadership and Committee Structures
	Indication of Technology Resources
	Instructional Support Materials and Supplies

E. A Technical Advisory Committee (TAC) will oversee the development, statistical processes, and publication associated with the APR-EPP. Membership will include:

experts in the field of assessment and statistical measurement; PK-12 school districts; professional associations; and representatives from educator preparation programs. The TAC will meet at least three (3) times a year to review the data, oversee the collection process, and determine the benchmarks to be used to accredit both the educator preparation program and the individual certification programs. The TAC will oversee the evaluation processes for the APR-EPP and/or other aspects related to MoSPE.

- F. Educator preparation programs approved in Missouri may accept the standards of any accrediting agency used for evaluation of an educator preparation program if the agency is approved by the United States Department of Education and has established a formal agreement with the department. The results of the APR-EPP will be used to report whether or not an educator preparation program and/or any of its individual certification programs are Accredited; Provisionally Accredited; and/or Unaccredited.