

**Missouri Standards for Teacher Education Programs
(MoSTEP)**

Examiner's Handbook

**The Missouri Department of Elementary
and Secondary Education**

**Division of Urban and Teacher Education
Educator Preparation Section**

May 2007

Acknowledgments

The MoSTEP Standards and Procedures were developed by the MoSTEP Work Group, a task force representing all 36 teacher preparation institutions in Missouri, as well as K-12 educators, administrators, representatives of two-year colleges, and the Coordinating Board for Higher Education (CBHE). The Missouri State Board of Education adopted the MoSTEP Standards and Procedures by rule in May of 1999.

This MoSTEP Examiner's Handbook was compiled and produced by Michael L. Walker (Columbia, MO) and Bill R. Foster (St. Louis, MO), co-founders of Educational Development Project, working as consultants to the Department of Elementary and Secondary Education

Portions of the text and the handbook outline are adapted from the National Council for the Accreditation of Teacher Education's (NCATE) *Handbook for the Board of Examiners*.

Table of Contents

Introduction	1
MoSTEP Examiners.....	2
Ethical Guidelines	2
The Standards.....	4
Unit and Program Documentation.....	4
What to Look for in the Conceptual Framework	6
What to Look for in Annual Reports (AR)	8
What to Look for in an Institutional Report (IR).....	9
What You should Expect to Find in Certification Program Reports.....	10
What to Look for in Curriculum Matrices	15
What to Look for in Syllabi.....	16
Verifying Compliance with Certification Requirements.....	17
What to Look for in Unit & Program Assessment Systems	17
What to Look for in Candidate Assessments & Data Reports.....	19
What to Look for in Entrance & Exit Standardized Test Score Data	20
What to Look for in Follow-Up Survey Data	22
How to Handle Small Programs or Programs with No Recent Graduates	22
Standard-by-Standard Highlights.....	24
Preparing for the Site Visit.....	29
Team Decision Making.....	29
Basic Principles and Assumptions Guiding MoSTEP Teams	30
Decision Making Rules.....	31
Conducting the Site Visit.....	33
Interviews	33
Interview Planning.....	33
Classroom Observations.....	35
Visits to Field Sites	35
Preparing the MoSTEP Examiner’s Report.....	36
Team Chair Responsibilities.....	42
The Exit Interview	45
The Team Chair’s Role in Writing the MoSTEP Examiner’s Report.....	46
Compiling the Final MoSTEP Report.....	46
Report Time-line	46

Appendices

1. The MoSTEP Standards
2. Rubrics for Unit Standards
3. Data Gathering Form
4. Rubrics for Beginning Teachers
5. Rubrics for School Leaders
6. Rubrics for School Counselors
7. Rubrics for Library Media Specialists
8. Site Visit Schedule Template

9. Interview Planning Form
10. Sample Questions for Site Team Members
11. MoSTEP Team Member Evaluation Form
12. MoSTEP Team Chair Evaluation Form

Glossary

Introduction

Chapter 161.097 RSMo, authorizes the Missouri State Board of Education (MSBE) to establish standards and procedures by which institutions of higher education in Missouri will be evaluated for approval of their professional education programs. The MSBE has established the Missouri Standards for Teacher Education Programs (MoSTEP) for this purpose.

Every professional education unit (PEU) in Missouri must be approved by the MSBE in order to recommend program completers for professional certification. Each program for certification also must comply with requirements established by the MSBE for required course work and field experiences. Because Missouri has implemented a performance-based program approval system, MoSTEP has nested within it Quality Indicators for beginning teachers, administrators, school counselors, and library/media specialists. Professional education units and certification programs must undergo a process for initial approval and continuing approval, based on the Standards and Quality Indicators in MoSTEP, in order to confirm their capacity to prepare educators who are ready to assume their roles in Missouri's public schools.

The MoSTEP Review Team performs the most important role in the program approval process – the mandatory peer review of the professional education unit (PEU) and its constituent programs for certification at a college or university. The decisions of the MSBE are based on the findings and recommendations, which are documented in the MoSTEP Examiners' Report.

Comprised of qualified MoSTEP Examiners, the Review Team represents the MSBE on the college or university campus, and therefore presents an image of the Board and the process it uses to evaluate and approve professional education programs. The professionalism and good judgment exhibited by the examiners are important elements supporting the credibility and significance of the program approval process.

The MoSTEP Review Team must analyze information from multiple sources (candidate assessments, curriculum matrices, survey data, etc.) and observe the unit's activities via interviews and focused observations, in order to determine the unit's compliance with the standards. The examiners use their findings and professional judgment to evaluate the unit's performance and report to the MSBE the unit's capacity to accomplish the important task of preparing professional educators. The findings and subsequent recommendations of the Review Team are shared with the unit and its institutional administration, as well as the MSBE.

Obviously, much rests on the professional judgment of the examiners on a MoSTEP Review Team. For this reason, the examiners must be well trained in order to be able to effectively contribute to the evaluation process, thus the need for this handbook and the attendant training workshops. Each has been created to help MoSTEP Examiners understand and apply the standards and processes by which units and programs are evaluated.

MoSTEP Examiners

MoSTEP procedures state that examiners “shall be practicing certificated P-12 school personnel (teachers, administrators, counselors, librarians) having at least an earned master's degree and three or more years of successful experience in Missouri schools, or faculty from institutions with MSBE approved professional education programs.” That said one must recognize that team members must also have certain other qualities and abilities in order to perform the important role laid out for them by the MSBE. Specifically, each MoSTEP examiner must demonstrate objective judgment and excellent skills in data analysis and writing including:

- interpreting quantitative data
- using rating scales, rubrics and questionnaires
- interviewing and observing
- reading and analyzing narrative information
- writing objective observations and evaluations, and
- making credible and unbiased professional judgments.

Qualified individuals must attend a three-day MoSTEP Examiner training workshop prior to being appointed to a Review Team, and members accepting assignments must agree to fulfill the entire time commitment required for a site visit (usually five days).

The number of examiners on a Review Team is correlated to the type of review (MoSTEP or NCATE/MoSTEP joint review) and the number of programs for certification that are reviewed by the team during a site visit. The number of examiners on any given team will fall within a range of 5 to 8 individuals.

Service on a MoSTEP Review Team is a voluntary commitment. However, examiners are reimbursed for expenses (travel, food, and lodging) during their training and their participation on a review team during a site visit. Examiners receive no other remuneration for their work.

Ethical Guidelines

MoSTEP examiners are expected to be objective in their review of units and programs and to adhere to the highest professional and ethical standards. The following guidelines are intended to assist examiners in achieving this goal. In cases where an examiner is unsure about whether or not a conflict exists, it is better to seek the guidance of the Director of Educator Preparation when considering whether or not to serve on a review team.

Conflict of Interest: The following principles should guide prospective and actual team members to ensure that conflicts of interest do not mar the credibility of the site visit:

- Examiners should not have close, active association with the institution to be visited.
- Examiners should not serve on a review team if they or a family member have ever attended or been employed by the institution or have applied to the institution for enrollment or employment.
- Examiners should not serve on a review team visiting an institution where they have been paid as

consultants, served as commencement speakers, received honorary degrees, or otherwise profited or appeared to profit from service to the institution.

- Examiners should not serve on a team visiting an institution from the same region of the state or an institution with which their institution competes for students or programs.
- Examiners should not serve on teams visiting institutions with which they have close personal or professional relationships. (Acquaintances or professional interactions with individuals at an institution do not automatically rule out the possibility of serving on a review team.)
- Examiners should not serve on a team when they feel there is some predisposing factor(s) that could prejudice them, positively or negatively, with respect to the institution or its .

Confidentiality: All elements of the program approval process are to be treated in the most private and professional manner. These elements include the *Institutional Report* and the individual program report(s), self studies, documentation, content of questions and answers, discussions, interpretations, analyses, team decisions, and the content of the *MoSTEP Examiners Report*. Both ethical and legal considerations demand that information from the program approval process not be used for purposes other than program review and approval, unless expressed written permission is obtained **from the institution being reviewed**. Thus the documents involved in the program review and approval process are the property of the institution and cannot be used without the written permission of the institution.

At the beginning of each site visit, the team chair should read the following statement to the assembled review team:

Members of MoSTEP program approval teams are reminded that confidentiality is an integral part of the program approval process. The teams must have access to sensitive information in order to conduct reviews of professional education Units and their programs. All site visit participants must protect the confidentiality of this information. Unless indicated otherwise, all on-site review materials, all information obtained on site, and all discussions related to approval of Units and their programs are confidential. Please remember that confidentiality has no expiration date – it lasts forever.

Discussions of the institutions visited by MoSTEP review teams should be limited to team meetings. Specific institutions should not be discussed with other trained team members unless they were on the same Review team at the institution being discussed. Discussions may be overheard anywhere by people one does not realize may be associated with that institution. If asked about unit or a program one has reviewed, one should indicate to the questioner that the information is confidential. Of course, team members are free to discuss the MoSTEP Procedures and Standards with others and to make recommendations to the DESE staff for improving them.

The Standards

The Missouri Standards for Teacher Education Programs (MoSTEP) are applied in the evaluation of units and programs seeking MSBE approval to recommend candidates for state certification. (See Appendix 1, “Missouri Standards for Teacher Education Programs”) MoSTEP is a set of standards statements, quality indicators and performance indicators that are intended to clearly define the MSBE’s high expectations for the units and programs that prepare quality candidates for professional certification.

Rubrics for the unit standards and for competencies in each category of school professionals defined by MoSTEP Standard 1 are made available in this *Handbook* for use in training and for application during an actual review. (See Appendix 2: *Rubrics for Unit Standards*; Appendix 4: *Rubrics for Teacher Competencies*; Appendix 5: *Rubrics for Administrator Competencies*; Appendix 6, *Rubrics for School Counselor Competencies*; and Appendix 7: *Rubrics for School Library Media Specialists*.)

The standards, procedures, and rubrics comprising MoSTEP were developed, reviewed and recommended to the MSBE by representatives of all teacher preparation units in Missouri, as well as representative PK-12 educators, representatives of two-year colleges and a representative of the Missouri Coordinating Board for Higher Education (CBHE). The MSBE adopted the MoSTEP Procedures and Standards in 1999, which was the pilot year of the system’s implementation. Full implementation of MoSTEP began in January 2000.

MoSTEP is beginning its second cycle of operation. It is understood that there might be some areas for which a unit will have little, if any, data to report at the beginning of the cycle. It is expected, however, that units will provide increasingly greater amounts of information as the cycle progresses, allowing them to refine their programs, policies and procedures and data sources to reflect the revised standards. During this cycle, teams will be looking for planning and progress toward full compliance with MoSTEP, as well as the quality of existing programs.

Unit and Program Documentation

Site visits are not “fishing expeditions” trying to catch a unit in mistakes. Rather, the site visit is a careful and professional “critical friend” activity intended to assist the unit with respect to a continuous renewal of its curriculum and programs. In service to this work, the MoSTEP examiners will spend substantial amounts of time prior to the site visit reading documentation provided by the institution to form early impressions, determine issues and develop questions to be pursued in interviews and other sources of evidence during the site visit itself. This early scrutiny helps to provide a focus for the site visit. To aid this, prior to and during the site visit, team members will review a number of pieces of documentation provided by the institution.

At least two weeks in advance of the site visit, the team will receive information from the unit including an *Institutional Report* and other data pertaining to the review. Team members should review these documents prior to arriving at the institution. From them, members should begin to develop a sense of the unit’s mission and conceptual framework, how programs are structured, the kinds of clinical experiences required of candidates, and expectations held for the candidates. Moreover, team members

should be able to get a first glance at the demographic makeup of the unit/campus and the faculty makeup and workload.

MoSTEP Review Teams begin their evaluation of programs and the unit within which they reside by reviewing program data. No single data source dooms or saves a program; rather, examiners should view the data set holistically in order to identify patterns across the data and to identify questions to pursue via other program documentation (e.g., curriculum matrices, syllabi, faculty vitae, Conceptual Framework, etc.) and via interviews with current and former students, faculty, administrators, and public school colleagues.

Team members' jobs are made easier or more difficult depending on the degree to which unit and program faculty have

1. compiled the data needed for the review,
2. presented the data in easy-to-understand formats, and
3. analyzed the data.

Over the course of the site visit, team members will examine the following data for each program seeking approval:

Over the course of the site visit, team members will examine the following data for each program seeking approval:

✓ **OUTPUT DATA**

- Test Results (*entrance tests* – C-BASE¹, ACT/SAT, GRE/MAT; *unit/departmental tests*; and *exit tests* – PRAXIS, SLLA, SSA)
- additional indicators of content knowledge (**NOTE:** this teacher subject-matter knowledge assessment may be incorporated into one of the other Quality Indicator-based assessments.)
- Candidate Summative Quality Indicator-Based Assessments (e.g., portfolio, teacher work sample, culminating project, or whatever the Unit has identified as its assessment of the applicable Quality Indicators)
- Clinical Evaluation (i.e., minimally summative internship evaluation [e.g., student teaching, school leader internship, etc.])
- Candidate Impact on PK-12 Achievement
- Quality-Indicator-Based Follow-Up Surveys of Graduates and Their Employers

✓ **INPUT DATA**

- Curriculum Matrices (subject-matter [i.e., Subject Specific Competencies] & “pedagogy/professional knowledge & skills” [i.e., Quality Indicators])

¹ For undergraduate programs, there is also the question of the degree to which the “General Studies” component contributes to the preparation of the beginning teacher (MoSTEP 1.1). C-BASE offers but one means for evaluating the impact of general studies; that is, it will give some indication of the impact of the communications, history, literature, mathematics, sciences, and the social sciences components of the general studies curriculum. It will not provide such an indication for the arts, philosophy, or multi-cultural and global perspectives components of the general studies curriculum. Therefore, units & programs need to identify and provide team members information on additional measures.

- Compliance with DESE Certification (Course & Credit-Hour) Requirements

✓ **UNIT & PROGRAM REFLECTIVE ANALYSIS DATA**

- MoSTEP Annual Report(s) (for the period since the last visit)
- MoSTEP Self-Study or *Institutional Report* if NCATE (site visit year)
- MoSTEP Certification Program Report(s) (i.e., one for each program for which the Unit seeks DESE Program Approval)

The standards in MoSTEP intentionally establish both challenging goals and an expectation that programs must clearly articulate their objectives, continuously evaluate themselves against the performance of their graduates, and continuously evolve to improve the performance of future graduates. Therefore, members of a review team have the dual responsibility of not only assessing the degree to which programs *currently meet* the Standards, but also of reflecting the degree to which programs are *moving toward meeting* the standards.

As team members analyze data, they should keep in mind the same kinds of questions they ask their own students to consider in reflecting on their teaching experiences:

- What is the program doing to prepare educators to meet their performance expectations?
- Why is the program doing it?
- How do program faculty know that what they are doing is working? What kind of assessment process have they implemented to find out? (*This is a MOST important component!*)
- What have they identified that could be working better?
- How are they defining goals, objectives, time lines, benchmarks, milestones to track their implementation of these new ideas?

What to Look for in the Conceptual Framework

Broadly speaking, a Unit's (or Program's) Conceptual Framework needs to include:

- Mission and Philosophy for –
 - the institution within which the Unit operates
 - the educator preparation Unit
 - the individual programs within the Unit
- Beliefs about teaching, learning, teachers, learners (all & each), the role of education in the community & in the broader democratic society, & the preparation of educators
- Specifically cited knowledge bases upon which those beliefs rest; knowledge bases must clearly rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.
- Translation of beliefs and knowledge base into a coherent curriculum; i.e. it must provide a rationale and coherent structure for course work and field experiences
- Performance outcomes for –
 - candidates
 - programs (e.g., elementary education or secondary French education)
 - unit
- An Assessment plan (for candidates, for Programs, for the Unit and for the Conceptual

Framework)

Furthermore, the conceptual framework must exhibit the following characteristics:

- It must be collaboratively developed by the unit, its faculty, content area faculty, pk-12 professionals, and other relevant members of the professional community.
- It must be well articulated and shared among professional education faculty, candidates, and other members of the professional community.
- It must reflect multi-cultural and global perspectives.
- It must make clear the Unit's (and Programs') commitments to preparing educators ready to assume responsibility for increasingly diverse student populations and ready to integrate current technology into their practice.

Finally, the unit must have created and implemented a schedule for the review of its conceptual framework. The results of the reviews are used to refine/update the conceptual framework and improve and/or enhance program effectiveness. The results of these reviews are regularly shared with all significant members of the professional community.

Useful Definition of Conceptual Framework (sources: MoSTEP Standard #2 & NCATE 2000 Standards, p.12-13)

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one institution from those of another.

Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework that establishes the vision for the unit and its programs. The conceptual framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students. It reflects the unit's commitment to diversity and the preparation of educators who help all students learn. It reflects the unit's commitment to the integration of technology to enhance candidate and student learning. The conceptual framework also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators. (underscoring added for emphasis)

NCATE further offers the following useful **Indicators for Conceptual Frameworks** (NCATE 2000 Standards; p. 13)

Shared Vision:

The unit's conceptual framework(s) describes the vision and purpose of a unit's efforts in preparing educators to work in P-12 schools. It is well-articulated, knowledge-based, and

consistent with the institution's mission.

Coherence:

The unit's conceptual framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

Professional Commitments and Dispositions:

The unit's conceptual framework(s) clearly articulates its professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.

Commitment to Diversity:

The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Commitment to Technology:

The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Candidate Proficiencies Aligned with Professional & State Standards:

The unit's conceptual framework(s) provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

What to look for in Annual Reports (AR)

Purpose of MoSTEP Annual Reports: to document on year-to-year basis qualitative and quantitative information about the Unit (including programmatic updates) and its progress toward meeting the standards and to apprise DESE of that progress

What examiners will find in Annual Reports:

The MoSTEP Annual Report is revised each year. The annual reports for 2004 and prior may include *AACTE PEDS* instead of MoSTEP part A and B. Annual reports after 2004 have been revised to reflect the necessary information and data to keep the Department of Elementary and Secondary Education informed as to the status, changes and accomplishments of the professional education unit. Regardless of the year, all reports will include at least the following:

- Institutional Enrollment - race, ethnicity, and gender information for full-time and part-time undergraduate enrollment for the institution as October
- Unit Enrollment - race, ethnicity, and gender information for full-time and part-time undergraduate enrollment for the institution as October

- Certification Program Enrollment - total number of candidates who have been both formally admitted to AND enrolled in each certification program at the institution during the reporting year.
- Program Completers - the total number of completing each certification *program* at the institution during the reporting year
- Alternative/Innovative Programs – the total number of candidates enrolled and the total number who completed during the reporting year
- Professional Education Faculty - gender and race/ethnicity of the professional education faculty that are employed full-time, part-time and adjunct as of fall semester
- Professional Education Faculty List - all individuals who teach one or more courses in professional education, provide professional services to education students (e.g., advising or student teaching supervision), or administer some portion of the professional education unit during the academic year
- Approved Programs - approved certification programs and any additions or deletions during the academic year
- Assessment Tools - method and instrument(s) used to document candidate’s mastery of the teacher, administrator, counselor and/or library media specialist standards

A separate section of each report will include at least the following:

- The structure and governance of the Professional Education Unit
- All changes made to the certification programs during the reporting year.
- Components of the unit’s assessment system, including those for classroom teachers, administrators and student services
- Current assessment system documents the units’ impact on PK-12 education (2006)
- Modification to the assessment system for the unit to implement the revised MoSTEP standards (2006)
- List of each MoSTEP or NCATE standards which contains “Area(s) of Improvement” from the most recent site visit report and the Units accomplishments in addressing each “Area(s) of Improvement
- List of each certification subject area which contains “Area(s) of Improvement” from the most recent site visit report and the accomplishments in addressing each “Area(s) of Improvement
- Major changes that occurring during the report year that affected the professional education unit. Typically this written by MoSTEP standard
- Any external or internal evaluations of the professional education unit and its programs
- Assessment instrument(s) and disaggregated data

What to look for in an Institutional Report (IR)

Purpose of the MoSTEP Institutional Report: to compile, analyze, and interpret unit and program information since the last site visit.

What examiners need at hand to review Institutional Reports:

- MoSTEP Standards and Rubrics
- Report Outlines

What examiners will find in Institutional Reports:

The principal distinction between *Annual Reports* and the *Institutional Report* (IR) is that the IR is intended to compile and analyze the findings of the preceding annual reports. Units are directed to “Reflect on **trends** which the institution has identified, **conclusions** drawn from those trends, and **actions** undertaken based on those findings.

The **required appendices** include not only program-specific data (test scores, follow-up survey data, etc.), but also program descriptions and samples of the various assessments being used across the unit (i.e., examples of assessments used within courses, examples of assessments used across programs and across the Unit). The specific contents of any given standards-based “chapter” of the IR should be guided by the indicators and the rubric for that standard.

What You Should Expect to Find in Certification Program Reports

Units (and their programs) are asked to provide the following specific information, data and documentation relevant to each of its certification programs seeking approval by DESE during the site-team visit. You should verify the presence, completeness and quality of each piece of documentation. Any missing, incomplete, inappropriately/confusingly presented documentation should be reported immediately to the team chair, so the problem may be addressed by the Unit. ***You are not responsible for searching out this documentation or for compiling/reorganizing its content/data. This is the job of the unit/programs.***

Description of Certification Program

1. Locations of certification program – What departments or colleges are responsible for coursework:
 - a. Content (i.e., traditional subject-matter, e.g., mathematics, biology, history, etc.)
 - b. Pedagogy (including professional knowledge as would be involved in counseling or school leadership programs)
2. Type of degree(s) earned by completers
3. Type of Program, including Grade Level and whether it is a Stand Alone or Add-on certificate
4. Requirements for degree(s)
5. Number of hours/semesters/years to complete
6. Size of certification program
7. Certification program history
8. How the certification program integrates and is coherent with the Unit’s Conceptual Framework
9. How certification program & course outcomes, field experiences, & student evaluation (campus

& clinical) are aligned to the professional knowledge base upon which the unit's goals and beliefs are constructed

10. Authority to offer the program and any collaboration used to develop and deliver the program
11. Membership, authority, and responsibilities of whatever advisory body has responsibility for the program
12. Recent revisions or changes to the program
13. If appropriate, National recognition from a specialty professional association – you will need documentation and explanation of process

Characteristics of Certification Program Candidates

1. Number of candidates – admitted and completed for each year since last visit
2. Number of “home grown” versus “transfer” candidates
3. Diversity – for each year since the last visit (must include gender)
4. Entrance test scores (College-BASE) – for each year since the last visit
 - a. Include 1st time pass rate
 - b. Overall pass rate
 - c. Number of attempts
 - d. Average scores for each sub test
5. Oral Communication verification
6. Entrance GPA
7. Other entrance requirements established by Unit – ranging from admission essays required of all candidates to standardized entrance examination scores required for graduate students (e.g., MAT scores)
8. Persistence to graduation

Certification Program Requirements

1. Description of admission process/requirements – Content, Education and Degree
2. Description of required courses – Content Courses, Degree-specific Courses, Professional Education, and Courses specifically required for Certification
3. Syllabi for all required and possible elective courses
4. Relationship of each course to the appropriate MoSTEP Quality Indicators and Subject Specific Competences

5. Describe options for completing certification program
6. Description of advisement process
 - a. Who does the advising? – positions and number of candidates
 - b. Sample advisement sheets
7. Checklist for graduation/program completion

Course List

1. List all courses with catalog description (general education, content, and professional education)
2. Describe/list when offered
 - a. Semester
 - b. Day
 - c. Night
 - d. Weekend
 - e. Online
 - f. ITV
 - g. Inter-session
3. Instructors (who teaches each course)

Matrices

1. Describe and document how the certification program is meeting
 - a. General Education – Standard 1.1.1 and 1.2.1
 - b. Professional Competencies – Standard 1.2 or 1.3 or 1.4 or 1.5
 - c. Subject Specific Competencies
 - d. Certification requirements

Description of Field Experiences

1. Type
 - Observation
 - Number of hours per week
 - Number of weeks per semester
 - Total number of hour
 - Practicum
 - Number of hours per week
 - Number of weeks per semester
 - Total number of hour
 - Internship (if required)

- Number of hours per week
 - Number of weeks per semester
 - Total number of hour
 - Student Teaching
 - Number of hours per week
 - Number of weeks per semester
 - Total number of hour
2. Locations (including school/district socio-economic status information)
 3. Supervision
 4. Evaluation(s) including examples of instruments and scoring criteria
 5. Documentation of Impact on K-12 student achievement
 6. Reference Unit's handbook and other documents received by candidates
 - Teacher Education Handbook
 - Student Teaching Handbook
 - Cooperative Teacher Handbook

Diverse Classrooms

1. Describe how candidates are being prepared to perform successfully in diverse classrooms

Description of Certification Program Assessment System

1. Performance Benchmarks – used to promote and advise candidates throughout the program
 - Acceptance to Program
 - Acceptance to Field Experience
 - Acceptance to Student teaching
 - Graduation
 - Recommendation for certification
2. Entrance assessment(s) including rationale, instruments, scoring criteria and scoring methods
3. Content assessment(s) including rationale, instruments, scoring criteria and scoring methods
4. Pedagogy assessment(s) – Standard 1.2 or 1.3 or 1.4 or 1.5 including rationale, instruments, scoring criteria and scoring methods
5. Field Placement Assessment(s) including rationale, instruments, scoring criteria and scoring methods
6. Graduate surveys – as they reflect MoSTEP Quality Indicators

7. Employer surveys – as they reflect MoSTEP Quality Indicators

Assessment Data – 4.4

1. College Base
2. Cumulative GPA – Content and Professional Education
3. Performance in clinical practice
4. Exit Exam (Praxis/SLLA/SSA)
 - a. Include 1st time pass rate
 - b. Overall pass rate
 - c. Number of attempts
 - d. Average scores for each sub category
5. Candidate performance assessment – culminating experience/work sample/portfolio
Must document mastery of Standard 1.2 or 1.3 or 1.4 or 1.5
6. Results from Graduate and Employer Surveys
7. Documentation of candidate and faculty Impact on K-12 student learning

Technology

1. Describe how/where candidates are taught to integrate technology into their classrooms and teaching
2. Describe how university faculty use technology
 - Content Faculty
 - Education faculty
3. Describe how university candidates are required to use technology

Faculty

1. Collaboration and FORMAL communication between/among content and Professional Education faculty
2. Content Faculty
 - Vitae for program faculty (full-, part-time, adjunct)
 - Demographic characteristics of faculty
 - Documentation of content faculty’s involvement in the public schools and in the larger “professional community”

3. Professional Education Faculty –

- Vitae for program faculty (full-, part-time, adjunct)
 - Demographic characteristics of faculty
 - Documentation of program faculty’s involvement in the public schools and in the larger “professional community”
4. Summary (e.g., a table) of program faculty’s scholarly activity,
 5. Individual professional development activities,
 6. Student teaching supervising responsibilities,
 7. Advising responsibilities (number of advisees),
 8. Process by which program evaluates teaching (including evaluation instruments, evaluation criteria, and findings);
 9. Involvement in beginning teacher assistance program (i.e., role and responsibilities of content and education faculty in providing support for graduates--see MoSTEP 4.5)
 10. Description of training/orientation efforts for part-time faculty; information about how the full-time faculty involve part-time faculty in the community of scholarship

Certification Program Resources

Descriptions of the resources (fiscal & instructional) available to the program (MoSTEP 8) highlighting comparison of the program to other programs within the unit and to comparable programs elsewhere within the institution

What to look for in Curriculum Matrices

Purpose of Curriculum Matrices: To reveal the degree to which programs are providing candidates sufficient opportunity to learn and practice what is expected of them as defined by the Quality and Performance Indicators for their job responsibility.

What examiners need at hand to review Curriculum Matrices:

- *Subject-Specific Competencies for the Beginning Teacher in Missouri*
Note: The knowledge-base for Administrators and Counselors is identified within each of the Quality Indicators for their job responsibility.
- Quality/Performance Indicators for the job responsibility (teacher, administrator, counselor, library-media specialist)
- Unit/Program Course Titles & Numbers

What to look for and what to look out for:

Examiners should...

1. Verify that **BOTH** *subject-specific competencies* (or the analogous competencies for administrators, counselors, or library-media specialists) and *performances* are revealed in one or more matrices
2. Verify that **EACH** *competency* and **EACH** *performance indicator* for the field is identified in

the matrix

Note: Competencies have been articulated with varying degrees of specificity. In some instances, *competencies* and *strands* are the same (e.g., English, health, physical education); in other instances, strands are further defined by individual competencies (e.g., mathematics, science). Moreover, in many instances, competencies are not identified for each *level* of candidate (e.g., the elementary candidate, the middle school candidate, the secondary candidate); programs are responsible for revealing how they are determining breadth and depth of coverage of the competencies. Programs are responsible for identifying where they are teaching individual competencies; therefore, if a program's matrix reveals only the strand, it is incomplete. Analogously, programs must identify individual *Performance Indicators* rather than just revealing where across the professional education curriculum faculty are addressing the *Quality Indicators*.

3. Verify thoroughness and appropriateness of coverage and/or identify gaps and spaces in coverage. For example, a subject-matter matrix might reveal that the entirety of a strand has been assigned to a single course typically taken by students in their sophomore year. Such a discovery would lead team members to investigate how, or whether, competencies within the strand are being addressed in the students' upper-division course work. Alternatively, a matrix might reveal that every competency is being taught in every course; such a discovery would lead team members to investigate (e.g., via syllabi) how faculty are accomplishing such coverage.

Note on Difficult Presentation Formats: Unfortunately not all programs will provide team members with easy-to-understand formats. For example, team members may confront a two-column format in which the program identifies a block of competencies in one column and a list of course numbers in the other column. This format makes it very difficult for team members to determine how systematically the competencies and/or performances have been distributed throughout the curriculum. When team members confront this format, they will need to pursue clarification via other means (e.g., syllabi, interviews with program faculty, etc.).

4. Verify that regardless of what optional (or elective) courses students may elect, they confront the same competencies. In other words, when the program has provided students choice among courses, it must demonstrate that the options are indeed comparable. For example, a matrix might reveal that students choose from amongst Courses A, B, and C; therefore, the matrix should document that the courses are indeed comparable. If team members were to discover that Course A identified three competencies, but that Courses B & C did not identify those same three competencies, then team members would want to pursue the question of how (or where) students who selected Courses B & C were acquiring all three competencies.
5. Programs seeking NCATE accreditation have the option of submitting their NCATE Program Reports in lieu of a separate Missouri matrix. However, regardless of whether the program report has been accepted by NCATE, the program must still document where it is addressing Missouri's requirements -- even when Missouri's subject-specific competencies or performances are different from (or more typically, more specifically stated than) those of the Professional Society to whom they have submitted their report.

What to look for in Course Syllabi

- Stated Quality Indicators/ Competencies
- References to Show-Me Standards, Curriculum Frameworks, MAP
- Course Objectives/Essential Questions Guiding the Course Content and Instruction and reflective of Conceptual Framework, Program Goals, etc.
- Related Learning Opportunities Tied to the Quality Indicators and Course Objectives
- Field Experiences Tied to Course Objectives and Content
- Portfolio Artifacts Arising From Course-work
- Assessment of Learning (preferably including means of evaluation, e.g., rubrics)
- Technology-related activities
- Diversity-related Experiences
- Bibliography of Textbooks and Related Readings Reflective of Conceptual Framework and Current Research/Best Practice

Verifying Compliance with Certification Requirements

Purpose of Verifying Compliance: To ensure that the program is requiring its students to complete the courses (and the credit hours) prescribed by the program for compliance with courses/competencies stipulated by DESE's requirements for certification.

What examiners need at hand to verify compliance:

- DESE's Requirements for the Area of Certification (Elem Ed, English, Math. Etc.)
- Program Courses of Study (frequently available in "Advising Sheets")

What to look for and what to look out for:

1. This verification is frequently very straightforward. Team members simply compare program requirements against Certification course and credit-hour requirements. Their reports will then include a sentence stating that the program is requiring course work that meets Certification requirements. Deviations observed will require more explanation.
2. The comparison can, however, get more complicated when a program has integrated or otherwise combined Certification requirements. For example, DESE requires all candidates for initial licenses to study psychology of the exceptional child. Many programs have understandably incorporated this material into other courses taken by their students. In an ideal situation, program faculty will have simplified team members' task by identifying where in their curriculum they are satisfying Certification requirements. In less than ideal situations, team members will need to investigate how and/or in which courses faculty have assigned the material. ***Remember, the Team's approval means that students completing the program have in fact satisfied the requirements for the certificate they seek.***

What to Look for in Unit and Program Assessment Systems

Broadly speaking, a Unit's assessment system should account for candidate, program, unit, and conceptual framework assessment. The system should incorporate multiple measures. The system must be communicated throughout the professional community and the information must be used throughout

the unit for improving candidate, program, unit, and conceptual framework performance.

The Unit (and its Programs) should provide you a clear description of its system of measures. You should look for

- A narrative and/or a graphic description of all of the instruments by which the unit and its programs evaluate candidate proficiencies
- The description should identify specific points in time when each instrument is administered (e.g., upon application to Professional Education, upon application for culminating internship, and upon exit from the program)
- The description should explain (or depict in the case of a graphic) what evaluations/assessments the unit is administering IN ADDITION TO candidate assessment, e.g., program evaluation adds follow-up survey of graduates and their employers and course-evaluation to candidate-level assessment

You are likely to find this description in either the Unit's Self-Study for Standard 2 (or, for NCATE-seeking Units, in the NCATE IR, Standard 2) and/or in the Unit's Annual MoSTEP Reports. You should also look for verification of the system's use. For example, Standard 4 stipulates that assessment data be used in advising and monitoring of candidate progress; Standard 5 stipulates that assessment data be used in the evaluation of faculty performance.

What to Look For and What to Look Out For

In addition to providing you explanation of the components of the system, the unit should also provide you explanation and verification of the following:

1. That all members of the professional community regularly and systematically interact over candidate, program, framework, and unit-wide assessment information. You should find corroboration in meeting minutes. You should be provided specific results of data-based decisions.
2. That the system operates in a fair, valid, unbiased manner. You should be provided specific information about what the unit has done to
 - a. Validate the components of its system, i.e., that each instrument and its rubric(s) is measuring what the unit believes/claims it is measuring. Obviously, your attention will be directed at unit-/program-based measures such as clinical measures, summative Quality-Indicator measures, dispositions assessments, course-embedded measures, etc., and NOT standardized test validity (e.g., Praxis II or CBASE).
 - b. Ensure the reliability of its measures. Typically, you will be examining inter-rater agreement among scores/scorers and descriptions of whatever workshops the unit (or a program) has implemented to focus faculty, clinical supervisors, and cooperating professionals on the rubrics by which candidates are being evaluated.
3. That the unit has adopted or developed and implemented an information technologies system to manage and report all components of the system.
 - a. Whatever system the unit (or the majority of its programs) have implemented must reveal the capacity to provide for the **collection, analysis** and **use** of data from applicants', candidates' and graduates' performance, and program/unit operations.

- b. The information management system must be used, i.e., to inform decisions with regard to improvement.
4. That the unit is collecting data from candidates, recent graduates, employers, and other members of the professional community.
5. That the unit has provided follow-up data for **each** certification program (vs. merely unit-level follow-up data. You should pay particular attention to secondary teaching programs; Missouri does NOT offer a “secondary” certificate; rather, Missouri offers subject-specific certificates. Therefore, a Unit reporting follow-up information for Secondary Education programs has NOT provided you disaggregated follow-up data.
6. That the unit has and implements a schedule by which it reviews its conceptual framework and the performance of its candidates, programs, and the unit overall.
 - a. You should be provided the results of the reviews and how those results have been used to improve and/or enhance program effectiveness.
 - b. You should be provided evidence (e.g., a calendar) of the regularity with which assessment data are shared throughout the professional community.
7. That the unit assesses the impact of its **candidates, faculty and programs** on PK-12 education. Since this is new requirement for non-NCATE institutions, you may have only plans for the development of impact assessments.
8. That the unit’s (and programs’) plan includes applying what it learns regarding candidate, faculty, and program impact to inform the conceptual framework, preparation curricula, and professional development opportunities.
9. That data from the unit’s defined assessment system are aggregated for unit purposes AND disaggregated for program purposes. Furthermore, the unit’s and its programs’ assessment system data must be clearly and accurately presented. It is NOT your job as a team member either to disaggregate data or to reformat data for clarity. If (or when) you identify discrepancies within data (e.g., different reports identify different numbers of candidates in a program), you must bring the discrepancies to your team chair’s attention for pursuit with the unit head. Furthermore, DO NOT be misled by beautiful graphs or charts; if you cannot tell which Quality Indicators or Subject Specific Competencies are being reported, then you must bring the problem to your team chair’s attention for pursuit with the unit head.
10. That all data have been mapped back to the Quality Indicators and Subject Specific Competencies appropriate to each program. It is NOT your job to determine which Quality Indicators or Subject Specific Competencies an instrument is intended to measure.

What to Look for in Candidate Assessments and Data Reports

Purpose of Quality Indicator-based Candidate Assessments and Data Reports: To provide evidence of the program’s impact on the candidate’s learning and practice.

What Team members Need At Hand to Review Assessments and Data Reports:

- Performance Expectations for Each Professional Role (i.e., Beginning *Teacher* Quality Indicators, Beginning *Administrator* Quality Indicators, etc.)
- Scoring Rubrics for unit and program Assessments
- Assignment or other description provided to candidates

- (optional) Copies of evaluated candidate work

What to Look For and What to Look Out For

1. The unit of analysis for assessments and data is the Quality Indicator – not the individual “Performance” Indicators. On the one hand, that means that candidates’ portfolios, works samples, culminating projects, or whatever the program (or Unit) has identified as THE summative Quality-Indicator based assessment must reveal evidence of the **ENTIRETY** of each Quality Indicator; on the other hand, it also means that no single assessment tool should be expected to reveal every Performance Indicator. For example, if the program had identified a project resulting in a behavior management plan, then you must look to ensure that the results reveal candidates’ understanding and skills regarding BOTH behavior management, classroom management, AND motivation.
2. Regardless of which Quality Indicator a candidate is demonstrating, team members should expect the following from candidates:
 - ability to link theory and practice;
 - inclination and ability to assess the impact of his/her actions on self and others;
 - documentation of what the candidate knows and is able to do relative to the MoSTEP Quality Indicators for the Beginning Educator (i.e., teacher, administrator, counselor).
4. Team members should anticipate that candidate summative assessments will not necessarily “compartmentalize” knowledge precisely in the way team members might have or in the way that team members are teaching their own students to do; therefore, members should plan to review the entire assessment and data reports prior to deciding whether or not the program meets or does not meet the expectations of the Quality Indicators and the rubrics.
5. Team members should expect summative assessments and data reports to demonstrate the full range of “subject-matter” competencies. Members must remember that the summative quality indicator-based assessments are intended to give a full picture of each program’s candidates ability to apply knowledge within the context of educational practice.
6. While team members may not be looking at individual candidate assessments, they should have a clear picture of the structure, rationale, expectations and scoring guide for the assessments. Only with these in hand can the team member determine the validity, fairness and unbiased quality of the assessments, and therefore, their credibility as evidence of candidate ability and achievement. (*NOTE: The combination of assessments must address all appropriate quality indicators and subject-specific competencies.*)
7. Data reports must be aligned to and report on each and every Quality Indicator and Subject-specific Competency required for each and every program for which the unit seeks approval. Team members must see data for each program and must validate the alignment of that data to these two sets of expectations. Then team members must see data that clearly indicates candidate performance at a level consistent with the expectations set by the relevant Quality Indicator set and its rubric (e.g., beginning teacher, beginning school leader, beginning counselor, etc.).
8. Data must be clearly presented and meaningful; that is, data must be in a form that is readily

understandable by the team members, disaggregated by program and by quality indicator.

9. Team members must see evidence within the assessment system and data reports of assessments intended to document and evaluate the impact of its **candidates, faculty and programs** on PK-12 education.

What to Look for in Entrance & Exit Test Score Data

Purpose of Test Score Data: To reveal the program's impact on student learning – in this case, breadth of subject-matter knowledge.

What Team members Need At Hand to Review Test Score Data:

- **five** years of data *disaggregated by program* (vs. Unit-wide)
- state qualifying score for each test
- number of students each year who took the test and percent of test-takers who passed the test on the first attempt and on subsequent attempts
- the first-time pass rate (percentage passing the exam on the first attempt) on all required entrance and exit examinations—overall for the unit and for individual programs
- state pass rate & average qualifying score (**Note:** This is useful information, but it has not been required of programs.)
- for programs operating on multiple instructional sites, comparative data to reveal comparable performance across sites

What To Look For and What To Look Out For:

Team members should:

1. Verify that the unit has provided *program-specific* data. Unit-wide data will **NOT** assist team members in assessing the impact of curriculum and instruction on programs. Print-outs organized by candidate name require team members to compile program data. This should **NOT** be team members' responsibility; the program should have provided data in the form that team members need.
2. Identify patterns in the scores. For example, if a program's candidates consistently score significantly above the state qualifying score, team members will report that observation in their program report. If a program's candidates consistently demonstrate difficulty passing the required test, team members will report that observation in their program report. In either case, team members would want to investigate how the program faculty explain the phenomena.
3. Identify anomalies in the scores. For example, if team members observe that scores dip (or rise) dramatically in one year, then they would want to investigate how the program faculty explain the anomaly.
4. Verify that the unit overall and individual programs have a minimum 80% pass rate on all required entrance and exit examinations. If not, programs with lower than 80% first-time pass rates should be examined to determine why candidates are not succeeding in gaining the content and/or professional preparation required by the examinations.

5. Determine what faculty are doing to assist students who are having difficulty with passing their required standardized tests. You will report your findings in the program and unit (potentially) report(s).
6. Be wary of over-interpreting small “n”s. For example, a program revealing a 50% pass rate, but with only two candidates taking the test, is a very different situation from a program with a 50% pass rate and 150 candidates taking the test.
7. Identify programs for which there are no test takers. Team members will report this observation in their report on the program.

What to Look for in Follow-Up Survey Data

Purpose of Follow-Up Survey Data: To assess the opinions/perceptions of graduates and graduates’ employers (e.g., building principals) on the effectiveness of their preparation program -- ***based on the Quality Indicators for their professional role*** (teacher, administrator, counselor, library/media specialist).

What examiners need at hand to review Follow-Up Survey Data:

- a copy of the survey instrument(s) (if the instrument(s) is not obviously organized according to the Quality Indicators for the field, the program and/or the Unit should provide team members a translation key.)
- survey disaggregated by (a) program and (b) source of data (i.e., 1st-year graduate, 2nd-year graduate, employer)
- an indication of the rate of response received by the program (e.g., 210 surveys were administered to elementary education graduates; 70 surveys were returned)
- the Unit’s and program’s analysis of the data

What to look for and what to look out for:

Examiners should...

1. Verify that the unit has provided ***program-specific*** data. Unit-wide data will **NOT** assist team members in assessing the impact of program curriculum and instruction on the preparation of candidates. Where a report of “elementary” graduates will show team members what they need to know about the elementary program, a report of “secondary” graduates tells them nothing about individual secondary programs. Should team members encounter data presented by “level” (early childhood program, elementary program, middle school program, secondary program), they should draw what inferences they can from the data available.
2. Verify that the unit has provided data on each Quality Indicator. Although some units are collecting data at the “Performance” Indicator level, they are not required to do so. Should team members encounter information at such a level of specificity, their reports should reflect that the Unit has gone beyond the minimum requirement.
3. Verify that the questions asked appropriately reflect the Quality Indicator (vs. focusing, for example, on a single Performance Indicator or focusing on an overly narrow interpretation of the Quality Indicator.)

4. Identify patterns and anomalies in the data. Patterns of strength or weakness, as well as anomalies in the data, should be investigated and explained in team members' reports.
5. Be wary of over-interpreting small "n"s.
6. Identify programs for which no data were provided or for which incomplete data were provided (e.g., graduate data were provided but not employer data). Team members will report this observation in their reports on the program.

Handling Small Programs or Programs with No Recent Graduates

Since the unit is likely to have only limited (if any) performance data for small programs, for programs with no recent graduates, and for add-on certification programs, it will be difficult to establish performance trends for program candidates. The bulk of your review, then, will come from other data sources:

- program matrices and folios (i.e., outline and rationale for the program of study)
- syllabi for content and methods courses
- follow-up data from surveys of program completers and their employers (perhaps)
- interviews with program completers and administrators (perhaps)
- interviews with faculty members about program rationale and content
- visits to school sites where graduates of those programs are presently teaching (perhaps)

Standard-by-Standard Highlights

This final discussion emphasizes particular information team members should be looking for in the information provided by the Unit and the individual programs residing within the Unit. But first, a few caveats about evaluating the information the Unit is providing team members in its reports, particularly the information provided in the Self Study:

1. Units have been encouraged to focus their narratives on those areas in which they
 - are exhibiting excellence,
 - are achieving a creative edge, and/or
 - are experiencing dilemmas.
2. Because the MoSTEP standards represent a high standard, it is important to acknowledge Unit and program efforts to identify where they need improvement. Therefore, Units have been encouraged to be honest with the Team. When team members are not convinced that some feature of a program or the Unit is meeting a standard, they should investigate how the program or the Unit intends to move forward. Clearly articulated goals, plans of action, and assessment strategies (e.g., those identified in the Annual Reports and the Self Study) should be acknowledged as evidence of a program moving in the right direction.
3. Team members' unit of analysis is the "standard" – not individual "quality indicators" (**with the important exception of the Quality Indicators for Standards 1.2, 1.3, 1.4 and 1.5 and those indicators stated as being essential in the MoSTEP Unit Standard Rubrics**). This is an important distinction to keep in mind as team members are evaluating and writing about programs and the Unit. Because Self Study page-limit constraints do not allow the Unit to write to each Quality and Performance Indicator, Team members need to weigh the preponderance of evidence presented for the Standard.

CATEGORY 1:

Standard 1.1 – General Education: Description **AND** assessment of General Education component of the teacher's preparation, including measures of multi-cultural and global perspectives

Standards 1.2, 1.3, 1.4, & 1.5 – GPAs, summative Quality Indicator-based assessments, summative field/clinical performance, standardized entrance & exit test scores, impact of candidates on PK-12 achievement, surveys of post-graduates and their employers; curriculum matrices (Quality Indicator AND Subject-Specific Competency); information regarding compliance with state course/credit-hour certification requirements

Standard 2: "The unit has high quality professional education programs that are derived from a conceptual framework that is **knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission**, and **continuously evaluated**."

What examiners should expect to see relative to Standard 2:

- How the institution's and the Unit's mission statements are related to and supportive of each other; what faculty believe about teaching, learning, teachers, learners, and the communities in which schools reside and function
- An explication and application of the literature/research base upon which programs have been

built; and how programs are using that knowledge base to design, assess, and continually improve programs

- How programs are structured (i.e., a curriculum design); the Unit's and the programs' expectations of students; and an identification of benchmarks by which candidates' progress through programs is assessed (i.e., benchmarks – performance-based and traditional things like GPA)
- A description of whom was involved in shaping the Conceptual Framework and the roles they had in the process (advisory, rubber-stamping, contributing authors)
- How the Unit and individual programs have shared the Conceptual Framework with everyone with whom students come into contact (content area faculty & other campus units, partnering schools, cooperating teachers, field-placement cooperating teachers, students, building principals, etc.)
- A description of how, by what means, and on what schedule the Unit and its programs are **continuously evaluating** the Conceptual framework
- Evidence of each program's compliance with the definition of High Quality Programs, including coherence between expectations and syllabi, evidence of faculty commitment to diversity- and technology-related knowledge and skills
- Description of the Unit's Assessment System; of the Unit's efforts to ensure that the components of the system are valid, fair, and non-biased; of how and on what schedule information is shared throughout the Unit's professional community, of decisions (i.e., improvements) made based on information provided by the system; and of the information-management system being used by the Unit

Standard 3: “The unit ensures that field experiences for programs for initial and advanced programs are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated.”

For **each program and for the unit overall**, team members should expect to see descriptions of

- the criteria upon which clinical experiences are designed and evaluated and by whom;
- when clinical experiences occur;
- how often (or on what schedule) they occur;
- in what ways students' clinical experiences ensure that they have interacted with a diverse student population;
- in what ways candidates' are encouraged to analyze (reflect) upon their experiences;
- with what courses these experiences are associated;
- how the experiences are integrated into course work;
- who supervises and evaluates the student's performance in clinical experiences;
- by what criteria students are evaluated; and
- by what criteria, by whom, and on what schedule clinical sites are evaluated.
- Assurances regarding matching placements to the certificate(s) being sought by candidates;
- the Unit's policy regarding alternative clinical practice in lieu of conventional student.

CATEGORY 2: CANDIDATES

Standard 4: Candidates – “The unit has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.”

Examiners should see descriptions and supporting documentation concerning the following:

- recruitment plan – including, but not limited to, institution’s and Unit’s recruitment for diversity AND information regarding annual evaluation of the plan
- admission process
- advising and retention procedures
- quantitative and qualitative (performance-based formative benchmarks) and how the Unit and programs are assessing them
- means by which Unit is evaluating candidates’ mastery of stated (standards-based) exit criteria or outcomes (i.e., content knowledge [test and other], ability plan instruction or fulfill other professional responsibilities, clinical performance, impact on PK-12 student learning or the learning environment
- assurance that all candidates meet minimum GPA requirements prior to being recommended for licensure
- what the Unit and programs are doing for their graduates (i.e., BTAP)

CATEGORY 3: FACULTY:

Standard 5: Faculty – “The unit has and implements plans to recruit, employ and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.”

In many ways this standard is analogous to the student standard. Again, team members need to see descriptions and documentation of the following:

- that faculty hold appropriate credentials (defined as Masters degree to teach undergraduates; terminal degree to teach graduate students); the requirement applies to adjuncts (e.g., a public school teacher hired to teach a methods course) and to subject-matter faculty who might, for example, teach a General Education math course that elementary majors are required to take
- that professional education faculty have knowledge AND experiences related to preparing candidates to work with students from diverse backgrounds, including students with exceptionalities
- that faculty are selected in accordance with institution’s recruitment and employment policies and that the institution and Unit have a plan for diversifying (or maintaining the diversity of) the faculty and that the plan is being annually evaluated
- that faculty are actively involved in the professional community in general and in particular that faculty are regularly involved in k-12 schools
- that faculty are involved in teaching, scholarship, and service and that loads appear equitable and reasonable across the Unit and the institution
- that the Unit makes minimal use of adjuncts and those adjuncts are fully integrated in the Unit’s operations and philosophies
- that provisions, encouragements, opportunities, and processes are available to faculty for professional development
- that the institution and the Unit value quality teaching
- that faculty are incorporating diversity training, awareness, and strategies into **EVERY** course
- that faculty -- both Education faculty & subject-matter faculty -- are **MODELING** a variety of instructional strategies
- that faculty -- both Education faculty & subject-matter faculty -- are **MODELING** the integration of a variety of technologies into their teaching.

CATEGORY 4: STANDARDS 6, 7, & 8

Standard 6: “Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution’s mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.”

Examiners need to see evidence and documentation of the following:

- that the institution has committed itself to the preparation of teachers
- the Unit has authority to manage its affairs
- that the institution is providing the Unit with the fiscal and human resources needed to maintain its assessment system

Standard 7: Professional Community – “The unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.”

Examiners need to see descriptions and documentation of the following:

- breadth of membership in advisory committees (professional education faculty and students, public school colleagues, and subject-area faculty)
- roles, responsibilities, and authority afforded to those committees
- evidence that program curricula are evolving as a function of recommendations received from the professional community
- evidence that Unit, and ideally institutional, faculty are collaborating with public schools to improve the quality of k-12 education
- evidence of the opportunities for professional growth and identity being provided by the Unit for its candidates
- evidence of the Unit’s collaboration with PK-12 schools to improve outcomes for PK-12 students, faculty; for professional education candidates, college/university faculty; and for other stakeholders

Standard 8: Resources – “The unit has sufficient budget, facilities, equipment, and other resources to fulfill its missions, offer quality programs, and support teaching and scholarship of faculty and candidates.”

Examiners need to descriptions and documentation of the following:

- that the Unit and programs have sufficient on-going funding to operate and staff reasonably (vs. temporary funding in anticipation of site visit year)
- that the Unit is receiving funding comparable to other units/divisions within the institution
- that Unit and program instructional resources are current, with a particular emphasis on technology-based resources; and that faculty avail themselves of technology for teaching and learning

Judgments are made at the level of the standards, not based at the Quality Indicator or Performance Indicator level. These judgments are based on the preponderance of evidence uncovered during the site visit. The team will judge each program separately, indicating whether it “meets the standard,” is “not yet meeting the standard,” or offers “insufficient evidence” upon which to base a judgment. These then lead to the team making one of three recommendations for each program: “approval,” “conditional

approval,” or “denial of approval.” Findings and recommendations are compiled into a final report to the MSBE which acts on the team’s recommendations. These actions, then, are reported to the institution and Unit.

It is important to remember that the program approval process has been conceived of and should be implemented as a formative evaluation of the Unit and its programs. The intention is to offer the Unit a critical, professional review of its programs, so that it may be assured that it is meeting standards for best practice and performance. The process is also intended to offer the Unit technical assistance as it seeks to continually review and renew its professional programs. With this in mind, the team is reminded that its work demands a critical eye, tempered by professional knowledge and respect for the real in contrast to the ideal.

Preparing for the Site Visit

Examiners should receive their team assignments at least a month prior to the site visit. At least two-weeks prior to the site visit, examiners should receive from the unit copies of the unit's *Institutional Report*, course catalog/bulletin, and other materials team members might find useful to begin acquainting themselves with the Unit and its programs. Prior to arriving at the site, the team members should read through, highlight and make notes on the materials as they relate to the standards and programs for which each is responsible. The Director of Educator Preparation will forward to team members site visit planning forms which will help examiners sort their initial findings by standard and begin developing questions and areas of interest to pursue on site.

Examiners should make travel arrangements as soon as possible after receiving their assignments. The Unit being visited will reimburse team members for reasonable travel expenses, such as mileage and meals not provided by the Unit. The Unit will also make all hotel arrangements (single rooms) for the team; these are usually direct billed to the college or university being visited. The team will also have a meeting room with computer and printer at the hotel. Team members are responsible for any personal expenses incurred during the site visit (e.g., personal telephone charges).

Team members normally arrive on Saturday and have a brief team meeting that evening to get reacquainted with the standards and rubrics. Sunday is spent exploring the documentation provided in the Unit's exhibit room. By Sunday evening, the team should have developed a set of issues and questions to pursue in the interviewing and visits to field placement sites.

Monday and Tuesday are devoted to interviews, off-site visits, further data gathering in the document room, and writing individual sections of the team report. Wednesday morning is spent editing and proofreading each member's sections of the team report and finalizing recommendations. After the final team meeting on Wednesday, the team chair and DESE consultant conduct the exit conference with representatives of the institution, and the remaining team members are free to return to their homes.

Team Decision-Making

The Site Team is asked during the site visit to practice professional judgment with regard to how well the Unit and its programs are preparing educators for Missouri schools. To aid this process of professional review, team meetings are held daily during the site visit to share findings, data, perceptions, and questions/concerns. Additionally, the team members use each meeting to determine where they are in their work and recommendations and what information, questions, or interviews will still need to be explored before a final determination may be made. The team discussion is focused by the Standards, Quality Indicators, and Rubrics (see Appendices 1, 2 and 4-6). The team chair facilitates discussions of the group and records progress on the standards and programs being reviewed during the visit. It is the chair's responsibility to keep the team focused on the standards and rubric descriptions during these meetings.

It is important to emphasize again that the team's data gathering, deliberations, and decisions are dependent on a set of agreed-upon standards and expectations. This objective set of criteria for making decisions allows the program review and approval system to be credible in the eyes of the MSBE, the institutions, and other stakeholders around the state. Professional judgments based on solid data evaluated against set criteria allow for this credibility. It is the difference between guessing and judging.

This is not to say that the process and conclusions are entirely objective because the standards are not entirely objective, nor can professional judgments be divorced from experience and human understanding. Sophisticated decisions are not easily objectified and must be informed by the experience and flexibility of the professional making the judgments. To support their recommendations, then, team members must tie the “rationale” for their judgments to these standards and rubrics. Additionally, the writers must support their statements with illustrations and evidence from their reviews of documents and their records of interviews with candidates and on-campus/off-campus educators. In the end, the team must be able to say that they rendered fair and impartial judgments founded on the available data and directly tied to the expressed standards established by the MSBE.

Basic Principles and Assumptions Guiding the Work of the MoSTEP Review Team

The work of the MoSTEP Review Teams must be guided by the following set of principles and procedures. These principles and procedures will assist the team members as they work to reach consensus and make reasoned decisions about whether units and programs are in compliance with the MoSTEP standards.

1. Members of the MoSTEP Review Team analyze the data and other documentation provided by the unit, as well as interviews, to determine whether the unit/programs are functioning according to the expectations set by the standards. *The MoSTEP team only reviews programs leading to certification. Other degree programs (e.g., a Master’s Degree in Education not leading to certification) are not the purview of the team.*
2. The review team uses the site visit to discover and record specific information, examples, incidents, observations, testimony, and data that support its findings and recommendations.
3. Team members are committed to seeking and reaching consensus during the team deliberations. While individual members present their findings and suggest the recommendation they think appropriate, the whole team must vote to make the final decision regarding each standard and program.
4. The team makes a recommendation in its report to the MSBE based on its determination of whether a standard appears to have been met or not met. The MSBE, however, makes the final determination about the final approval of individual programs.
5. During the first few years of the new MoSTEP cycle, the team may determine that the evidence is not sufficient to render judgments of some programs (e.g., new programs that have had no completers). In such instances, these programs may be given additional time to provide evidence to support the efficacy of the program. As the cycle progresses, programs with insufficient evidence will be determined to have not met the standards and may receive a recommendation of only conditional approval from the Review Team. Units may then use their rejoinders to provide the evidence lacking in the site visit. The Director of Educator Preparation will review any additional evidence and make recommendations to the MSBE reflecting the additional findings.

Decision-Making Rules for determining MoSTEP Ratings and Recommended Actions

General Directions:

1. Find the scenario below that best describes your evidence
2. Follow the directions for that scenario
 - a. at the Unit-Standard Level
 - b. at the Program Level

A. THE UNIT STANDARD LEVEL OF DECISION-MAKING

You have completed the rubric for a standard and you see that...

Scenario 1: *All* evidence = “MET” on the rubric, therefore,

- a. The team’s rating for the standard = “**MET**”
- b. The report must include specific references about what is “met” (i.e., language drawn from the rubric for the standard).

Scenario 2: *Preponderance* of evidence = “MET”; however, some evidence (including insufficient evidence) = “NOT MET” on the rubric, therefore,

- a. The team’s rating for the standard = “**MET**”
- b. The report must include specific references about BOTH what is met and what is not met and/or elements for which there is insufficient evidence (i.e., language drawn from the rubric for the standard).

Scenario 3: *Preponderance* of evidence = “NOT MET”; however, some evidence = “MET” on the rubric, therefore,

- a. The team’s rating for the standard = “**NOT MET**”
- b. The report must describe BOTH what is not met and what is met (i.e., language drawn from the rubric for the standard).

Scenario 4: Evidence is *evenly divided* between “MET” and “NOT MET” on the rubric, therefore,

- a. The team’s rating for the standard = either “MET” or “NOT MET” (Make a decision.)
- b. Your report must reveal BOTH what is met and what is not met, reflecting the even distribution (i.e., language drawn from the rubric for the standard).

Scenario 5: *All* evidence = “NOT MET” on the rubric, therefore,

- a. The team’s rating for the standard = “**NOT MET**”
- b. The report must include what is not met and what is not provided in the evidence (i.e., language drawn from the rubric for the standard).

B. THE PROGRAM LEVEL OF DECISION-MAKING

You have compiled all of the evidence, completed the rubric for standard 1, and you see that

Scenario 1: *All* evidence = “MET” on the rubric, therefore,

- a. The rating for the program = “Standards are MET”
- b. The recommended action = “Approve”
- c. The report must include specific references to what is “met” (i.e., language drawn from the evidence reviewed AND from the rubric for Standard 1).

Scenario 2: *Preponderance of* evidence = “MET”; however, some evidence (including insufficient evidence) = “NOT MET” on the rubric, therefore,

- a. The team’s rating for the program = “Standards are MET”
- b. The recommended action = “Approve”
- c. The report must include BOTH what is met and what is not met and/or elements for which there is insufficient evidence (i.e., drawing language from the evidence reviewed AND from the rubric for Standard 1).

Scenario 3: *Preponderance* of evidence = “NOT MET”; however, some evidence = “MET” on the rubric, therefore,

- a. The team’s rating for the program = “Standards are NOT MET”
- b. The recommended action = “Conditionally Approve”
- c. The report must include BOTH what is not met and what is met (drawing language from the evidence reviewed AND from the rubric for standard 1).

Scenario 4: Evidence is *evenly divided* between “MET” and “NOT MET” on the rubric, therefore,

- a. The team’s rating for the program = either “Standards are MET” or “Standards are NOT MET”
- b. The recommended action = “Conditionally Approve”
- c. The report must reveal BOTH what is met and what is not met, reflecting the even distribution (drawing language from BOTH evidence reviewed AND from the rubric for standard 1).

Scenario 5: *All* evidence = “NOT MET” on the rubric, therefore,

- a. The team’s rating for the program = “Standards are NOT MET”
- b. The recommended action = “Disapprove”
- c. The report must include what is not met and what is not provided for in the evidence (drawing language from the rubric).

Conducting the Site Visit

When the Review Team arrives on campus, the examiners should be prepared to begin working immediately. They should arrive having read the *Institutional Report* and any other information given to them in advance by the unit or by DESE. Based on this reading, the examiners should already have begun to develop questions and areas of interest to help focus the site visit. These initial findings should be recorded on the documents themselves and/or on the data gathering forms. While on site, then, the examiners will look more closely at the unit and its programs by reviewing exhibits, conducting interviews, touring campus buildings, sitting in on classes, and visiting off-site locations. All the findings from this work and previous reading should provide examiners all the information needed to write about the unit's and programs' compliance with the standards.

In general, the site visit follows a common schedule (See Appendix 8), though some differences may occur on any given site visit because of particular circumstances or changes negotiated during the pre-visit to the institution. This schedule typically runs from Saturday afternoon to noon on Wednesday of the site visit.

Interviews

The bulk of Monday and Tuesday of the site visit is spent in interviews, on- and off-campus. The team should interview faculty, administrators, candidates, cooperating teachers, graduates, principals, and other members of the professional community. The team chair will ask the Unit liaison to arrange the required interviews, but the Unit has the option of suggesting additional interviews to the team chair for possible inclusion. All interviews should be scheduled and arranged by the Unit liaison prior to the site visit. Team members should receive from the Unit a schedule of these interviews, including the names of people expected to attend each interview. Additional interviews can be requested (for follow-up or based on findings within the documentation) by Site Team members. The team chair will forward these requests to the Unit liaison to make arrangements.

Interviews may be conducted in a variety of ways which will allow team members to gather the most information possible. For example, team members may give participants index cards on which to record their responses to one or more general questions about the Unit and its programs. The team might ask general questions and ask for a show of hands. More often, however, the interview will consist of a team member asking specific questions of interviewees or general questions to be answered by those attendees with pertinent experiences or feelings. In general interviews are conducted by at least two team members; to best use time, team members may decide to have fewer interviewers in any given interview session, especially individual interviews. The number of people to be interviewed at one time should not be more than 10. Most interviews may be scheduled for 30 minutes, although some group interviews will require more time and should be allowed 45 minutes to one hour.

Interview Planning

Team members will be well served by developing interview plans prior to entering the interview (see Appendix 11: Interview Planning Form). This plan allows the team members to identify what group they will be interviewing and what questions they will be asking. Interviews "off the cuff" rarely provide the kind of information useful to the Site Team. Rather, interviewers armed with specific questions tied to

their specific informational needs are more likely to get specific, relevant, substantial information from interviews (see Appendix 12: Sample Interview Questions).

In general, interviews will include three parts:

1. Intro: Make the interviewee feel comfortable and provide any necessary background on the purpose of the interview. Keep this portion of the interview brief.
2. Core: Focus questions on the standards for which information is being sought. Follow-up initial questions as necessary. Take notes. Listen carefully.
3. Conclusion: Summarize principal findings. Ask interviewees if they have any other information they would like to share. Thank the interviewees for their time.

Team members should ask probing questions tied to their reading of the standards and their need for more information about programs and Unit activities; therefore, they should avoid asking “yes/no” questions. Using the planning forms provided will help interviews make their questions substantial enough to warrant their asking. During the interview, team members should ask useful and relevant questions, listen carefully, take notes, request clarification and elaboration as necessary. The following guidelines, adapted from the NCATE Board of Examiners Handbook, will ensure that team members conduct a useful and professional interview.

1. Don't report findings in the interview; rather use the information to form questions to find out why the findings resulted from studying the programs.
2. Do be aware of the anxiety that interviewees may have. Make them as comfortable as possible during the warm-up period.
3. Don't talk about “back home” where you do it right or wrong, but different from the institution being visited.
4. Do focus the interview on standards.
5. Don't dwell on matters about which you are merely curious, but which are not related to the standards. Stay an extra afternoon if you would like to learn more about these activities.
6. Do keep the interview within the time limits for which it is scheduled.
7. Don't make your questions too terse and be able to explain what information you are seeking.
8. Do ask probing questions as necessary to learn how standards are being addressed.
9. Don't quote faculty members or others who have made statements that contradict what the interviewee has said.
10. Do keep written notes on the key points made during the interview and summarize them at the end of the interview.
11. Don't be confrontational in seeking the data needed by the team to make informed professional judgments.
12. Do take a leadership role in planning who will be interviewed and the questions to be asked.
13. Do ask institutional representatives to leave the room while students, cooperating teachers, faculty, and others are being interviewed.
14. Do assure interviewees that the confidentiality of their comments will be preserved and valued.
15. Do make use of teaching techniques appropriate for large class instruction during group interviews.
16. Do work in interviewing pairs as much as possible. When state members and observers are working with an NCATE team, a state representative and NCATE member should be paired when possible.

Classroom Observations

Team members will likely be visiting professional education classes to understand better the quality of teaching and the use of technology within the Unit and its programs. These observations can help inform, clarify or validate the members' findings and perceptions about curriculum and instructional practices. It is a good idea not to rely too heavily on these brief impressions, however, when making evaluative decisions about programs.

The Unit is responsible for letting faculty know that classes may be visited by a team member during the visit. Moreover, the Unit should provide a schedule of classes available on Monday and Tuesday of the site visit. While class observations are helpful, team members should not spend too much of their time visiting classes at the expense of interviews and document reviews.

Team members should try to arrive at the classroom prior to the beginning of the class time. This will allow them to introduce themselves to the professor and explain their desire to observe the class for a brief time only. The member should then choose a place in the room that will allow unobtrusive (as much as possible) observation and easy exit. If the professor gives the team member opportunity to ask questions of the class, he or she may do so. It is best not to take too much time from the class, however.

Observers of classes should keep an accurate record of the classes they attend so that this may become part of the record of the site visit. Remember that an observation is more than simply looking through a door and then moving on. To be counted as an observation, the team member must be in the room for at least 10 minutes, i.e., enough time to see what is going on and to get a feel for the instructional practices being used.

Visits to Field Sites

Team members will visit between two and four off-campus sites (schools) where student teachers are assigned and with whom the Unit has established professional relationships. The Unit should provide a list of schools to be visited, their demographic characteristics, distance from campus, and the type of school. The team chair will select these schools during the pre-visit, and the Unit should arrange the visits in advance of the site visit. In general, these visits ought to represent a cross-section of the sites used by the Unit for its student teaching placements.

One or two team members will be assigned to each school for a visit on Monday and/or Tuesday morning. During the visits, principals and cooperating teachers are interviewed regarding the quality of the Unit's programs and the candidates coming out of those programs as student teachers. In some instances, team members will observe student teachers in the classroom; more likely, however, they may simply be interviewed regarding their experiences. It should also give some information about how field experiences are arranged, managed, and supervised. This is also a good opportunity to explore the nature of the Unit's relationship to the professional community. Team members must keep a careful record of whom they interview, their positions/titles, schools, and relationship to the Unit (e.g., cooperating teacher, member of the advisory board).

Preparing the MoSTEP Examiner's Report

The following are suggestions for expediting team members' drafting of program approval reports and for somewhat standardizing state reports. It is important for team members to understand that the **primary audience** for this report is the Commissioner of Education, who will not possess team members' knowledge of the institution, the Unit, or the programs. The **secondary audience** is the faculty of the program and administrators of the Unit and the institution.

An extended example of a state report appears in Appendix 10. Institutional identities have been eliminated; should team members recognize something in the example that identifies the institution, they should overlook that recognition and definitely keep it to themselves.

Each Team member will receive a formatted diskette, containing several files that will help and speed team members' drafting of reports:

1. a file containing the MoSTEP Standards (within which reside the beginning teacher Quality & Performance Indicators and the beginning school leader and counselor knowledge, disposition, & performance expectations)
2. a file containing the rubrics for the eight MoSTEP unit standards
3. a file containing the rubrics for the ten MoSTEP beginning teacher Quality Indicators
4. a file containing a template for the MoSTEP Team Report

Overall Suggestions

1. Above all, the Team's report MUST be **objective, dispassionate, and substantially supported by fact** (e.g., summaries of data reviewed, interviews conducted, observations made while visiting on- and off-campus sites, etc.).
2. The Team's report MUST reflect the Standards and the rubrics, not an individual's opinion of what ought to be going on in educator preparation.
3. When writing rationales for Unit Standards and Programs, members are encouraged to use language drawn directly from the Standards and their rubrics. Team members might consider the following structure for paragraphs:

Introductory Paragraph (or Sentence): Begin with direct quotation or paraphrase of a component of the standard or the rubric. For example, if team members were reporting on the Unit's Conceptual Framework, they might begin their rationales with sentences in which they paraphrase the rubric for Standard 2: "The Unit's Conceptual Framework is defined and makes explicit the professional commitments, dispositions, and values that support it, including the faculty's commitment to acquire and use professional knowledge. The Framework includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation. It reflects multi-cultural and global perspectives. It is built on a cited knowledge base, which itself rests on established and contemporary research, the wisdom of practice, and emerging education policies and practices."

Supporting Evidence: The remainder of the rationale must then summarize the evidence the

Team reviewed: data sources, other relevant documents, interviews, etc. For example, “Upon examination of the two documents referenced above in addition to interviews of faculty and students, review of course syllabi, student portfolios, the Erehwon College Practicum Handbook, and the Erehwon College Student Teaching Handbook, little coherence appears to exist between the Conceptual Framework and experiences of candidates within the program.”

4. Program reports and the report for Standard 1 should make specific reference to each of the data sources reviewed: summative Quality Indicator-based assessments, other measures of subject-matter knowledge, standardized test scores, clinical/field evaluations, follow-up surveys, curriculum matrices, and compliance with Certification requirements. When programs failed to provide necessary information (e.g., follow-up surveys were not disaggregated by program or employer data were not provided), a team member’s report must so note it.
5. Rationale statements should make some reference to each indicator – particularly for Standards 4 (candidates) and 5 (faculty) in that each embraces many different areas.
6. Rationales should reflect the *preponderance of evidence*. That is, when the Unit or a program have substantially satisfied the requirements set out in the standard and the rubric, the report should so note it. However, the report should also point out and support with evidence instances in which the Unit or the program have not met a specific component of the standard or the rubric. Reports should aspire to tell the whole story (albeit briefly).
7. Rationale statements should NOT offer suggestions for how the Unit or a program might alter practice to meet the standard.

Section-by-Section Writing Suggestions

“Title Page” – The Team Chair will complete this page.

“Introduction and Institutional Context”

The Team Chair will likely be responsible for writing this section of the report; authors should try to keep this section at about a page to a page and a half. The discussion should include the following information about the institution, the unit, and the programs:

- a *brief* history of the institution
- any regional or national accreditations (e.g., North Central or NCATE)
- current enrollment (institution wide and Unit specific) and current staffing (full-/part-time faculty, adjunct, support staff)
- the Unit of education and its relationship to the rest of the institution (e.g., “it is one of eight divisions on campus”)
- the nature of the Unit’s programs (e.g., whether all programs are undergraduate, or undergraduate and graduate)
- whether the Unit operates any remote sites
- when the site visit occurred
- whether the visit was a state-only visit or a joint state/NCATE visit

SECTION I: SUMMARY OF FINDINGS FOR THE PROFESSIONAL EDUCATION UNIT AND PROGRAMS FOR CERTIFICATION”

This table contains the Team’s consensus of the degree to which the unit has met (or not met) each standard. Although individual examiners are responsible for investigating the unit’s and programs’ compliance with particular standards, the ratings and recommended actions included in this table represent the consensus of the entire team. Teams have two ratings available:

- MET (M)
- NOT MET (NM)

SECTION II: “FINDINGS FOR UNIT STANDARDS”

Depending on the size of the Team, each examiner will be assigned to investigate and report on one or more of the eight unit standards; examiners serving on joint Missouri/NCATE teams will not write “Unit Standard” reports. Examiners will write their reports using the report template file provided by DESE. Unit-standard reports tend to run from one to two pages. Below are directions for completing each of the Unit-standard components:

- **“Level”** – either “Initial,” “Advanced,” or “Initial and Advanced”
- **“Rating for Standard”** – either “MET” or “NOT MET”
- **“Rationale for Rating”** – Here’s where the writing work really begins. As implied by the section title, this section needs to summarize the evidence team members collected that *justifies* the Team’s consensus rating. The statement should present the data collected; it should **NOT** recommend actions to be taken by the Unit. Team members should anticipate this section filling no less than half a page and probably not more than two pages. The other files on the diskette will save team members typing time in that they can (**and are encouraged to**) copy directly from the standards, quality/performance indicators, and rubrics; and then to add specific observations and data to the requirements.

Rationale statements should contain the following information:

- brief listing of what information was reviewed
- a statement of the degree to which the information reviewed meets the expectations outlined by the rubric for the Standard
- a brief statement regarding EACH of the Quality Indicators for the standard

(**Note:** these statements may be as short as a single sentence verifying that the unit has provided satisfactory evidence of meeting the Quality Indicator. In instances in which the unit is not meeting a Quality Indicator or in which the unit is not meeting the entire standard, authors should provide considerable explanation regarding how or in what ways the unit is not meeting the standard. Again, authors are encouraged to use the language of the Standard, the indicators, and the rubrics.)

- **“Strengths”** and **“Area(s) for Improvement”** – In a bulleted list, summarize from the rationale any strengths and areas for improvement found. Not all Unit standard reports will warrant noting strengths or areas for improvement. However, should team members identify unit components that well exceed (or fall well short of) what it is expected of the unit,

identify those strengths or areas for improvement in bullet form. Typically, any strengths or areas for improvement bulleted will be drawn directly from the “rationale”; indeed, *anything bulleted must have been discussed in the rationale statement.*

SECTION III: “FINDINGS FOR INDIVIDUAL PROGRAMS”

Program: (fill in the name of the program, e.g., Art, grades K-12 or Elementary, grades 1-6 or Special Education, Mild/Moderate Disabilities, Cross-Categorical, grades K-12, etc.)

Level: (indicate whether the program is offered at the “initial” or the “advanced” level)

A. Rating for the Program: (designate one of two ratings: “**The standard is MET,**” or “**The standards are NOT MET.**” Although the individual responsible for writing the report on a particular program will present a case to the Team for which rating to assign, the entire Team will ultimately decide what rating to assign—not the individual.)

B. Rationale for the Rating:

As in the report for the Unit standards, here’s where the writing work really begins. As implied by the section title, this section needs to summarize the evidence collected that **justifies** the program’s rating. Therefore, the statement should present the data collected; it should **NOT** recommend actions to be taken. Examiners should anticipate this section filling no less than a page and probably not more than three pages. The other files on the diskette will save typing time in that team members can (**and are encouraged to**) copy directly from the standards, quality/performance indicators, and rubrics; and then to add specific observations and data to the requirements.

Team members might organize the rationale around a “context” section and a “findings” section:

1. Provide a brief **context** for the program (1 or 2 paragraphs; tables/columns are appropriate for such things as test scores):
 - the type of program, e.g., whether it is an initial program, an endorsement (and if so, to what), an advanced program (and if so, to what it is attached, e.g., an M.Ed., a Specialists, an Ed.D, or a Ph.D.), etc.
 - # of completers and number of candidates in process (for up to five years depending on what information the program provided)
 - the process for admission to the program and the results of entrance testing; admissions and advisement are addressed within MoSTEP Standard 4.
2. Summarize the **findings** relative to the input and performance (output) data points, making reference to standards, quality indicators, as well as documents, interviews, campus & off-campus visits, et al., upon which team members are basing their findings:
 - degree of compliance with state course/credit hour requirements (when a program exceeds state requirements, team members should so note it):
 - relative to “content” knowledge”
 - relative to “professional knowledge”
 - relative to “pedagogical knowledge”
 - relative to “clinical experience” (e.g., amount, frequency, degree to which it is integrated into campus course work, consistency with conceptual framework,

qualifications of supervisors and quality of supervision [campus-based and school-based])

- degree of compliance with subject-specific competencies for the field (see *Subject-Specific Competencies for the Beginning Teacher in Missouri*).

If examiners are serving on a joint Missouri/NCATE team, they may have available NCATE Specialty Professional Association (SPA) reports. The discussion should make reference to the results of the review (both positive and negative). **NOTE:** Team members need to remember that NCATE SPA guidelines are sometimes an incomplete match for Missouri's subject-specific competencies. **Missouri requirements MUST take precedence.**

- degree & quality of compliance with Quality & Performance Indicators for Beginning Teachers (MoSTEP 1.2) or the Knowledge, Disposition, and Performance Indicators for Beginning School Leaders (MoSTEP 1.3) or the Quality Indicators for School Counselors (MoSTEP 1.4) or the Quality Indicators for School Library/Media Specialists (MoSTEP 1.5).
- summary of exit test scores (PRAXIS, SLLA, SSA); provide (as available) information for a multi-year period (preferably 5 years), information regarding first-time pass rates, eventual pass rates, and how the program's candidates scores compare to state and/or national means
- summary of clinical/field evaluation
- summary of "other" measures of subject-matter knowledge (for teachers) or of ability to create supportive learning (for other education professionals)
- summary of assessment of impact of candidates AND FACULTY on PK-12 education
- summary of post-graduate survey data (from graduates and from graduates' employers); if survey data were not provided for the program, then note that in the rationale (and probably note it as weakness below)
- other items for attention:
 - quality of the research/knowledge base upon which the program is founded (MoSTEP standard 2)
 - quality of diversity- and technology-related knowledge and skills exhibited by faculty and candidates
 - quality of the field experiences component of preparation (MoSTEP standard 3)
 - diversity of the candidate population (MoSTEP standard 4)
 - quality of the admissions and advising system (e.g., does the program have and use performance-based benchmarks vs. simply using grades or test scores to advance candidates through the program; MoSTEP Quality Indicator 4.3.1)
 - stated and distributed exit competencies, preferably performance-based
 - the quality of the program's tracking and out-reach efforts to support beginning professionals; nature of the program faculty's use of information derived from graduates
 - qualifications of the faculty, diversity within the program's faculty, currency of the faculty, quality of instruction afforded by the faculty (MoSTEP standard 5)

- the nature and quality of the collaboration among education faculty, subject-area faculty, and public-school faculty (MoSTEP standard 7)
- sufficiency (or not) of fiscal and human resources to operate the program

C. Strengths: (Not all programs will warrant noting strengths. However, should team members identify program components that well exceed what it is expected of all programs, identify those strengths in bullet form. Any strengths bulleted must be drawn directly from the “rationale.”)

D. Area(s) for Improvement: (Not all programs will warrant noting areas for improvement. Certainly, if the program is judged to have “not met” the standard or is recommended for program approval denial or conditional approval, team members should note in bullet form what weaknesses justify the rating or recommended action. On the other hand, a program recommended for “approval” or one that “meets the standard” may still exhibit weaknesses. Again, list any weaknesses in bullet form; anything one might feel the need to note **must** have already been discussed in the “rationale” section above. Do **NOT** make suggestions for how the program might address a weakness. Team members’ suggestion might be very good, but it might also limit the decision-making of the program faculty. Just write what has been observed; let the faculty decide what action to take. If, for example, team members’ data gathering revealed that secondary education candidates spend two-third less time in the field than do their elementary education counterparts, the report might note that as weakness, but one should not write the weakness as “Increase the field experiences for secondary candidates.”)

E. Recommended Action:(fill in one of three levels of approval²: “Approve,” “Conditional Approval,” “Deny Approval.” As with the “rating,” recommended actions are a Team decision, not an individual’s decision.)

SECTION IV: “SOURCES OF EVIDENCE”

This section compiles **ALL** of the evidence examined by the Team. It should contain

- names and titles of every individual interviewed; this lengthy list should be categorized using the Site Visit Interview Schedule (e.g., “Cooperating Teachers,” “Elementary Education Faculty,” “Administrative Staff,” etc.)
- titles of every class observed
- names of every off-campus site visited (e.g., public school sites, remote unit/program sites, etc.) and names and titles of individuals with whom Team members talked)
- every document reviewed (including a listing of the portfolios reviewed by the Team) (**Note:** Each component of the sources document is likely to be several pages).

This is a very important component of the report. Examiners need to be forewarned that they will talk to so many people and review so many documents that without constant awareness of the need to keep a comprehensive list, one will forget quickly who was in what interview or who among the Team

² Each level of approval denotes a specific set of actions: “Approve” denotes that the program should continue to operate for the next five years; “Deny Approval” denotes that the program should be immediately terminated; “Conditional Approval” denotes that a Site Team should revisit in two years to determine that the needed actions have been undertaken. It is important for team members to remember that the institution is encouraged to rejoin all recommended actions.

reviewed what piece of paper. In order for the “sources” section to be comprehensive, Examiners **MUST** vigilantly record absolutely everything they review and the names of every person to whom they talk. Tips for increasing the likelihood of a comprehensive list:

- circulate a sign-up sheet in EVERY interview session and make sure it is collected
- check off on a “master” exhibits list each document reviewed; some Team Chairs require members to initial every exhibit they review
- frequently throughout the visit, confirm that each Team member is keeping track.

Before turning in the diskette to the DESE representative, examiners should...

1. write their names and the titles of Unit standards and the programs they evaluated on the diskette, and
2. check to make sure that each program report is actually on the diskette.

Team members should also provide the DESE representative with a hard-copy of all reports sections.

Team Chair Responsibilities

The MoSTEP team chairperson has a number of responsibilities prior to the beginning of the site visit. These include contacting the institution and team members (names are provided by DESE), interacting with NCATE co-chairs (if applicable), and conducting the pre-visit meeting at the review site.

The DESE consultant is responsible for all other correspondence with team members, including notification of the appointment of examiners to the site visit team, important forms and standards documents to be used in the review, and letters of thanks and appreciation to team members following the site visit.

Initial contact with the unit should be made soon after team members are chosen, but no later than two months prior to the site visit. A list of the team members, with addresses, e-mail addresses and telephone numbers will be sent to the chair at the same time it is mailed to the unit. The team chair should work with the institution to ensure that the following arrangements are made:

- **Travel information**, including maps to help team members get to the town, hotel, and campus
- **Hotel reservations.** The institution should reserve single rooms for each team member and a team work room at the hotel. Encourage the Unit to arrange for direct billing of hotel expenses so that team members do not have to pay these costs out of their own pockets. Remind the Unit representative that team members will be arriving on Saturday.
- **Work rooms for the Site Team.** There should be a work room at the institution and at the hotel, both available Saturday through Wednesday noon. Indicate how the rooms should be set up and what supplies are needed (computers, printers, paper, pens and pencils, notepads, and refreshments). Both work rooms should have telephones. The work room at the institution should be located within the unit and be close to interview locations and administrative offices;

moreover, it should have internet access to allow members to get information from the DESE website and to gain access to e-mail.

- **The exhibit room at the institution.** Remind the unit to clearly mark and organize all items in the exhibit room, arranging them in order of the standards. Materials in the exhibit room should include but not be limited to the following:
 - List of all exhibits with titles and location in the room (a copy for each team member)
 - List of people scheduled for each interview (a copy for each team member)
 - Course syllabi for all professional education courses and other courses required for licensure (undergraduate and graduate)
 - Faculty vitae for all full- and part-time professional education and other faculty teaching courses required for licensure
 - Notebooks for all programs being reviewed during the site visit
 - Evaluation instruments and results of evaluations for both faculty and programs (disaggregated by program)
 - College catalogs and student advisement sheets
 - Documentation for each standard
 - Faculty and staff directory (with telephone numbers and office hours during the site visit)
 - List of courses in session during the site visit, location of classes (full building name and room number), and faculty members teaching the courses
 - Minutes of advisory and policy-making committees
 - Student handbooks, student teaching handbooks, and other information (recruitment or program-related) given to students relevant to their program of study
 - Faculty handbook
 - Budget information for the Unit and for faculty professional development
 - Long-range plan

- **Weekend access to the exhibit room.** The exhibit room needs to be accessible on Saturday and Sunday.

- **Support needed during the visit.** Team members might need the following support during the site visit:
 - Transportation from hotel to campus, especially if the campus is not within easy walking distance of the hotel. Off-campus site visits and satellite location visits will also require transportation.
 - Access to a telephone in both the on-campus and hotel work room.
 - Access to off-campus sites and candidates.
 - Access to teachers, student teachers, recent graduates, and principals, especially those used for field-based experiences. Ask the Unit for a list of schools used for these purposes and the characteristics of the schools (e.g., location, diversity of student population, and types of field experiences). Team members will visit some of these schools during the course of the site visit. *Note: schools chosen for visits should require no more than fifteen minutes travel time each way.*

- Access to professional education courses in session during Monday and Tuesday of the site visit.
- Access to student and faculty records on campus.
- **A schedule of initial interviews.** Using the template schedule for the site visit (see Appendix 8), schedule the required interviews.
 - Arrange to talk with institution administrators, unit administrators and staff, professional education faculty, Arts and Sciences department chairs and faculty, student teachers, candidates, recent graduates, supervising/cooperating teachers, principals, advisory board members, and other relevant stakeholders. Make sure all team members interview as many faculty and students as possible on Monday and Tuesday to confirm findings from portfolios and other documentation. Choose faculty from different ranks and disciplines as a cross-section of the Unit.
 - Determine with other team members, based on the portfolio reading and other document findings, the interviews to be scheduled in addition to the customary interviews (i.e., faculty, students, graduates, etc.). Make the campus liaison aware of these needs as soon as possible to give him/her reasonable time to arrange the interviews.
- **Sunday night dinner with faculty OR poster-session/reception.** Remind the Unit to arrange for this event to be held in a private room at the hotel or on campus. Discuss with Unit who should attend this gathering. If the faculty is very numerous, suggest that area leaders and significant administrators and staff be present. This event should last no longer than one to one-and-one-half hours, allowing ample time for a Sunday evening team meeting after the meal.
- **Name tags for team members.** Ask the institution to prepare nametags so that team members are easily identified by faculty and others during interviews and meetings. *Name tags should not identify the institutional affiliation of the team member;* rather, they should identify them only as members of the Site Team.
- **Institutional report.** Clarify any issues regarding the report and recommend any additional information that should be available when the team arrives. The need for such additional information may arise out of the teams' review of the self study, catalog, etc.
- **NCATE/State Joint Site Visit.** If a joint site visit is to be planned with NCATE, the team chair will need to coordinate instructions with the NCATE Board of Examiner Chair for the NCATE portion of the visit. Normally, the pre-visit to the site will be jointly conducted with the NCATE Chair. It is important that the state team chair work with the NCATE chair to clarify roles and activities. In the case of the joint visit, the state team will look only at programs and will not deal with the Unit-level standards. The NCATE/Missouri State Protocol calls for both teams to work together to gather information and discuss findings; however, it also stipulates that any decision-making occur separately (i.e., the NCATE team makes their recommendation with regard to their Unit accreditation, and the state team make recommendations regarding program approval). The state report then becomes an addendum to the NCATE report, and the NCATE report becomes the first section of the state report. There is need for the state chair to negotiate with the NCATE chair early on about the roles team members on both teams

will play. It is valuable for the NCATE team to have the opportunity to review candidate portfolios or other measures of candidates' achievement of the MoSTEP Quality Indicators (MoSTEP 1.2, 1.3, 1.4, .15), but this may not be the wish of the NCATE team chair. Keep in mind that the state team has a lot of work to do with approving programs, so it is important that the NCATE team chair understand that state team members cannot be required to attend non-stop interview sessions on Monday and Tuesday; rather, they need time to review documentation and begin constructing their reports, so breaks between interview sessions will better serve team members' need for processing time. Finally, it does not usually serve the state team well to have members making lengthy trips off campus to visit satellite programs. Since NCATE must visit these sites, it is often better to let their members travel, taking along questions about specific programs at the satellite locations.

- **Pre-visit to the institution.** The DESE consultant will arrange a pre-visit to the Unit at least 60 days prior to the site visit. He/she will coordinate this visit with the team chair (and NCATE BOE Chair, if applicable). This meeting should be attended by the chair, the DESE representative, and appropriate institutional representatives. (For a joint NCATE/State visit, the NCATE chair will work with the MoSTEP team chair and the DESE representative to arrange for this visit.) Issues that should be addressed in this meeting appear in the checklist in Appendix 7. During the pre-visit, the team chair should meet with the president/provost/chancellor of the institution. The chair should provide an overview of the site visit, answer questions about MoSTEP and the review process, and determine what the institution's head would like to learn from the visit. This meeting allows institutional administrators to be aware of the kinds of information being sought and reviewed during the site visit.

The Exit Interview

The exit interview occurs on the final day of the site-visit. Normally, team members are not present for this meeting; rather, it is attended by the team chair, the DESE representative, the Unit administrative team, and sometimes department heads and other faculty members. It is the team chair's opportunity to report the team's findings and recommendations to the Unit. This is necessarily a tense time for the Unit faculty and administrators because a great deal depends on the recommendations the team makes to the Missouri State Board of Education in the Final Report. The following format for the interview should help the team chair organized his or her thoughts and create a positive atmosphere for the interview:

1. Introduction of attendees
2. Expressions of Appreciation by Team for the Unit's Assistance and Hospitality
3. Summary of the Site-visit Activities and General Findings—Team Leader and Team Members
4. Final Ratings of Unit Standards
5. Final Ratings and Recommendations for Programs
6. Overview of Process and Time lines for Writing, Sharing, Rejoining, and Submitting Final Report to MSBE
7. Conclusion and Thanks

The site visit is a good opportunity to help a Unit begin the process of growing and renewing itself. It should be a positive and constructive exchange. Therefore, it is important to be as positive and constructive as possible in the exit interview while still being honest and frank about the team's findings.

The Team Chair's Role in Writing the MoSTEP Examiners' Report

The MoSTEP Examiners' Report represents the work, deliberation and thinking of the Site Team, so the team is responsible for ensuring that the report is accurate, well-supported, and well-reasoned. In other words it must reflect the professional character and judgment required for such a weighty task and responsibility. Therefore, the team chair should guide the writers of the various sections of the report to be clear, concise, and thoughtful in their rationales. Moreover, the writers should give examples, relevant data, and illustrations to support their rationales. Strengths and weaknesses should be pulled from the rationale itself and, therefore, not arise as new information separate from the rationale.

Compiling the Final MoSTEP Examiners' Report

The Director of Educator Preparation is responsible for compiling the final report and recommendations in the template form provided by the MSBE. However, each team member, including the chair, is responsible for writing a rationale and statements of strengths and weaknesses, as necessary, for each program and standard he or she is assigned. They will also record the final judgment ("meets the standard," "not yet meeting the standard," or "insufficient evidence") and recommendation ("approval," "conditional approval," or "denial of approval"). Team members should give the DESE consultant both an electronic and a paper copy of their program and standard reports before leaving the site on Wednesday morning. Each team member and the chair receives a 3½ inch diskette with the report template, the Unit standards and beginning Quality Indicators, as well as rubrics for both.

Within 20 days, the Director of Teacher Education and Assessment will compile and edit the report and pass it on to the team members for proofing. Within 30 days of the site visit, the Director will submit the report to appropriate officials of the institution and the Unit head for review and rejoinder. The Director will then submit the final report and the Unit's rejoinder to the MSBE for consideration and final action.

Report Time line

In order to ensure a timely reporting of the Site Team's findings and recommendations, the following time line should guide the compiling and submission of the final team report:

- an edited and proofread draft of the team report should be submitted to the team members and the team chair within 10 days of the site visit (**Team members and the team chair should look over the draft and return comments and corrections to the Director within one week of receiving the draft.**)
- a final draft of the team report should be submitted to the Unit within 30 days of the conclusion of the site visit.

The team chair and team members must remember that the team report and all information related to it is the property of the institution and may not be released or discussed without the prior written permission of the institution.

Once the final draft of the report is in the Director's possession, he/she will send the report to the institution for correction and a possible rejoinder. The institution is urged to rejoin the report as a matter of course. The Unit may also correct weaknesses and provide proof of those corrections prior to submission of the report to the MSBE. Once the institution has had a chance to respond/rejoin, the Director will submit the final report and recommendations, along with any rejoinder, to the MSBE for action. The MSBE may or may not follow the recommendations of the Site Team; the Site Team's role is data gathering and advice. When the MSBE has acted, their actions will be reported to the institution and Unit.

MISSOURI STANDARDS FOR
TEACHER EDUCATION PROGRAMS
(MoSTEP)
and
Benchmarks for Preliminary Teacher Education Programs

October 5, 2006

Missouri Department of Elementary and Secondary Education

Missouri Standards for Teacher Education Programs (MoSTEP)

Category I. Design of Professional Education

Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS

The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area(s) of professional responsibility.

1.1 General Studies for the Preparation of Education Professionals (Initial)

Candidates have completed general studies courses and experiences in the liberal arts and sciences.

1.1.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.

1.1.2 The general studies incorporate multi-cultural and global perspectives.

1.2 Professional Competencies for Teacher Preparation (Initial)

Candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies.

Quality Indicators:

1.2.1 The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Performance Indicators: The preservice teacher

1.2.1.1 knows the discipline applicable to the certification area(s) as defined by Subject Competencies for Beginning Teachers in Missouri;

1.2.1.2 presents the subject matter in multiple ways;

1.2.1.3 uses students' prior knowledge when identifying learning objectives and choosing instructional strategies;

1.2.1.4 engages students in the methods of inquiry used in the discipline;

1.2.1.5 creates interdisciplinary learning.

1.2.2 The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Performance Indicators: The preservice teacher

1.2.2.1 knows and identifies child/adolescent development;

1.2.2.2 strengthens prior knowledge with new ideas;

1.2.2.3 encourages student responsibility;

1.2.2.4 knows theories of learning.

1.2.3 The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Indicators: The preservice teacher

1.2.3.1 identifies prior experience, learning styles, strengths, and needs;

1.2.3.2 designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs;

1.2.3.3 knows when and how to access specialized services to meet students' needs;

1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

- 1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Performance Indicators: The preservice teacher

- 1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
- 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
- 1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

- 1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performance Indicators: The preservice teacher

- 1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
- 1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

- 1.2.6 The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators: The preservice teacher

- 1.2.6.1 knows motivation theories and behavior management strategies and techniques;
- 1.2.6.2 manages time, space, transitions, and activities effectively;
- 1.2.6.3 engages students in decision making.

- 1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators: The preservice teacher

- 1.2.7.1 models effective verbal/non-verbal communication skills;
- 1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
- 1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media;
- 1.2.7.4 uses a variety of media communication tools.

- 1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Performance Indicators: The preservice teacher

- 1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- 1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- 1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
- 1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

- 1.2.9 The preservice teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
- Performance Indicators:* The preservice teacher
- 1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;
 - 1.2.9.2 uses resources available for professional development;
 - 1.2.9.3 practices professional ethics.
- 1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
- Performance Indicators:* The preservice teacher
- 1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
 - 1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
 - 1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
 - 1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.
- 1.2.11 The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.
- Performance Indicators:* The preservice teacher
- 1.2.11.1 demonstrates an understanding of instructional technology concepts and operations;
 - 1.2.11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology;
 - 1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
 - 1.2.11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies;
 - 1.2.11.5 uses technology to enhance personal productivity and professional practice;
 - 1.2.11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in pre-kindergarten through grade twelve (PK-12) schools and applies that understanding in practice.

1.3 Professional Competencies for School Administrator Preparation (Advanced)

Candidates for school administrator certification have completed a program of professional studies in educational leadership.

Quality Indicators:

- 1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge: The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies :
- effective communication
- effective consensus-building and negotiation skills

Dispositions: The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances: The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

- 1.3.2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge: The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories

- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions: The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances: The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge: The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space

- legal issues impacting school operations
- current technologies that support management functions

Dispositions: The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances: The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

- 1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge: The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions: The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind

- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances: The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge: The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions: The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances: The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others

- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge: The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions: The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances: The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

1.4 Professional Competencies for School Counselor Preparation (Initial and Advanced)

Candidates for school counselor certification have completed a program of professional studies in school counseling.

Quality Indicators:

1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.

1.4.1.1 Human Growth and Development: The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in his/her work with learners.

Performance Indicators: The professional school counselor candidate:

- applies theories of individual and family development, transitions across the life span, and the range of human developmental variation
- applies knowledge of developmental stages of individual growth
- applies theories of learning and personality development
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles
- applies developmental principles in working with learners in a variety of school counseling activities

1.4.1.2 Culture and Diversity: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.

Performance Indicators: The professional school counselor candidate:

- knows and understands multicultural and pluralistic trends
- knows and understands attitudes and behaviors related to diversity, and how the diversity in families impacts learners
- educates students, colleagues and others about diversity and its impact on learning, growth, and relationships
- facilitates the development of learners' tolerance and respect for, and valuing of, human diversity
- knows and understands how culture affects the counseling relationship and demonstrates cultural awareness and sensitivity in counseling

1.4.1.3 Assessment: The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

Performance Indicators: The professional school counselor candidate:

- knows and understands theoretical and historical bases for assessment techniques
- knows and understands the concepts of reliability and validity
- selects, administers, and interprets assessment and evaluation instruments and counseling techniques
- applies assessment results to the counseling process
- knows, understands and applies ethical principles in assessment

1.4.1.4 Career Development and Planning: The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.

Performance Indicators: The professional school counselor candidate:

- knows and understands theories of career development, career decision-making and planning selects and applies career counseling models with learners
- promotes and supports the career decision-making and planning of learners
- uses various career assessment techniques to assist learners in understanding their abilities and career interests
- uses current career information to assist learners in understanding the world of work and making career plans and choices

1.4.2 The professional school counselor candidate promotes learners' growth and development through a

district wide, comprehensive model for guidance and counseling for all students.

1.4.2.1 Guidance Curriculum: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.

Performance Indicators: The professional school counselor candidate:

- knows, understands, and conducts guidance needs assessments
- collaborates with other school personnel in the delivery of the guidance curriculum
- designs and implements developmentally appropriate guidance activities

1.4.2.2 Individual Planning: The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- knows and understands planning and goal setting processes
- uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.

1.4.2.3 Responsive Services: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to learners in the school community.

Performance Indicators: The professional school counselor candidate:

- knows and understands a variety of individual and small group counseling theories and techniques
- knows and understands a variety of crisis intervention and consultation theories and techniques
- selects and uses counseling interventions appropriate to the needs of learners
- uses appropriate referral resources and procedures

1.4.2.4 System Support: The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.

Performance Indicators: The professional school counselor candidate:

- knows, understands, develops, and manages a comprehensive guidance program for all learners
- advocates for the guidance program throughout the school community
- knows, understands, and conducts program evaluation to monitor and improve the guidance program

1.4.2.5 Technology: The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- knows, understands and uses a variety of technology in the delivery of guidance and counseling activities
- uses technology to manage a comprehensive guidance program

1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family, and community.

1.4.3.1 The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.

Performance Indicators: The professional school counselor candidate:

- knows, understands and uses consultation strategies to improve communication and promote teamwork
- uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff
- uses consultation strategies to promote school-home relationships through involvement of parents and other family members
- uses consultation methods with private and public agencies in the community that may be involved in the learner's development

1.4.4 The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.

- 1.4.4.1 Ethical: The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.
Performance Indicators: The professional school counselor candidate:
- knows, understands and practices in accordance with the ethical principles of the counseling profession
 - knows and understands the differences among legal, ethical, and moral principles
 - knows, understands and practices in accordance with local school policy and procedures
 - employs ethical decision-making models to recognize and resolve ethical dilemmas
 - models ethical behavior in his/her work
- 1.4.4.2 Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the school counselor
Performance Indicators: The professional school counselor candidate:
- knows and understands the local, state, and federal statutory requirements pertaining to his/her work
 - uses legal resources to inform and guide his/her practice
 - practices in accordance with the legal restraints of local jurisdictions
 - practices within the statutory limits of confidentiality
- 1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote his/her professional development and well-being.
Performance Indicators: The professional school counselor candidate:
- participates in professional organizations
 - develops and implements a professional development plan
 - uses personal reflection, consultation, and supervision to promote professional growth and development
 - knows, understands, uses and models techniques of self-care
 - evaluates his/her practice, seeks feedback from others, and uses this information to improve performance

1.5 Professional Competencies for Library Media Specialist Preparation (Initial and Advanced)

Candidates for library media specialist certification have completed a program of professional studies for school library media specialists.

Quality Indicators:

1.5.1 Use of Information and Ideas.

- 1.5.1.1 Efficient and Ethical Information-Seeking Behavior: Candidates apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community.
- 1.5.1.2 Literacy and Reading: Candidates encourage reading and lifelong learning by fostering interests and competencies in the effective use of ideas and information.
- 1.5.1.3 Access to Information: Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.
- 1.5.1.4 Stimulating Learning Environment: Candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere.

1.5.2 Teaching and Learning.

- 1.5.2.1 Knowledge of Learners and Learning: Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.
- 1.5.2.2 Effective and Knowledgeable Teacher: Candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content.
- 1.5.2.3 Information Literacy Curriculum: Candidates partner with other education professionals to develop and deliver an integrated information skills curriculum.

1.5.3 Collaboration and Leadership.

- 1.5.3.1 Connection with the Library Community: Candidates provide leadership and establish connections with the greater library and education community.
- 1.5.3.2 Instructional Partner: Candidates demonstrate effective leadership principles and work with the learning community to create a productive educational environment.
- 1.5.3.3 Educational Leader: Candidates create school library media programs that focus on student learning and achievement; and encourage the personal and professional growth of teachers and other educators.

1.5.4 Program Administration.

- 1.5.4.1 Managing Information Resources: Selecting, Organizing, Using: Candidates apply knowledge and skills in building, managing, and providing free and equitable access to resource collections to enhance the school curriculum and offer leisure reading materials for the school community.
- 1.5.4.2 Managing Program Resources: Human, Financial, Physical: Candidates administer the library media program according to the principles of best practice in library science and program administration to support the mission of the school.
- 1.5.4.3 Comprehensive and Collaborative Strategic Planning and Assessment: Candidates apply leadership, collaboration, and technology skills to design and manage library media programs that are up-to-date, comprehensive, and integrated within the school.

Standard 2: PROGRAM AND CURRICULUM DESIGN (Initial and Advanced)

The unit has high quality professional education programs derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit's and/or institution's mission, and continuously evaluated.

Quality Indicators:

- 2.1 The conceptual framework(s) is collaboratively developed, written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
 - 2.1.1 The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
 - 2.1.2 The framework(s) includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides criteria for program evaluation.
 - 2.1.3 The framework(s) reflects multi-cultural and global perspectives.
 - 2.1.4 The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of effective practice, and emerging education policies and practices.
- 2.2 The high quality program (HQP) demonstrates coherence between the conceptual framework and course instruction, field experiences, evaluations and candidate outcomes.
 - 2.2.1 Curriculum design, as evidenced by program requirements and course syllabi, is coherent. Program goals influence the design and implementation of courses and field experiences.
 - 2.2.2 Candidate performance and unit/program assessments provide evidence of program coherence and effectiveness.
 - 2.2.3 The elements and influence of diversity (age, gender, culture, language, race/ethnicity, socio-economic status, and special abilities/disabilities) are embedded in program curricula with an emphasis on closing the student achievement gap within the public schools of Missouri.
 - 2.2.4 The HQP infuses knowledge and skills in using technology for teaching, learning and assessment.
- 2.3 The unit and its programs have a clearly identified, valid, fair, and unbiased assessment system. The system provides for the collection, analysis and use of data from applicants, candidates' and graduates' performance, and program/unit operations to inform decisions with regard to improvement.
 - 2.3.1 The unit and its programs engage in regular and systematic evaluations, including, but not limited to, information obtained through candidate assessment (e.g., C-BASE, Praxis, course-embedded assessments, summative field experience evaluations and impact on PK-12 student achievement) and collection of data from candidates, recent graduates, employers, and other members of the professional community.
 - 2.3.2 Fair, accurate, and consistent assessment procedures are established and efforts are made to eliminate sources of bias.
 - 2.3.3 The unit and its programs have clearly identified schedules by which candidate, course, clinical experience, and program data are reviewed.
 - 2.3.4 The assessment system is effectively maintained through the use of information technologies.
- 2.4 The unit assesses the impact of its candidates, faculty and programs on PK-12 education.

Standard 3: FIELD EXPERIENCES AND CLINICAL PRACTICE (Initial and Advanced)

The unit ensures that field experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

Quality Indicators:

- 3.1 Professional education programs prescribe field experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. The field experiences are varied and include study and practice in schools with diverse populations in terms of age, gender, culture, language, race/ethnicity, socio-economic status, special abilities/disabilities, etc.
- 3.2 Field experiences encourage reflection by candidates and include feedback from a variety of sources close to the candidates' work, including higher education faculty, PK-12 school faculty, administrators, students and peers.
- 3.3 Clinical practices allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.
- 3.4 The unit collaborates with PK-12 schools to provide quality clinical sites in which candidates may develop the knowledge and skills required for the area of responsibility. These sites are evaluated annually.
- 3.5 Clinical practice is accomplished in the certification area(s) and grade range(s) being sought by the candidate, and with a qualified cooperating teacher/mentor and a qualified faculty supervisor from the institution's professional education program.
 - 3.5.1 Clinical practice shall provide opportunities for increasing responsibility for planning and instruction and communication with the supervising professional(s), including reflection on teaching, learning, and behaviors.
 - 3.5.2 When possible, the cooperating teacher/mentor shall be selected collaboratively by the professional education unit and the PK-12 site administrator.
 - 3.5.3 Candidates seeking certification for more than one grade range are assigned clinical practice in accordance with applicable state certification requirements.
- 3.6 The unit has 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 80-805.040.

Category II. Candidates in Professional Education

Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF CANDIDATES (Initial and Advanced)

The unit implements written policies to recruit, admit, and retain a diverse pool of candidates who demonstrate potential for professional success in schools.

Quality Indicators:

- 4.1 The institution and the unit implement policies that commit scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.
 - 4.1.1 The institution has and implements written policies with resources explicitly devoted to recruiting, admitting, and retaining a diverse student body.
 - 4.1.2 Effort and success in meeting institutional goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as necessary, plans for future efforts.
 - 4.1.3 The unit has an admission policy for non-traditional and transfer students, including mutually approved institutional articulation agreements with Missouri community colleges.
 - 4.1.4 The unit monitors professional education admission decisions to ensure that the published admissions criteria are equitably applied to all applicants.
- 4.2 A comprehensive system is used to assess the qualifications of candidates seeking admission.
 - 4.2.1 The criteria for admission to undergraduate, and post-baccalaureate initial professional preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (including basic academic subjects and written/oral communications), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, and appropriate background screening.
 - 4.2.2 The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, records of competence and effectiveness in professional work, graduation from a regionally accredited college/university and appropriate background screening.
- 4.3 The unit systematically monitors and formatively assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. Each program includes multiple, developmental, and diverse opportunities for growth.
 - 4.3.1 The unit uses assessments and data from multiple sources at appropriate transitions. The unit ensures that those who are not able to demonstrate proficiency at any transition point have opportunities appropriate to their individual learning needs to increase their level of proficiency.
 - 4.3.2 Criteria consistent with the conceptual framework(s) of programs and consistent with state standards (i.e., beginning teacher standards, beginning administrator standards, etc.) are used to determine eligibility for student teaching and other professional internships.
 - 4.3.3 The unit ensures that the State Board adopted basic skills assessments are successfully completed prior to student teaching or other culminating field-based experiences.
 - 4.3.4 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements, including assessment requirements and remediation strategies, needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
 - 4.3.5 The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. These data become the basis for improving those services.

- 4.4 The unit ensures that a candidate's competency to begin a professional role in schools is summatively assessed prior to completion of the program and/or recommendation for certification.
- 4.4.1 The unit establishes and publishes a set of criteria/outcomes for candidates in each professional education program consistent with professional competencies for the respective category of educator certification.
- 4.4.2 A candidate's mastery of a program's stated exit criteria or outcomes is measured through the use of multiple assessments, such as a culminating experience, portfolios or other work samples, observed performance in schools, surveys, standardized tests, etc. The assessments include measures of:
- content knowledge assessments required for state certification/licensure;
 - at least one additional indicator of content knowledge;
 - the candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities;
 - the candidate's performance in clinical practice (student teaching, internship, etc.); and
 - the candidate's impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments.
- 4.4.3 The unit provides summative evidence that candidates completing educator preparation programs have attained knowledge and skills, in accordance with the professional competencies in Standard 1 for the respective category of educator certification, and have demonstrated such knowledge and skills with various types of learners in a variety of settings. Assessment(s) reflect the quality indicators in Standards 1.2 - 1.5, and the unit verifies the validity and reliability of the evidence.
- 4.4.4 The unit recommends for certification only those candidates who have achieved a grade point average of at least 2.5 (on a 4.0 scale) overall and in the major area of study, with no grade lower than a "C" in professional education coursework, and have successfully completed the assessment prescribed by the Missouri State Board of Education and other summative assessments required by the unit and its programs.
- 4.5 The unit provides follow-up support for its first and second-year education professionals who are employed in Missouri schools. Mo. Rev. Stat. § 168.400 (2005)

Category III. Professional Education Faculty

Standard 5: QUALIFICATIONS, COMPOSITION, ASSIGNMENTS, AND DEVELOPMENT OF PROFESSIONAL EDUCATION FACULTY, AND QUALITY OF INSTRUCTION

Professional education faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, scholarship and service.

Quality Indicators:

- 5.1 The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.
 - 5.1.1 Professional education faculty, including clinical faculty, both full and part time, have earned an appropriate advanced degree and/or have exceptional expertise in the content, skill areas and/or grade range that they teach or supervise candidates.
 - 5.1.2 Professional education and clinical faculty have knowledge and experiences related to preparing candidates to work with students from diverse backgrounds, including students with exceptionalities.
- 5.2 The unit ensures that professional education faculty are selected in accordance with the institution's recruiting and employment policies.
 - 5.2.1 The institution has and implements written policies with resources devoted to recruiting, hiring, and retaining a diverse faculty.
 - 5.2.2 The unit's efforts and success in meeting institutional goals for recruiting a diverse faculty are evaluated annually, and steps are taken to strengthen future efforts.
 - 5.2.3 Part-time or adjunct faculty are employed on a limited basis when it is determined that they can benefit the unit or its programs.
- 5.3 The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.
 - 5.3.1 Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in PK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.
 - 5.3.2 Faculty teaching loads, including, student teaching supervision, overloads, and off-campus teaching, are limited to allow faculty to engage effectively in teaching, scholarship and service.
- 5.4 The institution supports and promotes faculty development, and the unit has a systematic, comprehensive, and written plan for such experiences.
 - 5.4.1 The institution has policies, resources and practices to ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment.
 - 5.4.2 Faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.
 - 5.4.3 Faculty teaching or supervising candidates in professional education further their professional development through periodic, direct personal involvement in the PK-12 public schools, as required by Mo. Rev. Stat. § 168.400.3 (2005)
 - 5.4.4 Faculty are regularly evaluated in terms of teaching, scholarship, and service. Evaluations are used systematically for faculty improvement.

- 5.5 Teaching in the unit is of high quality, consistent with the conceptual framework(s), and reflects current research and effective practices.
- 5.5.1 Professional education faculty use a variety of instructional strategies that reflect an understanding of various models and approaches to learning. They also model the use of a variety of technology applications and skills appropriate for educational settings to create meaningful learning opportunities for all students.
 - 5.5.2 Faculty teaching in the content areas use instructional strategies that reflect an understanding of their students educational needs. They also model the use of technology applications and skills appropriate for educational settings to create meaningful learning opportunities for all students.
 - 5.5.3 Instruction encourages the candidate's development of skills in reflection, critical thinking, problem solving, and professional dispositions.
 - 5.5.4 Teaching reflects knowledge of and experiences with diversity and exceptionalities.

Category IV. The Unit of Professional Education

Standard 6: GOVERNANCE, ORGANIZATION, AND AUTHORITY (Initial and Advanced)

Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

Quality Indicators:

- 6.1 The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.
- 6.2 A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.
- 6.3 The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
 - 6.3.1 The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.
 - 6.3.2 The institution dedicates ongoing resources to the unit's systematic collection, analysis, and dissemination and use of candidate, program and unit assessment data.

Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced)

The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the PK-12 schools.

Quality Indicators:

- 7.1 Faculty who teach general education courses, content-area courses, and professional education courses collaborate regularly with each other and with educators in the public schools for the development, implementation and evaluation of PK-12 and professional education programs.
- 7.2 Candidates are provided opportunities to develop as professional educators via activities that may include but are not limited to participation in professional education organizations and attending professional conferences.
- 7.3 The unit collaborates with PK-12 schools to improve outcomes for PK-12 students and faculty, professional education candidates and faculty, and other stakeholders.

Standard 8: RESOURCES FOR OPERATING THE UNIT AND FOR SUPPORTING TEACHING AND LEARNING
(Initial and Advanced)

The unit has sufficient budget, facilities, equipment, and other resources to fulfill its mission, offer quality programs, and support teaching and scholarship of faculty and candidates.

Quality Indicators:

- 8.1 Budget trends over the past five years and future planning indicate adequate support for the unit and its professional education programs. Resources are allocated to programs in a manner that allows each one to reach expected outcomes.
- 8.2 Facilities and equipment are adequate, functional, and well maintained. Faculty have sufficient office, instructional, and other space to carry out their work effectively.
- 8.3 Support of professional development is at least at the level of other units in the institution.
- 8.4 Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
- 8.5 Instructional resources, including media, software and materials collections, are readily accessible. These resources provide adequate scope, breadth, currency, and multiple perspectives, and they are systematically reviewed and updated.
- 8.6 Sufficient library and technical staff are employed to support the institution's library and other instructional materials collections and the media/computer support operations.

Missouri Standards for Teacher Education Programs (MoSTEP) Benchmarks for Preliminary Teacher Education Programs

STANDARD 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS.

Benchmark for Preliminary Teacher Education Programs: The program ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area(s) of responsibility.

1.1 General Education for Preliminary Teacher Preparation

Benchmark for Preliminary Teacher Education Programs: The program ensures that candidates have completed general studies courses in the liberal arts and sciences that incorporate multicultural and global perspectives.

1.2 Professional Competencies for Preliminary Teacher Preparation.

Benchmark for Preliminary Teacher Education Programs: The program ensures that candidates have completed a preliminary program of content, professional, pedagogical and integrative studies.

Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Mid-Preparation Benchmark: The preliminary teacher candidate demonstrates a basic knowledge of the discipline(s); the candidate has observed, described, and reflected upon the presentation/teaching of this knowledge and basic tools of inquiry in the PK-12 setting; and the candidate has met the state's minimum passing score on the College Basic Academic Subjects Examination (CBASE).

Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Mid-Preparation Benchmark: The preliminary candidate demonstrates a basic knowledge of theories and principles of human development and learning. The preliminary candidate demonstrates an awareness of the importance of strengthening prior knowledge with new ideas and encouraging student responsibility. This may be accomplished through descriptions of and reflections on the performance of teachers PK-12 students and themselves.

Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Mid-Preparation Benchmark: Through observation, description, and reflection on their own and PK-12 students' prior experience, learning styles, strengths and needs, the preliminary candidate recognizes that students differ in their approaches to learning.

Quality Indicator 1.2.4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon students, district, and state performance standards.

Mid-Preparation Benchmark: The preliminary candidate can create and implement simulated or actual classroom learning activities. The preliminary candidate observes, describes and reflects upon district, state and national performance standards, individual diversity, and long- and short-term learning goals.

Quality Indicator 1.2.5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Mid-Preparation Benchmark: The preliminary candidate observes, describes, and reflects upon the uses of a variety of instructional strategies in his/her own learning and in that of PK-12 students. The preliminary

candidate recognizes alternative strategies, materials, and technology based on the needs of diverse learners.

Quality Indicator 1.2.6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Mid-Preparation Benchmark: The preliminary candidate demonstrates a basic knowledge of principles of classroom and behavior management and reflects upon classroom practice in the context of that knowledge.

Quality Indicator 1.2.7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Mid-Preparation Benchmark: The preliminary candidate demonstrates effective oral and written communication skills and presentation techniques, including a variety of media communication tools used to foster active inquiry, collaboration, and supportive interaction in classrooms. The preliminary candidate demonstrates awareness of and sensitivity to student differences.

Quality Indicator 1.2.8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Mid-Preparation Benchmark: The preliminary candidate demonstrates a basic knowledge of formal and informal assessment strategies. The preliminary candidate observes, describes, and reflects upon the use of both formal and informal assessments from his/her own learning experiences and coursework.

Quality Indicator 1.2.9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choice and action on others. The reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for more students.

Mid-Preparation Benchmark: The preliminary candidate understands the concept of reflective practice and the importance of continual professional growth. The preliminary candidate can articulate some professional ethical standards in situations posed to him/her. He/She uses reflection to refine his/her learning and practice. The preliminary candidate can begin to articulate and reflect upon a basic personal philosophy of education.

Quality Indicator 1.2.10: The pre-service teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being.

Mid-Preparation Benchmark: The preliminary candidate fosters appropriate relationships with other pre-service teachers and school personnel to support his/her own learning. He/She demonstrates knowledge of basic services available in the school and community to support children and their learning. The preliminary candidate observes, describes and reflects upon professional relationships in school settings.

Quality Indicator 1.2.11: The pre-service teacher understands the theory and practice of technological operations, concepts, tools, and software and can use these to create meaningful learning opportunities for all students.

Mid-Preparation Benchmark: The preliminary candidate demonstrates the ability to recognize and use a variety of technology operations and concepts to enhance personal learning and productivity. The preliminary candidate also demonstrates the ability to recognize the appropriate use of technologies to communicate, collaborate, conduct research and inquiry, manage information, and present results in PK-12 classrooms.

STANDARD 2: PROGRAM AND CURRICULUM DESIGN.

Benchmark for Preliminary Teacher Education Programs: The program has a high quality curriculum derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the institution's mission, and continuously evaluated.

Benchmark Indicators:

- The conceptual framework(s) is collaboratively developed, written, well articulated, and shared among professional education faculty, students, other members of the college community, and supporting school districts.
- Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.
- The program clearly reflects the institution's mission and meets preliminary teacher education program requirements.
- The program engages in regular and systematic evaluations and uses these results to increase student achievement through the modification and improvement of the conceptual framework and the program.
- The program enhances the entry-level academic preparation of a diverse student population.

STANDARD 3: FIELD EXPERIENCES.

Benchmark for Preliminary Teacher Education Programs: The program ensures that field experiences are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated.

Benchmark Indicators:

- The program requires a minimum of thirty clock hours of field observation in appropriate PK-12 school settings.
- Program syllabi demonstrate that observation requirements are part of a number of courses in the degree program.
- The program requires a variety of observation experiences in PK-12 school settings that reflect diverse school populations (i.e. age, cultural diversity, exceptional and special needs populations).
- The program provides documentation that the quality of the observation experiences is evaluated on a regular basis.
- The program provides documentation that faculty and certified PK-12 school personnel collaborate in providing observation experiences for the preliminary candidate.

STANDARD 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY.

Benchmark for Preliminary Teacher Education Programs: The program has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.

Benchmark Indicators:

- The institution commits a variety of resources to ensure a diverse candidate pool (e.g. individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.
- The institution has in place a systematic assessment for evaluating both the success of the recruitment goals to ensure diversity and the equitable application of admissions criteria.
- The institution ensures that students attain passing scores on the CBASE, a GPA of 2.5 (on a 4.0 scale), and successful completion of an assessment that documents the achievement of mid-preparation benchmarks for Standard 1.2 in order to complete the preliminary teacher education program.
- The institution provides clear information about institutional policies and requirements through its publications, web site, and advising services.
- The institution conducts systematic and regular surveys of past students to assess the efficacy of its advisement services and the former students' perception of their preparation for entry into the final phases of teacher education and uses that information to improve advising and the teacher education curriculum and instruction.

STANDARD 5: PROFESSIONAL FACULTY.

Benchmark for Preliminary Teacher Education Programs: The program implements institutional policies to recruit, employ, and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.

Benchmark Indicators:

- The institution ensures that the professional education faculty (full-time and part-time) are qualified for their assignments and are actively engaged in the professional community.
- The institution recruits, hires, and retains a diverse higher education faculty.
- The institution ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.
- The institution supports and promotes professional development for education faculty, and has a systematic and comprehensive plan for such experiences.
- Teaching in the program is of high quality, is assessed against performance expectations for teachers, is consistent with the conceptual framework(s), and reflects research and best practices.

STANDARD 6: GOVERNANCE, ORGANIZATION, AND AUTHORITY.

Benchmark for Preliminary Teacher Education Programs: Governing boards and administrators shall indicate commitment to the preparation of education personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of its preliminary teacher education program.

Benchmark Indicators:

- Control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies that promote sound educational programs. All policy decisions are recorded in writing.
- A president, or otherwise designated chief administration officer, makes provisions for the performance of administrative functions affecting the preliminary teacher education program.
- The preliminary teacher education program is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and make revisions.

STANDARD 7: PROFESSIONAL COMMUNITY:

Benchmark for Preliminary Teacher Education Programs: The program and professional education community collaborate to improve the preparation of school personnel and to improve the quality of education in the schools.

Benchmark Indicators:

- The program collaborates with professional colleagues and fosters appropriate relationships with PK-12 school educators in the design and evaluation of the preliminary teacher education program.
- The program provides opportunities and encourages students to engage in professional activities such as joining professional organizations and attending professional conferences.

STANDARD 8: RESOURCES FOR OPERATING THE UNIT AND FOR SUPPORTING TEACHING AND LEARNING.

Benchmark for Preliminary Teacher Education Programs: The institution has sufficient budgets, facilities, equipment and other resources to fulfill its mission, offer quality programs and support teaching and scholarship for faculty and students.

Benchmark Indicators:

- The institution has sufficient facilities, equipment and budgetary resources to fulfill its mission and to offer high-quality learning experiences; program funding is consistent with the funding received by other comparable programs on campus.

- Support of professional development is at least at the level of other programs within the institution.
- Faculty and students have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
- Faculty have well-maintained and functional offices, instructional, and other space to carry out their work effectively.
- Library/media collections are relevant, readily accessible, and systematically reviewed and updated.
- Sufficient library and technical staff are employed to support the institution's library and media/computer support operations.

Glossary of MoSTEP Terms

Advanced Program. A post-baccalaureate professional education program for: 1) the continued education of individuals who have previously earned initial professional certification or 2) the preparation of professional school personnel for initial certification that requires a graduate degree. Advanced programs commonly award graduate credit and include masters, specialist, and doctoral degree programs, as well as non-degree licensure programs at the graduate level.

Annual Report. A written report prepared each year by the professional education unit verifying its continuing capacity to meet state standards and requirements. The report provides information regarding institutional demographics and candidate performance, as well as documentation of changes in the professional education unit's programs.

Assessment System. A comprehensive and integrated set of evaluation measures that provides information about candidate performance and the management and improvement of unit and program operations.

Benchmarks. Acceptable levels of quality or execution within a broader scope of definition or range of implementation.

Board. Missouri State Board of Education

Candidate. An individual who is seeking admission to or is enrolled in a program for initial or advanced certification of teachers or other professional school personnel. A candidates may be majoring in professional education and/or seeking initial or advanced certification.

Certification. Official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional.

Clinical Practice. Student teaching or internships in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. The experiences are completed under the guidance and supervision of practicing professionals in the field.

Competencies. Knowledge or skills expected of teachers or other education professionals.

Conceptual Framework. The underlying structure that includes rationale and principles to guide the operation of the professional education unit and provide direction for programs, curriculum, faculty and candidate performance, and accountability.

Cooperating Teacher. A teacher with at least three (3) years experience in a public or accredited nonpublic school setting, having professional classification certification in the content area and grade range being taught, with whom candidates are placed for student teaching or other field experiences to fulfill the requirements of a professional education program;

Dispositions. The beliefs, values, commitments and professional ethics that influence an educator's behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development, as well as his/her own professional growth.

Diversity. Differences among groups of people and individuals based upon age, gender, culture, language, race, ethnicity, religion, exceptionalities or socio-economic status.

Faculty Supervisor. A member of the professional education program faculty who monitors and evaluates candidates during their clinical practice experiences.

Field Experiences. Activities for candidates in professional education that are completed in off-campus settings such as a school, a classroom or a community center. They include classroom observations, tutoring, assisting teachers and administrators, student teaching, and internships.

Formative Assessment. An assessment designed to provide data for improvement in knowledge or performance.

General Studies. Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of higher education.

Governance. The system and structure for defining policies, providing leadership and administering procedures and resources for the professional education unit.

Initial Programs. Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first certificate of license to teach.

Integrative Studies: Courses and other learning experiences in which candidates learn to integrate their general and content knowledge with professional and pedagogical knowledge.

Knowledge Base: The body of knowledge for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

License. Official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional. Licensure is often used interchangeably with certification.

Multicultural Perspective. An understanding of the social, political, economic, academic, and historical constructs of age, gender, culture, language, race, ethnicity, religion, exceptionalities or socio-economic status and how they impact the curriculum of professional education.

Part-time Faculty. Employees of a higher education institution with less than a full-time assignment within the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical Studies. Courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

Performance Standards. Descriptions of what individuals preparing for professional education responsibilities need to know and be able to do.

Preliminary Teacher Education Program. A program that provides the introductory or early phases of teacher preparation culminating in a two-year associate's degree.

Pre-service Teacher. Individuals enrolled in programs at the baccalaureate or post-baccalaureate levels leading to initial licensure/certification as classroom teachers.

Professional Community. A group of full- and part-time higher education faculty, practitioners in PK-12 schools, candidates, and other stakeholders involved in the preparation of professional education personnel.

Professional Development. The acquisition of new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, institutional visitations, fellowships, work in PK-12 schools, etc.

Professional Education Faculty. Those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching), or administer some portion of the unit. Professional education faculty may include both higher education faculty and school-based personnel; they are considered to be members of an institution's professional education unit.

Professional Education Program. A planned sequence of courses and experiences for preparing teachers or other professional personnel to work in PK-12 schools.

Professional Education Unit. A college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of teachers and other professional school personnel.

Professional Studies. Courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

Rubrics. Written criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

Scholarship. The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published, program evaluation studies, documentation of on-going activities, grant seeking, and presentations at professional meetings.

Service. Faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

Student Teaching. Pre-service clinical practice for professional education candidates who are preparing to teach.

Summative Assessment. An assessment that measures the demonstration of knowledge and/or skills in comparison to a standard.

Technology. The application of electronic and other media to facilitate (1) development, delivery, and assessment of instruction, (2) problem solving, (3) personal and professional productivity, (3) administration of programs, and (4) access and exchange of information.

Tools of Inquiry. The resources and practices that facilitate the acquisition and sharing of knowledge associated with a discipline.

Unit. A college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of teachers and other professional school personnel. Also known as the "professional education unit."

Unit Head. The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS: The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area(s) of professional responsibility.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences, including fine arts, communications, history, literature, mathematics, philosophy, the sciences and the social sciences.		1.	General education requirements are limited and exhibit gaps in the liberal arts and sciences preparation.			
2.	Candidates for teacher certification have completed general studies courses and experiences emphasizing multi-cultural and global perspectives.		2.	General studies courses and experiences lack or exhibit gaps in multi-cultural and global perspectives.			
3.	Curriculum matrices and course syllabi verify that each professional education program in the unit teaches the state-approved content knowledge, pedagogical, and/or professional competencies for its respective category of professional certification (e.g., teacher, administrator, counselor, library media specialist, etc.).		3.	Curriculum matrices do not consistently verify that all appropriate competencies are addressed in the respective programs for certification. Alternatively, curriculum matrices are not provided for a significant number of certification programs. [NOTE: Standard 1, as a whole, cannot be MET if either of these conditions is found to be true.]			
4.	Documentation provided by the unit from a combination of required assessments verifies that candidates are prepared to assume all professional responsibilities in their respective areas of certification. Required data sources include: <ul style="list-style-type: none"> • GPA's and transcripts; • summative quality indicator-based assessment(s); • summative field/clinical performance; • standardized entrance test scores; • standardized exit test scores; • assessment(s) of candidates' impact on PK-12 achievement; • standards-based surveys of graduates; and • standards-based surveys of employers of graduates. 		4.	Data from the combination of required assessments reveal a trend of cohorts not consistently qualified to assume their professional responsibilities. and/or The unit does not provide evidence of having sufficient assessments and/or data to verify candidate competence. [NOTE: Standard 1, as a whole, cannot be MET if either of these conditions is found to be true.]			
5.	A combination of the above primary data sources are corroborated by interviews of faculty in the unit/institution and school-based personnel.		5.	The implications of primary data sources are not corroborated by interviews of s faculty in the unit/institution and school-based personnel.			
6.	Evidence provided by the unit verifies that candidates have completed the course/credit-hour requirements and field/clinical experiences required by the certificate for which they are recommended.		6.	Evidence of candidates having completed the course/credit-hour requirements and field experiences required by the certificate for which they are recommended is haphazard and inadequate. Alternatively, candidates are not consistently required to meet all DESE course/credit-hour requirements. [NOTE: Standard 1, as a whole, cannot be MET if either of these conditions is found to be true.]			
TOTAL SCORE FOR STANDARD 1							

DETERMINING THE SCORE FOR STANDARD 1

1. For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET =3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information provided = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
2. Total the scores assigned to each indicator. If the total score is at least **18**, and no indicator has a score of 0, the standard is MET.

Missouri Standards for Teacher Education Programs (MoSTEP): UNIT Standards

3. Verify that indicators 3, 4 and 6 are MET; if either indicator 3, 4 or 6 is NOT MET, then the whole of Standard 1 is NOT MET.

Standard 2: PROGRAM and CURRICULUM DESIGN (Initial and Advanced): The unit has high quality professional education programs derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institution’s mission, and continuously evaluated.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
	1. The Conceptual Framework(s) is collaboratively developed, written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.			1. No clearly defined or written Conceptual Framework presently exists; alternatively, while the Conceptual Framework may be written, it is neither widely articulated, nor is it shared within the professional community. While public school colleagues or other faculty of the institution may be aware of the Framework, they were not consulted in its development and/or have not been consulted in evaluating and/or revising it.			
	2. The Conceptual Framework meets the following minimum specifications: <ul style="list-style-type: none"> • It is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge. • It includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides criteria for program evaluation. • It reflects multi-cultural and global perspectives. • The specifically cited knowledge bases upon which it is written rest on established and contemporary research, the wisdom of effective practice, and emerging education policies and practices. 			2. The Conceptual Framework does not meet all of the minimum specifications.			
	3. All professional education programs clearly reflect the unit’s mission and conceptual framework.			3. Goals and objectives of individual professional education programs are inconsistent with unit’s mission and/or its Conceptual Framework.			
	4. The unit’s programs exhibit the characteristics of High Quality Programs: <ul style="list-style-type: none"> • Curriculum design and course syllabi are coherent; • Quality indicators, Subject Specific Competencies, and certification requirements influence the design, implementation, and evaluation of courses and field experiences; • Candidate performance and unit/program assessments provide evidence testifying to achievement of each Quality Indicator identified for the type of program (e.g., teacher, school leader, school counselor, school library/media specialist). • Diversity elements are infused throughout the curriculum; research-based strategies provide candidates with knowledge and skills for closing achievement gaps in Missouri schools. • Technology knowledge and skills are infused throughout the curriculum. 			4. Programs do not consistently exhibit the characteristics of High Quality Programs. [NOTE: Standard 2, as a whole, cannot be MET if this is found to be true.]			
	5. The unit and its programs have a clearly identified, valid, fair, and unbiased assessment system, defined minimally as exhibiting the following: <ul style="list-style-type: none"> • All members of the professional community regularly and systematically interact over candidate, program, framework, and unit-wide assessment information. • The system operates in a fair, valid, unbiased manner; the unit (or significant numbers of programs) regularly evaluates the inter-rater agreement among scores and ensures that 			5. The unit lacks a clearly identified, valid, fair, and/or unbiased assessment system; alternatively, while the unit may have described an assessment system, it is not consistently implemented across the unit’s programs. [NOTE: Standard 2, as a whole, cannot be MET if this is found to be true.]			

<p>the chosen rubrics, assessments, assignments, etc., are measuring what they are intended to measure.</p> <ul style="list-style-type: none"> • The unit has adopted/developed and implemented an information technologies system to manage and report all components of the system. <i>(CONTINUED ON NEXT PAGE)</i> • The system provides for the collection, analysis and use of data from applicants', candidates' and graduates' performance, and program/unit operations to inform decisions with regard to improvement. • The unit collects data from candidates, recent graduates, employers, and other members of the professional community. Follow-up data are provided for each certification program. 		
<p>6. The unit implements a schedule for the review of its conceptual framework and of its candidate, program, and unit-wide data; the results of the reviews are used to improve and/or enhance program effectiveness and are regularly shared with all significant members of the professional community.</p>	<p>6. The unit has but does not implement or does not have a clear schedule for the review of its conceptual framework or of candidate, program, and unit-wide data; while unit faculty may analyze data, other members of the professional community may not be involved. Moreover, while evaluation data may be gathered, they do not appear to be an integrated part of unit and program evolution.</p>	
<p>7. The unit assesses the impact of its candidates, faculty and programs on PK-12 education; further, the unit uses this information to inform the conceptual framework, preparation curricula, and professional development opportunities.</p>	<p>7. The unit does not have a formal means by which it assesses the impact of its candidates and programs on PK-12 education; alternatively, any information the unit might gather is not used to improve programs.</p>	
<p>8. Data from the unit's defined assessment system are aggregated, and they are clearly and accurately presented.</p>	<p>8. Assessment system data are either not aggregated for easy access, are difficult to understand, and/or are inaccurately presented.</p>	
<p>9. All data are mapped back to the Quality Indicators and Subject Specific Competencies appropriate to each program.</p>	<p>9. The unit and its programs may present data, but they are either not correlated with the Quality Indicators and Subject Specific Competencies appropriate to a program or are so difficult to connect as to invalidate the assertion of alignment to the requirements.</p>	
<p>10. Programs for certification (including those for alternative or add-on certification) satisfy DESE course/credit-hour requirements.</p>	<p>10. Programs for certification do not consistently satisfy DESE course/credit-hour requirements.</p> <p>[NOTE: Standard 2, as a whole, cannot be MET if this is found to be true.]</p>	
TOTAL SCORE FOR STANDARD 2		

DETERMINING THE SCORE FOR STANDARD 2

1. For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET =3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
2. Total the scores assigned to each indicator. If the total score is at least **30**, and no indicator has a score of 0, the standard is MET.
3. Verify that indicators 4, 6 and 10 are MET; if either indicator 4, 6 or 10 is NOT MET, then the whole of Standard 2 is NOT MET.

Standard 3: FIELD EXPERIENCES AND CLINICAL PRACTICE (Initial and Advanced): The unit ensures that field experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Field experiences, including student teaching and/or internships, are based on clearly stated criteria for selecting those experiences; experiences provide candidates with early and on-going opportunities to relate principles and theories to actual practice.		1.	Although some field experiences are prescribed, they tend to occur late in candidates' preparation and/or they tend to be isolated from the preparation curriculum. Moreover, the unit uses no clearly stated criteria for selecting the field experiences (including student teaching and/or internships) relative to their capacity to provide candidates with opportunities to relate principles and theories to actual practice.			
2.	Field experiences are varied and include study and practice in schools with diverse populations in terms of age, gender, culture, language, race/ethnicity, socio-economic status, special abilities/disabilities, etc.		2.	Field experiences lack variety and rarely (or only superficially) include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations.			
3.	Field and clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the candidates' work, including higher education faculty, PK-12 school faculty, administrators, students and peers.		3.	Field experiences elicit limited or superficial reflection from candidates. Little or no feedback is provided to candidates from individuals close to their work.			
4.	Clinical practices allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.		4.	Clinical experiences allow candidates to experience only a narrow range of the duties and responsibilities of the professional role for which they are preparing.			
5.	Professional education faculty members collaborate with public school colleagues to design and evaluate clinical and other field-based experiences.		5.	There is little or no collaboration between higher education and the public schools on the design and evaluation of clinical and other field-based experiences; public school colleagues tend to host students rather than collaboratively design and evaluate the students' experiences.			
6.	The unit collaborates with PK-12 schools to provide quality clinical sites in which candidates may develop the knowledge and skills required for their area(s) of responsibility.		6.	The unit provides clinical sites of inconsistent and/or questionable quality that do not allow candidates to adequately develop the knowledge and skills required for their area(s) of responsibility.			
7.	The unit evaluates clinical sites at least annually.		7.	Little or no overt assessment of clinical sites occurs; alternatively, while the unit may be evaluating clinical sites, it is not (or is not consistently) doing anything with the information.			
8.	Clinical practice is accomplished in the certification area(s) and grade range(s) being sought by the candidate.		8.	Clinical practice is not always in the certification area(s) and grade range(s) being sought by the candidate. [NOTE: Standard 3, as a whole, cannot be MET if this is found to be true.]			
9.	Clinical practice is performed under the supervision of a qualified cooperating teacher/mentor and a qualified faculty supervisor from the institution's professional education program.		9.	Cooperating teachers/mentors are certified in area(s) different from the certification sought by the candidate; faculty supervisors are not appropriately qualified. [NOTE: Standard 3, as a whole, cannot be MET if this is found to be true.]			
10.	Candidates seeking certification(s) for more than one grade range or developmental level are assigned field experiences and/or clinical practice in accordance with applicable state certification requirements.		10.	Candidates seeking certification(s) for more than one grade range or developmental level do not consistently complete all required field experiences for those grade/developmental levels.			
11.	The unit has 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 80-805.040		11.	The unit does not have a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching. [NOTE: Standard 3, as a whole, cannot be MET if this is found to be true.]			

TOTAL SCORE FOR STANDARD 3

DETERMINING THE SCORE FOR STANDARD 3

1. For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET = 3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
2. Total the scores assigned to each indicator. If the total score is at least **33**, and no indicator has a score of 0, the standard is MET.
3. Verify that indicators 8, 9 and 11 are MET; if **any** of these are NOT MET, then the whole of Standard 3 is NOT MET.

Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY (Initial and Advanced): The unit has and implements plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
	<p>1. The institution and the unit implement policies that commit scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications:</p> <ul style="list-style-type: none"> • The institution has and implements written policies with resources explicitly devoted to recruiting, admitting, and retaining a diverse student body. • Effort and success in meeting institutional goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as necessary, plans for future efforts. • The unit has an admission policy for non-traditional and transfer students, including mutually approved institutional articulation agreements with Missouri community colleges. • The unit monitors professional education admission decisions to ensure that the published admissions criteria are equitably applied to all applicants. 			<p>1. The institution and/or the unit appear not to commit the efforts or resources (although either may claim such a commitment) necessary to attract a diverse (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) and/or academically qualified candidate pool. The institution and/or the unit may not formally evaluate recruitment and retention policies and/or may fail to act upon any data gathered.</p>			
	<p>2. A comprehensive system is used to assess the qualifications of candidates seeking admission.</p> <ul style="list-style-type: none"> • The criteria for admission to undergraduate, graduate, and post-baccalaureate initial teacher professional preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (including basic academic subjects and written/oral communications), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, and background checks for felony conviction(s). • The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., MAT, GRE, GPA, etc.), faculty recommendations, records of competence and effectiveness in professional work, and graduation from a regionally accredited college/university and appropriate background screening. • The unit applies its admission policy for all of the following categories of students: a) transfer students, b) non-traditional students, and c) diverse students 			<p>2. Candidate qualifications are assessed by a narrow range of data (e.g., GPA or test scores alone) and/or individuals (e.g., unit advising staff alone); candidates are allowed admission into programs without having completed required assessments; alternatively, while policies may be consistent with requirements and the measures may be varied, admission decisions are being made in violation of the requirements.</p>			
	<p>3. The unit establishes and publishes a set of criteria/outcomes for candidates in each professional education program consistent with professional competencies for the respective category of educator certification.</p>			<p>3. The unit has not established and/or has not published criteria/outcomes for candidates in each professional education program consistent with professional competencies for the respective category of educator certification</p>			
	<p>4. The unit uses developmentally-appropriate assessments and data from multiple sources at significant transition-points to determine whether candidates have prerequisite knowledge and skill to advance to the next program level.</p>			<p>4. Monitoring of candidate progress is not systematic or on-going and tends to be the responsibility of individuals not actively involved in the candidate’s instruction. Assessment data are limited and quantitative (e.g., GPA or course grades alone); benchmarks are not qualitatively performance-based, i.e., developmentally appropriate variations on performance</p>			

	expectations for the certificate.	
5. The unit ensures that those who are not able to demonstrate proficiency at any transition point have opportunities appropriate to their individual learning needs to increase their level of proficiency.	5. The unit does little or nothing to ensure that those who are not able to demonstrate proficiency at any transition point have opportunities appropriate to their individual learning needs to increase their level of proficiency.	
6. The unit systematically monitors and formatively assesses the progress of candidates toward program goals; each program includes multiple, developmental, and diverse opportunities for growth.	6. The unit uses at most only the state-mandated entrance or exit tests and GPA to determine the competency of candidates. Alternatively, some programs might not be adhering to unit policy regarding formative assessments.	
7. The unit ensures that candidates receive appropriate academic and professional advisement throughout their professional education programs.	7. The unit does little with or is inconsistent in the area of academic or professional advisement with any analysis of formative information gathered.	
8. Candidates’ mastery of stated exit criteria or outcomes is measured through the use of multiple assessments, such as a culminating experience, portfolios or other work samples, observed performance in schools, surveys, standardized tests, etc. The assessments include measures of <ul style="list-style-type: none"> • content knowledge assessments required for state certification/licensure; • at least one additional indicator of content knowledge; • the candidate’s ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities; • the candidate’s performance in clinical practice (student teaching, internship, etc.); and • the candidate’s impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments. 	8. Candidates’ mastery of stated exit criteria/outcomes are not measured through multiple forms of assessment; alternatively, the combination of multiple assessments may not exhibit the required measures: <ul style="list-style-type: none"> • content knowledge assessments required for state certification/licensure; • at least one additional indicator of content knowledge; • the candidate’s ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities; • the candidate’s performance in clinical practice (student teaching, internship, etc.); and • the candidate’s impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments. <p>[NOTE: Standard 4, as a whole, cannot be MET if this is found to be true.]</p>	
9. The unit provides convincing summative evidence that candidates completing educator preparation programs have attained knowledge and skills, in accordance with the professional competencies in Standard 1 for the respective category of educator certification and have demonstrated such knowledge and skills with various types of learners in a variety of settings. Assessments reflect the appropriate Quality Indicators from Standards 1.2 - 1.5, and the unit verifies the validity and reliability of the evidence.	9. The unit does not provide convincing summative evidence that candidates recommended for licensure have attained the knowledge and skills required for their category of certificate. <p>[NOTE: Standard 4, as a whole, cannot be MET if this is found to be true.]</p>	
10. The unit recommends for certification only those candidates who have achieved a grade point average of at least 2.5 (on a 4.0 scale) overall and in the major area of study and have successfully completed the exit assessment prescribed by the Missouri State Board of Education and other summative assessments required by the unit and its programs.	10. The unit exhibits a pattern of recommending candidates for certification without having met state-mandated GPA requirements and/or without having successfully completed the state- or unit-mandated exit assessment(s). <p>[NOTE: Standard 4, as a whole, cannot be MET if this is found to be true.]</p>	
11. The unit provides follow-up support for its first- and second-year education professionals who are employed in Missouri schools. Section 168.400 RSMo (2005)	11. The unit does little or nothing to provide follow-up support to its graduates during their first two years of service. <p>[NOTE: Standard 4, as a whole, cannot be MET if this is found to be true.]</p>	
TOTAL SCORE FOR STANDARD 4		

DETERMINING THE SCORE FOR STANDARD 4

1. For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET =3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
2. Total the scores assigned to each indicator. If the total score is at least **33**, and no indicator has a score of 0, the standard is MET.

Missouri Standards for Teacher Education Programs (MoSTEP): UNIT Standards

3. Verify that indicators 8, 9, 10 and 11 are MET; if any of these are NOT MET, then the whole of Standard 4 is NOT MET.

Standard 5: FACULTY QUALIFICATIONS, COMPOSITION OF FACULTY, FACULTY DEVELOPMENT, FACULTY RESPONSIBILITIES, AND QUALITY OF INSTRUCTION (Initial and Advanced): Professional education faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, scholarship and service.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
	1. Professional education faculty, including adjunct and clinical faculty, are qualified for their assignments; i.e., they have earned an appropriate advanced degree and/or have exceptional expertise in the content, skill areas, and/or grade range for which they teach or supervise candidates.			1. Faculty (regular, adjunct and clinical) are hired and assigned to positions for which they are not clearly qualified. While policy (e.g., Faculty Handbook) may stipulate credentials, practices in the unit or across the institution may have assigned faculty with inappropriate degrees and/or limited or inappropriate experience to teach or supervise candidates.			
	2. Professional education and clinical faculty have knowledge and experiences related to preparing candidates to work with students from diverse backgrounds, including students with exceptionalities.			2. While unit faculty may hold appropriate credentials, they may not reveal depth of experience or knowledge of the most current, research-based theory and practice needed to prepare candidates to work with students of diverse backgrounds or exceptionalities.			
	3. The unit ensures that professional education faculty are selected in accordance with the institution's recruiting and employment policies. The institution has and implements written policies with resources devoted to recruiting, hiring, and retaining a diverse faculty.			3. The institution and/or the unit appear not to commit the efforts or resources necessary to attract a diverse faculty pool; alternatively, the institution and/or the unit may not devote sufficient resources and/or attention to retaining qualified faculty once they are hired.			
	4. The unit's efforts and success in meeting institutional goals for recruiting a diverse faculty are evaluated annually, and steps are taken to strengthen future efforts.			4. The institution and the unit may have policies for recruiting, hiring, and retaining diverse faculty, but the policies are not consistently implemented in the unit's strategic planning.			
	5. Part-time or adjunct faculty are employed on a limited basis when it is determined that they can benefit the unit or its programs.			5. The unit relies too heavily on part-time, adjunct faculty, who may not possess credentials (degrees, experiences) relevant to their assignments.			
	6. Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in PK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.			6. Across the unit, expectations for faculty involvement in scholarship and service may hamper effective teaching; alternatively, heavy teaching or supervising assignments, overloads, or off-campus appointments may prevent faculty from attending to their own professional development, scholarship and/or service. Service may focus on campus committees to the exclusion of service to either the PK-12 or content community.			
	7. The institution supports and promotes faculty development, and the unit has a systematic, comprehensive, and written plan for such experiences.			7. Either the institution or the unit appears not to have a systematic, comprehensive, and written plan for promoting faculty development.			
	8. The institution has policies, resources and practices to ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment (e.g., active involvement in local, state, national, and/or international professional associations in their area(s) of expertise and assignment).			8. The institution appears to award assistance for professional development opportunities disproportionately. Alternatively, while the institution or the unit may have a written plan for its members' professional development, it commits limited and possibly insufficient resources to implementing that plan. Significant numbers of faculty (either full- or part-time) are not involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.			
	9. Faculty teaching or supervising candidates in professional education further their professional development through periodic, direct personal involvement in the PK-12 public schools, as required by Mo. Rev. Stat. ' 168.400.3 (2005)			9. Significant numbers of faculty responsible for preparing education professionals do not participate in periodic direct personal involvement in PK-12 public schools. [NOTE: Standard 5, as a whole, cannot be MET if this is found to be true.]			
	10. Faculty are regularly evaluated in terms of teaching, scholarship, and service. Data/information regarding teaching quality are used in faculty improvement.			10. While faculty teaching, scholarship, and service may be evaluated, information from such evaluation is either not used to determine and promote professional development or is done			

	<p>so inconsistently. Teaching and student performance may not be given much weight in evaluating faculty performance. Information on teaching quality may be collected (e.g., student-completed course evaluations), but little use is made of the information for faculty improvement.</p>	
<p>11. Data/information (e.g., student evaluations) on teaching quality in the unit and/or across the institution indicates high-quality teaching that is consistent with the conceptual framework(s), and reflects current research and effective practices, including the use of technology and awareness of the impact of diversity and/or exceptionalities among students.</p>	<p>11. Data/information on teaching in the unit and/or across the institution indicates that instruction is not based on current research and effective practices in teaching, learning, and/or assessment (e.g., in terms of instructional practices or models/approaches to learning; modeling critical thinking/problem-solving strategies, professional dispositions advocated by the unit's conceptual framework, etc). Relatively few faculty model effective use of technology in their teaching; relatively few faculty appear to acknowledge diversity and exceptionality among their students.</p>	
<p>TOTAL SCORE FOR STANDARD 5</p>		

DETERMINING THE SCORE FOR STANDARD 5

1. For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET =3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
2. Total the scores assigned to each indicator. If the total score is at least **33**, and no indicator has a score of 0, the standard is MET.
3. Verify that indicator 9 is MET; if this indicator is NOT MET, Standard 5 is NOT MET.

Standard 6: GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced): Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution’s mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.	1.	1.	The institution may have a designated board, but actual control of the institution may reside and be exercised outside the board’s reach. Decisions appear to be founded on priorities other than those supporting sound educational programs (e.g., rapid growth or revenue-generation over development of high quality programs).			
2.	A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.	2.	2.	The unit’s administrative functions are borne by one or a small group of individuals whose additional responsibilities make it difficult for them to administer the unit efficiently and/or sufficiently.			
3.	The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and sufficient personnel to develop, administer, evaluate, and revise all professional education programs.	3.	3.	The unit is difficult to identify in the organization of the institution, or it is a closed and/or loosely defined cohort of individuals that does not operate as a professional community, and is not sufficient to effectively and efficiently operate a professional education unit. Resources (i.e., time and individuals with appropriate expertise) are not available to support continuous improvement.			
4.	The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.	4.	4.	While documentation may indicate that the unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention; recruitment of candidates, curriculum decisions and the allocation of resources for unit activities, interviews and/or other information argue to the contrary (e.g., an academic officer higher than the education unit head prevents the unit head from exercising his/her authority).			
5.	The institution dedicates sufficient ongoing resources (e.g., technology, support staff, etc.) to the unit’s systematic collection, analysis, dissemination, and use of candidate, program, and unit assessment data.	5.	5.	The institution fails to provide sufficient resources (e.g., technology, support staff, etc.) to support the unit’s systematic collection, analysis, dissemination, and use of candidate, program, and unit assessment data.			
TOTAL SCORE FOR STANDARD 6							

DETERMINING THE SCORE FOR STANDARD 6

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET =3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least **15**, and no indicator has a score of 0, the standard is MET.

Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced): The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the PK-12 schools.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
	1. Faculty who teach general education courses, content-area courses, and professional education courses (on all instructional sites) collaborate regularly with each other and with educators in the public schools on the development, implementation and evaluation of PK-12 and professional education programs.			1. Collaboration among faculty and other stakeholders is, at best, limited to occasional meetings, indicating that the unit or its programs appear not to value the input and regular participation of a diverse spectrum of the professional community. Alternatively, while collaboration might be occurring on one instructional site, it is not occurring consistently across all instructional sites. General education and content-area faculty have, at best, occasional contact with the PK-12 community and/or with unit faculty responsible for preparing candidates to teach their subject matter.			
	2. Candidates are provided opportunities to develop as professional educators via activities that may include, but are not limited to, participation in professional education organizations and attending professional conferences.			2. Little or no evidence indicates that candidates participate in professional activities, organizations or other opportunities for professional development outside the unit’s prescribed classes.			
	3. The unit collaborates with PK-12 schools to improve outcomes for PK-12 students and faculty, professional education candidates and faculty, and other stakeholders.			3. While unit representatives may occasionally meet with PK-12 colleagues, there is little or no indication of a systematic effort to collaborate toward the improvement of PK-12 outcomes.			
TOTAL SCORE FOR STANDARD 7							

DETERMINING THE SCORE FOR STANDARD 7

1. For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET =3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
2. Total the scores assigned to each indicator. If the total score is at least 9, and no indicator has a score of 0, the standard is MET.

Standard 8: RESOURCES FOR OPERATING UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced): The unit has sufficient budget, facilities, equipment, and other resources to fulfill its mission, offer quality programs, and support teaching and scholarship of faculty and candidates.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
	1. Budget trends over the last cycle and in future planning indicate adequate ongoing support for the unit and its professional education programs.			1. The unit lacks budgetary resources to fulfill its missions and offer quality programs.			
	2. Resources are allocated to the unit and its programs in a manner that allows each program to reach expected outcomes.			2. Unit funding appears to be proportionately less than other units on campus, based on the number of students served by the unit and the relative nature of its programs; alternatively, budgetary inequities may exist across instructional sites (e.g., insufficient full-time faculty on extension-site campuses).			
	3. Facilities and equipment are adequate, functional, and well maintained. Faculty have sufficient office, instructional, and other space to carry out their work effectively.			3. Facilities and equipment are inadequate. Faculty office, instructional and other spaces are insufficient to carry out the work of the unit and its programs. Moreover, space may be inequitably distributed among faculty or across instructional sites.			
	4. Support of professional development is at least at the level of other units in the institution.			4. Although campus, unit, and/or program policies may advocate professional development, funding is insufficient to realistically support these activities equitably across all campus units, particularly in the professional education unit and/or across unit instructional sites.			
	5. Faculty and candidates have training in or access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to facilitate instruction or professional productivity.			5. Faculty and candidates have little or no training in and/or access to education-related electronic information, video resources, computer hardware/software, etc. to facilitate instruction or professional productivity.			
	6. Instructional resources, including media, software and materials collections, are readily accessible; provide adequate scope, breadth, currency, and multiple perspectives; and are systematically reviewed and updated.			6. Library/media collections are out-dated, accessible only during limited times (e.g., at times making them inconvenient to students, interns or instructors), or infrequently reviewed and updated, or are insufficient to adequately support the mission of the unit and its programs.			
	7. Sufficient library and technical staff are employed to support the institution’s library and other instructional materials collections and the media/computer support operations.			7. Library and/or other instructional or technical services are insufficiently staffed to adequately facilitate use of materials collections and/or support media/computer operations.			
TOTAL SCORE FOR STANDARD 8							

DETERMINING THE SCORE FOR STANDARD 8

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET =3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least **21**, and no indicator has a score of 0, the standard is MET

MoSTEP DATA GATHERING FORM

Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS

The Unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility.

1.1 General Studies for Initial Teacher Preparation (Initial)

The unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences.

1.1.1 The general studies includes the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.

1.1.2 The general studies incorporates multi-cultural and global perspectives.

1.2 – 1.5 Content, Professional, Pedagogical, and Integrative Studies (Initial and Advanced)

The unit ensures that candidates have completed a program of content, professional, pedagogical, and integrative studies.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

Standard 2 PROGRAM and CURRICULUM DESIGN (Initial and Advanced)

The unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

- 2.1 The conceptual framework(s) is collaboratively developed, written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
 - 2.1.1 The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
 - 2.1.2 The framework(s) includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides criteria for program evaluation.
 - 2.1.3 The framework(s) reflects multi-cultural and global perspectives.
 - 2.1.4 The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of effective practice, and emerging education policies and practices.
- 2.2 The high quality program (HQP) demonstrates coherence between the conceptual framework and course instruction, field experiences, evaluations and candidate outcomes.
 - 2.2.1 Curriculum design, as evidenced by program requirements and course syllabi, is coherent. Program goals influence the design and implementation of courses and field experiences.
 - 2.2.2 Candidate performance and unit/program assessments provide evidence of program coherence and effectiveness.
 - 2.2.3 The elements and influence of diversity (age, gender, culture, language, race/ethnicity, socio-economic status, and special abilities/disabilities) are embedded in program curricula with an emphasis on closing the student achievement gap within the public schools of Missouri.
 - 2.2.4 The HQP infuses knowledge and skills in using technology for teaching, learning and assessment.
- 2.3 The unit and its programs have a clearly identified, valid, fair, and unbiased assessment system. The system provides for the collection, analysis and use of data from applicants, candidates' and graduates' performance, and program/unit operations to inform decisions with regard to improvement.
 - 2.3.1 The unit and its programs engage in regular and systematic evaluations, including, but not limited to, information obtained through candidate assessment (e.g., C-BASE, Praxis, course-embedded assessments, summative field experience evaluations and impact on PK-12 student achievement) and collection of data from candidates, recent graduates, employers, and other members of the professional community.
 - 2.3.2 Fair, accurate, and consistent assessment procedures are established and efforts are made to eliminate sources of bias.
 - 2.3.3 The unit and its programs have clearly identified schedules by which candidate, course, clinical experience, and program data are reviewed.
 - 2.3.4 The assessment system is effectively maintained through the use of information technologies.
- 2.4 The unit assesses the impact of its candidates, faculty and programs on PK-12 education.

MoSTEP DATA GATHERING FORM

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

Standard 3 CLINICAL EXPERIENCES

The unit ensures that field experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

- 3.1 Professional education programs prescribe field experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. The field experiences are varied and include study and practice in schools with diverse populations in terms of age, gender, culture, language, race/ethnicity, socio-economic status, special abilities/disabilities, etc.
- 3.2 Field experiences encourage reflection by candidates and include feedback from a variety of sources close to the candidates' work, including higher education faculty, PK-12 school faculty, administrators, students and peers.
- 3.3 Clinical practices allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.
- 3.4 The unit collaborates with PK-12 schools to provide quality clinical sites in which candidates may develop the knowledge and skills required for the area of responsibility. These sites are evaluated annually.
- 3.5 Clinical practice is accomplished in the certification area(s) and grade range(s) being sought by the candidate, and with a qualified cooperating teacher/mentor and a qualified faculty supervisor from the institution's professional education program.
 - 3.5.1 Clinical practice shall provide opportunities for increasing responsibility for planning and instruction and communication with the supervising professional(s), including reflection on teaching, learning, and behaviors.
 - 3.5.2 When possible, the cooperating teacher/mentor shall be selected collaboratively by the professional education unit and the PK-12 site administrator.
 - 3.5.3 Candidates seeking certification for more than one grade range are assigned clinical practice in accordance with applicable state certification requirements.
- 3.6 The unit has 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 80-805.040

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

Standard 4 Composition, Quality, and Competence of Student Body

The unit has and implements written plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools

4.1 The institution and the unit implement policies that commit scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.

4.1.1 The institution has and implements written policies with resources explicitly devoted to recruiting, admitting, and retaining a diverse student body.

4.1.2 Effort and success in meeting institutional goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as necessary, plans for future efforts.

4.1.3 The unit has an admission policy for non-traditional and transfer students, including mutually approved institutional articulation agreements with Missouri community colleges.

4.1.4 The unit monitors professional education admission decisions to ensure that the published admissions criteria are equitably applied to all applicants.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

4.2 A comprehensive system is used to assess the qualifications of candidates seeking admission.

4.2.1 The criteria for admission to undergraduate, and post-baccalaureate initial professional preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (including basic academic subjects and written/oral communications), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, and appropriate background screening.

4.2.2 The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, records of competence and effectiveness in professional work, graduation from a regionally accredited college/university and appropriate background screening.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

4.3 The unit systematically monitors and formatively assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. Each program includes multiple, developmental, and diverse opportunities for growth.

- 4.3.1 The unit uses assessments and data from multiple sources at appropriate transitions. The unit ensures that those who are not able to demonstrate proficiency at any transition point have opportunities appropriate to their individual learning needs to increase their level of proficiency.
- 4.3.2 Criteria consistent with the conceptual framework(s) of programs and consistent with state standards (i.e., beginning teacher standards, beginning administrator standards, etc.) are used to determine eligibility for student teaching and other professional internships.
- 4.3.3 The unit ensures that the State Board adopted basic skills assessments are successfully completed prior to student teaching or other culminating field-based experiences.
- 4.3.4 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements, including assessment requirements and remediation strategies, needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
- 4.3.5 The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. These data become the basis for improving those services.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

4.4 The unit ensures that a candidate's competency to begin a professional role in schools is summatively assessed prior to completion of the program and/or recommendation for certification.

- 4.4.1 The unit establishes and publishes a set of criteria/outcomes for candidates in each professional education program consistent with professional competencies for the respective category of educator certification.
- 4.4.2 A candidate's mastery of a program's stated exit criteria or outcomes is measured through the use of multiple assessments, such as a culminating experience, portfolios or other work samples, observed performance in schools, surveys, standardized tests, etc. The assessments include measures of:
- ** content knowledge assessments required for state certification/licensure;
 - ** at least one additional indicator of content knowledge;
 - ** the candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities;
 - ** the candidate's performance in clinical practice (student teaching, internship, etc.); and
 - ** the candidate's impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments.
- 4.4.3 The unit provides summative evidence that candidates completing educator preparation programs have attained knowledge and skills, in accordance with the professional competencies in Standard 1 for the respective category of educator certification, and have demonstrated such knowledge and skills with various types of learners in a variety of settings. Assessment(s) reflect the quality indicators in Standards 1.2 - 1.5, and the unit verifies the validity and reliability of the evidence.
- 4.4.4 The unit recommends for certification only those candidates who have achieved a grade point average of at least 2.5 (on a 4.0 scale) overall and in the major area of study, with no grade lower than a "C" in professional education coursework, and have successfully completed the assessment prescribed by the Missouri State Board of Education and other summative assessments required by the unit and its programs.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

4.5 The unit provides follow-up support for its first and second-year education professionals who are employed in Missouri schools. Mo. Rev. Stat. § 168.400 (2005)

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

Standard 5: Qualifications, Composition, Assignments, And Development Of Professional Education Faculty And Quality Of Instruction

5.1 The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.

5.1.1 Professional education faculty, including clinical faculty, both full and part time, have earned an appropriate advanced degree and/or have exceptional expertise in the content, skill areas and/or grade range that they teach or supervise candidates.

5.1.2 Professional education and clinical faculty have knowledge and experiences related to preparing candidates to work with students from diverse backgrounds, including students with exceptionalities.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

5.2 The unit ensures that professional education faculty are selected in accordance with the institution's recruiting and employment policies.

5.2.1 The institution has and implements written policies with resources devoted to recruiting, hiring, and retaining a diverse faculty.

5.2.2 The unit's efforts and success in meeting institutional goals for recruiting a diverse faculty are evaluated annually, and steps are taken to strengthen future efforts.

5.2.3 Part-time or adjunct faculty are employed on a limited basis when it is determined that they can benefit the unit or its programs.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

5.3 The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

5.3.1 Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in PK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

5.3.2 Faculty teaching loads, including, student teaching supervision, overloads, and off-campus teaching, are limited to allow faculty to engage effectively in teaching, scholarship and service.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

5.4 The institution supports and promotes faculty development, and the unit has a systematic, comprehensive, and written plan for such experiences.

- 5.4.1 The institution has policies, resources and practices to ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment.
- 5.4.2 Faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.
- 5.4.3 Faculty teaching or supervising candidates in professional education further their professional development through periodic, direct personal involvement in the PK-12 public schools, as required by Mo. Rev. Stat. § 168.400.3 (2005)
- 5.4.4 Faculty are regularly evaluated in terms of teaching, scholarship, and service. Evaluations are used systematically for faculty improvement.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

5.5 Teaching in the unit is of high quality, consistent with the conceptual framework(s), and reflects current research and effective practices.

5.5.1 Professional education faculty use a variety of instructional strategies that reflect an understanding of various models and approaches to learning. They also model the use of a variety of technology applications and skills appropriate for educational settings to create meaningful learning opportunities for all students.

5.5.2 Faculty teaching in the content areas use instructional strategies that reflect an understanding of their students educational needs. They also model the use of technology applications and skills appropriate for educational settings to create meaningful learning opportunities for all students.

5.5.3 Instruction encourages the candidate's development of skills in reflection, critical thinking, problem solving, and professional dispositions.

5.5.4 Teaching reflects knowledge of and experiences with diversity and exceptionalities.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

Standard 6 GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced)

Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

- 6.1 The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.
- 6.2 A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.
- 6.3 The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
 - 6.3.1 The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.
 - 6.3.2 The institution dedicates ongoing resources to the unit's systematic collection, analysis, and dissemination and use of candidate, program and unit assessment data.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

Standard 7 PROFESSIONAL COMMUNITY (Initial and Advanced)

The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the PK-12 schools.

- 7.1 Faculty who teach general education courses, content-area courses, and professional education courses collaborate regularly with each other and with educators in the public schools for the development, implementation and evaluation of PK-12 and professional education programs.
- 7.2 Candidates are provided opportunities to develop as professional educators via activities that may include but are not limited to participation in professional education organizations and attending professional conferences.
- 7.3 The unit collaborates with PK-12 schools to improve outcomes for PK-12 students and faculty, professional education candidates and faculty, and other stakeholders.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP DATA GATHERING FORM

Standard 8: RESOURCES FOR OPERATING THE UNIT AND FOR SUPPORTING TEACHING AND LEARNING

The unit has sufficient budget, facilities, equipment, and other resources to fulfill its mission, offer quality programs, and support teaching and scholarship of faculty and candidates.

- 8.1 Budget trends over the past five years and future planning indicate adequate support for the unit and its professional education programs. Resources are allocated to programs in a manner that allows each one to reach expected outcomes.
- 8.2 Facilities and equipment are adequate, functional, and well maintained. Faculty have sufficient office, instructional, and other space to carry out their work effectively.
- 8.3 Support of professional development is at least at the level of other units in the institution.
- 8.4 Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
- 8.5 Instructional resources, including media, software and materials collections, are readily accessible. These resources provide adequate scope, breadth, currency, and multiple perspectives, and they are systematically reviewed and updated.
- 8.6 Sufficient library and technical staff are employed to support the institution's library and other instructional materials collections and the media/computer support operations.

Information Source in IR	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

Rubrics for Beginning Teacher Quality Indicators, MoSTEP 1.2

Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) with no serious gaps or inaccuracies in understanding.	The pre-service teacher demonstrates a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding.	There is insufficient evidence upon which to make a determination.
Lesson preparation and instruction reveal the ability to make connections between and among the content, other disciplines, and student background and life experiences.	There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.	

Comments:

Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthens prior knowledge and encourages student responsibility, but also supports the intellectual, social, and personal development of all students.</p>	<p>The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.</p>	<p>There is insufficient evidence upon which to make a determination.</p>

Comments:

Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students.	The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners.	There is insufficient evidence upon which to make a determination.
Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages.	The pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominantly designed for the whole class	
The candidate demonstrates knowledge of when and how to access specialized services.	Overt knowledge of when and how to access specialized services is superficial or absent.	

Comments:

Quality Indicator 1.2.4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher demonstrates the ability to create and implement short-term curriculum goals, the ability to set and/or to work toward long-term curricular goals, and the ability to evaluate the impact of delivered curriculum.	The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum.	There is insufficient evidence upon which to make a determination.
The pre-service teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons.	Although lesson plans may include references to state knowledge and performance standards, references tend not to be reflected in what k-12 students were actually asked to do.	
Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways..	Lessons tend to focus on whole-class instruction.	
During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long- & short-term goals and/or instruction to meet student needs	Little evidence is available to indicate the teacher's ability or inclination to evaluate and change goals and/or instruction to meet student needs.	

Comments:

Quality Indicator 1.2.5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs.	The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies.	There is insufficient evidence upon which to make a determination.
Artifacts reveal the use of a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.	There is little or no evidence of either the ability to create learning opportunities that encourage students' development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught	
The candidate offers evidence of the ability to engage each student in active learning; moreover, instructional artifacts emphasize a balance between teacher-centered, whole-class instruction and more student-centered, individualized instruction.	The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction.	
The candidate uses student work in the evaluation of a strategy's impact on student learning.	The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.	

Comments:

Quality Indicator 1.2.6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	The pre-service teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offer little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	There is insufficient evidence upon which to make a determination.
The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.	Maintaining control may be emphasized over student empowerment.	

Comments:

Quality Indicator 1.2.7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators: The pre-service teacher

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community.	The pre-service teacher demonstrates effective personal oral and written communication skills and presentation techniques, including limited media communication to communicate with students, parents, colleagues and the community.	There is insufficient evidence upon which to make a determination.
The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom	The candidate can describe how these communication skills might be used to develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually giving evidence demonstrating the ability.	
Interactions with students tend to treat students as valued individuals.	Interactions with students tend to treat students as all being the same.	
Use of communication/media technology is appropriate and varied.	Use of communication/media technology is limited and conventional.	

Comments:

Quality Indicator 1.2.8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to understanding of state knowledge/performance standards and their assessment.	The pre-service teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes (i.e., intellectual, social, and physical assessment); alternatively, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole-class knowledge testing.	There is insufficient evidence upon which to make a determination.
The candidate's evidence demonstrated a knowledge of state knowledge/performance standards and their assessment.	The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment.	
This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues.	There is little or no evidence that the candidate uses information generated from assessment to inform instruction or to foster student self-assessment or growth.	
The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement; moreover, evidence reveals the willingness and ability to use assessment data to offer constructive feedback to students, parents, and colleagues.	There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or colleagues.	
Student work samples verify candidate's assessment knowledge and skills.	Knowledge and skills tend not to be supported by student work samples.	

Comments:

Quality Indicator 1.2.9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired).	The pre-service teacher does not consistently exhibit the ability to think about and articulate the quality of his/her own learning, choices, and actions on student learning.	There is insufficient evidence upon which to make a determination.
The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process.	There is evidence that this teacher can articulate and apply professional ethical standards to situations posed to him or her; alternatively, there may be no evidence that the individual has considered ethical standards.	
This candidate uses reflection to analyze actions and decisions, and based on his/her findings the candidate refines practice and/or seeks out opportunities to grow professionally.	Candidate reflections are primarily descriptive of what occurred; if reflection is used at all, it yields at most only minor refinements in learning and practice, seeking no opportunities for professional growth.	

Comments:

Quality Indicator 1.2.10: The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being.	The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher.	There is insufficient evidence upon which to make a determination.
The candidate demonstrates knowledge of when and how to access specialized services.	The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services.	

Comments:

Quality Indicator 1.2.11 Technology in Teaching and Learning: The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The pre-service teacher demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p>	<p>The pre-service teacher demonstrates at most a basic (or very limited) knowledge of computer technologies with little recognition of the need to stay abreast of evolving technologies.</p>	<p>There is insufficient evidence upon which to make a determination.</p>
<p>The pre-service teacher applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p>	<p>The pre-service teacher plans and delivers learning opportunities that integrate computers into the classroom, but these opportunities employ only a limited range of learning software and little beyond games, word-processing, presentation software, and computerized work sheets.</p>	
<p>The pre-service teacher identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentation. designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p>	<p>The pre-service teacher identifies, locates, explores computer/technology resources including applications, tools, educational software, but does not evaluate these critically with regard to such issues as developmental appropriateness, accuracy, or suitability to support local, state, or national standards. designs and utilizes technology-based, teacher-centered classroom strategies and activities, with no differentiation of instruction facilitates technology-enhanced learning experiences that are limited to knowledge or basic-skills acquisition and communication.</p>	

<p>The pre-service teacher uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p>	<p>The pre-service teacher exhibits little or no use of technology resources in assessing and managing data on student learning of subject matter; alternatively, uses technology to assess only the recall/recognition of knowledge and basic skills.</p>
<p>The pre-service teacher uses technology resources to engage in ongoing professional development and lifelong learning. continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solving problems.</p>	<p>The pre-service teacher reveals little or no evidence of the inclination or ability to use technology resources to enhance professional development learning. rarely reflects on professional practice regarding the use of technology in support of student learning. may use technology to communicate with peers but not with parents and the larger community or to collaborate or conduct research.</p>
<p>The pre-service teacher models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>	<p>The pre-service teacher models legal and ethical practice related to technology, information, and software resources but does not demonstrate the inclination to teach this to students; alternatively, may disregard matters of copyright or fair acknowledgment of resources and materials taken from print or electronic sources; expresses some concern for the safe and healthy use of technology resources.. does not use technology resources as a means to empowering learners with diverse backgrounds, characteristics, and abilities; does not overtly consider the issue of equitable access to technology resources for all students.</p>

Rubrics for Beginning School Leader Quality Indicators, MoSTEP 1.3

1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Meets the Standard The Beginning School Leader ...	Not Meeting the Standard The Beginning School Leader ...
Understands the needs for and the process of collaboratively developing a vision and mission based on student learning and relevant demographic data pertaining to students and their families	Exhibits ignorance or disregard for the need to collaboratively developing a vision and mission based on student learning and relevant demographic data pertaining to students and their families
Recognizes the need to communicate and models the vision and mission to all stakeholders through varied means (symbols, ceremonies, stories, etc.)	Seems disconnected from the vision and mission and does not communicate it to all stakeholders.
Recognizes and can address barriers to achieving the vision	Does not work to eliminate barriers to achieving the vision
Recognizes everyone's contributions to implementing the vision and mission	Takes a top-down attitude toward implementing the vision and mission
Uses the vision and mission to shape programs, actions, & plans	Rarely if ever uses the vision and mission to shape programs, actions, & plans
Clearly articulates objectives & strategies and the means by which those objectives & strategies will be monitored and evaluated	In frequently identifies objectives & strategies for addressing issues and may take a haphazard or unilateral approach to taking action, monitoring actions/plans, and evaluating actions and their consequences.
Identifies and draws upon existing resources;	Tends to disregard or ignore existing resources;
Understands the need and processes for regularly and collaboratively monitoring, evaluating, and revising the vision, mission, and implementation plans based on student-learning data	Sees the vision and mission as static and, therefore, does not see the value in regularly and collaboratively monitoring, evaluating, and revising the vision, mission, and implementation plans based on student-learning data.

1.3.2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Meets the Standard The Beginning School Leader ...	Not Meeting the Standard The Beginning School Leader ...
Treats everyone with fairness, dignity, and respect.	Tends to favor some people over others and so does not treat everyone with fairness, dignity, and respect.
Recognizes the need for promoting professional development focused on student learning and consistent with school vision and goals, high expectations, and an attitude that everyone can succeed	Does not appear to recognizes the need for focused professional development, basing decisions regarding professional development on issues other than student learning, school vision and goals, high expectations, and/or an attitude that everyone can succeed.
Demonstrates the ability to create and regularly assess the effectiveness of a school culture and climate in which students and staff feel valued and important, in which responsibilities, contributions, and accomplishments of students and staff are acknowledged and celebrated, in which life-long learning is encouraged and modeled, in which high expectations are held for self, students, and staff	Does not appear to see the need or value of regularly assessing the effectiveness of a school culture and climate. Appears not to view students and staff as valued and important. Does not promote or model life-long learning or high expectations are held for self, students, and staff.
Bases curricular, co-curricular, and extra-curricular decisions on a variety of information sources, including research, teachers' expertise, the recommendations of learned societies	Bases curricular, co-curricular, and extra-curricular decisions on a narrow and/or superficial range of information sources.
Is able and inclined to promote and facilitate a learning environment in which diversity is viewed as an asset, in which every student is provided multiple opportunities to learn, in which technologies are used in teaching and learning	Appears to view diversity as a barrier or problem rather than as an asset. Does not see the need for every student to have multiple opportunities to learn, or an environment in which technologies are used in teaching and learning.
Understands and exhibits the inclination to promote and use a variety of methods for assessing student and staff performance	Understands and employs only a narrow range of methods for assessing student and staff performance.
Understands and employs a variety of supervisory and evaluation models	Leans heavily on one or two ineffective, overly-traditional, or inappropriate supervisory and evaluation models.
Demonstrates the ability to develop pupil personnel programs to meet the	Does not seem to value or promote pupil personnel programs to meet the

needs of students and their families	needs of students and their families.
--------------------------------------	---------------------------------------

1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Meets the Standard The Beginning School Leader ...	Not Meeting the Standard The Beginning School Leader ...
Uses knowledge of learning, teaching, and student development to inform management decisions.	Is not inclined or able to use knowledge of learning, teaching, and student development to inform management decisions.
Demonstrates the ability and inclination to Involve stakeholders in decisions and shares responsibility to maximize ownership and accountability.	Takes a top-down or unilateral approach to decision making, rarely involving stakeholders in decisions.
Uses effective problem-framing, problem-solving, conflict-resolution, group-process, consensus-building, and communication skills to identify, confront, and resolve problems and opportunities in a timely manner.	Rarely takes time to use effective problem-framing, problem-solving, conflict-resolution, group-process, consensus-building, and communication skills to identify, confront, and resolve problems and opportunities in a timely manner.
Demonstrates an understanding of effective collective bargaining and other contractual agreements related to the school.	Takes an adversarial approach to managing collective bargaining and other contractual agreements related to the school.
Exhibits the ability to manage and regularly assess and evaluate the effectiveness of operational systems and procedures designed to maximize opportunities for successful learning and the attainment of school's vision and goals.	Does not manage and regularly assess and evaluate the effectiveness of operational systems and procedures unless they are in crisis. Rarely defines systems and procedures in terms of maximizing opportunities for successful learning and the attainment of school's vision and goals.
Exhibits the ability to ensure the school plant, equipment, and support systems operate safely, efficiently, and effectively	Takes a hands-off approach to managing school plant, equipment, and support systems until they become problems.
Understands the need to create and maintain a safe, clean, and aesthetically pleasing school environment	Appears not to value creating and maintaining a safe, clean, and aesthetically pleasing school environment.
Aligns and manages time and resources (financial, human, and material) to maximize attainment of organizational goals	Employs a haphazard or inefficient approach to managing time and resources (financial, human, and material).
Understands and expresses the need to maintain confidentiality and privacy of school records	Does not regularly demonstrate the ability or inclination to maintain confidentiality and privacy of school records.

1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Meets the Standard The Beginning School Leader ...	Not Meeting the Standard The Beginning School Leader ...
<p>Demonstrates a commitment to high visibility, active involvement, and communication with the larger community</p>	<p>Does not understand or acknowledge the need to engage the larger community in the affairs of the school.</p>
<p>Collaboratively develops and implements a comprehensive community relations plan that uses information about family and community concerns, expectations, and needs; that identifies and nurtures relationships with community leaders; and that involves a variety of outreach activities in which the school and community serve one another as resources.</p>	<p>Demonstrates a haphazard approach to developing and implementing narrow, ill-informed, and/or naively conceived community relations plans. Takes an isolated and isolating approach to community relationship building</p>
<p>Understands how to establish partnerships with area businesses, institutions of higher education, and community youth and family service groups to help the school solve problems and achieve goals</p>	<p>Appears unaware of the need to establish partnerships with area businesses, institutions of higher education, and community youth and family service groups to help the school solve problems and achieve goals.</p>
<p>Demonstrates the ability to develop and maintain effective media relations</p>	<p>Demonstrates little knowledge of how to develop and maintain effective media relations.</p>
<p>Models community collaboration for staff and provides opportunities for everyone to develop collaborative skills</p>	<p>Appears disinclined to engage in community collaboration within or outside the school.</p>
<p>Recognizes and values diversity, as evidenced in equitable treatment of all community stakeholders even when the values and opinions of individuals and groups may conflict</p>	<p>Appears to view diversity as a stumbling block and does not demonstrate the ability of engage in equitable treatment of all community stakeholders especially when the values and opinions of individuals and groups may conflict.</p>
<p>Understands the necessity of using public resources and funds appropriately and wisely</p>	<p>Sometimes uses public resources and funds inappropriately and unwisely.</p>

1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Meets the Standard The Beginning School Leader ...	Not Meeting the Standard The Beginning School Leader ...
Demonstrates understanding of the purpose of education and the role of leadership in modern society	Appears unable to connect decisions and behaviors to the purpose of education and the role of leadership in modern society.
Possesses and reflects upon a personal and professional code of ethics and expects others in the school community to behave ethically and with integrity.	Make little mention of a personal and professional code of ethics and rarely uses it to reflect on actions and decisions. However, may expects others in the school community to behave ethically and with integrity.
Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance and that reveal an appreciation for and sensitivity to the prevailing values of the diverse school community	Does not consistently model the values, beliefs, and attitudes that might inspire others to higher levels of performance and that reveal an appreciation for and sensitivity to the prevailing values of the diverse school community.
Demonstrates the ability to serve as a role model through such actions as accepting responsibility for school operations, opening the school to public scrutiny, considering the impact of one’s administrative practices on others, treating people fairly, equitably, and with dignity and respect, protecting the rights and confidentiality of students and staff, and using the influence of office to enhance educational programs rather than for personal gain.	Does not consistently demonstrate the ability to serve as a role model through such actions as accepting responsibility for school operations, opening the school to public scrutiny, considering the impact of one’s administrative practices on others, treating people fairly, equitably, and with dignity and respect, protecting the rights and confidentiality of students and staff, and using the influence of office to enhance educational programs rather than for personal gain.
Recognizes and respects the legitimate authority of others	Has some trouble recognizing and respecting the legitimate authority of others.
Recognizes the need and desire to fulfill legal and contractual obligations	Sometimes inclined to skirt or disregard legal and contractual obligations.
Applies laws and procedures fairly, wisely, and considerately.	Inconsistently applies laws and procedures.

1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Meets the Standard The Beginning School Leader ...	Not Meeting the Standard The Beginning School Leader ...
Understands the need and processes necessary to create and maintain a school environment that operates on behalf of students and their families	Rarely employs the processes necessary to create and maintain a school environment that operates on behalf of students and their families.
Can maintain open lines of communication and ongoing dialog with diverse community groups and decision-makers concerning trends, issues, and potential changes in the environment within which the school operates	Does not appear to value or is not inclined to maintain open lines of communication and ongoing dialog with diverse community groups and decision-makers concerning trends, issues, and potential changes in the environment within which the school operates.
Demonstrates the ability to ensure that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	Exhibits ignorance or disregard for the framework of policies, laws, and regulations enacted by local, state, and federal authorities that impact the operation of the school community.
Understands how to shape public policy in ways designed to provide quality education for students	Does not acknowledge the need to shape public policy in ways designed to provide quality education for students.

RUBRICS FOR BEGINNING SCHOOL COUNSELORS

As Approved by MO Counselor Educators, April 2001

1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.

Quality Indicators:

1.4.1.1 Human Growth and Development: The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.

Performance Indicators: The professional school counselor candidate:

- knows and understands theories of individual and family development, transitions across the life-span, and the range of human developmental variation
- knows developmental stages of individual growth
- knows and understands theories of learning and personality development
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles
- applies developmental principles in working with learners in a variety of school counseling activities

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates <i>an adequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he <i>consistently applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she <i>routinely applies</i> developmental principles in working with learners in a variety of school counseling activities.</p>	<p>The professional school counselor candidate demonstrates <i>inadequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he <i>occasionally applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she <i>inconsistently applies</i> developmental principles in working with learners in a variety of school counseling activities.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.1.2 Culture and Diversity: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.

Performance Indicators: The professional school counselor candidate:

- knows and understands multicultural and pluralistic trends
- knows and understands attitudes and behaviors related to diversity, and how the diversity in families impacts learners
- educates students, colleagues and others about diversity and its impact on learning, growth, and relationships
- facilitates the development of learners' tolerance and respect for, and valuing of, human diversity
- knows and understands how culture affects the counseling relationship and demonstrates cultural awareness and sensitivity in counseling

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship. She/he <i>routinely and effectively educates</i> students, colleagues and others about diversity and its impact on learning, growth, and relationships. He/she <i>proactively facilitates</i> the development of learners' tolerance and respect for, and valuing of, human diversity. She/he <i>consistently and competently demonstrates</i> cultural awareness and sensitivity in counseling.</p>	<p>The professional school counselor candidate demonstrates only a <i>basic level of knowledge and understanding</i> of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship. She/he <i>occasionally educates students, colleagues and others</i> about diversity and its impact on learning, growth, and relationships. He/she <i>only reactively facilitates</i> the development of learners' tolerance and respect for, and valuing of, human diversity. She/he <i>occasionally demonstrates</i> cultural awareness and sensitivity in counseling.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.1.3 Assessment: The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

Performance Indicators: The professional school counselor candidate:

- **knows and understands theoretical and historical bases for assessment techniques**
- **knows and understands the concepts of reliability and validity**
- **selects, administers, and interprets assessment and evaluation instruments and techniques in counseling**
- **applies assessment results to the counseling process**
- **knows, understands and applies ethical principles in assessment**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of theoretical and historical bases for assessment techniques, the concepts of reliability and validity, and ethical principles in assessment. He/she <i>effectively and consistently selects, administers, and interprets</i> assessment and evaluation instruments and techniques in counseling, and <i>systematically applies assessment results to the counseling process</i>.</p>	<p>The professional school counselor candidate <i>demonstrates an inadequate depth of knowledge and understanding</i> of theoretical and historical bases for assessment techniques, the concepts of reliability and validity, and ethical principles in assessment. He/she <i>does not yet effectively select, administer, and interpret</i> assessment and evaluation instruments and techniques in counseling, and <i>apply</i> assessment results to the counseling process.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.1.4 Career Development and Planning: The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.

Performance Indicators: The professional school counselor candidate:

- knows and understands theories of career development, career decision-making and planning
- selects and applies career counseling models with learners
- promotes and supports the career decision-making and planning of learners
- uses various career assessment techniques to assist learners in understanding their abilities and career interests
- uses current career information to assist learners in understanding the world of work and making career plans and choices

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of theories of career development, career decision-making and planning. She/he <i>effectively selects and applies</i> career counseling models with learners, and <i>actively</i> promotes and supports the career decision-making and planning of learners. He/she <i>consistently uses</i> various career assessment techniques to assist learners in understanding their abilities and career interests, and <i>effectively uses</i> current career information to assist learners in understanding the world of work and make career plans and choices.</p>	<p>The professional school counselor candidate demonstrates a <i>limited depth of knowledge and understanding</i> of theories of career development, career decision-making and planning. She/he <i>occasionally selects and applies</i> career counseling models with learners, and <i>reactively</i> promotes and supports the career decision-making and planning of learners. He/she <i>only uses a limited variety</i> of career assessment techniques to assist learners in understanding their abilities and career interests. She/he <i>occasionally uses</i> career information to assist learners in understanding the world of work and make career plans and choices.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.2 The professional school counselor candidate promotes learners’ growth and development through a district wide, comprehensive model for guidance and counseling for all students.

Quality Indicators :

1.4.2.1 Guidance Curriculum: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.

Performance Indicators: The professional school counselor candidate:

- knows, understands, and conducts guidance needs assessments
- collaborates with other school personnel in the delivery of the guidance curriculum
- designs and implements developmentally appropriate guidance activities

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of guidance needs assessments, and <i>systematically and effectively conducts</i> them. He/she <i>regularly and effectively collaborates</i> with other school personnel in the delivery of the guidance curriculum. She/he <i>effectively designs and implements</i> developmentally appropriate guidance activities.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of guidance needs assessments, and <i>does not yet conduct them systematically and effectively</i> . He/she <i>only occasionally</i> collaborates with other school personnel in the delivery of the guidance curriculum. She/he <i>does not yet effectively design and implement</i> developmentally appropriate guidance activities.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.2.2 Individual Planning: The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- knows and understands planning and goal setting processes
- uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of planning and goal setting processes. He/she <i>consistently and effectively uses</i> various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.</p>	<p>The professional school counselor candidate demonstrates <i>only limited knowledge and understanding</i> of planning and goal setting processes. He/she <i>does not consistently and effectively use</i> various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.2.3 Responsive Services: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to all learners in the school community

Performance Indicators: The professional school counselor candidate:

- knows and understands a variety of individual and small group counseling theories and techniques
- knows and understands a variety of crisis intervention and consultation theories and techniques
- selects and uses counseling interventions appropriate to the needs of all learners
- uses appropriate referral resources and procedures

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques, and a variety of crisis intervention and consultation theories and techniques. He/she <i>selects and effectively uses</i> counseling interventions appropriate to the needs of all learners, and <i>consistently uses appropriate</i> referral resources and procedures.</p>	<p>The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques, and a variety of crisis intervention and consultation theories and techniques. He/she <i>occasionally selects and uses</i> counseling interventions appropriate to the needs of all learners, and <i>inconsistently uses appropriate</i> referral resources and procedures.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.2.4 System Support: The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.

Performance Indicators: The professional school counselor candidate:

- knows, understands, develops, and manages a comprehensive guidance program for all learners
- advocates for the guidance program throughout the school community
- knows, understands, and conducts program evaluation to monitor and improve the guidance program

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a comprehensive guidance program for all learners, and program evaluation. He/she <i>effectively develops and manages</i> a comprehensive guidance program for all learners. She/he <i>routinely advocates</i> for the guidance program throughout the school community, and <i>systematically conducts</i> program evaluation to monitor and improve the guidance program.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of a comprehensive guidance program for all learners, and program evaluation. He/she <i>does not yet develop and manage</i> a comprehensive guidance program for all learners. She/he <i>occasionally advocates</i> for the guidance program throughout the school community, and <i>sporadically conducts</i> program evaluation to monitor and improve the guidance program.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.2.5 Technology: The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- knows, understands and uses a variety of technology in the delivery of guidance and counseling activities
- uses technology to manage a comprehensive guidance program

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a variety of technology. She/he <i>effectively uses</i> a variety of technology in the delivery of guidance and counseling activities. He/she <i>widely and routinely uses technology</i> to manage a comprehensive guidance program.</p>	<p>The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of a variety of technology. She/he <i>does not yet effectively use</i> a variety of technology in the delivery of guidance and counseling activities. He/she <i>only occasionally uses technology</i> to manage a comprehensive guidance program.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family, and community

Quality Indicators:

1.4.3.1 The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.

Performance Indicators: The professional school counselor candidate:

- knows, understands and uses consultation strategies to improve communication and promote teamwork
- uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff
- uses consultation strategies to promote school-home relationships through involvement of parents and other family members
- uses consultation methods with private and public agencies in the community that may be involved in the learner’s development

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of consultation strategies. She/he <i>effectively uses</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members. He/she <i>effectively uses</i> consultation methods with private and public agencies in the community that may be involved in the learner’s development.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of consultation strategies. She/he <i>does not yet effectively use</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members. He/she <i>does not yet use</i> consultation methods with private and public agencies in the community that may be involved in the learner’s development.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.4 The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.

Quality Indicators :

1.4.4.1 Ethical: The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.

Performance Indicators: The professional school counselor candidate:

- knows, understands and practices in accordance with the ethical principles of the counseling profession
- knows and understands the differences among legal, ethical, and moral principles
- knows, understands and practices in accordance with local school policy and procedures
- employs ethical decision-making models to recognize and resolve ethical dilemmas
- models ethical behavior in his or her work

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of the ethical principles of the counseling profession; differences among legal, ethical, and moral principles; and local school policy and procedures. She/her <i>routinely and consistently practices</i> in accordance with the ethical principles of the counseling profession, and local school policy and procedures. He/she <i>regularly employs</i> ethical decision-making models to recognize and resolve ethical dilemmas and <i>continuously models</i> ethical behavior in his or her work.</p>	<p>The professional school counsebr candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of the ethical principles of the counseling profession; differences among legal, ethical, and moral principles; and local school policy and procedures. She/he <i>occasionally practices</i> in accordance with the ethical principles of the counseling profession, and local school policy and procedures. He/she <i>employs</i> ethical decision-making models to recognize and resolve ethical dilemmas and models ethical behavior in his or her work.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.4.2 Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the professional school counselor

Performance Indicators: The professional school counselor candidate:

- knows and understands the local, state, and federal statutory requirements pertaining to her or his work
- uses legal resources to inform and guide his or her practice
- practices in accordance with the legal restraints of local jurisdictions
- practices within the statutory limits of confidentiality

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work. She/he <i>effectively uses</i> legal resources to inform and guide his or her practice; <i>consistently practices</i> in accordance with the legal restraints of local jurisdictions; and <i>consistently practices</i> within the statutory limits of confidentiality.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work. She/he <i>only occasionally</i> uses legal resources to inform and guide his or her practice; <i>does not yet consistently practice</i> in accordance with the legal restraints of local jurisdictions and within the statutory limits of confidentiality.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.

Performance Indicators: The professional school counselor candidate:

- participates in professional organizations
- develops and implements a professional development plan
- uses personal reflection, consultation, and supervision to promote professional growth and development
- knows, understands, uses and models techniques of self-care
- evaluates her or his practice, seeks feedback from others, and uses this information to improve performance

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>actively participates</i> in professional organizations; <i>develops and fully implements</i> a professional development plan; <i>routinely uses</i> personal reflection, consultation, and supervision to promote professional growth and development. He/she <i>knows, understand and regularly uses and models</i> techniques of self-care, and <i>systematically evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.</p>	<p>The professional school counselor candidate <i>is beginning to participate</i> in professional organizations; <i>has yet to develop and implement</i> a professional development plan; <i>occasionally uses</i> personal reflection, consultation, and supervision to promote professional growth and development. He/she <i>inconsistently uses and models</i> techniques of self-care, and <i>informally evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.</p>	<p>There is insufficient evidence upon which to make a determination about this standard.</p>

Rubrics for Beginning Library-Media Specialist, MoSTEP 1.5

(submitted May 27, 2003)

Standard 1.5 Library Media Specialist

[with parallel Quality Indicators for Standard 1.2 Content, Professional, Pedagogical, and Integrative Studies for Teacher Preparation (Initial)]

Component 1.5.1 Use of Information and Ideas

Quality Indicator 1.5.1.1 Efficient and Ethical Information-Seeking Behavior: Candidates apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. (1.2.1, 1.2.3, 1.2.9)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies. • Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes. • Candidates plan reference services, using traditional and electronic services that are comprehensive and address the needs of all users. • Candidates model and teach legal and ethical practices. 	<ul style="list-style-type: none"> • Candidates model strategies to locate, evaluate and use information for specific purposes. • Candidates identify and address student interests and motivations. • Candidates interact with the learning community to access, communicate and interpret intellectual content. • Candidates conduct effective reference interviews making accommodations for diverse experiential backgrounds and learning styles and the needs of students with exceptionalities (Mo-STEP) • Candidates adhere to and communicate legal and ethical policies. 	<ul style="list-style-type: none"> • Candidates demonstrate little or no evidence of the research process. • Candidates do not differentiate user needs. • Candidates do not identify or support student interests or needs. • Legal and ethical practices are ignored. • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.1.2 Literacy and Reading: Candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. (1.2.2, 1.2.5)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults. • Candidates are knowledgeable about reading theory, and current trends and strategies related to teaching reading. (Mo-STEP) • Candidates analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers. • Candidates promote the importance of reading among all students through reader advisory services and reading motivation activities. (Mo-STEP) • Candidates collaborate with teachers to integrate literature into curriculum. • Candidates instill a sense of enjoyment in reading in others that leads to lifelong reading habits. 	<ul style="list-style-type: none"> • Candidates are aware of major trends in reading material for children and youth. • Candidates are aware of reading theory and strategies related to teaching reading. (Mo-STEP) • Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. • Candidates promote reading among students through reader advisory services or reading motivation activities. • Candidates use a variety of strategies to promote leisure reading. • Candidates model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading. 	<ul style="list-style-type: none"> • Candidates demonstrate little or no evidence of knowledge of the reading process. • Candidates are not familiar with reading material for children and youth. • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.1.3 Access to Information: Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services. (1.2.7)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services. • Candidates plan strategically to ensure physical and intellectual access to information for the entire school community. • Candidates identify means of providing remote access to information. • Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom. 	<ul style="list-style-type: none"> • Candidates support flexible and open access for the library media center and its services. • Candidates identify barriers to equitable access to resources and services. • Candidates facilitate access to information in print, nonprint, and electronic formats. • Candidates comply with and communicate the legal and ethical codes of the profession. 	<ul style="list-style-type: none"> • Candidates demonstrate little or no evidence of issues related to access to information. • Candidates do not demonstrate knowledge of the legal and ethical practices of the profession • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.1.4 Stimulating Learning Environment: School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. (1.2.6)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich, library media center. • Candidates use research-based data, including action research, to analyze and improve services. 	<ul style="list-style-type: none"> • Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center. • Candidates identify relationships among facilities, programs, and environment that impact student learning. • Candidates plan and organize library media centers according to their use by the learning community. 	<ul style="list-style-type: none"> • Candidates demonstrate little or no evidence of awareness of the impact of the climate of the library media environment on learning. • There is insufficient evidence upon which to make a determination.

Component 1.5.1 Use of Information and Ideas Supporting Explanation:

Today's school library media specialists must prepare young people to function in an information society and teach them how to be learners. Learners are those who inquire, who seek information, who evaluate it, and apply it to new problems and ultimately assess how well the information has met their needs. (IP p.131)

School library media candidates model efficient and ethical information-seeking strategies. Possessing these skills will enable school library media specialists to provide information in response to the needs of the school community, and to help learners articulate their information needs.

School library media candidates work to inspire others to acquire the life-long habits of reading and learning. They apply their knowledge of the reading process, of materials for children and young adults, and of reader's advisory services, while assisting diverse learners to select resources in a variety of formats. Since school library media specialists collaborate with the entire school community, they are uniquely poised to integrate literature into instructional programs, as well as to share and promote the personal aesthetic enjoyment of reading and other creative expressions by the school community.

School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. Candidates develop strategies to create flexible access to the library media center before and after school and throughout the school day, aligned with curricular needs.

School library media candidates demonstrate the knowledge, skills, and dispositions to design a school library media facility that is collaboratively planned with the school community and provides opportunities for research, browsing, reading, listening, viewing, creative production and sharing of learning experiences. All of these activities take into account exceptionalities and diversity, providing appropriate physical and intellectual adaptations to meet the needs of all students. Understanding the need to access information from remote locations and to engage the community at large in the education of students, school library media candidates figuratively extend the walls of the library media center through online access and Web portals.

School library media candidates should know and follow the legal and ethical codes of the profession, modeling the tenets of intellectual freedom, confidentiality, and intellectual property. In this way, the library media program facilitates democratic discussion and reflection.

Representative Evidence:

- Lessons: employing a variety of strategies and demonstrating development of literacy skills i.e. appreciation of authors, illustrators, fiction, nonfiction, multimedia.
- Documents: demonstrating wide knowledge of children and young adult literature; showing an understanding of ethical use of materials; showing ways to effectively use ideas and information i.e. bibliographies, projects, events, promotional materials, Web tutorials or Website designs.
- Plans: demonstrating comprehension of programmatic issues i.e. design and use of facilities, access and use of technology, accommodations for exceptionalities, allocation of fiscal resources, policies and procedures; documentation showing an understanding of union catalog projects, interlibrary loan organizations and networks at the local, regional, state, and national levels.
- Schedules: illustrating use of the facility by the learning community.
- Videotapes: representing types of interactions i.e. reference interviews, readers' advisory sessions, or motivational reading events.
- Analyses: of issues related to literacy i.e. literary genres, reading behaviors, electronic reading programs or current trends in reading instruction.
- Pathfinders: demonstrating information-seeking behaviors and knowledge of information processes i.e. relates to a unit of study, area of personal interest or format of information.
- Websites: highlighting school library websites created by candidates that incorporate appropriate information sources, reading promotional activities, statements on policies and procedures including policies for access and ethical use.
- Special event plans: including steps to be taken before, during and after an event i.e. an author visit, a reading incentive program, or schoolwide information literacy activity.
- Posters, signs and instruction sheets: giving instructions for access to informational databases in the library and from home, classroom, and other locations.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 9-13)

Component 1.5.2 Teaching and Learning

Quality Indicator 1.5.2.1 Knowledge of Learners and Learning: Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning. (1.2.1, 1.2.2, 1.2.4, 1.2.7, 1.2.8, 1.2.11)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students. 	<ul style="list-style-type: none"> • Candidates design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. • Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. • Candidates base information skills instruction on student interests and learning needs; instruction is linked to student achievement. 	<ul style="list-style-type: none"> • Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities. • Candidates do not link student interests, learning, information skills instruction; student achievement is not assessed or documented. • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.2.2 Effective and Knowledgeable Teacher: Candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. (1.2.4, 1.2.5, 1.2.8)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates can document and communicate the impact of collaborative instruction on student achievement. • Candidates develop a regular communication procedure between home and school. 	<ul style="list-style-type: none"> • Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. • Candidates, as teachers of information skills, make use of a variety of instructional strategies and assessment tools. • Candidates analyze the role of student interest and motivation in instructional design. • Candidates create, implement and evaluate student learning experiences in partnership with teachers and other educators. 	<ul style="list-style-type: none"> • Candidates develop lesson plans in isolation with little or no attention to instructional methodologies. • Candidates' instructional methodologies exhibit limited strategies and the use of few resources. • Candidates do not assess student learning. • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.2.3 Information Literacy Curriculum: Candidates partner with other education professionals to develop and deliver an integrated information skills curriculum. (1.2.4, 1.2.5, 1.2.7, 1.2.11)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school. • Candidates advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community. 	<ul style="list-style-type: none"> • Candidates employ strategies to integrate the information literacy curriculum with content curriculum. • Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. • Candidates assist students to use technology to access, analyze, and present information. 	<ul style="list-style-type: none"> • Candidates develop an information literacy curriculum which is in isolation from content curriculum and which relies on traditional print-only library research tools and location and access skills. • There is insufficient evidence upon which to make a determination.

Component 1.5.2 Teaching and Learning Supporting Explanation:

Schools exist to create educated citizens and to teach students basic skills needed for lifelong learning. One of the most important elements of lifelong learning is information literacy. Just as information processes should be integrated with content curriculum, so too should school library media specialists integrate their teaching by collaborating with classroom teachers to plan instructional goals and strategies, deliver instruction as an integrated team, and assess the process and product of information skills integrated with the learning product.

School library media specialists are the information literacy experts in the school, modeling effective use of information skills to solve problems, pursue knowledge, and serendipitously explore the world of information.

School library media candidates must demonstrate knowledge of human development, learning theory, learner behavior, and instructional design. Candidates have the responsibility to develop instruction that will motivate students to become information literate, independent in their learning, and socially responsible in their use of information and information technology. School library media specialists develop the school library media center as a learning laboratory uniquely designed to ensure that all students are efficient and effective users of information and ideas. In their work with all learners, the school library media specialist crosses disciplines and integrates information literacy in all curricular areas (NBPTS, standard IV).

The national information literacy standards from *Information Power* and state-level information curricula, provide the basis for the school library media specialist's role in collaborative planning with classroom teachers. Such planning should include the development of assessments that accurately reflect and further the student's learning. Inquiry is an essential component of learning in the information age, and the library media program is the keystone of this effort. The school library media specialist is the catalyst in generating a spirit of inquiry within the school.

Representative Evidence:

- Lessons: demonstrating knowledge and use of AASL national information literacy standards; showing the candidate has an understanding of human development, learning theory, and instructional design; demonstrating elements of differentiation and instructional adaptations for students with exceptionalities, and incorporating authentic learning opportunities.
- Documents: showing a knowledge of information literacy standards; showing a knowledge of K-12 subject curriculum; documenting ability to plan, deliver, and assess instruction for all students i.e. different learning styles, classroom content, student behavior, or exceptionalities.
- Self-reflection: showing that the candidate has imagined ways to become a catalyst in generating a spirit of inquiry within the school.
- Teaching evaluations: including self-evaluations and reflections in practice as well as supervisors' reactions.
- Project plans and evaluations: indicating efforts made by the candidate to generate a spirit of inquiry throughout the school.
- Assessment tools: measuring progress in student literacy skills, i.e. checklists, rubrics, conferencing, journaling, and portfolios.
- Websites: showing that the candidate is becoming an expert in informational and curricular needs of users.
- Portfolios: including videotaped instruction and samples of student work showing successfully taught lessons demonstrating integration of information literacy skills with content area objectives.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 14-16)

Component 1.5.3 Collaboration and Leadership

Quality Indicator 1.5.3.1 Connection with the Library Community: Candidates provide leadership and establish connections with the greater library and education community. (1.2.9, 1.2.10)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers. • Candidates participate in professional associations. 	<ul style="list-style-type: none"> • Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. • Candidates articulate the role of their professional associations and journals in their own professional growth. 	<ul style="list-style-type: none"> • Candidates are unaware of the potential for benefits to the school library media program from making connections to the larger library community. • Candidates have limited or no understanding of the role of professional associations and journals in their professional lives. • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.3.2 Instructional Partner: Candidates demonstrate effective leadership principles and work with the learning community to create a productive educational environment. (Mo-STEP) (1.2.9, 1.2.10)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates anticipate providing leadership to school and district committees. • Candidates share expertise in the design of appropriate instruction and assessment activities with other professional colleagues. 	<ul style="list-style-type: none"> • Candidates model, share, and promote ethical and legal principles of education and librarianship. • Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities. 	<ul style="list-style-type: none"> • Candidates are not able to articulate how to create an integrated library media program from an isolated school library media center. • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.3.3 Educational Leader: Candidates create school library media programs that focus on student learning and achievement; and encourage the personal and professional growth of teachers and other educators. (1.2.2, 1.2.4, 1.2.9, 1.2.10)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates develop a library media program that reflects the best practices of education and librarianship. • Candidates have a thorough understanding of current trends and issues in education. • Candidates write a plan for professional growth that justifies their own professional choices. • Candidates engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching. • Candidates share information, apply research results, and engage in action research. 	<ul style="list-style-type: none"> • Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. • Candidates recognize the role of other educational professionals and professional associations. • Candidates translate for the school the ways in which the library program can enhance school improvement efforts. • Candidates utilize information found in professional journals to improve library practice. 	<ul style="list-style-type: none"> • Candidates are unaware of basic trends and issues in the field of education. • Candidates have minimal knowledge of professional associations in other disciplines, or of the role of other educational professionals. • Candidates take a passive role in the school. • There is insufficient evidence upon which to make a determination.

Component 1.5.3 Collaboration and Leadership Supporting Explanation:

The conceptual framework of *Information Power* is based on the central ideas of Collaboration, Leadership, and Technology. These ideas undergird the vision of *Information Power* and provide unifying themes for the discussion of the library media specialist's special job responsibilities and leadership roles. School library media candidates demonstrate an understanding of the four roles of the library media specialist in the school.

- As *teacher*, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs; to locate and use resources that will meet those needs; and to understand and communicate information the resources provide.
- As *instructional partner*, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources.
- As *information specialist*, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationship with teachers, administrator, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center.
- As *program administrator*, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it.

Community resources, including other types of libraries, museums, colleges and universities, and local businesses and civic groups, are natural allies of school library media programs in fostering learning, encouraging use of resources, and in promoting independent information use. Collaborative programs, cooperative collection development, and interlibrary loan are examples of the benefits of inter-library connections. School library media candidates are aware of the differing roles of academic, public and special libraries or information centers, and can interact with other library professionals for the benefit of users.

As instructional partner working with the entire school community, library media candidates demonstrate the potential to take a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, library media candidates work closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards. (IP, p. 4-5)

Leadership, like collaboration, is also essential in making connections. The library media specialist strengthens the program's connection by working as a curriculum and instructional leader within the school community by organizing and promoting learning opportunities within and beyond the school. By being involved in policies and decisions made at district, state, and regional levels, the school library media specialist promotes the importance of information literacy to student learning across the curriculum. In preparation for formal leadership roles in professional associations, the library media candidates promote the profession to current and future colleagues within the field and serves as an advocate for school library media programs to members of other disciplines and their organizations.

Representative Evidence:

- Lessons: 1) showing that student' lessons are collaboratively taught; 2) showing that candidates develop appropriate in-services for faculty; 3) showing that candidates design authentic learning tasks and assessments, and integrate the information and communication abilities required to meet subject matter standards.
- Documents: 1) illustrating a knowledge-base development of leadership strategies, expectations, and goals; 2) showing that candidates read and uses current professional journals; 3) showing that candidates interact with professionals in other types of libraries and information centers via site visits, interviews and email correspondence; 4) showing that candidates observe and volunteer in school libraries prior to the practicum.
- Portfolios: 1) documenting professional activities including membership in professional organization(s) at the local, state and/or national level, attendance at conferences and workshops; 2) written professional development plan.
- Charts: showing knowledge of curriculum by subject and grade level (curriculum mapping).
- Analysis: demonstrating that candidate systematically evaluates the collection using a variety of collection analysis techniques (needs assessment, curriculum mapping, standardized lists, etc).
- Pathfinders: selecting, accessing and evaluating information in all formats by subject and grade level.
- Self-Reflection: 1) showing an awareness of personal leadership style; 2) demonstrating interactions with classroom teachers and other school professionals; 3) showing that candidates plan for evaluation of success in achieving goals indicating a pro-active leadership style.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 17-20)

Component 1.5.4. Program Administration

Quality Indicator 1.5.4.1 Managing Information Resources: Selecting, Organizing, Using: Candidates apply knowledge and skills in building, managing, and providing free and equitable access to resource collections to enhance the school curriculum and offer leisure reading materials for the school community. (1.2.4)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society. • Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources. • Candidates develop procedures to analyze the effectiveness of library media policies, procedures, and operations. • Candidates ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages. 	<ul style="list-style-type: none"> • Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. • Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice. [district, state and national standards (Mo-STEP)] • Candidates support intellectual freedom and privacy of users. . Candidates plan for efficient use of resources and technology to meet diverse user needs. 	<ul style="list-style-type: none"> • Candidates demonstrate little knowledge of accepted library policies, procedures and practices for selecting, organizing, and using information. • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.4.2 Managing Program Resources: Human, Financial, Physical: Candidates administer the library media program according to the principles of best practice in library science and program administration to support the mission of the school. (1.2.4, 1.2.6)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates organize, manage and assess all human, financial, and physical resources of the library media program. • Candidates advocate for ongoing administrative support for library media program and policies. • Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community. 	<ul style="list-style-type: none"> • Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. • Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues. • Candidates plan adequate space for individuals, small groups and whole classes. 	<ul style="list-style-type: none"> • Candidates demonstrate little knowledge of effective management policies, procedures and principles. • Candidates show little knowledge of relationship of facility to program needs. • There is insufficient evidence upon which to make a determination.

Quality Indicator 1.5.4.3 Comprehensive and Collaborative Strategic Planning and Assessment: Candidates apply leadership, collaboration, and technology skills to design and manage library media programs that are up-to-date, comprehensive, and integrated within the school. (1.2.8, 1.2.10)

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> • Candidates collaborate with teachers, administrators, students and others in the school community to develop, implement, and assess long-term, strategic plans. • Candidates are able to align the library media program with the information literacy standards and the school's goals, objectives and content standards. • Candidates use quantitative and qualitative methods of data collection and analysis to assess data and make decisions that promote increased student achievement (evidenced-based practice). (Mo-STEP) 	<ul style="list-style-type: none"> • Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. • Candidates use data for decision-making regarding student achievement (evidence-based practice). (Mo-STEP) 	<ul style="list-style-type: none"> • Candidates are not able to develop a plan for the library media program. • Candidates do not use data for decision-making. • There is insufficient evidence upon which to make a determination.

Component 1.5.4. Program Administration Supporting Explanation:

School library media candidates meet the contemporary learning needs of students by creating a student-centered library media program that is carefully planned and efficiently managed. The knowledge, skills, and dispositions of the school library media candidates serves as the hub of a schoolwide culture of learning that is vital to student achievement. Effective program administration supports authentic student learning and is indispensable to the development of lifelong independent learners.

Librarians serve as cultural facilitators. Therefore, a core activity within the profession is resource management: selecting and collecting resources, storing and organizing them for retrieval and use, and maintaining that collection. In addition, school library media specialists have responsibility to teach the school community to access information effectively.

School library media candidates demonstrate the ability and expertise for administering an effective school library media program. As program administrator, the library media specialist applies leadership, collaboration, and technology skills to design and manage a program that is up-to-date, comprehensive, and integrated within the school. Program administration supports both the more visible teaching and learning function, as well as the less visible information access function in efforts to reach the entire learning community.

School library media candidates recognize that knowledge of and adherence to the principles of the profession are the foundation on which an effective library media program is built. These principles guide library media specialists in their approach to staffing, collaborating, assessing, supporting and administering library media programs. They use principles of library and information studies to ensure that programs are meaningful, articulated, and connected to the learning community's ongoing needs and goals.

Program assessment is integral to the library media program planning process. It is also essential to ensure that the program's missions, goals, and objectives are current and student-centered and that program goals are being met. Ongoing, regular assessment of the library media program is important to assure that the program is vital and at the center of student learning. Above all, assessment focuses on the extent to which the program assures higher levels of student achievement.

Library media candidates demonstrate leadership potential in assessing the information needs of the learning community. In collaboration with teachers, students, administrators, and other members of the learning community, the library media candidate demonstrates the ability to develop and implement a program assessment that demonstrates continuing attention to meeting those information needs within the school.

Representative Evidence:

- Documents: demonstrating knowledge of the school curriculum and of the district, state, and national library and information literacy standards; demonstrating knowledge of selection sources and practice with acquisition decisions; demonstrating knowledge of cataloging, classifying and technical services; demonstrating ability to create and edit bibliographic records using MARC format for the purposes of improved local access and sharing union catalogs; documents showing that candidate interviews and visits school library media specialists before beginning the practicum.
- Plans and procedures: illustrating comprehension of issues related to resource allocation i.e. facilities, collection development, staffing, and budget; developing a program assessment that demonstrates continuing attention to meeting the information needs within the school.
- Evaluations: assessing field experience performance from both the students and the supervisor's perspective; analyzing the collection by age, subject, appropriateness of the materials; investigating efficient access of collection by examining subject headings, Dewey numbers, and MARC records.
- Program Assessment: working with students, staff, administrators and assessing the school library media program, indicating understanding and achievement of the library media program's mission, goals, and objectives; demonstrating ability to make decisions based upon systematic analysis and use of relevant data and research.
- Photos, video: showing expertise in displays, organization, bulletin boards, charts that encourages student learning and reading.
- Websites: using technology to design and manage a program that is up-to-date, comprehensive, and integrated within the school.
- Self-reflection: assessing ability to lead, collaborate, and to make decisions based upon analysis.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 21-24)

SAMPLE SITE VISIT SCHEDULE

Saturday

3:00 to 5:00 p.m. Initial Team Meeting

Team members meet at the designated hotel for introductions, orientation to the site visit procedures and the site visit schedule, review of the standards and rubrics, and to begin the process of reviewing data and other information provided by the institution.

6:00 to 8:00 p.m. Team Dinner

Sunday

9:00 a.m. to 4:00 p.m. Examination of Documents in Exhibit Room

Team members continue to explore the documentation available in the exhibit room, especially relevant to the issues related to their assigned standards and programs. This will include assessment data, syllabi, faculty vitae, minutes of meetings, and survey data. In the process, team members should be developing additional questions for interviews on Monday and Tuesday.

6:00 to 7:30 p.m. Dinner with Institutional Representatives or Poster Session

If the institution hosts a dinner, team members will be introduced to faculty members, administrators and other stakeholders, and the team chair will give a brief overview of the site visit process. Unit representatives also will be introduced, and a brief program regarding the unit and the institution may be presented.

If a “poster session” is scheduled, team members will have the opportunity to interact with faculty and students who present displays of specialty groups, programs, or other projects related to professional education. This activity might be scheduled as a “reception” prior to a dinner, or it might be a “working dinner” for the team.

8:00 to 10:00 p.m. Team Meeting at Hotel

Team members will discuss initial findings and ratings for standards and programs, identifying areas of limited evidence and questions still to be answered. After this, team members may continue their review of documentation brought from the on-campus work room.

Monday

8:00 a.m. to 4:30 p.m. Interviews and Additional Data Gathering

Team members will alternate their time between interviewing faculty, administrators and students, PK-12 staff and other stakeholders and continuing to examine the available documentation throughout the day.

5:30 to 7:00 p.m. Team Dinner

7:00 to 10:00 p.m. Team Work Session

Team members will review findings from the day’s work, especially those that have influenced their perceptions about their assigned standards and programs. The meeting should focus on concerns that remain or have emerged about each standard or program and additional information needed by the team.

Tuesday

8:00 to 12:00 Continued Data Collection

Team members will again alternate interviewing individuals or groups with other information gathering activities. On this day, also, any off-campus visits will occur (i.e., to satellite programs and/or field-placement sites).

12:00 noon to 1:00 p.m. Lunch

1:00 to 4:30 Additional Interviews as Needed

Team members will conduct additional interviews as needed of specific faculty members or program/area leaders, as well as students and other stakeholders. When not involved in such interviews, team members should be finalizing their data collection and/or be working on their reports.

5:30 to 7:00 p.m. Team Dinner

7:00 to 10:00 p.m. Team Work Session

Team members meet to make a final determination relevant to the rating of each standard and program reviewed, as well as to discuss any strengths or weaknesses to be cited in the report. Once this is completed and the team has reached a consensus judgment regarding each standard and program, the team members will continue writing their individual reports, with rationales and recommended disposition. *These final reports are due by Wednesday, 9:00 a.m.*

Wednesday

9:00 to 11:00 a.m. Team Work Session

Team members arrive at the morning meeting with enough copies of each of their program/standard reports for each team member, including the chair and the DESE representative. During the meeting members read aloud their final reports for the entire team. This activity is intended to provide editing and proofreading for the various report sections. It also allows team members to evaluate again their decisions and recommendations relevant to each standard and program reviewed. Any changes, major or minor, are recorded by the team chair, who is responsible for correcting the draft report based on the meeting notes. *Each team member is responsible for submitting to the DESE representative one paper copy and one electronic copy (on the 3½-inch diskette provided) of his/her report sections before leaving the Wednesday morning team meeting.*

11:00 Site Team Members Depart

Once the report has been edited and proofread, and when the members have submitted their reports to the DESE representative, they are free to leave the site for home.

11:30 Exit Meeting

The Site Team chair and the DESE representative meet with the Unit head and the institution's leadership to give them a summary of the team's findings and to give them the process and time line for completion, review, rejoinder to, and submission of the final program approval report.

Interview Plan

Name of person to be interviewed:

Time and Place:

Standards to be addressed:

Planned Questions:

Format of the interview:

- 1) **Warm-up** – Make the interviewee feel comfortable and provide any necessary background on the purpose of the interview.
- 2) **Core** – Focus questions on the standards for which information is being sought. Follow-up initial questions as necessary. Take notes. Listen carefully.
- 3) **Exit Summary** – Summarize principal findings. Thank the interviewees for his/her/their time.

Guidelines for Interviewing

- Don't report findings in the interview; rather, use the information to form questions to find out why the findings resulted from the program review.
- Do be aware of the anxiety that interviewees may have. Make them as comfortable as possible during the warm-up period.
- Don't talk about "back home" where you do it right or wrong, but different from the institution being visited
- Do focus the interview on the standards.
- Don't dwell on matters about which you are merely curious, but which are not related to the standards. Stay an extra afternoon if you would like to learn more about these activities.
- Do keep the interview within the time limits for which it is scheduled
- Don't make your questions too terse and be able to explain what information you are seeking.
- Don't ask yes or no questions. Rather do ask probing questions to learn how standards are being addressed.
- Don't quote faculty members or others who have made statements that contradict what the interviewee has said.
- Do keep written notes on the key points made during the interview and summarize them at the end of the interview.
- Don't be confrontational in seeking the data needed by the team to make informed professional judgments.
- Do take a leadership role in planning who will be interviewed and the questions to be asked.
- Do ask institutional representatives to leave the room while students, cooperating teachers, faculty, and others are being interviewed.
- Do assure interviewees that the confidentiality of their comments will be preserved and valued.
- Do make use of teaching techniques appropriate for large class instruction during group interviews.
- Do work in interviewing pairs as much as possible. When state members and observers are working with the BOE team, a state representative and BOE members should be paired when possible

APPENDIX 10

Questions Team Members Must be Able to Answer as a Result of the Site Visit

The following questions are organized by MoSTEP standards. In many instances, however, the answer to a question will inform more than one standard. Furthermore, answers to these questions apply to both the Unit and to individual Programs.

Standard 1 (Performance Standards)

1. What are the performance expectations for students completing the General Education curriculum? How does the General Education curriculum address each of the following areas: the fine arts, communications, history, literature, mathematics, philosophy, the sciences and the social sciences? How are students assessed? By what procedures is the General Education curriculum evaluated? By whom? And on what schedule?
2. What evidence is presented to verify the institution's, the Unit's, and the programs' commitment to and incorporation of multi-cultural and global perspectives?
3. To what extent do curriculum matrices indicate that ALL relevant Quality Indicators AND Subject Specific Competencies are being taught via the curriculum? To what extent are the matrices reflected in Professional Education (minimally) syllabi?
4. What evidence exists of candidates' ability to integrate educational theory into their own practice?
5. What evidence is presented of candidates' satisfactory demonstration of the performance expectations established for their professional role in the public schools? Does the unit/program present all the required data sources to document candidate preparation to assume all professional responsibilities? Do interviews with faculty and school-based personnel corroborate the findings presented in these data sources? **(Refer to criterion #4 of Unit Standard 1 rubric for mandatory array of performance data.)**
6. How does the unit ensure that candidates complete the course/credit-hour requirements and field/clinical experiences required by the certificate for which they are recommended? Do all candidates complete the requirements?

Standard 2 (Program and Curriculum Design)

1. How was the Unit's Conceptual Framework derived? Who participated? In what ways has the Conceptual Framework been shared throughout the Unit's professional community? To what extent is the Conceptual Framework clearly built upon identified and current research and best practice? What evidence is there that program curricula prepare pre-service educators for service in increasingly multi-cultural schools? On what schedule has the Conceptual Framework been evaluated? By what means is the Unit evaluating the efficacy of its Conceptual Framework?
2. To what extent are faculty from across the institution, faculty from the public schools, and pre-service educators able to articulate the Conceptual Framework?
3. What procedures are used by the Unit and the programs within the Unit to develop and refine its educator preparation curriculum? What evidence is there of systematic planning and continuous evaluation of the professional education curriculum? What data are collected and shared? With whom? And on what schedule?
4. To what extent does EACH program leading to initial or advanced certification reveal curricular

- coherence? Reveal embedding of all relevant Quality Indicators and Subject Specific Competencies? Reveal assessment of each candidate's performance regarding relevant Quality Indicators and Subject Specific Competencies?
5. How are faculty involved in aligning their curriculum with the expectations of the MoSTEP Quality Indicators for Beginning Teachers, for Beginning School Leaders, for Beginning School Counselors, and for Beginning School Library/Media Specialists. To what extent is curriculum AND assessment data clearly mapped to the relevant Quality Indicators and Subject Specific Competencies?
 6. What procedures are used by the Unit and the programs within the Unit to develop its educator preparation curriculum? What evidence is there of systematic planning and continuous evaluation of the professional education curriculum? How are faculty in the content areas involved in aligning their curriculum with the expectations of the MoSTEP Quality Indicators for the Beginning Professional in Missouri and the Subject-Specific Competencies for the Professional in Missouri? What procedures are used by faculty in the content areas for evaluating their curriculum against the performance of candidates relative to those expectations?
 7. By what means does the Unit ensure that the curriculum is being taught and assessed across instructors and/or across instructional sites?
 8. How well does the unit's programs reflect the characteristics of High Quality Programs?
 - a. How does the unit ensure that its programs' curriculum design and course syllabi are coherent?
 - b. How do the MoSTEP Quality indicators, Subject Specific Competencies, and certification requirements influence the design, implementation, and evaluation of courses and field experiences?
 - c. To what extent does the evidence demonstrate the faculty's commitments to preparing candidates to function effectively with diverse pK-12 student populations? To what extent are candidates being taught research-based strategies regarding closing achievement gaps in Missouri schools?
 - d. To what extent does the evidence demonstrate the faculty's commitment to preparing candidates with expertise in integrating technology into their practice?
 9. To what extent is the Unit's assessment system clearly defined? Valid? Fair and unbiased? By what means is the Unit monitoring and evaluating the validity and reliability of its selected measures/instruments?
 10. On what schedule does the Unit analyze candidate, program, unit, and conceptual framework assessment information? With whom is the information shared?
 11. How does the unit use information technologies systems and tools to manage and report all components of the assessment system? How does the unit collect and use follow-up data from candidates, recent graduates, employers, and other members of the professional community to improve its programs and student performance? What does follow-up data are provided from each certification program reveal about the quality of that program and its candidates?
 12. What sorts of modifications has the Unit and/or individual Programs initiated as a result of assessment data?
 13. By what means is the Unit (and individual programs) assessing the impact of its **candidates** on PK-12 education? By what means is the Unit (and individual programs) assessing the impact of its **faculty** on PK-12 education? In what ways has impact assessment affected curriculum design?

14. To what extent do alternative certification and add-on certification programs satisfy DESE certification requirements?

Standard 3 (Field Experiences and Clinical Practice)

1. What evidence is there that pre-service educators are practicing their craft in **diverse** clinical settings? To what extent are candidates' experiences based on clearly stated criteria, criteria that are themselves based in the Quality Indicators applicable to the candidates' field of study? To what extent do ALL programs adhere to Unit policies regarding clinical practice? What are the expressed purposes of clinical experiences and to what extent are students, public school personnel, and content-area faculty involved in the formation and evaluation of these objectives?
2. How are public school teachers, counselors, library/media specialists, and building administrators oriented to the Unit's Conceptual Framework and the performance expectations expressed in the MoSTEP Quality Indicators?
3. How do the Unit and the programs within the Unit prepare public school teachers, building administrators, counselors, and library/media specialists to evaluate the clinical performance of the pre-service educators?
4. In what ways are clinical experiences provided early and throughout the pre-service educator's preparation? How do field and clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the candidates' work, including higher education faculty, PK-12 school faculty, administrators, students and peers?
5. To what extent are clinical experiences integrated into all components of the preparation curriculum?
6. In what ways do pre-service educators' clinical experiences ensure that they will participate in the experience (vs. merely observe)?
7. In what ways are clinical sites evaluated? On what schedule are clinical sites evaluated?
8. In what ways does the Unit (or individual programs) collaborate with PK-12 professionals to design AND evaluate clinical and other field experiences?
9. With what districts and/or buildings do programs have formal partnerships? By what criteria are these partnerships defined and evaluated?
10. By what means does the Unit ensure that candidates' clinical experiences (including culminating experiences) correspond to their sought certificate(s)?
11. In what ways does the Unit and its programs ensure that its candidates conduct their clinical practice under the supervision of appropriately licensed public school partners? And are supervised by qualified Unit faculty?
12. In what ways do programs ensure that students witness high-quality educational practice in their clinical experiences?
13. How has unit implemented 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 80-805.040? To what extent is the policy implemented/followed?

Standard 4 (Candidates)

1. What controls ensure systematic collection of data about students in the programs – from application for admission through exiting the program? To what degree is the information accurate – particularly in terms of being accurate across Unit or program reporting? Who is involved in

- reviewing and evaluating the data?
2. How is eligibility for admission to educator preparation (initial and advanced) determined? Who is involved in making those determinations?
 3. What evidence exists that the Unit and the individual programs within the Unit are recruiting and retaining a diverse student population? In what ways does institution-wide policy and resources support the unit's recruitment and retention efforts?
 4. What evidence exists that the Unit and the individual programs within the Unit are recruiting and retaining students into high-demand teaching and non-teaching fields?
 5. What evidence exists that the Unit accommodates transfer and non-traditional students?
 6. To what extent do all programs (undergraduate and graduate) base admission on multiple forms of assessment, including but not limited to assessments of academic proficiency?
 7. Who has responsibility for policy and practices on matters of orientation, advising, and counseling students admitted to educator preparation? What systems has the unit implemented to ensure that candidates receive appropriate academic and professional advisement throughout their professional education programs?
 8. What evidence exists that the Unit and individual programs within the Unit have established and are using performance-based, developmentally appropriate benchmarks to determine students' progress through the program? How is this evidence being used by the Unit and its programs to improve student performance?
 9. What evidence exists that students' progress is being assessed through multiple measures?
 10. By what means do the Unit and the individual programs ascertain current students' perspectives on the effectiveness of programs and curriculum?
 11. How are professional education faculty preparing students for required exit assessment (summative Quality Indicator based assessments and subject-matter exit testing)? In what ways are faculty assisting candidates who are experiencing difficulty meeting their exit assessment requirements?
 12. What form of summative Quality Indicator based assessment is the Unit using? In what ways is that assessment integrated into all components of the candidate's preparation program?
 13. To what extent is the Unit (and each program within the Unit) using at least the minimum set of assessments identified in criteria #8, Standard 4? (content knowledge assessments required for state certification/licensure; at least one additional indicator of content knowledge; the candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities; the candidate's performance in clinical practice (student teaching, internship, etc.); and the candidate's impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments)
 14. How is eligibility for recommendation for licensure determined?
 15. How is feedback from graduates and from their employers communicated within the Unit and among the programs within the Unit? What evidence is there that the information provided by graduates and their employers is actually being used in program improvement?
 16. How are the Unit and the programs within the Unit supporting graduates?

Standard 5 (Faculty)

1. What evidence exists that the Unit and the individual programs within the Unit are recruiting and retaining a diverse faculty population? In what ways is the institution and the unit evaluating its

faculty recruitment and retention policies? In what ways are the institution and the unit using the results?

2. What data reveal that the educational and experiential preparation of faculty (full-time and adjunct) is adequate to prepare educators for Missouri schools?
3. What evidence shows that teaching assignments are consistent with each faculty member's preparation and teaching experience?
4. What assurance is there that instructors of special methods courses are well acquainted with elementary, middle school, and secondary programs and activities?
5. What evidence reveals a faculty possessing knowledge and experience related to preparing candidates to work with PK-12 students (including students with exceptionalities) and faculties from diverse backgrounds?
6. How does the professional education faculty ensure a continuing and vital connection with elementary, middle school, and secondary schools?
7. What faculty members, if any, have been teaching outside their fields of preparation and experience?
8. How do teaching loads of the education faculty compare with teaching loads across the institution?
9. How are student advising responsibilities determined? How is this assignment treated in determining faculty load?
10. How many faculty are involved in supervision of clinical experiences (including, but not limited to, student teaching and other culminating practica/internships)? How is this assignment treated in determining faculty load? What evidence is there that these faculty are not only qualified to evaluate the specific candidates to whom they have been assigned, but also that they are current with state, district, Unit, and program initiatives and practices?
11. How extensive is the use of part-time (or adjunct) faculty? How much turnover is there among the adjunct faculty? In what ways are adjuncts supported and brought into the culture of the Unit? What special knowledge and experiences do these adjuncts bring to the Unit's programs?
12. In what ways do the institution, Unit, and programs ensure that faculty throughout the institution model effective and varied teaching practices, including but not limited to effective integration of technology into their teaching?
13. In what ways do the institution, Unit, and programs ensure that faculty throughout the institution model effective integration of diversity into their teaching?
14. In what ways is faculty teaching performance evaluated against the performance of students? What evidence is there to suggest that teaching in the unit and its programs is high-quality, effective, consistent with the conceptual framework, reflects current research and effective practice, including technology use and an awareness of the impact of diversity and/or exceptionalities among students?
15. What supports and encouragements does the institution and the Unit provide faculty for pursuit of scholarly activity? What evidence is there that faculty are availing themselves of these supports?
16. What supports does the institution and the Unit provide faculty for their own professional development? What evidence is there that faculty are availing themselves of these supports? To what extent are faculty professional development activities focused on improving the performance of students? What evidence is there of faculty teaching or supervising candidates in professional education further their professional development through periodic, direct personal involvement in the PK-12 public schools, as required by Mo. Rev. Stat. ' 168.400.3 (2005)

Standard 6 (Governance, Organization, and Authority)

1. What evidence exists that the designated board of the institution promotes and supports sound educational programs?
2. What evidence is provided by the Unit and by programs within the Unit that the control of teacher licensure programs is exercised by a defined administrative and instructional unit?
3. Who is responsible for the administration of the educator preparation programs? How is this person(s) selected? By whom is this individual's performance evaluated?
4. Who is authorized to recommend candidates for licensure?
5. What evidence indicates that the Unit operates as a professional community?
6. What evidence indicates that the Unit is provided sufficient personnel (faculty and staff) to develop, administer, evaluate, and revise all professional education programs?
7. In what ways and to what extent does the institution provide ongoing resources (e.g., technology, support staff, etc.) to the unit's systematic collection, analysis, and dissemination and use of candidate, program, and unit assessment data?

Standard 7 (Professional Community)

1. What evidence indicates that there is institution-wide participation in the development of policies, curriculum, and evaluation regarding teacher preparation?
2. What evidence is there of consultation and participation with elementary and secondary school personnel in planning and evaluating educator preparation programs?
3. In what ways are faculty in the content areas involved the preparation of beginning and advanced educators?
4. By what means do professional education and content-area faculty contribute to the improvement of education in the public schools?
5. What evidence indicates that the Unit provides its candidates with varied opportunities to develop as professionals, e.g., participation in professional education organizations or in professional conferences?
6. In what ways are Unit faculty collaborating with PK-12 faculty and administrators to improve outcomes for PK-12 students, faculty, professional education candidates and faculty, and other stakeholders?

Standard 8 (Resources)

1. What evidence is there of the institution's commitment to the preparation of high-quality educators for Missouri's schools? Is commitment to preparing educators part of the institutional mission statement? Do preparation programs receive an equitable proportion of institutional resources? Whether equitable or not, to what extent are resources sufficient to prepare highly qualified education professionals in ALL programs for which the Unit seeks approval?
2. What provisions are being planned and implemented to prepare educators for an increasingly technology-based school?
3. To what extent are the Unit's facilities conducive to the delivery of high-quality curriculum? To what extent are adjuncts provided adequate facilities (and equipment) for conducting their classes and for interacting with students?
4. What provisions are being planned and implemented to prepare educators for an increasingly diverse

student population?

5. By what means are library/media holdings continuously evaluated and kept current? What evidence supports the adequacy and currency of all print and non-print materials and their availability to faculty, students, and public school personnel?
6. What evidence is there that faculty regularly avail themselves of instructional technology? How does the unit and institution ensure that faculty and candidates have training in or access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to facilitate instruction or personal productivity?

MoSTEP Team Member Evaluation

Instructions: List each state team member in the vertical spaces in the top row of the chart below. In the spaces below the names rank each team member's performance on a scale of one (1) "strongly disagree" to (5) "strongly agree" for each of the elements listed.

Attributes and Dispositions to be Evaluated								
1. Came to the site visit prepared; was familiar with the pre-visit documentation.								
2. Understood Standards and Quality Indicators and applied them consistently.								
3. Judgments were rational and sound according to the standards and were supported by evidence.								
4. Punctual, efficient, professional and hardworking								
5. Effective research and interviewing skills.								
6. Good writing skills in preparing report sections.								
7. Functioned well as a team member; demonstrated good teaming skills.								
8. Communicated professionally and effectively with institutional and off-campus contacts.								
9. Capable of making difficult decisions and judgments when warranted.								
10. Should be invited to serve on future site visit teams.								
11. Ready to be trained to serve as a MoSTEP Team Chair?								

Institution Visited _____ Date of Visit _____

MoSTEP Team Chair Evaluation

Institution Visited: _____ Date of Visit: _____

Name of Team Chair: _____

Instructions: Please evaluate the abilities and effectiveness of the team chairperson in the elements listed below. Rate the performance of the individual by writing the appropriate number in the box beside each of the elements listed. On the scale, five (5) represents “highly effective” and one (1) represents “highly ineffective.”

Activities and Attributes	Rating
1. Previsit communications (e.g., contact prior to the site visit, including assignments and responsibilities)	
2. On-Site Orientation	
3. Leadership Skills (i.e., organizing, delegating responsibilities, problem-solving, assigning tasks, maintaining schedule, assuring team needs are met)	
4. Adherence to MoSTEP Standards and Procedures	
5. Personal Qualities (i.e., professionalism, communication ability, punctuality, fairness, lack of bias, dependability, thoroughness, etc.)	
6. Overall Effectiveness	

Would you recommend this person to serve again as a MoSTEP Team Chairperson?
Yes _____ No _____

Glossary of MoSTEP Terms

Advanced Programs: Programs at the post-baccalaureate level for 1) the advanced education of teachers who have previously completed initial certification or 2) the initial and/or advanced preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree licensure programs at the graduate level.

Annual Report: A written reports prepared by the professional education unit each year attesting to its continuing capacity to meet the Board's standards and requirements. These reports reveal evolutions in the professional education unit and its programs.

Assessment: Purposeful gathering of information about student learning for purposes of providing feedback to learners and their guardians, teachers and other educational professionals, and approval/accrediting bodies (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests).

Assessment System: A comprehensive and integrated set of evaluation measures that provides information about candidate performance and the management and improvement of unit and program operations.

Benchmarks: Acceptable levels of quality or execution within a broader scope or definition or range of standards implementation.

Board: Missouri State Board of Education

Board Procedures and Standards: Procedures and standards for professional education programs as enumerated in State Board of Education Rules 5 CSR 80-805.015.

Candidates: Individuals who are seeking admission to or are enrolled in programs for initial or advanced preparation of teachers or other professional school personnel. Candidates may be seeking initial licensure, majoring in education, and/or pursuing advanced preparation in professional education.

Certification: The process by which the Board grants professional recognition to an individual who has met certain predetermined qualifications specified by the Board.

Clinical Practice: Student teaching or internships in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. The experiences are completed under the guidance and supervision of practicing professionals in the field.

Clinical Faculty: Higher education faculty responsible for instruction, supervision and assessment of candidates participating in field experiences.

Competencies. Knowledge or skills expected of teachers or other education professionals.

Conceptual Framework: An underlying structure in a professional education unit that provides conceptual meanings to the unit's operation through an articulated rationale, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Conditional Program Approval: Authorization for an institution to recommend candidates for certification for a period not to exceed two (2) years with conditions and limitations stipulated by the State Board of Education.

Content: The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood, reading, counselor, or school administration).

Continued Approval: The approval status granted by the Board five years after a professional education unit has been initially approved and for as long as it continues to satisfy the Board's standards and requirements.

Cooperating Teacher: A teacher with at least three (3) years experience in a public or accredited nonpublic school setting, having professional classification certification in the content area and grade range being taught, with whom candidates are placed for student teaching or other field experiences to fulfill the requirements of a professional education program;

Cultural Diversity: The variety of cultural backgrounds of candidates, faculty, and school personnel based on ethnicity, race, language, socio-economic status, gender, regional/geographic background, and exceptionalities. The Department of Elementary and Secondary Education does not consider diversity of regional or geographic origins, religion, or language group to be good faith representation of wide-range cultural diversity.

Curriculum: Courses, experiences and assessments prescribed in a program of study leading to a degree or certification.

Department: Missouri Department of Elementary and Secondary Education

Distance Learning Program: A formal educational process in which the majority of instruction is provided apart from the confines of a traditional classroom setting where the instructor and students are separated by physical location.

Diversity: Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion and geographic region.

Exceptional Populations (Exceptionalities): Populations (or individuals) who exhibit physical, mental, and emotional disabilities or differences, including gifted/talented abilities, which may necessitate special attention by school personnel.

Faculty Supervisor: A member of the professional education program faculty who monitors and evaluates candidates during their clinical practice experiences.

Field Experiences: A variety of early and ongoing experiences completed in a school setting or other educational venue where a professional education candidate may observe, assist, tutor, instruct and/or conduct research..

Full-time Faculty: Employees of a higher education institution with full-time assignments within the unit as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

General Studies: Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college students.

Global Perspective: The viewpoint that accepts the interdependency of nations and peoples and the interlinkage of political, economic, and social issues of a transnational global character.

Governance: The system and structure for defining policy and administering procedures for the professional education unit.

Initial Program Approval: The approval status granted by the Board as a result of a professional education unit having demonstrated its capacity to satisfy the Board's standards and requirements for the preparation of educational professionals.

Initial Teacher Preparation: Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first license to teach.

Integrative Studies: Courses and other learning experiences in which candidates learn to integrate their general and content knowledge with professional and pedagogical knowledge.

Institutional Report: A summative report that provides context for the institution and professional education unit, an overview of the unit's conceptual framework, and detailed responses to the standards.

Knowledge Base: The base of knowledge for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Licensure: The official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed professional. Certification is often used interchangeably with licensure.

Multicultural Perspective: 1) The social, political, economic, academic, and historical realities experienced by individuals and groups in complex human encounters; 2) the representation and incorporation of issues related to culture, demographics, ethnicity, race, gender, sexual orientation, religion, socio-economic status, and exceptionalities in the education process; and 3) the inclusion of a cohesive, inclusive curriculum representing the contributions of diverse populations.

Part-time Faculty: Employees of a higher education institution with less than a full-time assignment within the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical Studies: Courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

Performance Standards: Definitions of what individuals preparing for professional education responsibilities need to know and be able to do.

Performance Indicators: Operational definitions that stipulate the kinds of knowledge and skills professionals must document to demonstrate that a performance standard is met. It is possible for a candidate to be judged to meet a standard without addressing each performance indicator.

Pre-service Teacher: Individuals enrolled in programs at the baccalaureate or post-baccalaureate levels leading to initial licensure/certification as classroom teachers.

Professional Community: Includes, at a minimum, pK-12 schools, teacher/administrator educators, community college faculty/administrators, those responsible within the institution for subject-area content, and others involved in the educational enterprise.

Professional Development: Opportunities for higher education faculty to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, work in pK-12 schools, and so forth.

Professional Education Faculty: Those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching), or administer some portion of the unit. Professional education faculty include both higher education faculty and school-based personnel; they are considered to be members of an institution's professional education unit.

Professional Education Unit: The professional education unit is the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional personnel.

Professional Studies: Courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

Program: A planned sequence of courses and experiences leading to a degree, state licensure, and/or adequate preparation to provide professional education services in schools.

Program Approval: The process by which the State Board of Education reviews a professional education program to determine if it meets the Board's standards for the preparation of school personnel. Used synonymously with program approval, state approval is the governmental activity requiring specific professional education programs to meet standards of quality so that their graduates will be eligible for state licensing for a period not exceed five (5) years.

Reflective Practitioner: An educational professional whose behavior involves active, on-going, and careful consideration of teaching beliefs and practices and the possible consequences which may result from them. The willingness to engage in reflection is related to attitudes of open-mindedness and responsibility.

Review Team: An on-site team whose purpose is to validate and evaluate the professional education unit and programs for educational certification. The team includes practicing elementary and secondary school educators and educators from institutions of higher education possessing State Board of Education approved professional education programs as well as a Department consultant.

Rubrics: Written criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

Scholarly Activities: The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published, program evaluation studies, documentation of on-going activities, grant seeking, and presentations at professional meetings.

Student Teaching: Pre-service clinical practice for professional education candidates who are preparing to teach.

Summative Assessment: An assessment that measures the demonstration of knowledge and/or skills in comparison to a standard.

Technology: The application of electronic and other media to facilitate (1) development, delivery, and assessment of instruction, (2) problem solving, (3) personal and professional productivity, (3) administration of programs, and (4) access and exchange of information.

Tools of Inquiry: The resources and practices that facilitate the acquisition and sharing of knowledge associated with a discipline.

Unit: A college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of teachers and other professional school personnel. Also known as the "professional education unit."

Unit Head: The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.