

Section I. The Mission, Mandates and Regulations for Professional Learning



MISSOURI PROFESSIONAL LEARNING GUIDELINES for student success

Section 1: The Mission, Mandates and Regulations for Professional Learning

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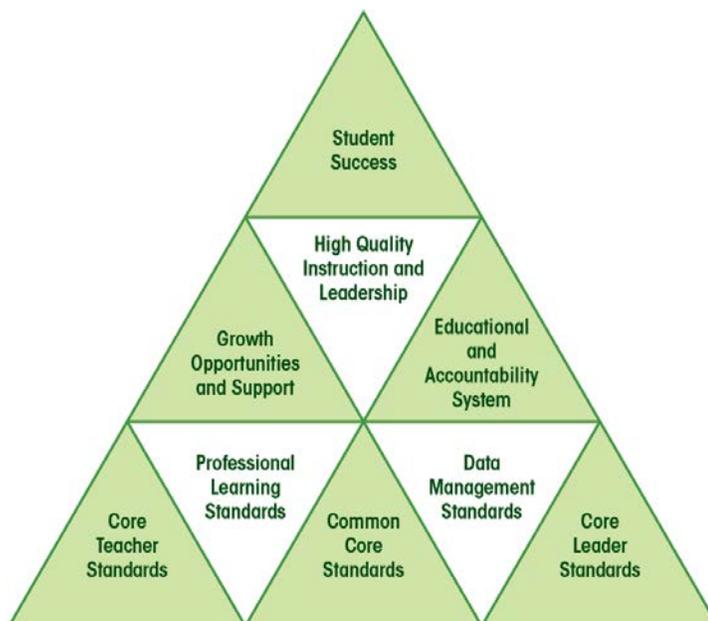
A. Mission of Professional Learning

Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to insure that students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) that will enable schools and school systems to reach that final destination – high levels of learning for all students.

Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, professional learning must be based on research-based practices and implementation must be consistently supported. The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Stephanie Hirsh, executive director of Learning Forward [formerly the National Staff Development Council (NSDC)] states: "Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance."

The leverage point with the greatest potential to strengthen and improve educators' daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators. Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators. Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.



The impact of effective professional learning largely depends on a school system's ability to nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation. Collaborative learning requires time and opportunities for observing teaching and learning; practicing new ways of teaching; looking at student work; studying student data; learning new skills; and sharing in and out of the classroom. Research has found that it can take 50 hours or more of effective professional learning to realize performance gains for students.

To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education and the state will enhance the improvement process. Effective systemic reform supported by a collaborative community of learners will ensure that all students meet rigorous standards and performance outcomes and are college and career ready at graduation.

Aligning Professional Development

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional learning activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)
- Does each professional learning experience involve active learning processes?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

B. Missouri Mandates and Regulations

Statutory Authority for Professional Development

Beginning with the Excellence in Education Act of 1985, Missouri has recognized through legislation that the professional learning of educators is vital to student learning. Through this act and later significant pieces of legislation, school districts have been required to support professional learning in the following ways. (For a listing of specific legislation, see Missouri's historical perspective on professional learning.)

School districts will:

- Establish a Professional Development Committee (PDC) in each district that is charged with four responsibilities:
 - Work with beginning and experienced teachers to identify instructional concerns and remedies
 - Serve as a confidential consultant upon a teacher's request
 - Assess faculty needs and develop learning opportunities for staff
 - Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction
- Provide a plan of professional development, with assistance from the PDC, for a teacher's first two years of teaching. (Mentoring guidelines and teacher evaluation should guide the development of this plan.)
- Ensure that the PDC is elected by the teachers currently employed by the district.
- Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff.
- Ensure that 75 percent of the 1 percent is spent in the fiscal year in which the 1 percent is received.
- Establish a collaborative process in which the PDC, in consultation with the administration and with local school board approval, determines expenditures for professional development funds
- Ensure that professional development funds under this section are spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- Understand that the penalty for noncompliance with the requirements is loss of state aid during the next school year.

From enacted legislation, Missouri has developed an in-depth, organized, systemic approach to professional learning. Although all professional development must be tied to the objectives of the Comprehensive School Improvement Plan, focused needs assessments are still appropriate, particularly

when connected to Individual Professional Growth Plans for educators and student performance data. Building and District Professional Development Plans must be clearly focused on professional learning that supports the identified performance indicators needed for educator success in order to ensure higher levels of learning for all students.

Questions and Answers

What qualifies as prior teaching experience?

Prior teaching experience is having had two full years (not necessarily consecutive) of teaching experience under a regular teacher contract in a public school system.

Can a teacher get credit for teaching experience in a public school in another state?

Yes.

If a beginning teacher in Missouri graduated from a college in another state, must he/she receive teaching assistance from the university from which he/she graduated?

No.

Must PDC membership be limited to classroom teachers?

No. Counselors, librarians, coordinators, directors, principals, superintendents, and any other certificated staff member may serve on the committee if selected by teachers.

May non-certified staff be members of the PDC?

Teachers may select non-certificated staff members to serve on the PDC; however, staff development for non-certificated staff is not an allowable expenditure for the mandatory one percent professional development monies. If a district intends to allocate additional funds beyond the mandatory one percent to support training for non-certificated staff and they want the PDC to assist in planning this training, then non-certificated staff members could serve on the PDC.

Does “entry year” mentor program apply to teachers new to the district, teachers new to teaching, teachers who change subject matter, or all of these?

Certification standards require two full years of mentoring for only those teachers new to the profession who have not taught two full years in a public school setting.

Must teachers have an Individual Professional Development Plan (IPDP) for the first four years of teaching?

Certification standards require an Individual Professional Development Plan throughout the time that a teacher has an Initial Professional Certificate (IPC).

Must teachers joining the public system from a private school prepare a Professional Development Plan (PDP) even though they have taught at least two years in a private school?

Yes.

Does a teacher who is teaching with temporary certification need a mentor and a professional development plan for two years?

Yes. During the first two years of teaching in a public school, a teacher must have a mentor and must write a Professional Development Plan. As long as the teacher has an Initial Professional Certificate he/she is required to have an Individual Professional Development Plan.

In selecting PDC members, does the entire district staff vote, or can individual schools elect PDC members?

School systems may use whatever methods they wish to select PDC members; however, members must be selected by teachers. Consideration should be given to including specialized staff such as Title I, gifted, special education, etc.

What type of follow-up assistance are universities required to provide?

The law is not specific. However, section 4. (2) does specify “retraining, internships, counseling and in-service training.”

Can a district PDC meet and vote on items without an administrative advisor present?

Yes. However, PDC work must be done in consultation with district administration. A close working relationship should be established among teachers and the district administration as they work to plan professional development activities aligned to that district’s Comprehensive School Improvement Plan.

Is training for the PDC required?

Training is not required; however, it is highly recommended. Local Regional Professional Development Centers (RPDCs) and the Missouri Staff Development Council (MSDC) provide workshops for new PDC members.

Is the PDC responsible for helping all new teachers in the district create their individual plan, or is this the responsibility of the new teacher and mentor?

The PDC should create a framework for the Individual Professional Development Plan that can be used as a template for new teachers. The mentor should then work with the teacher to develop the plan based on identified performance areas tied to teaching standards and indicators. For example, the PDC may establish a new teachers' orientation pertaining to district and school policies, while mentors work individually with teachers to enhance classroom management skills, instructional strategies, content, etc.

Must the 25 percent carryover money be spent the next year?

Although not specifically addressed by law, the Department of Elementary and Secondary Education (DESE) guidelines specify that it must be spent first in the following years.

By what date must 75 percent to 100 percent be spent?

Generally, bills must be paid by June 30 of the current year.

What does “after consultation with the administrators of the school district” mean?

Teachers on the PDC and administrators should discuss, consider, and agree upon all aspects of the District's Professional Development Plan. Ideally, administrative representatives work on the PDC as non-voting members, so that collaboration occurs as the plan is developed. If elected by teachers, the administrator is a voting member. Otherwise, the administrator serves as a non-voting member or a consultant.

What does the law mean by “a school improvement plan?”

The intent of the law is that the set-aside funds be used for professional development designed to help districts meet the objectives of their Comprehensive School Improvement Plans, using the Missouri School Improvement Program as a model or guide. The law does not specify that the plan must be aligned to MSIP, but it would not be practical to have two plans, an MSIP plan and a separate school improvement plan.

Must a new district professional development plan be written each year?

Professional development plans may be drafted for one year at a time or for multi-year periods with annual reviews, revisions, and updates.

Must the professional development plan be approved by the board each year?

Yes. After the PDC has devised a new plan or reviewed, revised, and updated the previous year's plan in consultation with the administration, it must be presented to the board for approval.

Is an end-of-year report required?

An end-of-year report is not required but is recommended to provide feedback for the staff and the board. Annual program evaluation is always essential for future planning.

How will compliance for the expenditure of PDC fund be monitored?

During each Missouri School Improvement Program on-site review, the visiting team will review the Professional Development Plan, interview teachers, and reach a conclusion with respect to whether the district is in compliance with the statute. Annually, districts will report the expenditures under this provision separately from other expenditures on the Annual Secretary of the Board Report (Form FD/5, Function 2214). Regular audit reports may be required to include compliance statements.

What is the penalty if a district fails to allocate and expend the required amounts for professional development?

The district will not receive state aid under the foundation program during the following year.

Does the 1 percent foundation formula apply to money received specifically for summer school?

No.

Can more money be spent on professional development than 1 percent of the foundation money?

Definitely. Districts are encouraged to support professional development with additional monies whenever possible. Certainly, district funds should be set aside for the development of non-certificated staff since one percent monies cannot be used for non-certificated staff. In addition, districts are encouraged to explore additional federal and state funds for professional development such as Title I, technology acquisition and enhancement, and video funds. Districts are also encouraged to secure competitive grants which also provide professional development funds.

Who writes the Comprehensive School Improvement Plan?

This plan should be a collaborative plan written by administrators, teachers, patrons, and students. The local board of education is responsible for approval of this plan. The plan should not be written solely by one person.

Should the plan be made public to all district staff?

The Comprehensive School Improvement Plan should be public to all staff and patrons.

Can local boards reject the PDC's Professional Development Plan?

Yes. If this happens, the PDC must consult with the administration, make adjustments to the plan, and resubmit it to the local board of education for approval.

Mentoring Standards

In 2007, Senate Bill 64 charged the Department of Elementary and Secondary Education with the task of collaboratively developing high quality mentoring standards for beginning teachers and leaders. The purpose of this legislation was to ensure common minimal mentoring objectives for all beginning educators across all public school districts. The standards developed would apply to both of the required years of mentoring for all beginning teachers.

In collaboration with the Missouri Advisory Council of Certification for Educators (MACCE), the mentoring standards were developed and approved by the State Board in 2008. The Standards were vetted through the customary rule making process and entered into the Code of State Regulations in May of 2008.

- [Teacher Mentoring Standards](#)
- [Mentoring Appendix A](#)
- [New School Leader Mentoring Registration Form](#)
- [Apply to be a mentor for a new school leader](#)
- [Directions for Mentoring Log Form](#)
- [Administrator Mentoring Program \(AMP\)](#)
- [AMP online modules](#)

This is significant legislation in that it recognizes how vital it is to have a foundational framework for mentoring in order to offer guidance and support for the successful growth and development of all beginning teachers and leaders. It identifies specific non-negotiable mentoring program elements that are needed to support beginning educators.

Teaching Standards

In 2009, Senate Bill 291 was passed directing each public school, including public charter schools to adopt teaching standards by no later than June 30, 2010.

Included as part of this bill are six important concepts that are to be included in any teaching standards used in Missouri schools:

1. Students actively participate and are successful in the learning process.
2. Various forms of assessment are used to monitor and manage student learning.
3. The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
4. The teacher uses professional communication and interaction with the school community.
5. The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
6. The teacher acts as a responsible professional in the overall mission of the school.

While districts have the responsibility of adopting standards, the Department of Elementary and Secondary Education was given the task of offering model standards to support school districts in this effort.

Reform Efforts

Key reform efforts leading to the development of Missouri's Model Standards for Educators include:

2007 – 2009

Missouri Advisory Council of Certification for Educators (MACCE) developed the first draft of Missouri's Model Teaching Standards prior to any legislation.

2007-2008

[Educational Leadership Policy Standards: ISLLC 2008](#)

The revised *ISLLC 2008 Standards* reinforces the proposition that the leader's primary responsibility is to improve teaching and learning for all children. The new standards organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student.

2009 – 2010

[Race to the Top](#)

The U.S. Department of Education Competitive State Grant focused on reform around four specific areas:

1. Common Core Student Standards
2. Comprehensive, robust data systems that track student performance data, teacher effectiveness, leader effectiveness, and preparation institution effectiveness
3. Teacher and leader effectiveness
4. Turning around the lowest performing schools

2010 – 2011

[InTASC Model Core Teaching Standards](#)

The InTASC Model Core Teaching Standards promote a new paradigm for delivering education and call for a new infrastructure of support for professionals in that system. Key themes in the standards are:

- Personalized learning for diverse learners
- Strong focus on application of knowledge and skills in the real world
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and leaders

2011 – 2012

[Top 10 by 20](#)

Early in 2011, the Department of Elementary and Secondary Education in Missouri launched Top 10 by 20, an ambitious improvement effort focused on raising student performance and placing Missouri students in the top 10 achieving states by the year 2020.

The Moral Imperative

To date, Missouri finds itself ranked in "the middle of the pack" in student performance (based on the [National Assessment of Educational Progress, NAEP, 2011](#) results). The state's districts and schools have made significant gains in student achievement over the past 20 years. Graduation rates have continued to climb each year with more graduates entering college. Missouri has made steady improvement in student achievement, but too many students have been left behind.

It is imperative that Missouri move to "the head of the class" in student performance to prepare students to be able to compete in a global economy. Without knowledgeable, skillful citizens, Missouri will have difficulty attracting or maintaining new and current corporations and businesses. Currently, only 15 percent of Missouri's students who begin college, complete a four year degree. That means 85 percent of students lack the high level of knowledge and skills needed to compete for jobs that pay a decent wage. This could make Missouri an unattractive state to employers. This, in turn, could translate into Missouri not being able to compete nationally or internationally. The success of Missouri depends on the success of its students. And student success depends on the knowledge and skills (effectiveness) of educators. The PDC will have an important role in this reform effort – to ensure that Missouri educators have access to professional learning opportunities that will enable them to become more effective teachers and leaders.

Missouri's Plan – A Map to Success

A Vision for the Future

In Missouri, by the year 2020:

- Student performance in the state – in every district and in every school – is among the top 10 states in the nation.
- Fully three quarters of students are proficient on state standards for what they should know and be able to do.
- The number of high school graduates is approaching 100 percent, and the number of these graduates going on to post-secondary education has doubled in the past decade.
- Businesses throughout the country and world are seeking out locations in Missouri because of its reputation for a world-class workforce.
- Missouri is proud – of its children and its schools.

Missouri's Schools – the Best Choice, the Best Results

The key to successfully transforming education in Missouri will be inherent in the ability to focus on a few goals with a few strategies that are done with precision and fidelity. It is this work – and the commitment of everyone in the state – that will get Missouri to the top 10.

The goals of Missouri's Top 10 by 20 initiative are:

1. All Missouri students will graduate college and career ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.

4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

For further information about the department's reform plan, visit the following sites: [The Plan](#), [The Plan Summary](#), [Video](#).

Missouri's Model Standards for Educators (2010-2011)

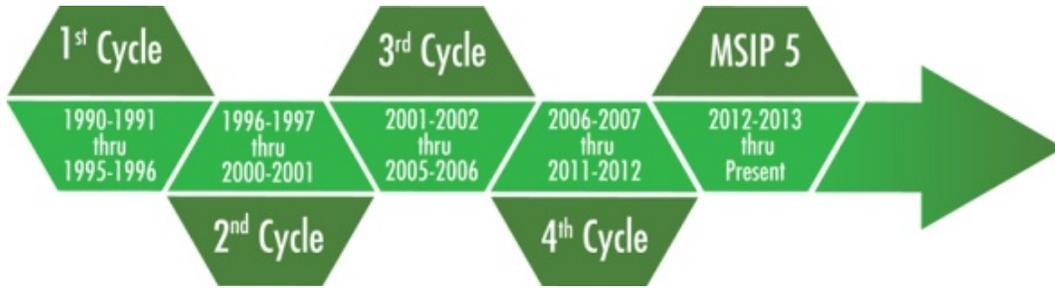
The Missouri Model Teacher and Leader Standards articulate expectations of performance for the professional teacher and leader in Missouri. The standards are based on theories of teaching and leading and indicate that effective educators are caring, reflective practitioners and lifelong learners. These educators continuously acquire new knowledge and skills and are constantly seeking to improve their practice to provide high academic achievement for all students. The Missouri Model Teacher and Leader Standards describe effective practices in teaching and leading that act as a guide to improved student achievement. The standards articulate professional performance expectations across a developmental continuum of knowledge and skills. In point, it is the expectation that both teachers' and leaders' professional practice will continue to mature and grow throughout their career. Professional learning is the vehicle that will enable teachers and leaders to improve their professional practice.

- [Model Teacher Standards](#) (adopted by the State Board of Education in June, 2011)
- [Teacher Standards Continuum](#)
- [Model Standards Information](#)
- [Model Counselor Standards](#) (adopted by the State Board of Education in December, 2011)
- [Model Librarian Standards](#) (adopted by the State Board of Education in December, 2011)
- [Model Leader Standards](#) (adopted by the State Board of Education in June, 2011)
- [Leader Standards Continuum](#)
- [Model Superintendent Standards](#) (adopted by the State Board of Education in December, 2011)
- [Model Superintendent Standards Continuum](#)

Missouri School Improvement Program (2012)

The Missouri School Improvement Program (MSIP) is the state's school accountability system for reviewing and accrediting public school districts in Missouri. MSIP began in 1990 and is entering its 5th version this year.

[5CSR 20-100.105 Missouri School Improvement Program \(MSIP 5\) Rule](#)



MSIP 5 Policy Goals:

- Articulate the state's expectations for student achievement with the ultimate goal of all students graduating ready for success in college and careers.
- Distinguishing performance of schools and districts in valid, accurate, and meaningful ways so that districts in need of improvement can receive appropriate support and interventions and high-performing districts can be recognized as models of excellence.
- Empower all stakeholders through regular communication and transparent reporting of results.
- Promote continuous improvement and innovation within each district (dese.mo.gov/qs/MSIP5.html)

MSIP 5 Transition Timeline

Assessment Data	APR release	Classification	SB 576
2011-2012	4 th Cycle MSIP - 2012 APR (summer 2012)	Board Classification for all remaining 4 th Cycle districts	
2011-2012	MSIP 5 - 2012 APR (fall 2012)	Draft MSIP 5	
2012-2013	MSIP 5 - 2013 APR (summer 2013)	Year 1 MSIP 5	Year 1 APR
2013-2014	MSIP 5 - 2014 APR (summer 2014)	Year 2 MSIP 5	Year 2 APR
2014-2015	MSIP 5 - 2015 APR (summer 2015)	Year 3 MSIP 5 Board Classification for all districts based on MSIP 5	Year 3 APR

The new Annual Measurable Objectives (AMOs) will provide schools and districts with clear and precise information that will prioritize areas for improvement, allow for the setting of realistic and attainable goals. Three distinct metrics of district and school performance – status, progress, and growth – will be used in combination with graduation rate to determine Reward Schools, Focus Schools and Priority Schools.

The State Board of Education approved higher standards for public schools at its meeting Dec. 1-2, 2011. The fourth revision of the Missouri School Improvement Program (MSIP 5) raises the bar once again, keeping Missouri's education standards among the highest in the nation. The updated standards support the state's goals to promote continuous improvement statewide and to ensure all students graduate ready for success in college and careers.

- [MSIP 5 Brochure](#)
- [MSIP 5 Flyer](#)
- [MSIP 5 Comprehensive Guide to Missouri School Improvement Program](#)
- [MSIP 5 Performance Standards](#)
- [MSIP 5 Scoring Guide](#)
- [MSIP 5 Crosswalks - Process and Resource Standards](#)

ESEA Flexibility Waiver (2012)

The Elementary and Secondary Education Act (ESEA), more commonly known as "No Child Left Behind," was created to close the achievement gap among all students. In addition, it called for all students to be proficient by 2014. Since 2002, Missouri schools and districts have been held accountable to both the state's Missouri School Improvement Program (MSIP) and No Child Left Behind (NCLB) requirements. Since district and school improvement plans are informed by these state and federal reports, differing determinations contribute to disjointed improvement interventions and duplication of effort. In 2012, the U.S. Department of Education invited all states to apply for a flexibility waiver, which, if granted, would give the state and local educational systems flexibility and regulatory relief (the waiver would replace the federal requirements of No Child Left Behind). The waiver would allow Missouri to establish an aligned accountability system for federal and state requirements that would utilize a single reporting system of annual measurable objectives (AMOs) for multiple indicators. By implementing an aligned accountability system through the flexibility of the ESEA waiver, Missouri can more appropriately distinguish among schools and districts in valid, accurate and meaningful ways so that schools and districts in need of improvement can receive appropriate support and interventions to meet expectations and high-performing schools and districts can be recognized as models of excellence.

On June 29, 2012, [Missouri's ESEA Flexibility Waiver](#) was approved giving flexibility from the cumbersome No Child Left Behind requirements. Missouri's flexibility waiver went into effect immediately for the 2012-2013 school year. Missouri's ESEA waiver:

- Implements higher academic standards
- Creates one state system of accountability
- Allows more flexible Title I spending for schools
- Focuses on school improvement
- Improves the teacher evaluation system

Frequently Asked Questions

- [Accountability FAQs](#)
- [Educator FAQs](#)
- [General FAQs](#)

Response to questions from the June 29 ESEA Flexibility webinar

- [Webinar FAQs](#)

District Resources

- [ESEA School designation](#)
- [Sample letter for parents on waiver](#)
- [Sample letter for parents on school choice](#)

Educator Certification

Missouri state statute ([Section 168.011 RSMo](#)), states that a valid certificate is required for educators in Missouri public schools.

For individuals wishing to enter the education profession, Missouri has several roads leading to a certificate of license to teach.

Traditional

An individual completes a four-year, college-recommended course of study, does student teaching, passes an exit exam, and graduates with a bachelor's degree in a field of education and will receive an Initial Professional Certificate. The Initial Professional Certificate is a four-year certificate which requires two years of mentoring, annual evaluations, a beginning teacher assistance program, and 30 contact hours of professional development.

Alternative Route

An individual with a bachelor's degree in a content area (such as math or English) may return to a college of education for a two-year program of study that enables the person to take courses and teach simultaneously. The teacher works under a two-year, provisional certificate and usually completes about 30-35 college credits. When the individual completes the program and passes the exit test, the college may recommend that the individual receive an Initial Professional Certificate. This route requires contracted employment with a school district.

Temporary Authorization Route

An individual with a bachelor's degree in a content area is required to take a prescribed set of courses and two exit assessments. Such a person works under a one-year, renewable certificate that requires the completion of nine college credits each year in order to be renewed. When the requirements are completed, the individual receives an Initial Professional Certificate. This route requires contracted employment with a school district.

Missouri's Certification Plan

[Senate Bill 296](#) passed in 2003 and this legislation created a two-tier plan of professional classification that replaced the previous four-level plan of certification. The two-tier plan follows:

Initial Professional Certificate (IPC)

An initial professional certificate is valid for four years and is assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years.
- Successful completion of 30 contact hours of professional development which may include college credits.
- Participation in a Beginning Teacher Assistance program.
- Successful participation in an educator evaluation system that aligns to the essential components articulated in the ESEA Waiver (state model).
- Completion of four years of approved teaching experience.
- Have an Individual Professional Development Plan.

Career Continuous Professional Certificate (CCPC)

A career continuous professional certificate is valid continuously for 99 years dependent upon an individual's meeting the following:

- All requirements at the IPC level (four years of experience);
- Successful, yearly completion of 15 contact hours of professional development which may include college credits; and
- Have an Individual Professional Development Plan

OR

- Two of the following items:
 - 10 years of teaching experience;
 - A master's degree; or
 - National Board Certification

Certificate Classifications

- **Lifetime Classification** – Prior to September 1988, applicants who met all requirements were issued a lifetime certificate; those certificates are still valid. Teachers holding lifetime certificates in other areas will enter under the appropriate level of professional classification for any new area(s) of certification [[5CSR 20-400.150](#) (Page 4)].
- **Administration Classification** – Referring to principals, career education directors and special education directors, this classification requires two-years of teaching experience and a master's degree in educational administration. Superintendent certification requires at least one year of building-level experience and an Educational Specialist or Doctorate degree in educational administration. [[5 CSR 20-400.160](#) (Page 5)].
- **Adult Education and Literacy (AEL) Classification** – These individuals, must have a bachelor's degree and complete particular courses in adult learning theory [[5 CSR 20-400.200](#) (Page 12)].
- **Career Education Classification**– These teachers specialize in such fields such as nursing, automotive technology, occupational family and consumer science, and trade/industrial fields. Individuals must have extensive occupational experience in the field or a related bachelor's degree [[5 CSR 20-400.190](#) (Page 11)].
- **Professional Classification** –This certificate is issue to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications [[5CSR 20-400.150](#) (Page 4)].

- **Student Services Classification** – Counselors, psychologists, speech/language pathologists, or career education evaluators generally have a master’s degree or higher in a student services area [[5 CSR 20-400.260](#) (Page 17)].
- **Provisional Classification** – These two-year, nonrenewable certificates are for educators who lack a few hours of meeting all the requirements for full certification. Provisional certificates are issued at the request of an employing district [[5 CSR 20-400.260](#) (Page 17)].
- **Temporary Classification** – These one-year, renewable certificates are issued to individuals who have a bachelor’s degree in a content or closely-related field and who agree to meet a variety of requirements, including taking college courses in pedagogy. Temporary certificates are issued at the request of an employing district [[5 CSR 20-400.260](#) (Page 17)] .
- **Substitute Classification** – These certificates are issued for a period of four years. A substitute certificate may be granted to an individual who has completed a minimum of 60 semester hours of credit from an accredited college/university [[5 CSR 20-400.260](#) (Page 17)].

Inactive Certificates

If a certificate becomes inactive, it can be reactivated by completing 24 hours of professional development, which may include college coursework within the six months prior to or after returning to work. If not contracted as a teacher, then a two- to three-semester hours course must be completed.

The professional development may include hours spent in district-approved professional improvement activities or in class in an appropriate college curriculum (one college credit = 15 contact hours).

The Role of the PDC

The PDC plays a very important role in the district by providing high quality professional learning opportunities and serving as an advocate for educators - positioning them for success by helping them work toward educator effectiveness and continuous certification. Significantly contributing to this accomplishment are the examples listed below.

- Developing a strong mentoring program ([Mentoring Program Standards](#) and [Mentoring Appendix A](#))
- Providing professional development opportunities that are consistent with the district Comprehensive School Improvement Plan, Individual Professional Development Plans, and simultaneously helpful to teachers striving to meet [certification requirements](#).

Professional Development Reporting

As of October 2005, all districts are required to submit an annual online report that will detail the actual contact hours of professional development completed by certified staff members in the preceding year. The reporting must be completed by November 15. The district/building person/personnel completing this information will require a user-id and password. This form is located on the Department of Elementary and Secondary Education website at:

<https://k12apps.dese.mo.gov/webapps/securityforms.asp>. The completed form should be faxed to 573-526-4125 as soon as possible. Guidelines to aid in reporting this information can be found at:

http://www.dese.mo.gov/divteachqual/teachcert/PD_Reporting_STEP-BY-STEP_GUIDE.pdf

The PDC can perform a vital service for the district by tracking the professional development activities of certified staff for reporting purposes.

Missouri Standards, Curriculum Frameworks and Assessment System

The Outstanding Schools Act of 1993, established almost two decades ago, still gives valid, relevant direction to the State Board of Education and the department. This legislation calls for the development and implementation of academic standards, curriculum frameworks, and performance-based assessments. All three of these mandates have direct implications for professional development and for the express knowledge, skills and strategies effective educators need in order to ensure that students are college and career ready.

The “Show Me” Standards

For decades Missouri has been a proponent for educational excellence and renowned for its commitment to rigorous standards for students and accountability for educators. The Outstanding Schools Act of 1993 called for the collaborative creation of Missouri academic standards -standards that would ensure that Missouri students have a solid foundation of knowledge and skills as well as the ability to apply both of these to problems, situations, and decisions they will encounter in their lives after graduation. Each of six educator groups comprised of approximately 25 educators representing elementary, secondary, technical and higher education; and those representing the educational needs of disadvantaged students, students with disabilities and gifted students worked on the development of the standards.

The Show-Me Standards were reviewed by the State Board of Education, two ad hoc committees appointed by the State Board of Education for that purpose, the Commission on Performance led by former Governor Mel Carnahan, and the teachers of the state through their professional development committees. In

addition, there was a public comment period prior to the State Board of Education approval process. The Show-Me Standards were approved by the Missouri State Board of Education on January 18, 1996.

The Show Me Standards focus on the knowledge, skills and competencies that are essential to lead a productive, fulfilling, and successful life after graduation – whether continuing education or entering the workforce. The expectation was for schools to establish high expectations that challenged all students to reach their maximum potential.

The Show Me Standards promoted active, hands-on learning through the integration and application of basic knowledge and skills in practical and challenging ways across all disciplines. Students who are active participants in the learning experiences are more engaged, motivated and connected.

The standards set the foundation for what students needed to know and be able to do to be successful in life after graduation and were never meant to define how each school district would determine its curriculum structure or how it would implement that curriculum in the classroom.

There are 73 standards – 33 performance standards listed under four broad goals and 40 knowledge standards. ([The Show Me Standards](#)).

Missouri Learning Standards

The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. Included in the standards are the Common Core State Standards (CCSS), a set of academic expectations for English language arts and mathematics.

The Missouri Learning Standards include:

- English Language Arts Common Core State Standards
- Mathematics Common Core State Standards
- New Generation Science Standards (future plans)
- New Generation History/Social Studies Standards (future plans)
- Non-content Core Standards (future plans)

The Journey Begins

One of the greatest risks facing the United States is that children – this country's greatest resource – are not receiving the kind of education that equips them with the necessary knowledge and skills to navigate a world without borders in an ever increasing knowledge-based global economy. This inability to navigate jeopardizes their future living standards and their participation in the democratic public sphere. If students are not prepared for life in the 21st century; if they are unable to

"Many of our urban high schools are drop-out factories, with up to half of the entering students never graduating. At many of our state universities, more than half of the entering freshmen require courses in remedial math or English – or both. Performance gaps between affluent and poor students in terms of test scores, high school completion rates, and ultimately, wage earnings continues to grow at an alarming rate. With statistics like these, America cannot remain globally competitive and economically vibrant."

- C. L. Max Nikias & William G. Tierney
Education Week, April 2012

compete with students across the world for future jobs; then the United States will lose its competitive edge and global position.

This concern prompted the commissioning of a report released in 2008, [*Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*](#), that was sponsored by the [National Governors Association \(NGA\)](#), the [Council of Chief State School Officers \(CCSSO\)](#), and [Achieve, Inc.](#) According to the report, "America is losing ground" due to educational outcomes that have remained basically stagnate while other countries have compared their performance internationally and used this data to drive improvement. The authors of the report called on state leaders to take the following actions:

Action 1: Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.

Action 2: Leverage states' collective influence to ensure that textbooks, digital media, curricula, and assessments are aligned to internationally benchmarked standards and draw on lessons from high-performing nations and states.

Action 3: Revise state policies for recruiting, preparing, developing, and supporting teachers and school leaders to reflect the human capital practices of top-performing nations and states around the world.

Action 4: Hold schools and systems accountable through monitoring, interventions, and support to ensure consistently high performance, drawing upon international best practices.

Action 5: Measure state-level education performance globally by examining student achievement and attainment in an international context to ensure that, over time, students are receiving the education they need to compete in the 21st century economy.

- Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education
A report by the National Governors Association,
Council of Chief State School Officers, and Achieve, Inc.

In response to this call for action, the Common Core State Standards Initiative – a state-led effort, was born. Coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers, the standards were developed in collaboration with teachers, school leaders, professors of higher education and experts, to provide a consistent framework to prepare our students for college and to compete globally for future jobs.

The standards are informed by the highest, most effective models from states across the country and from countries around the world. The standards are designed to provide teachers and parents with a common understanding of what students need to know and be able to do to be college and career ready by graduation. Key to this state lead initiative, consistent standards, provide appropriate benchmarks for all students- regardless of where they live.

The [Common Core State Standards \(CCSS\)](#) for English language arts and mathematics were released June 2, 2010 and define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations.
- Are clear, understandable and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.
- Are evidence-based.

Presently, 46 states, the District of Columbia and the U.S. Virgin Islands have formally adopted the Common Core State Standards. Missouri was one of the first five states to adopt the standards – tying Michigan with an adoption date of June 15, 2010. The Common Core State Standards are supported by national organizations, business and colleges across the country and have endorsing partners such as Adobe, ADE Consulting Services, Inc., Discovery Post, Don Johnston Incorporated, etc. to name only a few ([full list of supporting and endorsing partners](#)).

Beginning the Transition

In January and February of 2011, the Missouri Department of Education provided a series of regional workshops statewide to help familiarize educators with the English-language arts and mathematics Common Core State Standards, and their alignment to current Grade-Level Expectations (GLEs) and Course-Level Expectations (CLEs). In addition, the office of college and career Readiness has provided a comprehensive listing of all Common Core State Standards for English-language arts and Mathematics and their alignment to the GLEs/CLEs. These crosswalks will be useful for districts as they identify content to be addressed in each grade or course for curriculum updating and as they prepare students for assessments aligned to the Common Core State Standards.

English Language Arts	
Implementation Plan	Certified Trainers
CCSS and GLEs/CLES Crosswalk Alignment Analysis	Webinar Series
Grade-Span Commonalities	CCSS Awareness Session Presentations and Videos
Additional Resources	English language arts model curriculum introduction
Model Curriculum Units	

Math and Science	
Mathematics model curriculum introduction	Model curriculum units
Next Generation Science Standards	

Although districts/schools will not be responsible for full implementation of the Common Core State Standards until the 2014-2015 school year, there are steps that districts will want to begin taking now regarding the implementation of the standards.

In support of state implementation efforts, the Hunt Institute and the Council of Chief State School Officers have commissioned a series of video vignettes that explain the Standards in far greater depth. PDCs and school districts may want to use these materials to become more knowledgeable about the Common Core State Standards, help parents understand how they can help support their children's learning or galvanize support for schools.

- [Introduction to Standards video vignettes](#)
- [Introduction to English-language arts video vignettes](#)
- [Writing to Inform and Make Arguments](#)
- [Conventions of Standard English](#)
- [Introduction to Mathematics video vignettes](#)
- [The Importance of Mathematical Practices](#)
- [Operations and Algebraic Thinking](#)

The Missouri Learning Standards have the potential to ensure that all children – no matter where they grow up-will be prepared for success in college and in the global workforce. But we will only realize that potential through careful implementation, educator preparation, and educator support. Classroom teachers are the most essential group in translating the common core standards from mere words to tangible improvements in learning. Distributing the standards and expecting positive, meaningful change to spontaneously happen, is unrealistic. Educators will need targeted professional learning opportunities that help them understand the new standards, plan lessons and deliver instruction aligned to the Common Core State Standards, formatively assess student learning to determine how well students are mastering the standards, and gain skills and strategies to provide additional help for students who need it.

This professional learning cannot be a stand-alone workshop that introduces teachers to the standards and how they differ from the GLEs/CLEs, nor can it be a workshop that offers teachers curriculum resources that will help align classroom practice with the common core. For Missouri's children to be college and career ready, the professional learning for educators must be sustained, job-embedded, and involve feedback and classroom observations. It should be tied to specific instructional goals and learning standards for educators. Building the collective capacity of educators in the building and district will enable them to collaboratively and effectively deliver standards-based instruction that will ultimately impact student performance.

Pedagogy to support the Missouri Learning Standards will not look like transmission teaching-we transmit and they receive-but will look like students engaged and grappling with complexity. Assignments should include evidence of

students' thinking at progressively deeper levels. Teachers will need to think about a constructivist approach to teaching and learning.

- Know where you are going, why you are going there, and how will you know when you get there – clear goals for learning and a plan for assessment
- A primary emphasis on a hands-on, problem-centered approach in which the learners are actively involved
- Class discussions designed to make a connection between activities and the underlying conceptual knowledge (cues, questions, and advanced organizers will be applicable)
- Projects built around thematic units or the intersection of topics from two or more disciplines
- Concept mapping and non-linguistic/graphical representation will help students show depth of knowledge reached
- Experiments and research projects in which findings are presented and debated with the class as a whole
- Field trips that allow students to put the concepts and ideas discussed in class in a real-world context
- Questions and approaches that require inquiry, problem solving, and the synthesizing of ideas
- Provide learning opportunities that ensure that all students actively participate – utilize cooperative learning, reciprocal teaching, etc.
- Adapt materials to accommodate students with special needs
- Model exemplars and provide real-life and work applications of what students should know and be able to do
- Formative assessment for learning and feedback
- Early interventions for struggling learners

"Effective professional development, whether knowledge-, skill-, or curriculum-focused, reflects a very tight coupling, or alignment, between the activities in which teachers engage to improve their knowledge and skill and the actual student achievement and social behaviors that are the ultimate goals of professional development."

Center for American Progress
Teaching Children Well, 2011
-Robert Pianta

The link between effective professional development and successful implementation of these mandates is clear. The goal of the standards, frameworks, and performance-based assessment system is to increase student achievement by positioning educators to deliver effective instruction. It is imperative that teachers receive training and support experiences that have proven effective for improving practice and student learning.

Research is in agreement that teachers are the critical leverage point for improving learning outcomes for students. Districts and buildings will want to invest in teachers' skills and knowledge to influence student achievement. But unless those investments are targeted for and deliver proven results for students – real learning gains and skills that make them competitive in the workplace and in college – opportunities both for the improvement of the public education system and for the students it serves, will be squandered. The PDC will need to work in conjunction with the administrators and local school board to ensure that professional learning investments are research-based models with a proven track record of producing positive learning gains for students.

Student Assessment

According to the law, the [Missouri Assessment Program \(MAP\)](#) must possess specific characteristics. MAP:

- Must assess problem-solving, analytical ability, evaluation, creativity and application.
- Must measure ability in the different content areas.
- Must neither promote nor prohibit rote memorization.
- Must measure, where appropriate by grade level, students' knowledge of academic subjects, including but not limited to, reading, writing, and math skills; world and American history; forms of government; geography; and science.

The Missouri Assessment Program assesses students' progress toward mastery of the Show-Me Standards which are the educational standards currently tested in Missouri. The Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri. Included as part of the Grade-Level test are sections from the TerraNova survey, a national norm-referenced test. These sections are used to compare how well Missouri students are performing compared to their peers across the country. The test is composed of multiple choice questions, constructed response items, performance events and writing prompt assessments.

All students in grades 3-8 in Missouri are required to take the grade-level assessment (unless granted an exemption). Communication Arts and mathematics are administered in all grades. Science is administered in grades 5 and 8.

A student/students may be exempt from certain portions or all of the assessment if:

- An IEP team has determined that the MAP-A is the appropriate assessment for a student or group of students
- The student or students is/are English Language Learner(s) (ELL) and have been in the United States 12 or less months at the time of the administration of the communication arts portion of the assessment (All other content areas must be assessed.)
- Foreign exchange students are allowed, but not required to take the assessment (district decision).
- Homeschooled students (may take part in the assessment – district decision).
- Private school students are not required to take the grade-level assessment.

End-of-Course Assessments (EOCs)

In addition to the Grade-Level assessments, Missouri's Assessment Program includes required End-of-Course assessments in the subject areas of Algebra I, Biology, English II and Government. Additional End-of-Course assessments are available at no charge to the district in American History, English I, Algebra II and Geometry. End-of-Course assessments are taken when a student has completed the course-level expectations for an assessment and are not bound by a specific grade level. Beginning with the 2011-2012 all EOC assessments are available only online. (Unless a Braille, large print or paper/pencil form is needed.) Students in Missouri, including Missouri Option Program students, are required to take the Algebra I, Biology, English II, and Government assessments. Exemptions follow the same format as for the Grade-Level testing.

In order to bring Missouri assessments into alignment with college- and career-readiness standards and to prepare schools for transition to next-generation assessments from the SMARTER Balanced Assessment Consortium, Missouri is revising its English language arts and mathematics End-of-Course assessments to reflect the rigor of the Missouri Learning Standards. The updated End-of-Course assessments will match the rigor expected in the Common Core State Standards and could include multiple item types including performance events. Beginning in the 2012-2013 school year, results will be presented to districts at the item level using both the current grade level expectations and course level expectations and Missouri Learning Standards so that districts can revise curriculum and instruction to ensure that students will be college- and career-ready at graduation. It is the intention of the state that the End-of-Course assessments aligned to the Missouri Learning Standards will continue to be used as part of student grades for courses in the core content areas.

Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a state-led consortium that has worked to develop the next-generation assessments that will accurately measure student progress toward college- and career- readiness. This effort was funded through a grant from the U. S. Department of Education. Missouri is one of the governing states in the consortium charged to develop an assessment system aligned to the Common Core State Standards by the 2014-2015 school year.

A founding principle of Smarter Balanced is that teachers and students need high-quality data, tools, and resources to support improvements in student learning. Smarter Balanced isn't just an end-of-year accountability test. It is an assessment system that features flexible, non-secure interim assessments to be offered at teachers' and schools' discretion throughout the school year and a digital library of formative assessment tools, practices and professional development resources built by teachers, for teachers to improve the quality of information collected through the daily classroom activities of assignments, quizzes and observation of student work.

The end-of-year tests will help schools evaluate how well their students performed by comparing their aggregate data with aggregate data from other schools across the nation. The end-of-year assessments also will empower students and parents by providing them with a clear indication of how well their children are progressing toward mastering the academic knowledge and skills necessary for college and career readiness.

- [Smarter Balanced Assessment Consortium New Hardware Purchasing Guidelines](#)
- [Smarter Balanced Assessment Consortium New Hardware Purchasing Guidelines FAQs](#)
- [Smarter Balanced Thomas B. Fordham Institute Blog](#)
- [Smarter Balanced Assessment Consortium Practice Test Fact Sheet](#)
- [Smarter Balanced Assessment Consortium Practice Test](#)
- [Smarter Balanced Scoring Guides/Assessments](#)

English Language Arts Sample Items	Mathematics Sample Items
3rd Grade	3rd Grade
4th Grade	4th Grade
5th Grade	5th Grade
6th Grade	6th Grade
7th Grade	7th Grade
8th Grade	8th Grade
9th Grade	High School
10th Grade	
11th Grade	

A timeline for Missouri's transition to the next-generation SMARTER Balanced Assessments follows. More information about the Smarter Balanced Assessment Consortium, can be found here: [Smarter Balanced Assessment Consortium](#).

**Transitioning to Missouri Learning Standard Assessments
Missouri Assessment Program 3.0 – The Future**

School Year	Grades 3-8	High School
2011-2012 Aligned to v2.0 GLEs/CLEs	MAP	End-of-Course Algebra, Geometry, Algebra II
2012-2013 Aligned to v2.0 GLEs/CLEs	MAP	End-of-Course Algebra, Geometry, Algebra II
2013 - 2014 Aligned to v2.0 GLEs/CLEs	MAP	End-of-Course Algebra, Geometry, Algebra II
Aligned to ML	SBAC (Pilot/Field Test)	SBAC Grade 11 Summative (Pilot/Field Test)

2014 - 2015 Aligned to MLS	SBAC Grades 3 - 8 Operational Assessment	SBAC Grade 11 Summative Operational Assessment
		End-of-Course Exams