

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**January 2014**

CONSIDERATION OF AN ORDER OF RULEMAKING TO ADOPT EDUCATOR
 CERTIFICATION RULES IN MISSOURI
 5 CSR 20-400.500 – 5 CSR 20-400.700

STATUTORY AUTHORITY:

Sections 161.092, 161.097, 161.099, 168.011,
 168.015, 168.021 RSMo

Consent
Item

Action
Item

Report
Item

DEPARTMENT GOAL NO. 3:

Missouri will prepare, develop, and support effective educators.

SUMMARY:

The Office of Educator Quality has developed a proposal to transfer all educator certification requirements from the Compendium of Missouri Certification Requirements to the Code of State Regulations. The proposal is based on abundant feedback received from expert committees, department staff, and the public at large representing a total of 673 formal comments.

The changes proposed will establish a new rule for each distinct area of certification and effectively lead to the rescission of any reference to the Compendium of Missouri Certification Requirements.

PRESENTER(S):

Paul Katnik, Assistant Commissioner, and Tyler Barnett, Coordinator, Office of Educator Quality, will participate in the presentation and discussion of this item.

RECOMMENDATION:

The Department recommends that the State Board of Education authorize publication in the *Missouri Register* of an Order of Rulemaking to adopt Rules 5 CSR 20-400.500 – 5 CSR 20-400.700, relating to educator certification requirements; and that the State Board finds this adoption necessary to carry out the purposes of Sections 168.011, 168.405, and 168.409, RSMo 2000, and Sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Order of Rulemaking for Certification Rules

January 2014

Missouri Department
of Elementary and Secondary Education

Certification Comments Data

Public Comment Breakdown			
SECTOR	POSITION	TOTAL # COMMENTS	% OF TOTAL
K-12			
	Teacher	119	18%
	Administrator	50	8%
	Total	169	25%
Higher Education			
	Faculty	292	44%
	Student	55	8%
	Total	347	52%
Professional Organizations			
	Total	75	11%
DESE			
	Total	14	2%
Other			
	Unknown	58	9%
	Legislator	4	1%
	Total	65	10%
Grand Total		663	N / A

Certification Comments Data

Overview of Comment Areas		
AREA	TOTAL #	% OF TOTAL
Administrator	10	2%
Agriculture Education	3	0%
Art	17	3%
Blind-Hard of Hearing	19	3%
Career Education	4	1%
Counselor	1	0%
Early Childhood	279	42%
Elementary	28	4%
Middle School	6	1%
Secondary	12	2%
Family and Consumer Science	17	3%
General *	67	10%
K-12	30	5%
Music	118	18%
Psychologist	7	1%
Special Education	48	7%
Special Reading	5	1%
Student Services	1	0%
Gifted	1	0%
Total	663	N / A

* Comment addressed either multiple areas or the process in general

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
GPA of 2.5 cumulative and in content area	GPA of 2.75 cumulative and 3.0 in content area for applicants graduating in or after Spring 2017	Dept has not yet defined what courses will be included in the calculation of GPA for specific content areas	Accept feedback: maintain as proposed
	Effective May 30, 2014	Timing for implementation would impose undue burden on students and programs	Accept feedback: effective August 1, 2017 (add to all rules)

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Birth – Grade 3	Birth – Pre-K (with a K-6 Elementary certificate)	Birth – Grade 3. Birth – Pre-K would significantly impede staffing needs at early childhood centers by limiting the candidate for certified early childhood teachers.	Accept feedback: Birth – Grade 3 (with a 1-6 Elementary certificate)
		Birth – Pre-K, Pre-K – Grade 3. This would allow applicants to teach early age spans to get specialized training, while still offering a Pre-K – Grade 3 certificate.	Birth – Grade 3 (see above)

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Grades 1 – 6	Kindergarten – Grade 6	Grades 1 – 6. Having a K – 6 certificate for Elementary would significantly limit the candidate pool of Early Childhood teachers, because candidates would choose a K – 6 certificate rather than an Early Childhood certificate.	Accept feedback: Grades 1 – 6
		Kindergarten – Grade 6. Missouri Learning Standards apply to K also, and adding a K certificate would offer schools and teachers more options.	Grades 1 – 6 (see above)

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Professional Requirements aligned to MoSTEP standards	Professional Requirements aligned to MoSPE standards	Update competency requirements to include "Middle School Philosophy and Organization."	Accept feedback
Minimum of 5 semester hours in Methods of Teaching Reading	Minimum of 9 semester hours in Middle School Literacy	Concern about increase in semester hours	Accept feedback: (increase from Compendium by one semester hour to reflect two courses)
Minimum of 21 hours in content knowledge areas	Minimum of 24 hours in content knowledge areas	Support - increase semester hours in content knowledge areas from 21 to 24 in other required areas as well	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Agriculture Education. 53 semester hours	Agriculture Education. 41 semester hours	Move from 41 hours back to 53. Continue to require the 12 elective hours.	Accept feedback
Business Education. 3 semester hours of Economics.	Business Education. 3 semester hours of Economics.	Increase semester hours of Economics from 3 to 6.	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
26 semester hours in Professional Requirements, including 10 in Student Teaching	36 semester hours in Professional Requirements, not including 10 in Field and Clinical	26 hours in Professional Requirements, including 10 in Student Teaching. To increase the hours as such would be detrimental to K-12 programs.	Accept feedback: 26 semester hours in Professional Requirements, including 10 in Student Teaching
Family and Consumer Sciences certificate.	Same as Compendium.	Include additional competencies around Program Development and Career and Technical Student Organizations.	Accept feedback
Foreign Language certificate	Same as Compendium	Change title to World Languages	Accept feedback
Dance, PE, and Music certificates	Same as Compendium	Update language and hours	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Blind and Partially Sighted (K-12)	Blind and Partially Sighted (K-12)	Blind and Low Vision (B-12)	Accept feedback
Deaf and Hearing Impaired (B-12)	Deaf and Hearing Impaired (K-12)	Deaf and Hard of Hearing (B-12)	Accept feedback
Early Childhood Special Education (Birth – Grade 3)	Early Childhood Special Education (Birth – Pre-K)	Early Childhood Special Education (Birth – Grade 3)	Accept feedback
Mild/Moderate (K-12)	Mild/Moderate (K-6) and (7-12)	Mild/Moderate (K-12). Too few candidates will get a 7-12 certificate, leaving schools understaffed.	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
English for Speakers of Other Languages	English for Speakers of Other Languages	English Language Learners	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Required 1 graduate course in research procedures	Required 1 graduate course in research procedures	Require 3 semester hours. Requiring 1 course allows candidates to complete independent study courses for 1 semester hour.	Accept feedback: require a graduate course in research procedures (a minimum of 3 semester hours)

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Mathematics Specialist (Grades 1 – 6)	Mathematics Specialist (Grades 1 – 6)	Elementary Mathematics Specialist (Grades 1 – 6). This adds clarity to the grade coverage of this certificate.	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Professional Requirements Aligned to MoSTEP standards	Professional Requirements aligned to MoSPE standards	Add clarifying language to the competency under Professional Requirements called, "Evaluation of Abilities and Achievement."	Accept feedback
Professional Requirements Aligned to MoSTEP standards	Professional Requirements aligned to MoSPE standards	Add language requiring competency in "Behavior Intervention Strategies."	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Career Education Director, Secondary/Postsecondary	Career Education Director, Secondary/Postsecondary	Career Education Director, Secondary/Adult	Accept feedback
Professional Requirements call for a master's degree from a college or university	Added provision allowing for a department-approved equivalent of a master's degree from another educational leadership program	Remove language, "or the equivalent thereof from another educational leadership program meeting approval of the department." Such alternative programs may not be required to undergo the same rigorous approval process.	Maintain rule as reflected in Proposed Rule

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
		No Feedback	Maintain as reflected in Proposed Rule

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Career Education Director, Secondary/Postsecondary	Career Education Director, Secondary/Postsecondary	Career Education Director, Secondary/Adult	Accept feedback
Professional Requirements call for a master's degree from a college or university	Added provision allowing for a department-approved equivalent of a master's degree from another educational leadership program	Remove language, "or the equivalent thereof from another educational leadership program meeting approval of the department." Such alternative programs may not be required to undergo the same rigorous approval process.	Maintain as reflected in Proposed Rule

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Did not specify that applicants for a school psychological examiner certificate hold a valid Missouri teaching certificate or student services certificate	Did not specify that applicants for a school psychological examiner certificate hold a valid Missouri teaching certificate or student services certificate	For school psychological examiners, add language requiring that applicants have a valid Missouri professional teaching certificate or student services certificate of license to teach as an elementary or secondary school counselor	Accept feedback
Aligned to old national standards for school psychologists	Aligned to old national standards for school psychologists	Align Professional Requirements to updated standards for school psychologists	Accept feedback
Speech and Language Pathologist	Speech and Language Pathologist	Speech-Language Pathologist	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Included language requiring “possession of a valid, unencumbered, undisciplined Missouri license in Speech-Language Pathology from the Missouri Board of Registration for the Healing Arts”	Referred to license in Speech-Language Pathology as a “license to teach”	Remove “license to teach” language and replace with “license”	Accept feedback
Speech and Language Pathologist	Speech and Language Pathologist	Speech-Language Pathologist	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Culinary Arts. Offered 3 different options to achieving a Career Education (Secondary) certificate in Culinary Arts	Did not offer the 3 options	Re-introduce the three options to achieving a Career Education (Secondary) certificate in Culinary Arts. This amendment would reflect the current requirements in the Compendium of Missouri Certification Requirements	Accept feedback
Technology and Engineering	Technology and Engineering	Skilled Technical Sciences	Accept feedback
Personal Finance. Did not include Prof. Requirements as found in other certificates	Did include Prof. Requirements as found in other certificates (e.g., Secondary)	Remove Prof. Requirements	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Career Education (Postsecondary) or (Adult)	Career Education (Postsecondary)	Career Education (Adult)	Accept feedback
Culinary Arts. Offered 3 different options to achieving a Career Education (Secondary) certificate in Culinary Arts	Did not offer the 3 options	Re-introduce the three options to achieving a Career Education (Secondary) certificate in Culinary Arts. This amendment would reflect the current requirements in the Compendium of Missouri Certification Requirements	Accept feedback
Technology and Engineering	Technology and Engineering	Skilled Technical Sciences	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Career Education (Secondary/ Postsecondary)	Career Education (Secondary/ Postsecondary)	Career Education (Secondary/Adult)	Accept feedback

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
		No Feedback	Maintain as reflected in Proposed Rule

Requirements from Compendium	Proposed Rule	Feedback	Department Recommendation
Included language calling certificate a “High-Quality” certificate in Adult Education and Literacy	Included language calling certificate a “High-Quality” certificate in Adult Education and Literacy	Remove reference to “High-Quality” certificate	Accept feedback



Contact Us

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Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.500 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1976–1977). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.500, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received one (1) comment suggesting that the word “cumulative” be added to paragraph (5)(B)3 to clarify and align the requirements of that section with previous sections.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add the word “cumulative” as requested.

COMMENT #2: Four (4) comments were received stating that the timing for implementation of the grade point average requirements in paragraph (5)(B)3 would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (13) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

COMMENT #3: Two (2) comments were received regarding the grade point average requirements in paragraphs (5)(B)1-3, stating that the department has not yet defined what courses will be included in the calculation of grade point averages for the candidate’s specific content area.

RESPONSE: Specific courses included in the calculation of grade point average in the content area are defined in the Annual Performance Report as the required under the Missouri Standards for the Preparation of Educators (MoSPE).

COMMENT #4: Three (3) comments were received regarding subsection (10)(A), suggesting that the department add language allowing applicants to add on professional certificates of license to teach by passing the appropriate content knowledge exit assessment(s) only in certificate areas approved by the department and other stakeholders such as educator preparation programs.

RESPONSE: The board and MoSPE determine the areas for which certificates may be added by passing the appropriate exit assessments.

5 CSR 20-400.500 Application for Certificate of License to Teach

(5) An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the department must comply with the following additional criteria in addition to any requirements specific to the content area for which the applicant seeks certification:

(B) The applicant must possess an overall grade point average to meet the following specifications:

1. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;
2. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or
3. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score.

(10) Additional professional certificates of license to teach may be granted as follows:

(A) The applicant may take the appropriate content knowledge or specialty area exit assessment(s) for certification and must achieve a score equal to or in excess of the qualifying score on the content knowledge or specialty area exit assessment(s) as defined in the rules promulgated by the board; or

(B) If the board has not designated a content knowledge or specialty area exit assessment(s) for a particular certification area or grade level or the applicant chooses not to take the appropriate content knowledge or specialty area exit assessment(s), the applicant must meet the specific content area certification requirements found in 5 CSR 20-400.500 – 5 CSR 20-400.700.

(13) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.510 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1977–1978). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.510, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received two hundred seventy-three (273) comments suggesting that this rule cover age ranges Birth – Grade 3 for the Early Childhood Education certificate as opposed to the Birth – Pre-Kindergarten age range reflected in the proposed rule. Such comments suggest the change in grade level be reflected in the title of this rule.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the proposed title and section (1) to reflect the Birth – Grade 3 age range coverage for the certificate in this rule.

COMMENT #2: The board received five (5) comments suggesting that this rule cover age ranges Birth – Pre-Kindergarten and Pre-Kindergarten – Grade 3 for the Early Childhood Education certificate as opposed to the Birth – Pre-Kindergarten age range reflected in the proposed rule. Such comments suggest the change in grade level be reflected in the title of this rule.

RESPONSE: The board has considered these comments; however, the board has elected to amend the proposed rule to reflect the Birth – Grade 3 age range coverage for this certificate.

COMMENT #3: Four (4) comments were received suggesting that the word “cumulative” be added to paragraph (1)(B)3 to clarify and align the requirements of that section with previous sections.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add the word “cumulative” to paragraph (1)(B)3 as requested.

COMMENT #4: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (1)(B)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to change the word “between” to “among” in paragraph (1)(B)1.

COMMENT #5: Four (4) comments were received requesting that “Assessment, Student Data, and Data-based Decision-making” be added to subparagraph (1)(B)1.C.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add this competency to the Professional Requirements in (1)(B)1.C as requested.

COMMENT #7: Seventy-two (72) comments were received requesting that paragraph (1)(B)2 be changed to add subparagraphs (1)(B)2.F to include competency in “Educational Psychology.”

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add this competency to subparagraphs (1)(B)2 of the Professional Requirements as requested.

COMMENT #8: Seventy-two (72) comments were received requesting that paragraph (1)(B)4 be amended to a minimum of thirty (30) semester hours.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to increase the semester hours required as suggested in paragraph (1)(B)4.

COMMENT #9: Seventy-two (72) comments were received requesting that parts (I)-(IV) be added to subparagraph (1)(B)4.A to require competency in “Child Development,” “Play-based Inquiry,” “Observing and Assessing Young Children,” and “Language Acquisition.”

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to amend the proposed rule as suggested by adding parts (I)-(IV) in subparagraph (1)(B)4.

COMMENT #10: Seventy-two (72) comments were received requesting that the clarifying word “integrated” be added to subparagraph (1)(B)4.B.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to amend the proposed rule as suggested in subparagraph (1)(B)4.B.

COMMENT #11: Seventy-two (72) comments were received requesting that subparagraphs (1)(B)5.A-B be amended to include “Families as Educational Partners” and “Family Engagement” as required competencies.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to amend the proposed rule in subparagraphs (1)(B)5.A-B as suggested.

COMMENT #12: Seventy-two (72) comments were received requesting that paragraph (1)(B)6 be amended to require a minimum of six (6) semester hours in Program Management.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to amend the proposed rule in paragraph (1)(B)6 as suggested.

COMMENT #13: Seventy-two (72) comments were received requesting that the Field and Clinical requirements in subsection (1)(C) be amended to include experiences in each of the three (3) different age levels.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to amend the Field and Clinical Experience in subsection (1)(C) as proposed.

COMMENT #14: Seventy-two (72) comments were received requesting that the Field and Clinical requirements in paragraph (1)(C)1 be amended to require thirty (30) clock hours rather than the proposed forty-five (45).

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to amend the Field and Clinical Experience in paragraph (1)(C)1 as proposed.

COMMENT #15: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.510 Certification Requirements for Teacher of Early Childhood Education (Birth – Grade 3)

(1) An applicant for a Missouri certificate of license to teach Early Childhood Education (Birth – Grade 3) who possesses good moral character may be granted an initial Missouri certificate of license to teach Early Childhood Education (Birth – Grade 3) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Early Childhood Education (Birth – Grade 3):

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess an overall grade point average to meet the following specifications:
 - A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.50 or higher on a 4.00 scale, and in the major area of study;
 - B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in

professional education and the specific content area for which certification is sought;
or

C. For applicants graduating in or after the Spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the State Board of Education (board) to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score.

(B) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation program for the following topics:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-based Decision-making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving;
- F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Cultural Diversity;
- F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching;

4. Content Knowledge for Teaching and Teaching and Learning Strategies for the Young Child (minimum requirement of thirty (30) semester hours)—

- A. Early Childhood Principles:
 - (I) Child Development;
 - (II) Play-based and Inquiry-based Learning;
 - (III) Observing and Assessing Young Children;
 - (IV) Language Acquisition;
- B. Methods of Teaching and Differentiated Instruction in the following integrated areas:
 - (I) Language Arts (including reading, writing, speaking, and listening);
 - (II) Math;
 - (III) Health;

- (IV) Science;
- (V) Nutrition;
- (VI) Social Studies;
- (VII) Music;
- (VIII) Safety;
- (IX) Movement;
- (X) Art; and
- (XI) Drama;

5. Home-School-Community Relations (minimum requirement of six (6) semester hours)—

- A. Families as Educational Partners;
- B. Family Engagement; and
- C. Linking Families with Community Resources;

6. Program Management (minimum requirement of six (6) semester hours)—

- A. Program Administration and Management;
- B. Health, Nutrition, and Safety of Young Children; and
- C. Environmental Organization and Design; and

(C) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (C)1-2, to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.520 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1978–1979). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.520, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received forty-seven (47) comments suggesting that this rule cover Grades 1 – 6 for the Elementary Education certificate as reflected in the current Compendium of Missouri Certification Requirements.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the proposed title, purpose, and section (1) to reflect the Grades 1 – 6 age range that is currently offered.

COMMENT #2: Eighteen (18) comments were received suggesting that this rule cover age ranges Kindergarten – Grade 6 for the Elementary Education certificate as reflected in the proposed rule.

RESPONSE: The board has considered this suggestion; however, the board has voted to amend the proposed rule to reflect the Grades 1 – 6 coverage that is currently in place as seen in the title, purpose, and section (1).

COMMENT #3: Thirty-six (36) comments were received suggesting that the word “cumulative” be added to paragraph (1)(A)3 to clarify and align the requirements of that section with previous sections.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add the word “cumulative” to paragraph (1)(A)3 as requested.

COMMENT #4: Four (4) comments were received suggesting updates to competencies required under the Professional Requirements of subsection (1)(B).

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to reflect the comments for subsection (1)(B).

COMMENT #5: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (1)(B)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to change the word “between” to “among” to paragraph (1)(B)1.

COMMENT #6: Four (4) comments were received requesting that paragraph (1)(B)4 be amended to increase the required semester hours from eighteen (18) to twenty-one (21).

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to amend the hours as suggested in paragraph (1)(B)4.

COMMENT #7: Four (4) comments were received requesting that subparagraphs (1)(B)4.A-B be amended to include updated competency requirements.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update subparagraphs (1)(B)4.A-B to include updated competency requirements.

COMMENT #8: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.520 Certification Requirements for Teacher of Elementary Education (Grades 1-6)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Elementary Education (Grades 1 – 6).

(1) An applicant for a Missouri certificate of license to teach Elementary Education (Grades 1 – 6) who possesses good moral character may be granted an initial Missouri certificate of license to teach Elementary Education (Grades 1 – 6) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Elementary Education (Grades 1 – 6):

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri

Department of Elementary and Secondary Education (department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess an overall grade point average to meet the following specifications:

A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.50 or higher on a 4.00 scale, and in the major area of study;

B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or

C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the State Board of Education (board) to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score.

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:

A. English Composition, two (2) courses, each a minimum of two (2) semester hours;

B. U.S. History, three (3) semester hours; and

C. U.S. Government, three (3) semester hours;

(B) Professional Requirements. A minimum of thirty-six (36) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation program for the following topics:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-based Decision-making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Cultural Diversity; and
- F. Education Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

- A. Consultation and Collaboration; and
- B. Legal/Ethical Aspects of Teaching;

4. Content Knowledge for Teaching and Teaching and Learning Strategies (minimum requirement of twenty-one (21) semester hours)—

A. At a minimum, the teaching method competencies shall include:

- (I) Elementary Literacy (minimum total of twelve (12) semester hours)—to include Children’s Literature, English Language Arts, and Language Acquisition;
- (II) Mathematics (minimum of six (6) total semester hours);
- (III) Science; and
- (IV) Social Science;

B. Integration of the following areas:

- (I) Art;
- (II) Music;
- (III) Health and Physical Education; and
- (IV) Technology in Education;

(C) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) semester hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested

and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.530 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1979–1980). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.530, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received two (2) comments suggesting that the word “cumulative” be added to paragraph (1)(A)3 to clarify and align the requirements of that section with previous sections.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add the word “cumulative” to paragraph (1)(A)3 as requested.

COMMENT #2: Two (2) comments were received suggesting updates to competencies required under the Professional Requirements of subsection (1)(B).

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to reflect the comments for subsection (1)(B).

COMMENT #3: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (1)(B)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to change the word “between” to “among” in paragraph (1)(B)1.

COMMENT #4: Two (2) comments were received requesting that subparagraph (1)(B)3.C be amended to include updated competency requirements around “Middle School Philosophy and Organization.”

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update subparagraph (1)(B)3.C to include the suggested competency requirements.

COMMENT #5: One (1) comment was received suggesting that the board update the minimum number of semester hours in Middle School Literacy from nine (9) semester hours to a minimum of six (6) semester hours.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated the proposed requirements in paragraph (1)(B)5 accordingly.

COMMENT #6: One (1) comment was received suggesting that the board update the minimum number of semester hours in content knowledge areas for a subject area certification in grades 5-9 from twenty-one (21) semester hours to a minimum of twenty-four (24) semester hours.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated the proposed requirements in paragraph (1)(B)5 accordingly.

COMMENT #7: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.530 Certification Requirements for Teacher of Middle School Education (Grades 5-9)

(1) An applicant for a Missouri certificate of license to teach Middle School Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Middle School Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to middle school education:

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess an overall grade point average to meet the following specifications:

- A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;
 - B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought;
or
 - C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score.
- 4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
 - 5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and
 - 6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:
 - A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - B. U.S. History, three (3) semester hours; and
 - C. U.S. Government, three (3) semester hours;
- (B) Professional Requirements. A minimum of forty-five (45) semester hours in professional education. Competency must be demonstrated in the following areas listed to the satisfaction of the educator preparation program:
- 1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving; and
 - F. English Language Learning;
 - 2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
 - A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Cultural Diversity; and
 - F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
 - A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching; and
 - C. Middle School Philosophy and Organization;
4. Middle School Literacy (minimum of six (6) semester hours): to include coursework in methods of teaching reading and writing in the content area, and to include instructional interventions for students with reading deficits; and
5. Content Knowledge for Teaching (minimum requirement of twenty-four (24) semester hours). Subject area certification in grades five through nine (5-9) will be granted upon the basis of a minimum of twenty-four (24) semester hours with appropriate distribution as determined by the educator preparation program and/or the department, in one (1) of the following areas:
 - A. Agricultural Education (5-9);
 - B. Business Education (5-9);
 - C. Technology and Engineering (5-9);
 - D. Language Arts (5-9);
 - E. Mathematics (5-9);
 - F. Science (5-9);
 - G. Social Science (5-9); and
 - H. Speech/Theatre (5-9); and

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.540 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1981–1984). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.540, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received eight (8) comments suggesting that the word “cumulative” be added to paragraph (1)(A)3 to clarify and align the requirements of that section with previous sections.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add the word “cumulative” to paragraph (1)(A)3 as requested.

COMMENT #2: Four (4) comments were received suggesting updates to competencies required under the Professional Requirements of subsection (1)(B).

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to reflect the comments for subsection (1)(B).

COMMENT #3: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (1)(B)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to change the word “between” to “among” in paragraph (1)(B)1.

COMMENT #4: Two (2) comments were received suggesting an amendment to the Secondary Literacy requirements in paragraph (1)(B)4 to include coursework specific to teaching reading

and writing in the content area for which certification is sought, and to include instructional interventions for students with reading deficits.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to update the Secondary Literacy requirements in paragraph (1)(B)4 accordingly.

COMMENT #5: Three (3) comments were received suggesting that the semester hour requirements in section (2) be increased from forty-one (41) to fifty-three (53).

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to update the semester hours in section (2) as suggested.

COMMENT #6: Three (3) comments were received suggesting that the requirement of zero (0) to twelve (12) elective hours be added to the proposed rules as they appeared in the Compendium of Missouri Certification Requirements in paragraph (2)(A)7.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has added the elective requirement to paragraph (2)(A)7.

COMMENT #7: One (1) comment was received suggesting that three (3) additional semester hours of Economics be required for the Business certificate, bringing the total semester hours in Economics to six (6), and increasing the total semester hours requirement for the Business certificate to thirty-nine (39).

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to update the semester hour requirements.

COMMENT #8: Three (3) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (21) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.540 Certification Requirements for Teacher of Secondary Education (Grades 9 – 12)

(1) An applicant for a Missouri certificate of license to teach Secondary Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Secondary Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Secondary Education:

(A) General Requirements—

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;

3. The applicant must possess an overall grade point average to meet the following specifications:

A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;

B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or

C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average.

Such satisfactory score shall be higher than the Missouri qualifying score;

(B) Professional Requirements. A minimum requirement of thirty-six (36) semester hours in professional education. Competency must be demonstrated in the following topics listed to the satisfaction of the educator preparation institution:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-based Decision-making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment —

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Cultural Diversity; and

F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. Secondary Literacy (minimum of six (6) semester hours) to include coursework specific to teaching reading and writing in the content area for which certification is sought, and to include instructional interventions for students with reading deficits.

(2) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Agriculture may be granted an initial Missouri

certificate of license to teach Agriculture subject to completion of at least fifty-three (53) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) A minimum of thirty (30) semester hours shall be completed from subsections 1-7—

1. Animal Science, minimum of three (3) semester hours;
2. Agronomy, minimum of three (3) semester hours;
3. Agricultural Business, minimum of three (3) semester hours;
4. Agricultural Economics, minimum of three (3) semester hours;
5. Agricultural Mechanics, minimum of three (3) semester hours;
6. Horticulture, minimum of three (3) semester hours; and
7. Electives from sections 1-6, zero (0) to twelve (12) semester hours;

(3) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Business may be granted an initial Missouri certificate of license to teach Business subject to completion of at least thirty-nine (39) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Accounting, six (6) semester hours;
- (B) Economics, six (6) semester hours;
- (C) Business/Consumer Related Law, three (3) semester hours;
- (D) Business Communications, three (3) semester hours;
- (E) Management, three (3) semester hours;
- (F) Marketing, three (3) semester hours;
- (G) Computer/Emerging Technology, six (6) semester hours;
- (H) Electives, three (3) semester hours;
- (I) Implementing Business Education Programs, three (3) semester hours; and
- (J) Coordination of Cooperative Education, three (3) semester hours.

(7) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Marketing may be granted an initial Missouri certificate of license to teach Marketing subject to completion of at least thirty-six (36) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Management or Business Administration, three (3) semester hours;
- (B) Economics, six (6) semester hours;
- (C) Electives from Business, Management, or Entrepreneurship, nine (9) semester hours;
- (D) Marketing (suggested areas: Distribution, Financing, Marketing-information Management, Promotion, Selling, Product/Service Management, International Marketing, and E-commerce Marketing), fifteen (15) semester hours; and
- (E) Coordination of Cooperative Education, three (3) semester hours.

(21) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.550 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1985–1987). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.550, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received eight (8) comments suggesting that the word “cumulative” be added to paragraph (1)(A)3 to clarify and align the requirements of that section with previous sections.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add the word “cumulative” to paragraph (1)(A)3 as requested.

COMMENT #2: Four (4) comments were received suggesting updates to competencies required under the Professional Requirements of subsection (1)(B).

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to reflect the comments for subsection (1)(B).

COMMENT #3: One hundred twenty-four (124) comments were received suggesting that the semester hours required in subsection (1)(B) be reduced to twenty-six (26) total hours as reflected in the current Compendium of Missouri Certification Requirements.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to change the semester hour requirements in subsection (1)(B).

COMMENT #4: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (1)(B)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to change the word “between” to “among” in paragraph (1)(B)1.

COMMENT #5: Twelve (12) comments were received suggesting that the Field and Clinical Experience be moved to section (1)(B)5 to make the ten (10) semester hours in the Field and Clinical Experience be included as part of the total twenty-six (26) hours of Professional Requirements.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to include the Field and Clinical Experience as a part of the Professional Requirements in section (1)(B)5.

COMMENT #6: One (1) comment was received suggesting that the field and clinical experiences in paragraph (1)(B)5 include experiences at both the elementary and the secondary level.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to add the clarifying language to paragraph (1)(B)5.

COMMENT #7: Four (4) comments were received suggesting that subsections (3)(C)-(F) be updated to include additional competencies.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to update the rule to include the additional competencies in subsections (3)(C)-(F).

COMMENT #8: Seventeen (17) comments were received suggesting that subsections (4)(A)-(B) be updated to include additional competencies around Program Development and Career and Technical Student Organizations.

RESPONSE AND EXPLANATION OF CHANGE: The board elected to adopt the suggested additional competencies in subsections (4)(A)-(B).

COMMENT #9: One (1) comment was received suggesting that the certificate in section (5) be changed from “Foreign Language” to “World Languages.”

RESPONSE AND EXPLANATION OF CHANGE: The board voted to adopt the suggested new title for the certificate to align with current practice.

COMMENT #10: Five (5) comments were received requesting that the number of required semester hours for section (7) be reduced from thirty-three (33) to thirty (30) as it appears in the current Compendium of Missouri Certification Requirements.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to reduce the semester hours in section (7) accordingly.

COMMENT #11: One hundred eighteen (118) comments were received requesting that the courses and corresponding semester hours of section (8) be aligned to national standards for music education.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to add new language and corresponding semester hour requirements in section (8) to align with national music education standards.

COMMENT #12: Five (5) comments were received suggesting that the semester hour requirements in section (9) be increased from forty-five (45) to fifty-one (51) semester hours for a Physical Education certificate.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has voted to increase the semester hour requirements in section (9) accordingly.

COMMENT #13: Five (5) comments were received requesting that subsections (5)(K)-(M) be updated to include a new course in Team/Individual Sports Instruction, as well as three (3) additional semester hours in First Aid, CPR, and Care of Activity/Sport Injuries.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has added a new course in Team/Individual Sports Instruction as well as three (3) more hours in First Aid, CPR, and Care of Activity/Sports Injuries in subsections (5)(K)-(M).

COMMENT #14: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (10) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.550 Certification Requirements for Teacher of K-12 Education

(1) An applicant for a Missouri certificate of license to teach Secondary Education who possesses good moral character may be granted an initial Missouri certificate of license to teach K-12 Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to K-12 Education:

(A) General Requirements—

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri.
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department.
3. The applicant must possess an overall grade point average to meet the following specifications:
 - A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;
 - B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought;or

- C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score;
4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;
 5. The applicant must complete the professional requirements as determined by the recommending educator preparation program which may exceed these minimum requirements.
 6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:
 - A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - B. U.S. History, three (3) semester hours; and
 - C. U.S. Government, three (3) semester hours.
- (B) Professional Requirements. A minimum requirement of twenty-six (26) semester hours in professional education. Competency must be demonstrated in the following topics listed to the satisfaction of the educator preparation institution:
1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving; and
 - F. English Language Learning;
 2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
 - A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Cultural Diversity; and
 - F. Educational Psychology;
 3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
 - A. Consultation and Collaboration; and
 - B. Legal/Ethical Aspects of Teaching; and
 4. Literacy (minimum of three (3) semester hours) to include coursework in methods of teaching reading and writing in the content area for which certification is sought.
 5. Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate

school settings. Such field and clinical experiences shall include experiences at both the elementary and the secondary level.

(3) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Dance may be granted an initial Missouri certificate of license to teach Dance subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Ballet Technique, six (6) semester hours;
- (B) Contemporary Technique, six (6) semester hours;
- (C) Other Techniques, to include Tap, Jazz, Yoga, Folk, Ballroom, six (6) semester hours;
- (D) Dance Theory, three (3) semester hours;
- (E) Dance Composition, three (3) semester hours;
- (F) Elective from subsections 1-4 below, six (6) hours:
 - 1. Anatomy and Kinesiology;
 - 2. Ethnology (dance in other cultures);
 - 3. Music for Dance;
 - 4. Somatics (body-mind techniques).

(4) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Family and Consumer Sciences may be granted an initial Missouri certificate of license to teach Family and Consumer Sciences subject to completion of at least thirty-three (33) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Program Development and Professional Practice, two (2) semester hours;
- (B) Career and Technical Student Organizations, one (1) semester hour;
- (C) Nutrition, Health, and Wellness (including Health Issues and Concepts as well as Scientific Principles Related to Food Preparation), six (6) semester hours;
- (D) Family and Consumer Resource Management, twelve (12) semester hours (including three (3) semester hours each in: Personal Finance; Family and Consumer Resource Management; Housing and Environment; and Textiles, Apparel, and Fashion);
- (E) Human Development and Parenting, six (6) semester hours; and
- (F) Family and Interpersonal Relationships, six (6) semester hours.

(5) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach World Languages may be granted an initial Missouri certificate of license to teach World Languages subject to completion of at least thirty (30) semester hours in the language to be taught, or twenty-seven (27) semester hours plus two (2) or more earned units of high school credit in that language. Additionally, the applicant must complete a minimum of fifteen (15) semester hours in upper-level courses with no more than six (6) of those semester hours in history/culture and demonstrate competency to the satisfaction of the educator preparation institution.

(7) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license for Library Media Specialist may be granted an initial

Missouri certificate of license for Library Media Specialist subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(8) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Music may be granted an initial Missouri certificate of license to teach Music subject to completion of at least forty-five (45) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) For applicants for a Missouri license to teach Vocal Music—

1. Music Theory, History, and Choral Arranging, fifteen (15) semester hours;
2. Piano (or proficiency) and Applied Voice, nine (9) semester hours;
3. Choral Conducting, Techniques, and Literature, twelve (12) semester hours ;
3. Choral Ensemble, three (3) semester hours; and
4. Methods/Techniques of Teaching Pre-K/Elementary, and Middle School/Secondary Music, six (6) semester hours.

(B) For applicants for a Missouri license to teach Instrumental Music—

1. Music Theory, History, and Instrumentation/Arranging, fifteen (15) semester hours;
2. Piano (or proficiency) and Applied Major Instrument, nine (9) semester hours;
3. Instrumental Conducting, Techniques, and Literature, twelve (12) semester hours;
3. Instrumental Ensemble, three (3) semester hours; and
4. Methods/Techniques of Teaching Pre-K/Elementary, and Middle School/Secondary Music, six (6) semester hours.

(9) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Physical Education may be granted an initial Missouri certificate of license to teach Physical Education subject to completion of at least fifty-one (51) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History and Philosophy, three (3) semester hours;
- (B) Anatomy-Physiology, three (3) semester hours;
- (C) Kinesiology, three (3) semester hours;
- (D) Physiology of Exercise, three (3) semester hours;
- (E) Assessment in Physical Education, three (3) semester hours;
- (F) Health Related Fitness/Wellness, three (3) semester hours;
- (G) Lifetime Activities and Dance, three (3) semester hours;
- (H) Adapted Physical Education, three (3) semester hours;
- (I) Psychological/Sociological Aspects of Physical Education, three (3) semester hours;
- (J) Motor Development/Motor Learning, three (3) semester hours;
- (K) First Aid, CPR, and Care of Activity/Sport Injuries, six (6) semester hours;
- (L) Movement and Rhythms, three (3) semester hours;
- (M) Team/Individual Sports Instruction, three (3) semester hours;
- (N) Instructional Techniques in Physical Education K-12, six (6) semester hours; and
- (O) Nutrition, three (3) semester hours.

(10) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.560 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1987–1992). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.560, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received eight (8) comments suggesting that the word “cumulative” be added to paragraph (1)(A)3 to clarify and align the requirements of that section with previous sections.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to add the word “cumulative” to paragraph (1)(A)3 as requested.

COMMENT #2: Two (2) comments were received stating that the grade levels for section (2) and section (3) should cover grades Birth – Grade 12 rather than the proposed Kindergarten – Grade 12.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the proposed title and sections (2) and (3) to reflect the Birth – Grade 12 age range coverage for the certificate in this rule.

COMMENT #3: One (1) comment was received suggesting that the title for the Blind and Partially Sighted certificate in section (2) be changed to a more current Blind and Low Vision certificate.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to change the title of the certificate in section (2).

COMMENT #4: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (2)(A)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to change the word “between” to “among” in paragraph (2)(A)1.

COMMENT #5: Thirty-seven (37) comments were received suggesting the competencies required under the Professional Requirements of paragraphs (2)(A)1-4 be updated to match current language and student needs.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to reflect the comments for subsection (2)(A)1-4.

COMMENT #6: Forty-three (43) comments were received suggesting that the Field and Clinical Experience in paragraph (2)(B)1-3 be updated to match the Field and Clinical Experience as required under the Missouri Standards for the Preparation of Educators.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated the Field and Clinical Experiences accordingly in paragraphs (2)(B)1-3.

COMMENT #7: Eighteen (18) comments were received stating that the title for the Deaf and Hearing Impaired certificate in section (3) was outdated and that it should be updated to Deaf and Hard of Hearing.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated the certificate title to Deaf and Hard of Hearing in section (3).

COMMENT #8: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (3)(A)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to change the word “between” to “among” in paragraph (3)(A)1.

COMMENT #9: Thirty-seven (37) comments were received suggesting the competencies required under the Professional Requirements of paragraphs (3)(A)1-4 be updated to match current language and student needs.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to reflect the comments for subsection (3)(A)1-4.

COMMENT #10: Forty-three (43) comments were received suggesting that the Field and Clinical Experience in subsection (3)(B) be updated to match the Field and Clinical Experience as required under the Missouri Standards for the Preparation of Educators.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated the section accordingly in subsection (3)(B).

COMMENT #11: Forty-two (42) comments were received requesting that the grade range coverage for section (4), Early Childhood Special Education, be changed from Birth – Pre-Kindergarten to Birth – Grade 3 to match the grade coverage for the Early Childhood certificate.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has changed the grade level in section (4) to match the appropriate range for this certificate.

COMMENT #12: Twenty-eight (28) comments were received suggesting that the required number of semester hours for the Early Childhood Special Education Certificate in subsection (4)(A) be changed from thirty-six (36) to sixty (60) to account for additional coursework and/or competencies in early childhood education concepts.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the semester hour requirements in subsection (4)(A) to account for additional coursework and/or competencies.

COMMENT #13: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (4)(A)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to change the word “between” to “among” in paragraph (4)(A)1.

COMMENT #14: Thirty-seven (37) comments were received suggesting the competencies required under the Professional Requirements of paragraphs (4)(A)1-4 be updated to match current language and student needs.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to reflect the comments for subsection (4)(A)1-4.

COMMENT #15: Forty-three (43) comments were received suggesting that the Field and Clinical Experience in subsection (4)(B) be updated to match the Field and Clinical Experience as required under the Missouri Standards for the Preparation of Educators.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated the section accordingly in subsection (4)(B).

COMMENT #16: Forty-two (42) comments were received requesting that the grade range coverage for section (5), Mild/Moderate Cross-Categorical, be changed from a split certificate (Kindergarten – Grade 6 and Grades 7 – 12) to a Kindergarten – Grade 12 certificate.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has changed the grade levels in section (5) to match the appropriate range for this certificate.

COMMENT #17: Four (4) comments were received requesting that the word “between” be changed to “among” in paragraph (5)(A)1.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and voted to change the word “between” to “among” in paragraph (5)(A)1.

COMMENT #18: Thirty-seven (37) comments were received suggesting the competencies required under the Professional Requirements of paragraphs (5)(A)1-4 be updated to match current language and student needs.

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to reflect the comments for subsection (5)(A)1-4.

COMMENT #19: Forty-three (43) comments were received suggesting that the Field and Clinical Experience in subsection (5)(B) be updated to match the Field and Clinical Experience as required under the Missouri Standards for the Preparation of Educators.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated section (5)(B) accordingly.

COMMENT #20: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (8) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.560 Certification Requirements for Teacher of Special Education

(1) An applicant for a Missouri certificate of license to teach Special Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Special Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education:

(A) General Requirements —

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri;

2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;

3. The applicant must possess an overall grade point average to meet the following specifications:

A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;

B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought;
or

C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average.

Such satisfactory score shall be higher than the Missouri qualifying score;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program which may exceed these minimum requirements;

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:
 - A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - B. U.S. History, three (3) semester hours; and
 - C. U.S. Government, three (3) semester hours;

(2) An applicant for a Missouri certificate to teach Blind and Low Vision (Birth – Grade 12) students who possess a baccalaureate degree from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Blind and Low Vision (Birth – Grade 12) students subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment —
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving;
 - F. English Language Learning;
 - G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
 - H. Transition Processes, including Career Education or Career Readiness; and
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
 - A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity;
 - G. Anatomy, Physiology, and Diseases of the Eye;
 - H. Language Development of the Exceptional Child;
 - I. Orientation and Mobility Training;
 - J. Educational Psychology;
 - K. Conservation and Use of Limited Vision; and
 - L. Visual Aids and Appliance Usage;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
 - A. Consultation and Collaboration;

- B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Reading and Writing Braille;
 - C. Children’s Literature;
 - D. Language Arts;
 - E. Science;
 - F. Social Science;
 - G. Instructional and Assistive Technology; and
 - H. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and
- (B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(3) An applicant for a Missouri certificate to teach Deaf and Hard of Hearing (Grades Birth – Grade 12) students who possesses a baccalaureate degree from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Deaf and Hard of Hearing (Grades

Birth – Grade 12) students subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-based Decision-making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving;
- F. English Language Learning;
- G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
- H. Transition Processes, including Career Education or Career Readiness; and

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Behavior Intervention Strategies;
- F. Cultural Diversity;
- G. Educational Psychology;
- H. Psychology of Deafness;
- I. Language Development of the Exceptional Child;
- J. Aural Rehabilitation;
- K. Amplification Systems;
- L. Audiology;
- M. Anatomy and Physiology of Auditory and Speech Mechanisms; and
- N. Manual Communications;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching;
- C. Tiered Systems for Supporting Instruction and Behavior;
- D. Families as Educational Partners;
- E. Family Engagement;
- F. Linking Families with Resources; and
- G. Individualized Education Plans and the Special Education Process;

4. Teaching and Learning Strategies—

- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Teaching and Facilitating Language;
 - C. Teaching Speech to Students Who Are Deaf;
 - D. Children’s Literature;
 - E. Language Arts;
 - F. Science;
 - G. Social Science;
 - K. Instructive and Assistive Technology; and
 - L. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits.
- (B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.
1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.
 2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.
 3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(4) An applicant for a Missouri certificate to teach Early Childhood Special Education (Birth – Grade 3) who possesses a baccalaureate degree from a college or university having an educator preparation program approved by the department, or from a college or university having an education program approved by the state education agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Early Childhood Special Education (Birth – Grade 3) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Critical Thinking and Problem Solving;
 - E. English Language Learning; and
 - F. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
- A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity; and
 - G. Educational Psychology;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Supporting Learning of the Young Child—
- A. Early Childhood Principles;
 - (I) Child Development;
 - (II) Play-based and Inquiry-based Learning;
 - (III) Observing and Assessing Young Children;
 - (IV) Language Acquisition; and
 - (V) Alternative and Augmentative Communication;
 - B. Methods of Teaching and Differentiated Instruction in the following integrated areas (minimum requirement of fifteen (15) hours:
 - (I) Language Arts (including reading, writing, speaking, and listening);
 - (II) Math;
 - (III) Health;
 - (IV) Science;
 - (V) Nutrition;
 - (VI) Social Studies;
 - (VII) Music;
 - (VIII) Safety;
 - (IX) Movement;
 - (X) Art;

(XI) Drama; and

(XII) Instructional and Assistive Technology;

5. Program Management—

A. Program Administration and Management;

B. Health, Nutrition, and Safety of Young Children; and

C. Environmental Organization and Design;

D. Procedural Safeguards;

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (C)1-2, to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(5) An applicant for a Missouri certificate of license to teach students with Mild/Moderate Cross-Categorical Disabilities (Kindergarten – Grade 12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with Mild/Moderate Cross-Categorical Disabilities (Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed—

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment —

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

- C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving;
 - F. English Language Learning; and
 - G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
 - H. Transition Processes, including Career Education or Career Readiness; and
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
- A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity;
 - G. Educational Psychology; and
 - H. Language Development of the Exceptional Child;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration; and
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Children’s Literature;
 - C. Language Arts;
 - D. Science;
 - E. Social Science;
 - F. Instructional and Assistive Technology; and
 - G. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and
- (B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings. Such field and clinical experiences shall include experiences at both the elementary and the secondary level.
1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe

students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(6) An applicant for a Missouri certificate to teach students with Severe Developmental Disabilities (Grades K-12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with severe developmental disabilities subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed—

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment —

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-based Decision-making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving;

F. English Language Learning;

G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);

H. Transition Processes, including Career Education or Career Readiness; and

2. Individual Student Needs: Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Behavior Intervention Strategies;

F. Cultural Diversity;

- G. Educational Psychology;
 - H. Physical and Psychological Considerations of the Developmentally Disabled;
 - I. Language Development of the Exceptional Child;
 - J. Adaptive, Self-help, and Mobility Skills;
 - K. Managing Physical and Health Problems;
 - L. Alternative and Augmentative Communication Skills; and
 - M. Alternative and Functional Skills Assessment;
3. Schools and the Teaching Profession: Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Children’s Literature;
 - C. Language Arts;
 - D. Science;
 - E. Social Science;
 - F. Instructional and Assistive Technology; and
 - G. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and
- (B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.
1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.
 2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.
 3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates

actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(8) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the Secretary of State under section 536.023, RSMo Supp. 2009, the secretary adopts a rule as follows:

5 CSR 20-400.570 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1992). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.570, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received one (1) comment requesting that the name of this certificate and the title of this rule be amended from “English for Speakers of Other Languages” to “English Language Learners” to reflect current terminology from the field.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees that the title should be updated and has amended the title, purpose, and section (1) as well as subsections (C) and (D) accordingly.

COMMENT #2: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

**5 CSR 20-400.570 Certification Requirements for English Language Learners
(Kindergarten – Grade 12)**

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach English Language Learners.

(1) An applicant for a Missouri certificate of license to teach English Language Learners (ELL) who possesses good moral character may be granted an initial Missouri certificate of license to teach ELL subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to ELL:

(C) Content Knowledge for Teaching (minimum requirement of eighteen (18) semester hours)—

1. Linguistics and English Linguistics;
2. Language and Culture or Sociolinguistics;
3. Second Language Acquisition;
4. Instructional Techniques for Teaching English Language Learners;
5. Curriculum for Teaching English Language Learners; and
6. Assessment Strategies for English Language Learners.

(D) Field and Clinical Experiences (three (3) semester hours)—

1. Culminating Clinical Experience. A supervised clinical experience in which the candidates acquire experience in planning for and working with ELL students in various instructional settings in both elementary and secondary schools. The clinical experience should include collaborating with other educators to support student learning.

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.580 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1992–1993). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.580, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received one (1) comment requesting that section (D) state graduate course requirements in terms of semester hours rather than number of courses taken.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has added clarifying language to section (D).

COMMENT #2: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.580 Certification Requirements for Gifted Education (Kindergarten – Grade 12)

(1) An applicant for a Missouri certificate of license to teach Gifted Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Gifted

Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Gifted Education:

(D) A graduate course in research procedures (a minimum of three (3) semester hours);

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.590 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1993–1994). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.590, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received two (2) comments suggesting that the title of this certificate include the clarifying word “Elementary” to clarify the grade range covered in this rule.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the title, purpose, and section (1) of this rule to reflect the suggested change.

COMMENT #2: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.590 Certification Requirements for Elementary Mathematics Specialist (Grades 1 – 6)

(1) An applicant for a Missouri certificate of license to serve as an Elementary Mathematics Specialist who possesses good moral character may be granted an initial Missouri certificate of

license to serve as an Elementary Mathematics Specialist subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to certificates of license for Elementary Mathematics Specialists:

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.600 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1994). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor's Note: Due to the volume of comments received relating to 5 CSR 20-400.600, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received four (4) comments suggesting updates to competencies required under the Professional Requirements of subsections (1)(B)-(C).

RESPONSE AND EXPLANATION OF CHANGE: The board agreed and voted to update the required competencies to include clarifying language and reflect the comments for subsections (1)(B)-(C).

COMMENT #2: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.600 Certification Requirements for Special Reading (Kindergarten – Grade 12)

(1) An applicant for a Missouri certificate of license to teach Special Reading who possesses good moral character may be granted an initial Missouri certificate of license to teach Special Reading subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Reading:

(B) Professional Requirements—

1. Child Psychology (requirement may be met upon completion of at least three (3) semester hours of combined course, Child and Adolescent Psychology);
2. Adolescent Psychology (requirement may be met upon completion of at least three (3) semester hours of combined course, Child and Adolescent Psychology);
3. Psychology and/or Education of the Exceptional Child (including the Gifted); and
4. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);

(C) Content Knowledge for Teaching (a minimum of eighteen (18) semester hours—

1. Reading (minimum of twelve (12) semester hours with at least two (2) courses at the graduate level courses required; one (1) of these courses shall be in Analysis and Correction of Reading Disabilities);
2. Language Acquisition and Development or Language Development of the Exceptional Child;
3. Behavior Intervention Strategies; and
4. Counseling Techniques (to include communication skills with exceptional children and families of exceptional children); and

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.610 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1994–1998). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.610, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received two (2) comments requesting that the title for the certificate in section (1), subsection (1)(A) and paragraph (1)(A)2 be changed from Career Education Director, Secondary/Postsecondary to Career Education Director, Secondary/Adult in order to reflect current practice.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the title in section (1), subsection (1)(A), and paragraph (1)(A)2 to match current practice.

COMMENT #2: Twenty-one (21) comments were received requesting that the language, “or the equivalent thereof from another educational leadership program meeting approval of the department,” be removed from paragraph (1)(A)5 due to concerns that such other educational leadership programs may not be required to undergo the same rigorous approval process as do educational leadership programs at colleges of education.

RESPONSE: The board has considered these concerns; however, the board has elected to include the language, “or the equivalent thereof from another educational leadership program meeting approval of the department.”

COMMENT #2: Two (2) comments were received requesting that the required semester hours under subparagraph (1)(A)6.A be changed from three (3) semester hours to the current practice of two (2) semester hours.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the certificate in subparagraph (1)(A)6.A to match current practice.

COMMENT #3: Two (2) comments were received suggesting that the clarifying language be added to paragraph (2)(A)5 to state, “or the equivalent thereof from another educational leadership program meeting approval of the department.” This language matches the language in the Initial Administrator and Career Continuous Administrator certificates.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the certificate in paragraph (2)(A)5 to align with the other relevant certificate areas.

COMMENT #4: Two (2) comments were received requesting that the required semester hours under subparagraph (2)(A)6.A be changed from three (3) semester hours to the current practice of two (2) semester hours.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the rule in subparagraph (2)(A)6.A to match current practice.

COMMENT #5: Two (2) comments were received requesting that the required semester hours under subparagraph (4)(A)6.A be changed from three (3) semester hours to the current practice of two (2) semester hours.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the rule in subparagraph (4)(A)6.A to match current practice.

COMMENT #5: Two (2) comments were received requesting that the certificate title in section (5) be amended to include the clarifying language for grade levels, Kindergarten – Grade 12.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the title in section (5) to match current practice.

COMMENT #6: Two (2) comments were received requesting that the required semester hours under subparagraph (5)(A)6.A be changed from three (3) semester hours to the current practice of two (2) semester hours.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended subparagraph (5)(A)6.A of the rule to match current practice.

COMMENT #7: Two (2) comments were received requesting that the required semester hours under subparagraph (6)(A)6.A be changed from three (3) semester hours to the current practice of two (2) semester hours.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended subparagraph (6)(A)6.A of the rule to match current practice.

COMMENT #8: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (7) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date

matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.610 Certification Requirements for Initial Administrator Certificate

(1) An applicant for a Missouri Initial Administrator Certificate (Career Education Director, Secondary/Adult) who possesses good moral character may be granted an Initial Administrator Certificate (Career Education Director, Secondary/Adult) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Education Directors (Secondary/Adult):

(A) Professional Requirements. An Initial Administrator Certificate (Career Education Director, Secondary/Adult) valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. A permanent, professional, or career education Missouri certificate of license to teach;
2. A minimum of two (2) years career education or secondary/adult subject area teaching experience approved by the Missouri Department of Elementary and Secondary Education (department);
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology and/or Education of the Exceptional Child;
5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department; and
6. Recommendation for certification from the designated official of a college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of elementary principals which includes at least twenty-four (24) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the elementary school. The approved graduate credit shall include:
 - A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—

(2) An applicant for a Missouri Initial Administrator Certificate (Elementary Principal, Grades K-8) who possesses good moral character may be granted an Initial Administrator Certificate (Elementary Principal, Grades K-8) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Elementary Principals (Grades K-8):

(A) Professional Requirements. An Initial Administrator Certificate (Elementary Principal, Grades K-8), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. A permanent, professional, or career education Missouri certificate of license to teach;
2. A minimum of two (2) years of successful teaching experience approved by the department;

3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology and/or Education of the Exceptional Child;
5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;
6. Recommendation for certification from the designated official of a college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of secondary principals which includes at least twenty-four (24) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the secondary school. The approved graduate credit shall include:
 - A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—

(4) An applicant for a Missouri Initial Administrator Certificate (Secondary Principal, Grades 7-12) who possesses good moral character may be granted an Initial Administrator Certificate (Secondary Principal, Grades 7-12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Secondary Principals (Grades 7-12):

- (A) Professional Requirements. An Initial Administrator Certificate (Secondary Principal, Grades 7-12), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:
1. A permanent or professional Missouri certificate of license to teach;
 2. A minimum of two (2) years of successful teaching experience approved by the department;
 3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
 4. Completion of a course in Psychology and/or Education of the Exceptional Child;
 5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;
 6. Recommendation for certification from the designated official of a college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of secondary principals which includes at least twenty-four (24) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the secondary school. The approved graduate credit shall include:
 - A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—

(5) An applicant for a Missouri Initial Administrator Certificate (Special Education Director, Kindergarten – Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Special Education Director, Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education Directors:

(A) Professional Requirements. An Initial Administrator Certificate (Special Education Director) valid for a period of four (4) years from the effective date on the certificate will be issued to applicants meeting the following requirements:

1. A permanent or professional certificate of license to teach in an area of special education or student services;
2. A minimum of two (2) years special education or student services experience approved by the department;
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology and/or Education of the Exceptional Child;
5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;
6. Recommendation for certification from the designated official of a college or university or other education leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of educational leaders which includes at least twenty-four (24) semester hours of approved graduate credit, or another equivalent thereof which is approved by the department, in education courses focused upon Special Education administration. The approved graduate credit shall include:
 - A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—

(6) An applicant for a Missouri Initial Administrator Certificate (Superintendent, Kindergarten – Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Superintendent, Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Superintendents:

(A) Professional Requirements. An Initial Administrator certificate, valid for a period of four (4) years from the date of issuance, will be issued to applicants meeting the following requirements:

1. A permanent or professional Missouri certificate of license to teach;
2. A minimum of three (3) years of experience as a building- or district-level administrator at a public or accredited nonpublic school;
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology and/or Education of the Exceptional Child;

5. Completion of an educational specialist or advanced degree program in educational leadership and recommendation from the designated official of a college or university or other education leadership program approved by the department, which shall include:

A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—

(7) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.620 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1998). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor's Note: Due to the volume of comments received relating to 5 CSR 20-400.620, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received four (4) comments stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.620 Certification Requirements for Transition Administrator Certificate

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.630 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1998 – 1999). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.630, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received two (2) comments requesting that the title for the certificate in subsection (1)(A) and subsection (1)(B) be changed from Career Education Director, Secondary/Postsecondary to Career Education Director, Secondary/Adult in order to reflect current practice and align with other rules.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the title and subsections (1)(A)-(B) to match current practice and align with other rules.

COMMENT #2: Two (2) comments were received suggesting that the clarifying language be added to paragraphs (1)(A)1 and (1)(B)(2) to state, “or the equivalent thereof from another educational leadership program meeting approval of the department.” This language matches the language from the Initial Administrator certificate to the Career Continuous Administrator certificate.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended paragraphs (1)(A)1 and (1)(B)(2) of the rule to align with the Initial Administrator certificate.

COMMENT #3: Twenty-one (21) comments were received requesting that the language, “or the equivalent thereof from another educational leadership program meeting approval of the department,” be removed from paragraph (1)(A)1 due to concerns that such other educational

leadership programs may not be required to undergo the same rigorous approval process as do educational leadership programs at colleges of education.

RESPONSE: The board has considered these concerns; however, the board has elected to include the language in paragraph (1)(A)1, “or the equivalent thereof from another educational leadership program meeting approval of the department.

COMMENT #4: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.630 Certification Requirements for Career Continuous Administrator Certificate

(1) An applicant for a Missouri Career Continuous Administrator Certificate who possesses good moral character may be granted a Career Continuous Administrator Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Continuous Administrator Certificates:

(A) The Career Continuous Administrator Certificate for either Career Education Director (Secondary/Adult); Elementary Principal (Grades K-8); Middle School Principal (Grades 5-9); Secondary Principal (Grades 7-12); or Special Education Director (Grades K-12) will be issued upon completion and verification of the following:

1. Completion of an educational specialist degree or higher, or the equivalent thereof, from a college or university or another educational leadership program meeting the approval of the department. Such degree, or the equivalent thereof, must be in educational leadership, reading/literacy, or curriculum/instruction;

(B) The holder of a Career Continuous Administrator Certificate for either Career Education Director (Secondary/Adult); Elementary Principal (Grades K-8); Middle School Principal (Grades 5-9); Secondary Principal (Grades 7-12); or Special Education Director (Grades K-12) is exempt from the thirty (30) contact hours of professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:

1. Ten (10) years of administrator experience approved by the department;
2. Completion of an educational specialist degree or higher, or the equivalent thereof, from a college or university or another educational leadership program meeting the approval of the department. Such degree, or the equivalent thereof, must be in educational leadership, reading/literacy, or curriculum/instruction; and/or

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.640 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 1999–2002). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.640, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received two (2) comments requesting that language stating that, “The applicant shall hold a valid Missouri professional teaching certificate or student services certificate of license to teach as an elementary or secondary school counselor” be added to paragraph (1)(D)1 to add clarity.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees that further clarity is necessary here and has added the suggested language to paragraph (1)(D)1.

COMMENT #2: One (1) comment was received requesting that subparagraphs (1)(E)4.A-J be added to account for the national standards for school psychologists.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees that this certificate and rule should align with national standards for school psychologists and has amended subparagraphs (1)(E)4.A-J accordingly.

COMMENT #3: Two (2) comments were received requesting that section (1)(F) be amended to include the correct title for the certificate, Speech-Language Pathologist, as opposed to the current title, Speech and Language Pathologist.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended section (1)(F) to reflect the correct terminology.

COMMENT #4: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.640 Certification Requirements for Initial Student Services Certificate

(1) An applicant for a Missouri Initial Student Services Certificate, valid for a period of four (4) years, may be granted an Initial Student Services Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional requirements:

(D) The Initial Student Services Certificate for School Psychological Examiner (Kindergarten – Grade 12), valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. The applicant shall hold a valid Missouri professional teaching certificate or student services certificate of license to teach as an elementary or secondary school counselor;

(E) The Initial Student Services Certificate for School Psychologist, valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. Completion of a specialist or higher degree with a major emphasis in school psychology from an approved School Psychologist preparation program;
2. Recommendation for certification from the designated official of a School Psychologist preparation program approved by the department;
3. A minimum of sixty (60) semester hours of professional preparation at the graduate level with competencies demonstrated in all areas listed to the satisfaction of an approved School Psychologist preparation program—

A. Psychological Foundations—

- (I) Biological Bases of Behavior;
- (II) Human Learning;
- (III) Social and Cultural Bases of Behavior;
- (IV) Child and Adolescent Development;
- (V) Individual Differences, including human exceptionalities; and
- (VI) Developmental Psychology;

B. Educational Foundations—

- (I) Instructional Design; and
- (II) Organization and Operations of Schools;

C. Interventions/Problem Solving—

- (I) Diverse Methods and Models of Assessment;
- (II) Linked to Direct Interventions; and
- (III) Linked to Indirect Interventions;

D. Statistics and Research Methodologies—

- (I) Statistics;
- (II) Research and Evaluation Methods; and
- (III) Measurement; and

E. Professional School Psychology—

- (I) History and Foundations of School Psychology;
- (II) Legal and Ethical Issues;
- (III) Professional Issues and Standards;
- (IV) Alternative Models for Delivery of School Psychological Services;
- (V) Emergent Technologies; and
- (VI) Roles and Functions of the School Psychologist; and

4. Competencies—

A. Data-Based Decision Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;

B. Consultation and Collaboration. School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

C. Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

D. Interventions and Mental Health Services to Develop Social and Life Skills. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

E. School-Wide Practices to Promote Learning. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others

F. Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

G. Family–School Collaboration Services. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

H. Diversity in Development and Learning. School psychologists have knowledge of individual diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

I. Research and Program Evaluation. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

J. Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

(F) The Initial Student Services Certificate for Speech-Language Pathologist (Birth -Grade 12), valid for a period of four (4) years from the effective date of the certificate, will be

issued to those persons meeting the following requirements:

1. Professional Requirements—

A. Possession of a master's or higher degree in Speech-Language Pathology from an accredited college or university; and

B. Possession of a valid, unencumbered, undisciplined Missouri license in Speech- Language Pathology from the Missouri Board of Registration for the Healing Arts.

(2) The requirements of this rule shall become effective August 1, 2017.

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.650 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 2002 – 2003). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.650, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received four (4) comments requesting that paragraphs (1)(A)5 and (1)(B)3 be amended to include language requiring “possession of a valid, unencumbered, undisciplined Missouri license in Speech-Language Pathology from the Missouri Board of Registration for the Healing Arts” to reflect current practice in Missouri.

RESPONSE AND EXPLANATION: The board agrees and has amended the language of paragraphs (1)(A)5 and (1)(B)3 accordingly.

COMMENT #2: Two (2) comments were received requesting that subparagraphs (1)(C)6.A-C be amended to include the correct title for the certificate, Speech-Language Pathologist, as opposed to the current title, Speech and Language Pathologist.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the language of subparagraphs (1)(C)6.A-C to reflect the correct title.

COMMENT #3: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date

matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.650 Certification Requirements for Career Continuous Student Services Certificate

(1) An applicant for a Career Continuous Student Services Certificate who possesses good moral character may be granted a Career Continuous Student Services Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Continuous Student Services Certificates:

(A) The Career Continuous Student Services Certificate will be issued upon completion and verification of the following:

1. Four (4) years of experience approved by the Missouri Department of Elementary and Secondary Education (department) in specific area of Student Services Certification;
2. Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience);
3. The development, implementation, and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and
4. Successful participation in an annual performance-based evaluation.
5. For a Student Services Certificate—Speech-Language Pathologist, possession of a valid, unencumbered, undisciplined Missouri license in Speech-Language Pathology from the Missouri Board of Registration for the Healing Arts.

(B) The Career Continuous Student Services Certificate will remain valid upon verification of the following:

1. Continued participation in a performance-based evaluation;
2. Completion of twenty (20) contact hours of professional development annually; and
3. For a Student Services Certificate—Speech-Language Pathology, possession of a valid, unencumbered, undisciplined Missouri license in Speech-Language Pathology from the Missouri Board of Registration for the Healing Arts.

(C) The Career Continuous Student Services Certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:

1. For the Career Continuous Student Services - Career Education Counselor Certificate—
 - A. Ten (10) years of Career Education Counselor experience approved by the department;
 - B. An education specialist degree in School Counseling or a closely related field; and/or
 - C. Certification from a nationally recognized professional Counseling organization approved by the State Board of Education (board);
2. For the Career Continuous Student Services - Elementary Counselor (Grades K-8) Certificate—
 - A. Ten (10) years of School Counselor experience approved by the department;
 - B. An education specialist degree or higher in School Counseling or a closely related field; and/or

- C. Certification from a nationally recognized professional School Counselor organization approved by the board;
3. For the Career Continuous Student Services – Secondary Counselor (Grades 7-12) Certificate—
- A. Ten (10) years of School Counselor experience approved by the department;
 - B. An education specialist degree in School Counseling or a closely related field; and/or
 - C. Certification from a nationally recognized professional School Counselor organization approved by the board;
4. For the Career Continuous Student Services – School Psychological Examiner Certificate—
- A. Ten (10) years of School Psychological Examiner experience approved by the department;
 - B. An education specialist degree in School Psychology or a closely related field; and/or
 - C. Certification from a nationally recognized professional School Psychology organization approved by the board;
5. For the Career Continuous Student Services – School Psychologist Certificate—
- A. Ten (10) years of School Psychologist experience approved by the department;
 - B. An education specialist degree in School Psychology or a closely related field; and/or
 - C. Certification from a nationally recognized professional School Psychology organization approved by the board; and
6. For the Career Continuous Student Services – Speech-Language Pathologist (Birth – Grade 12) Certificate—
- A. Ten (10) years of Speech-Language Pathologist experience approved by the department;
 - B. An education specialist degree in Speech-Language Pathology or a closely related field; and/or
 - C. Certification from a nationally recognized professional Speech-Language Pathology organization approved by the board.

(2) The requirements of this rule shall become effective August 1, 2017.

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ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.660 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 2003 – 2005). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor's Note: Due to the volume of comments received relating to 5 CSR 20-400.660, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received seventeen (17) comments requesting that subparts (1)(C)1.C(I)(a)-(c) be amended to include three options to achieving a Career Education (Secondary) certificate in Culinary Arts. This amendment would reflect the current requirements in the Compendium of Missouri Certification Requirements.

RESPONSE AND EXPLANATION OF CHANGE: The board of education (board) agrees and has updated subparts (1)(C)1.C(I)(a)-(c) accordingly to match the current requirements.

COMMENT #2: One (1) comment was received suggesting that section (1)(C)5 be amended to update the title for Technology and Engineering to Skilled Technical Sciences in order to align with current practice in the field.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated section (1)(C)5 accordingly.

COMMENT #3: Three (3) comments were received requesting that subsections (2)(B)-(C) be removed from the Personal Finance section of this rule to align with the current requirements in the Compendium of Missouri Certification Requirements.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has removed subsections (2)(B)-(C) accordingly.

COMMENT #4: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (3) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.660 Certification Requirements for Career Education (Secondary) Certificates

(1) An applicant for a Career Education (Secondary) Certificate who possesses good moral character may be granted a Career Education (Secondary) Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Education (Secondary) Certificates:

(C) Certificate Titles and Specific Requirements for Each Specific Area of Career Education Certification—

1. Family, Consumer Sciences, and Human Services—

A. Apparel and Textiles;

B. Cosmetologist (requires professional licensing);

C. Culinary Arts:

(I) For a Culinary Arts certificate, candidates must satisfy the requirements of at least one (1) of the following:

(a) Satisfaction of the General Requirements and Professional Requirements in sections (1)(A)-(B) of this rule; or

(b) Satisfaction of the requirements below:

I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;

II. Possession of a current Secondary Food Service Education Certificate from the National Restaurant Association Education Foundation, and a Serve Safe Certificate; and

III. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; or

(c) Satisfaction of the requirements below:

I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;

II. Possession of a current Secondary Culinary Education Certificate from the American Culinary Federation; and

III. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; or

D. Family and Consumer Sciences Related Careers Cooperative Education;

- E. Food and Beverage/Restaurant Operations Manager;
 - F. Food Production, Management, and Related Services;
 - G. Hospitality Administration/Management, General;
 - H. Housing and Home Environments;
 - I. Human Development/ Adult Development and Aging:
 - (I) A Human Development/Adult Development and Aging certificate requires a minimum of an associate's degree;
 - J. Human Development/Child Care
 - (I) A Human Development/Child Care certificate requires a minimum of an associate's degree;
2. Applicants for a Family and Consumer Sciences Career Education Certificate of license to teach in the specific area of Human Development/Child Care and Human Development/Adult Development and Aging must have a minimum of an associate's or higher degree in an area appropriate for the subject area being taught and comply with subsections (1)(A)-(B) general and professional requirements. Applicants in the areas of Apparel and Textiles; Cosmetologist; Culinary Arts; Family and Consumer Sciences Related Careers Cooperative Education; Food and Beverage/Restaurant Operations Manager; Food Production, Management and Related Services; Hospitality, Administration/Management, General; and Housing and Home Environments must comply with subsections (1)(A)-(B) general and professional requirements.
3. Health Sciences—
- A. Dental Assistant (requires professional licensing);
 - B. Dental Laboratory Technician;
 - C. Emergency Medical Technology/Technician (requires professional licensing);
 - D. Health Aide or Health Services Assistant (requires professional licensing);
 - E. Medical Assistant (requires professional licensing);
 - F. Medical Laboratory Technician;
 - G. Medical Transcriptionist (requires professional licensing);
 - H. Pharmacy Technician/ Assistant (requires professional licensing); and
 - I. Sign Language Interpreter (requires professional licensing);
4. The applicant for a Health Sciences Career Education Certificate of license to teach must comply with the general and professional requirements from paragraph (1)(C)(3) and the following:
- A. Applicant must provide a valid authorization from the applicable accrediting agency certifying that applicant meets requirements to teach in the subject area and student level of the instructional program; and
 - B. Applicant must provide documentation of a valid, unencumbered, undisciplined professional license (if applicable for instructional area to be taught);
5. Skilled Technical Sciences—
- A. Certificate Titles—
 - (I) Aircraft Mechanic/Technician, Powerplant (requires professional licensing);
 - (II) Airframe Mechanic/Technician, Airframe (requires professional licensing);
 - (III) Auto/Automotive Body Repairer;
 - (IV) Auto/Automotive Mechanic/Technician;
 - (V) Aviation Management;
 - (VI) Building/Property Maintenance and Manager;

(VII) Cabinet Maker and Millworker;
(VIII) Carpenter;
(IX) Cartography;
(X) Commercial Photography;
(XI) Computer Maintenance Technology/Technician;
(XII) Construction/Building Technology/Technician;
(XIII) Diesel Engine Mechanic and Repairer;
(XIV) Drafting, General;
(XV) Electrical and Electronics Equipment Installer and Repairer, General;
(XVI) Electrician;
(XVII) Fire Science/Firefighting;
(XVIII) Graphic and Printing Equipment Operator, General;
(XIX) Graphic Design, Commercial Art, and Illustration;
(XX) Heating, Air Conditioning, and Refrigeration Mechanic and Repairer;
(XXI) Heavy Equipment Maintenance and Repairer;
(XXII) Industrial Technology/Technician;
(XXIII) Laser and Optical Technology/Technician;
(XXIV) Law Enforcement/Police Science;
(XXV) Machinist/Machine Technologist;
(XXVI) Marine Maintenance and Ship Repairer;
(XXVII) Mason and Tile Setter;
(XXVIII) Motorcycle Mechanic and Repairer;
(XXIX) Plumbing Technology/Plumber;
(XXX) Radio and Television Broadcasting Technology/Technician;
(XXXI) Small Engine Mechanic and Repairer; and
(XXXII) Welder/Welding Technologist;

(2) An applicant for a Career Education (Secondary) Missouri certificate of license to teach Personal Finance who possesses good moral character may be granted a Career Education (Secondary) Missouri certificate of license to teach Personal Finance subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Personal Finance:

(A) General Requirements—

1. The applicant must submit a joint application verifying contracted employment from a Missouri school district;
2. Verification of a bachelor's degree or higher in an area appropriate for the subject area being taught, and four thousand (4,000) hours of related occupational experience obtained within the most recent ten (10) years and approved by the department; and
3. Completion of the assessment(s) required by the State Board of Education (board) with a score equal to or greater than the Missouri Qualifying Score. The official score must be submitted to the department;

(3) The requirements of this rule shall become effective August 1, 2017.

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ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.670 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 2005 – 2006). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.670, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received four (4) comments requesting that the title, purpose, and section (1) of this rule be updated to change the word “Secondary” to “Adult” in the title of this certificate. This change would align the title to current terminology and practice.

RESPONSE AND EXPLANATION OF CHANGE: The state board of education (board) agrees and has changed the title, purpose, and section (1) of this rule to align with current terminology and practice.

COMMENT #2: The department received seventeen (17) comments requesting that subparts (1)(C)1.D(I)(a)-(c) be amended to include three options to achieving a Career Education (Secondary) certificate in Culinary Arts. This amendment would reflect the current requirements in the Compendium of Missouri Certification Requirements.

RESPONSE AND EXPLANATION OF CHANGE: The board of education (board) agrees and has updated subparts (1)(C)1.D(I)(a)-(c) accordingly to match the current requirements.

COMMENT #3: One (1) comment was received suggesting that section (1)(C)8 be amended to update the title for Technology and Engineering to Skilled Technical Sciences in order to align with current practice in the field.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has updated section (1)(C)8 accordingly.

COMMENT #4: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.670 Certification Requirements for Career Education (Adult) Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Education (Adult) Certificate.

(1) An applicant for a Career Education (Adult) Certificate who possesses good moral character may be granted a Career Education (Adult) Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Education (Adult) Certificates:

(C) Certificate Titles and Specific Requirements for Each Specific Area of Career Education Certification—

1. Agricultural Education—
 - A. Agricultural Education;
 - B. Agricultural Business;
 - C. Agricultural Mechanics;
 - D. Agricultural Production;
 - E. Agricultural Processing;
 - F. Agricultural Resources;
 - G. Agricultural Service/Supplies;
 - H. Forestry; and
 - I. Horticulture;
2. Business Education—
 - A. Career Business Education;
3. Family, Consumer Sciences, and Human Services—
 - A. Apparel and Textiles;
 - B. Career Family and Consumer Sciences;
 - C. Cosmetologist (requires professional licensing);
 - D. Culinary Arts:
 - (I) For a Culinary Arts certificate, candidates must satisfy the requirements of at least one (1) of the following:
 - (a) Satisfaction of the General Requirements and Professional Requirements in sections (1)(A)-(B) of this rule; or
 - (b) Satisfaction of the requirements below:

I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;

II. Possession of a current Secondary Food Service Education Certificate from the National Restaurant Association Education Foundation, and a Serve Safe Certificate; and

III. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; or

(c) Satisfaction of the requirements below:

I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;

II. Possession of a current Secondary Culinary Education Certificate from the American Culinary Federation; and

III. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; or

E. Dietetic Services;

F. Food and Beverage/Restaurant Operations Manager;

G. Food Production, Management and Related Services;

H. Hospitality Administration/Management, General;

I. Housing and Home Environments;

J. Human Development/ Adult Development and Aging;

K. Human Development/Child Care; and

L. Massage Therapy (requires professional licensing);

4. The applicant for a Family and Consumer Science Career Education Certificate of license to teach in the specific area of Human Development/Child Care and Human Development/Adult Development and Aging must have a minimum of an associate's or higher degree in an area appropriate for the subject area being taught and comply with subsections (1)(A)-(B). Applicants in the areas of Apparel and Textiles; Career Family and Consumer Sciences; Culinary Arts; Food and Beverage/Restaurant Operation Manager; Food Production, Management and Related Services; and Housing Environments must comply with subsections (1)(A)-(B).

5. Health Sciences—

A. Dental Assistant (requires professional licensing);

B. Dental Hygienist (requires professional licensing);

C. Dental Laboratory Technician;

D. Diagnostic Medical Sonography Technician (requires professional licensing);

E. Emergency Medical Technology/Technician (requires professional licensing);

F. Funeral Service and Mortuary Science (requires professional licensing);

G. Health Professions and Related Sciences, Other;

H. Health Unit Coordinator/Ward Clerk;

I. Licensed Practical Nursing (requires professional licensing);

J. Medical Assistant (requires professional licensing);

K. Medical Laboratory Assistant (requires professional licensing);

- L. Medical Laboratory Technician (requires professional licensing);
 - M. Medical Radiologic Technology/Technician (requires professional licensing);
 - N. Medical Record Technology/Technician (requires professional licensing);
 - O. Medical Transcription (requires professional licensing);
 - P. Nursing Assistant/Aide;
 - Q. Nursing, Other (requires professional licensing);
 - R. Occupational Therapy Assistant (requires professional licensing);
 - S. Pharmacy Technician/ Assistant (requires professional licensing);
 - T. Physical Therapy Assistant (requires professional licensing)
 - U. Registered Nursing Training (requires professional licensing);
 - V. Respiratory Therapy Technician (requires professional licensing);
 - W. Sign Language Interpreter (requires professional licensing); and
 - X. Surgical/Operating Room Technology (requires professional licensing);
6. The applicant for a Health Sciences Career Education Certificate of license to teach must comply with subsections (1)(A)-(B) and the following:
- A. Applicant must provide a valid authorization from the applicable accrediting agency certifying that applicant meets requirements to teach in the subject area and student level of the instructional program; and
 - B. Applicant must provide documentation of a valid, unencumbered, undisciplined professional license (if applicable for instructional area to be taught);
7. Marketing Education—
- A. Marketing;
8. Skilled Technical Sciences—
- A. Certification Titles—
 - (I) Aircraft Mechanic/Technician, Powerplant (requires professional licensing);
 - (II) Airframe Mechanic/Technician, Airframe (requires professional licensing);
 - (III) Architectural Engineering Technology/Technician;
 - (IV) Auto/ Automotive Body Repairer;
 - (V) Auto/Automotive Mechanic/Technician;
 - (VI) Automotive Engineering Technology/Technician;
 - (VII) Aviation Management;
 - (VIII) Aviation Systems and Avionics Maintenance Technology/Technician (requires professional licensing);
 - (IX) Biomedical Engineering-Related Technology/Technician;
 - (X) Building/Property Maintenance and Manager;
 - (XI) Cabinet Maker and Millworker;
 - (XII) Carpenter;
 - (XIII) Cartography;
 - (XIV) Chemical Technology/Technician;
 - (XV) Civil Engineering/Civil Technology/Technician;
 - (XVI) Commercial Photography;
 - (XVII) Communications Systems Installer and Repairer;
 - (XVIII) Computer Installer and Repairer;
 - (XIX) Computer Maintenance Technology/Technician;
 - (XX) Construction Equipment Operator;
 - (XXI) Construction/Building Technology/Technician;

(XXII) Diesel Engine Mechanic and Repairer;
 (XXIII) Drafting, General;
 (XXIV) Electrical and Electronics Equipment Installer and Repairer, General;
 (XXV) Electrical and Power Transmission Installer, General;
 (XXVI) Electromechanical Technology/Technician;
 (XXVII) Fire Protection and Safety Technology/Technician;
 (XXVIII) Fire Science/Firefighting;
 (XXIX) Graphic and Printing Equipment Operator, General;
 (XXX) Graphic Design, Commercial Art, and Illustration;
 (XXXI) Heating, Air Conditioning, and Refrigeration Mechanic and Repairer;
 (XXXII) Heavy Equipment Maintenance and Repairer;
 (XXXIII) Industrial Design;
 (XXXIV) Industrial Electronics Installer and Repairer;
 (XXXV) Industrial Machinery Maintenance and Repairer;
 (XXXVI) Instrumentation Technology/Technician;
 (XXXVII) Ironworking/Ironworker;
 (XXXVIII) Laser and Optical Technology/Technician;
 (XXXIX) Law Enforcement/Police Science;
 (XL) Machinist/Machine Technologist;
 (XLI) Major Appliance Installer and Repairer;
 (XLII) Manufacturing Technology;
 (XLIII) Marine Maintenance and Ship Repairer;
 (XLIV) Mason and Tile Setter;
 (XLV) Mechanical Engineering/Mechanical Technology/Technician;
 (XLVI) Motorcycle Mechanic and Repairer;
 (XLVII) Nuclear Engineering Technology/Technician;
 (XLVIII) Occupational Safety and Health Technology/Technician;
 (XLIX) Painter and Wall Coverer;
 (L) Pipefitting/Pipefitter and Sprinkler Fitter;
 (LI) Plumbing Technology/Plumber;
 (LII) Quality Control Technology/Technician;
 (LIII) Radio and Television Broadcasting Technology/Technician;
 (LIV) Robotics Technology/Technician;
 (LV) Sheet Metal Worker;
 (LVI) Small Engine Mechanic and Repairer;
 (LVII) Truck, Bus, and Other Commercial Vehicle Operator (requires professional licensing);
 (LVIII) Upholsterer;
 (LIX) Water Quality and Wastewater Treatment Technology/Technician; and
 (LX) Welder/Welding Technologist;

9. The applicant for a Skilled Technical Sciences career education certificate of license to teach must comply with subsections (1)(A)-(B) and the following:

A. Applicant must provide documentation of a valid, unencumbered, undisciplined copy of their professional license (if applicable for instructional area to be taught).

(2) The requirements of this rule shall become effective August 1, 2017.

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ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.680 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 2006 – 2007). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor’s Note: Due to the volume of comments received relating to 5 CSR 20-400.680, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received four (4) comments requesting that the title, purpose, and section (1) of this rule be updated to change the word “Secondary” to “Adult” in the title of this certificate. This change would align the title to current terminology and practice.

RESPONSE AND EXPLANATION OF CHANGE: The state board of education (board) agrees and has changed the title, purpose, and section (1) of this rule to align with current terminology and practice.

COMMENT #2: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.680 Certification Requirements for Career Education (Secondary/Adult) Certificates

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Education (Secondary/Adult) Certificate.

(1) An applicant for a Career Education (Secondary/Adult) Certificate, valid for a period of four (4) years, may be granted a Career Education (Secondary/Adult) Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional requirements:

(A) Applicants for a Career Services Coordinator (Secondary/Adult) Career Education Certificate, valid for a period of four (4) years from the effective date of the certificate, will be issued such a certificate subject to the following requirements:

1. The applicant must have secured a Career Services Coordinator position in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification for the applicant; and
2. The applicant must possess a bachelor's degree or higher degree in a business-related field or human resources.

(B) Applicants for an Adult Education Supervisor (Secondary/Adult) Career Education Certificate, valid for a period of four (4) years from the effective date of the certificate, will be issued such a certificate subject to the following requirements:

(2) The requirements of this rule shall become effective August 1, 2017.

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ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.690 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 2007 – 2008). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor's Note: Due to the volume of comments received relating to 5 CSR 20-400.690, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received four (4) comments stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (2) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.690 Certification Requirements for Career Continuous Career Education Certificate

(2) The requirements of this rule shall become effective August 1, 2017.

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ORDER OF RULEMAKING

By the authority vested in the State Board of Education (board) under sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, the board adopts a rule as follows:

5 CSR 20-400.700 is adopted.

A notice of proposed rulemaking containing the text of the proposed rule was published in the *Missouri Register* on December 2, 2013 (38 MoReg 2008). Those sections with changes are reprinted here. This proposed rule becomes effective thirty (30) days after publication in the *Code of State Regulations*.

SUMMARY OF COMMENTS: The board received numerous comments regarding the proposed rule.

Editor's Note: Due to the volume of comments received relating to 5 CSR 20-400.700, the department was unable to publish a list of individuals commenting on this rule. The department maintains a copy of all individual comments, which is available upon request. Requests should be made to Custodian of Records, Office of General Counsel and Governmental Affairs, Department of Elementary and Secondary Education, PO Box 480 Jefferson City, MO 65102-0480.

COMMENT #1: The board received one (1) comment requesting that subsection (2)(B) be amended to add clarifying language to the Career Continuous Adult Education and Literacy certificate requirements and to reflect current practice.

RESPONSE AND EXPLANATION OF CHANGE: The board agrees and has amended the rule to add clarifying language to the certificate requirements in subsection (2)(B) to reflect current practice.

COMMENT #2: Four (4) comments were received stating that the timing for implementation of this rule would impose an undue burden on educator preparation programs and students of such programs if the new requirements were to become effective immediately upon publication of this rule.

RESPONSE AND EXPLANATION OF CHANGE: Section (3) has been added, stating that all of the contents of this rule will not become effective until August 1, 2017. This effective date matches the date of implementation for the Missouri Standards for the Preparation of Educators, a closely related administrative rule guiding many of the requirements adopted herein.

5 CSR 20-400.700 Certification Requirements for Adult Education and Literacy

(2) Career Continuous Adult Education and Literacy Certificate—

(B) A Career Continuous Adult Education and Literacy certificate holder is exempt from the twenty (20) contact hours of professional development, if the holder has a local professional development plan in place with the school and at least two (2) of the following:

1. Ten (10) years of teaching experience approved by the department;
2. Accumulation of a minimum of one hundred (100) Adult Education and Literacy instructional hours per year during the ten (10) years of state approved teaching experience; and/or
3. A masters degree from an accredited college or university.

(3) The requirements of this rule shall become effective August 1, 2017.

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PROPOSED RULE

5 CSR 20-400.500 Application for Certificate of License to Teach

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the procedures for application for a certificate of license to teach.

- (1) An applicant for a Missouri certificate of license to teach who possesses good moral character and has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or earned a doctoral degree may be granted an initial Missouri certificate of license to teach in their major area of study, subject to the specific content area certification requirements established by the State Board of Education (board), which can be found in 5 CSR 20-400.500 – 5 CSR 20-400.700.
- (2) Applications for a Missouri certificate of license to teach shall be submitted on the forms provided by the department, accompanied by the appropriate fee, and may be obtained by writing the Educator Certification Section of the department at PO Box 480, Jefferson City, MO 65102-0480 or downloading from the Internet.
- (3) An application is not considered officially filed with the board until it has been determined by the board or the department staff to be complete and the application is submitted on the forms provided by the department, signed, and accompanied by two (2) full sets of fingerprints with the appropriate fee as set by the Missouri State Highway Patrol (Highway Patrol) and/or the Federal Bureau of Investigation (FBI) and any other applicable forms and/or fees. All information should be received by the department within ninety (90) days of the date of the application.
 - (A) The applicant is responsible for submitting the fingerprints in the manner acceptable to the Highway Patrol and/or FBI and the payment of any fees required by the Highway Patrol and/or FBI.
- (4) The applicant shall submit verification of certification or licensure directly to the department, including information regarding any disciplinary action from each state or United States' territory regulatory entity in which a professional license, including a certificate of license to teach, is held or has been held.
- (5) An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the department must comply with the following additional criteria in addition to any requirements specific to the content area for which the applicant seeks certification:
 - (A) The applicant must possess a baccalaureate degree from a regionally accredited college or university;

(B) The applicant must possess an overall grade point average to meet the following specifications:

1. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;
2. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or
3. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score.

(C) The applicant must request and obtain the recommendation of the designated certification official from a baccalaureate or higher-level educator preparation program approved by the department; and

(D) The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;

(6) An applicant for a Missouri certificate of license to teach who possesses a valid certificate of license to teach from another state and who possesses good moral character may be granted a Missouri certificate of license to teach.

(7) An applicant for a Missouri certificate of license to teach who has successfully obtained certification by the National Board for Professional Teaching Standards (NBPTS), or for school psychologists, the certificate of nationally certified school psychologists issued by the National Association of School Psychologists (NASP), and possesses good moral character may be granted a Missouri certificate of license to teach in their area of NBPTS or NASP certification most closely aligned with the current areas of certification approved by the board. The certificate of license to teach will be an initial student services classification or a career continuous student services classification if the applicant possesses four (4) years of student services experience.

(8) An applicant for an initial Missouri certificate of license to teach who has earned a doctoral degree from an institution of higher education accredited by a regional accreditation agency including but not limited to the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) must comply with the following additional criteria:

(A) The applicant must have completed and provide documentation of a doctoral degree earned in an area of study for which an initial professional certificate (IPC) of license to teach may be issued;

(B) The applicant must achieve a score equal to or in excess of the qualifying score on the pedagogy assessment approved by the department for the specific grade levels as defined in the rules promulgated by the board. The official score report shall be submitted to the department; and

(C) The applicant may only be granted an IPC level certificate of license to teach in their major area of study pursuant to the rules promulgated by the board. A career continuous professional level certificate of license to teach will not be issued.

(9) An applicant for an initial Missouri certificate of license to teach in the area of personal finance, banking, or financial responsibility who has earned a bachelor's degree, or higher degree, from an institution of higher education accredited by a regional accreditation agency including, but not limited to the Higher Learning Commission of the NCA must comply with the following additional criteria:

(A) The applicant must provide documentation of a valid degree being conferred and achieve a score equal to or in excess of the qualifying score on the assessment designated by the board. The official score report shall be submitted to the department;

(B) Comply with the professional experience requirements specific to the particular content area for which certification is sought as set forth in rules 5 CSR 20-400.500 – 5 CSR 20-400.700; and

(C) The applicant may only be granted an initial career education level of certificate of license to teach in the field of personal finance.

(10) Additional professional certificates of license to teach may be granted as follows:

(A) The applicant may take the appropriate content knowledge or specialty area exit assessment(s) for certification and must achieve a score equal to or in excess of the qualifying score on the content knowledge or specialty area exit assessment(s) as defined in the rules promulgated by the board; or

(B) If the board has not designated a content knowledge or specialty area exit assessment(s) for a particular certification area or grade level or the applicant chooses not to take the appropriate content knowledge or specialty area exit assessment(s), the applicant must meet the specific content area certification requirements found in 5 CSR 20-400.500 – 5 CSR 20-400.700.

(11) Following review by the department the applicant shall be informed of the decision regarding the application for certificate of license to teach.

(12) The holder of a certificate of license to teach shall ensure that the department has their current legal name and address.

(A) A holder of a certificate of license to teach whose name is changed shall notify the department within ninety (90) days of the name change and provide a copy of the appropriate documents verifying the name change.

(B) A holder of a certificate of license to teach whose address has changed shall inform the department of the change within ninety (90) days of the effective date of the change.

(13) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

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Division 20 – Division of Learning Services
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PROPOSED RULE

5 CSR 20-400.510 Certification Requirements for Teacher of Early Childhood Education (Birth – Grade 3)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Early Childhood Education.

(1) An applicant for a Missouri certificate of license to teach Early Childhood Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Early Childhood Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Early Childhood Education:

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess an overall grade point average to meet the following specifications:
 - A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.50 or higher on a 4.00 scale, and in the major area of study;
 - B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or
 - C. For applicants graduating in or after the Spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the State Board of Education (board) to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score.

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;
5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and
6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:
 - A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - B. U.S. History, three (3) semester hours; and
 - C. U.S. Government, three (3) semester hours.

(B) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation program for the following topics:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving;
 - F. English Language Learning;
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
 - A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Cultural Diversity;
 - F. Educational Psychology;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
 - A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
4. Content Knowledge for Teaching and Teaching and Learning Strategies for the Young Child (minimum requirement of thirty (30) semester hours)—
 - A. Early Childhood Principles:
 - (I) Child Development;
 - (II) Play-based and Inquiry-based Learning;
 - (III) Observing and Assessing Young Children;
 - (IV) Language Acquisition;
 - B. Methods of Teaching and Differentiated Instruction in the following integrated areas:
 - (I) Language Arts (including reading, writing, speaking, and listening);
 - (II) Math;

- (III) Health;
- (IV) Science;
- (V) Nutrition;
- (VI) Social Studies;
- (VII) Music;
- (VIII) Safety;
- (IX) Movement;
- (X) Art; and
- (XI) Drama;

5. Home-School-Community Relations (minimum requirement of six (6) semester hours)—

- A. Families as Educational Partners;
- B. Family Engagement; and
- C. Linking Families with Community Resources;

6. Program Management (minimum requirement of six (6) semester hours)—

- A. Program Administration and Management;
- B. Health, Nutrition, and Safety of Young Children; and
- C. Environmental Organization and Design; and

(C) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (C)1-2, to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.
2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.
3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

**5 CSR 20-400.520 Certification Requirements for Teacher of Elementary Education
(Grades 1 – 6)**

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Elementary Education (Grades 1 – 6).

(1) An applicant for a Missouri certificate of license to teach Elementary Education (Grades 1 – 6) who possesses good moral character may be granted an initial Missouri certificate of license to teach Elementary Education (Grades 1 – 6) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Elementary Education (Grades 1 – 6):

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess an overall grade point average to meet the following specifications:

A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.50 or higher on a 4.00 scale, and in the major area of study;

B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought;
or

C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the State Board of Education (board) to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score.

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:

A. English Composition, two (2) courses, each a minimum of two (2) semester hours;

B. U.S. History, three (3) semester hours; and

C. U.S. Government, three (3) semester hours;

(B) Professional Requirements. A minimum of thirty-six (36) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation program for the following topics:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-based Decision-making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Cultural Diversity; and

F. Education Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching;

4. Content Knowledge for Teaching and Teaching and Learning Strategies (minimum requirement of twenty-one (21) semester hours)—

A. At a minimum, the teaching method competencies shall include:

(I) Elementary Literacy (minimum total of twelve (12) semester hours)—to

include Children's Literature, English Language Arts, and Language Acquisition;

(II) Mathematics (minimum of six (6) total semester hours);

(III) Science; and

(IV) Social Science;

B. Integration of the following areas:

(I) Art;

(II) Music;

(III) Health and Physical Education; and

(IV) Technology in Education;

(C) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) semester hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.530 Certification Requirements for Teacher of Middle School Education (Grades 5-9)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Middle School Education.

(1) An applicant for a Missouri certificate of license to teach Middle School Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Middle School Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to middle school education:

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess an overall grade point average to meet the following specifications:
 - A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;
 - B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or
 - C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average. Such satisfactory score shall be higher than the Missouri qualifying score.
4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and
6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:
 - A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - B. U.S. History, three (3) semester hours; and
 - C. U.S. Government, three (3) semester hours;

(B) Professional Requirements. A minimum of forty-five (45) semester hours in professional education. Competency must be demonstrated in the following areas listed to the satisfaction of the educator preparation program:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving; and
 - F. English Language Learning;
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment —
 - A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Cultural Diversity; and
 - F. Educational Psychology;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —
 - A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching; and
 - C. Middle School Philosophy and Organization;
4. Middle School Literacy (minimum of six (6) semester hours): to include coursework in methods of teaching reading and writing in the content area, and to include instructional interventions for students with reading deficits; and
5. Content Knowledge for Teaching (minimum requirement of twenty-four (24) semester hours). Subject area certification in grades five through nine (5-9) will be granted upon the basis of a minimum of twenty-four (24) semester hours with appropriate distribution as determined by the educator preparation program and/or the department, in one (1) of the following areas:
 - A. Agricultural Education (5-9);
 - B. Business Education (5-9);
 - C. Technology and Engineering (5-9);
 - D. Language Arts (5-9);
 - E. Mathematics (5-9);

- F. Science (5-9);
G. Social Science (5-9); and
H. Speech/Theatre (5-9); and
- (C) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.
1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.
 2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) semester hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.
 3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.
- (D) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.540 Certification Requirements for Teacher of Secondary Education (Grades 9-12)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Secondary Education.

(1) An applicant for a Missouri certificate of license to teach Secondary Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Secondary Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Secondary Education:

(A) General Requirements—

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri;

2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;

3. The applicant must possess an overall grade point average to meet the following specifications:

A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;

B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought;

or

C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average.

Such satisfactory score shall be higher than the Missouri qualifying score;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program which may exceed these minimum requirements;
6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:
 - A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - B. U.S. History, three (3) semester hours; and
 - C. U.S. Government, three (3) semester hours;

(B) Professional Requirements. A minimum requirement of thirty-six (36) semester hours in professional education. Competency must be demonstrated in the following topics listed to the satisfaction of the educator preparation institution:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving; and
 - F. English Language Learning;
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment —
 - A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Cultural Diversity; and
 - F. Educational Psychology;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —
 - A. Consultation and Collaboration; and
 - B. Legal/Ethical Aspects of Teaching; and
4. Secondary Literacy (minimum of six (6) semester hours) to include coursework specific to teaching reading and writing in the content area for which certification is sought, and to include instructional interventions for students with reading deficits.

(C) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.
2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) semester hours). The mid-level experience occurs between the initial placement and the

culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(2) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Agriculture may be granted an initial Missouri certificate of license to teach Agriculture subject to completion of at least fifty-three (53) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) A minimum of thirty (30) semester hours shall be completed from subsections 1-7—

1. Animal Science, minimum of three (3) semester hours;
2. Agronomy, minimum of three (3) semester hours;
3. Agricultural Business, minimum of three (3) semester hours;
4. Agricultural Economics, minimum of three (3) semester hours;
5. Agricultural Mechanics, minimum of three (3) semester hours;
6. Horticulture, minimum of three (3) semester hours; and
7. Electives from sections 1-6, zero (0) to twelve (12) semester hours;

(B) Electives from the following suggested areas: Forestry, Natural Resources, Agriculture Journalism, and Integrated Pest Management, fifteen (15) semester hours; and

(C) A total of at least eight (8) semester hours in professional vocational education courses, including the following areas:

1. Methods of Teaching Vocational Agriculture;
2. Program Planning;
3. Developing and Supervising Occupational Experience Programs:
 - A. Ownership (Entrepreneurship); and
 - B. Placement;
4. Developing and Using Instructional Materials and Teaching Aids;
5. Supervising Student Organizations;
6. Teaching Agricultural Mechanics; and
7. Planning and Conducting Adult Programs for Young and Adult Farmers.

(3) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Business may be granted an initial Missouri certificate of license to teach Business subject to completion of at least thirty-nine (39) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Accounting, six (6) semester hours;

(B) Economics, six (6) semester hours;

(C) Business/Consumer Related Law, three (3) semester hours;

- (D) Business Communications, three (3) semester hours;
- (E) Management, three (3) semester hours;
- (F) Marketing, three (3) semester hours;
- (G) Computer/Emerging Technology, six (6) semester hours;
- (H) Electives, three (3) semester hours;
- (I) Implementing Business Education Programs, three (3) semester hours; and
- (J) Coordination of Cooperative Education, three (3) semester hours.

(4) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Driver Education who is certified in another elementary, middle school, or secondary teaching field may be granted an initial Missouri certificate of license to teach Driver Education subject to completion of at least twelve (12) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Introduction to Safety Education, three (3) semester hours;
- (B) Driver Task Analysis, three (3) semester hours;
- (C) Developing Vehicle Operation Skills and Competencies, three (3) semester hours; and
- (D) Developing Classroom Knowledge, three (3) semester hours.

(5) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach English may be granted an initial Missouri certificate of license to teach English subject to completion of at least thirty-three (33) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Composition and Rhetoric (to include a course in the teaching of writing), twelve (12) semester hours;
- (B) Study of the English Language (to include modern grammar, history of the language, and/or dialects), six (6) semester hours;
- (C) American Literature (to include at least one (1) major unit or module in literature for adolescents and one (1) in literature of ethnic groups), six (6) semester hours;
- (D) English and/or World Literature, six (6) semester hours; and
- (E) Elective English Credits, three (3) semester hours.

(6) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Journalism may be granted an initial Missouri certificate of license to teach Journalism subject to completion of at least thirty-three (33) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) News Writing and Reporting, six (6) semester hours;
- (B) Editing, three (3) semester hours;
- (C) Communications Law, three (3) semester hours;
- (D) Mass Communications Theory, three (3) semester hours;
- (E) Scholastic Publications, three (3) semester hours; and
- (F) Electives—Photography, Graphics, Advertising, Broadcasting, History of Journalism, Mass Media and Society, News Media Experience, and other related areas, fifteen (15) semester hours—

1. News media experience (e.g., professional news media, college publications, etc.) must be included in the program on a credit or noncredit basis.

(7) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Marketing may be granted an initial Missouri certificate of license to teach Marketing subject to completion of at least thirty-six (36) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Management or Business Administration, three (3) semester hours;
- (B) Economics, six (6) semester hours;
- (C) Electives from Business, Management, or Entrepreneurship, nine (9) semester hours;
- (D) Marketing (suggested areas: Distribution, Financing, Marketing-information Management, Promotion, Selling, Product/Service Management, International Marketing, and E-commerce Marketing), fifteen (15) semester hours; and
- (E) Coordination of Cooperative Education, three (3) semester hours.

(8) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Mathematics may be granted an initial Missouri certificate of license to teach Mathematics subject to completion of at least thirty-six (36) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Calculus and Analytical Geometry, nine (9) semester hours;
- (B) Algebraic Structures, three (3) semester hours;
- (C) Geometry, three (3) semester hours;
- (D) Computer Science, three (3) semester hours;
- (E) Electives from the above coursework, six (6) semester hours; and
- (F) A minimum of twelve (12) semester hours from at least three (3) of the following areas of Mathematics:
 - 1. History of Mathematics, three (3) semester hours;
 - 2. Structure of the Real Number System, three (3) semester hours;
 - 3. Number Theory, three (3) semester hours;
 - 4. Completion Calculus Sequence, three (3) semester hours;
 - 5. Probability and Statistics, three (3) semester hours;
 - 6. Computer Science, three (3) semester hours; and
 - 7. Linear Algebra, three (3) semester hours.

(9) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Biology may be granted an initial Missouri certificate of license to teach Biology subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours;
- (B) A minimum of twenty (20) hours in Biology, which must include:
 - 1. Cell Biology;
 - 2. Plant Form and Function;
 - 3. Animal Form and Function;

4. Genetics;
 5. Evolution; and
 6. Biology Electives; and
- (C) A minimum of twelve (12) additional hours in Science, which includes:
1. Chemistry;
 2. Physics;
 3. Earth Science; and
 4. Environmental Science.

(10) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Chemistry may be granted an initial Missouri certificate of license to teach Chemistry subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours;
- (B) A minimum of twenty (20) hours in Chemistry, which must include:
1. Inorganic Chemistry;
 2. Analytical Chemistry;
 3. Organic Chemistry;
 4. Physical Chemistry;
 5. Biochemistry; and
 6. Chemistry Electives; and
- (C) A minimum of twelve (12) additional hours in Science, which includes:
1. Biology;
 2. Physics;
 3. Earth Science; and
 4. Environmental Science.

(11) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Earth Science may be granted an initial Missouri certificate of license to teach Earth Science subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours;
- (B) A minimum of twenty (20) hours in Earth Science, which must include:
1. Astronomy;
 2. Meteorology;
 3. Geology/Physical Geography; and
 4. Earth Science Electives; and
- (C) A minimum of twelve (12) additional hours in Science, which includes:
1. Chemistry;
 2. Biology;
 3. Physics; and
 4. Environmental Science.

(12) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach General Science may be granted an initial Missouri certificate of license to teach General Science subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours; and
- (B) A minimum of thirty-two (32) hours in General Science, which must include:
 1. Chemistry;
 2. Biology;
 3. Physics;
 4. Earth Science;
 5. Astronomy; and
 6. Environmental Science.

(13) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Physics may be granted an initial Missouri certificate of license to teach Physics subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours;
- (B) A minimum of twenty (20) hours in Physics, which must include:
 1. Mechanics;
 2. Electricity and Magnetism;
 3. Heat, Sound, and Light;
 4. Atomic or Modern Physics; and
 5. Physics Electives; and
- (C) A minimum of twelve (12) additional hours in Science, which includes:
 1. Chemistry;
 2. Biology;
 3. Earth Science; and
 4. Environmental Science.

(14) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Unified Science: Biology may be granted an initial Missouri certificate of license to teach Unified Science: Biology subject to completion of at least fifty (50) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours;
- (B) Biology (to include Zoology and Botany with labs), six (6) semester hours;
- (C) Chemistry (with labs), six (6) semester hours;
- (D) Physics (with labs), six (6) semester hours;
- (E) Earth Science (to include Geology and Meteorology), six (6) semester hours;
- (F) Environmental Science, three (3) semester hours; and
- (G) An additional twenty (20) semester hours in Biology to include coursework in:
 1. Zoology;
 2. Botany;

3. Genetics;
4. Cell/Biochemistry;
5. Microbiology;
6. Anatomy and Physiology;
7. Ecology; and
8. Evolution.

(15) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Unified Science: Chemistry may be granted an initial Missouri certificate of license to teach Unified Science: Chemistry subject to completion of at least fifty (50) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours;
- (B) Biology (to include Zoology and Botany with labs), six (6) semester hours;
- (C) Chemistry (with labs), six (6) semester hours;
- (D) Physics (with labs), six (6) semester hours;
- (E) Earth Science (to include Geology and Meteorology), six (6) semester hours;
- (F) Environmental Science, three (3) semester hours; and
- (G) An additional twenty (20) semester hours in Chemistry to include coursework in:
 1. Organic Chemistry;
 2. Physical Chemistry;
 3. Quantitative Analysis;
 4. Biochemistry;
 5. Qualitative Analysis;
 6. Advanced Analysis; and
 7. Environmental Chemistry.

(16) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Unified Science: Earth Science may be granted an initial Missouri certificate of license to teach Unified Science: Earth Science subject to completion of at least fifty (50) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours;
- (B) Biology (to include Zoology and Botany with labs), six (6) semester hours;
- (C) Chemistry (with labs), six (6) semester hours;
- (D) Physics (with labs), six (6) semester hours;
- (E) Earth Science (to include Geology and Meteorology), six (6) semester hours;
- (F) Environmental Science, three (3) semester hours; and
- (G) An additional twenty (20) semester hours in Earth Science to include coursework in:
 1. Geology;
 2. Astronomy;
 3. Meteorology;
 4. Paleontology; and
 5. Oceanography.

(17) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Unified Science: Physics may be granted an initial Missouri certificate of license to teach Unified Science: Physics subject to completion of at least fifty (50) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History/Philosophy of Science and Technology, three (3) semester hours;
- (B) Biology (to include Zoology and Botany with labs), six (6) semester hours;
- (C) Chemistry (with labs), six (6) semester hours;
- (D) Physics (with labs), six (6) semester hours;
- (E) Earth Science (to include Geology and Meteorology), six (6) semester hours;
- (F) Environmental Science, three (3) semester hours; and
- (G) An additional twenty (20) semester hours in Physics to include coursework in:
 - 1. Quantum Physics;
 - 2. Atomic/Nuclear Physics;
 - 3. Heat/Thermodynamics;
 - 4. Health Physics;
 - 5. Optics;
 - 6. Electricity/Magnetism; and
 - 7. Statistics/Mechanics.

(18) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Social Science may be granted an initial Missouri certificate of license to teach Social Science subject to completion of at least thirty-nine (39) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) U.S. History, twelve (12) semester hours;
- (B) World History, nine (9) semester hours;
- (C) Political Science (State and U.S. Government), six (6) semester hours;
- (D) Economics, three (3) semester hours;
- (E) Geography, three (3) semester hours; and
- (F) Behavioral Science (Sociology, Anthropology, or Psychology), six (6) semester hours.

(19) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Speech and Theatre may be granted an initial Missouri certificate of license to teach Speech and Theatre subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Speech, twelve (12) semester hours (must include three (3) semester hours of debate);
- (B) Theatre, twelve (12) semester hours; and
- (C) Electives (from Speech, Theatre, and/or Mass Communications), six (6) semester hours.

(20) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Technology and Engineering may be granted an initial Missouri certificate of license to teach Technology and Engineering subject to completion of at least thirty-six (36) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Communication Technology, six (6) semester hours;
- (B) Energy and Power, six (6) semester hours;
- (C) Materials and Processes Technology, six (6) semester hours;
- (D) Organization and Administration, six (6) semester hours; and
- (E) Electives, twelve (12) semester hours.

(21) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.550 Certification Requirements for Teacher of K-12 Education

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach K-12 Education.

(1) An applicant for a Missouri certificate of license to teach Secondary Education who possesses good moral character may be granted an initial Missouri certificate of license to teach K-12 Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to K-12 Education:

(A) General Requirements —

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri.

2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department.

3. The applicant must possess an overall grade point average to meet the following specifications:

A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;

B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought;
or

C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average.

Such satisfactory score shall be higher than the Missouri qualifying score;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program which may exceed these minimum requirements.

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:

- A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
- B. U.S. History, three (3) semester hours; and
- C. U.S. Government, three (3) semester hours.

(B) Professional Requirements. A minimum requirement of twenty-six (26) semester hours in professional education. Competency must be demonstrated in the following topics listed to the satisfaction of the educator preparation institution:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-based Decision-making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving; and
- F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Cultural Diversity; and
- F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—

- A. Consultation and Collaboration; and
- B. Legal/Ethical Aspects of Teaching; and

4. Literacy (minimum of three (3) semester hours) to include coursework in methods of teaching reading and writing in the content area for which certification is sought.

5. Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly-qualified professionals in appropriate school settings. Such field and clinical experiences shall include experiences at both the elementary and the secondary level.

A. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

B. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) semester hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually,

in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

C. Culminating Clinical Experiences (eight (8) semester hours, a minimum of twelve (12) weeks in one (1) placement. The culminating experience refers to placements typically in the final sequence leading up to and including student teaching.

Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(2) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Art may be granted an initial Missouri certificate of license to teach Art subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Design—Composition, three (3) semester hours;
- (B) Drawing, three (3) semester hours;
- (C) Painting, three (3) semester hours;
- (D) Graphics (such as Printmaking, Photography, and Serigraphy), three (3) semester hours;
- (E) Ceramics, three (3) semester hours;
- (F) Sculpture, three (3) semester hours;
- (G) Fibers (such as Weaving, Macramé, and Fiber Sculpture), three (3) semester hours;
- (H) History, Theory, Criticism in the Visual Arts, three (3) semester hours;
- (I) Instructional Techniques for Art K-12, three (3) semester hours; and
- (J) Electives, three (3) semester hours.

(3) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Dance may be granted an initial Missouri certificate of license to teach Dance subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Ballet Technique, six (6) semester hours;
- (B) Contemporary Technique, six (6) semester hours;
- (C) Other Techniques, to include Tap, Jazz, Yoga, Folk, Ballroom, six (6) semester hours;
- (D) Dance Theory, three (3) semester hours;
- (E) Dance Composition, three (3) semester hours;
- (F) Elective from subsections 1-4 below, six (6) hours:
 - 1. Anatomy and Kinesiology;
 - 2. Ethnology (dance in other cultures);
 - 3. Music for Dance;
 - 4. Somatics (body-mind techniques).

(4) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Family and Consumer Sciences may be granted an initial Missouri certificate of license to teach Family and Consumer Sciences subject to completion of at least thirty-three (33) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Program Development and Professional Practice, two (2) semester hours;
- (B) Career and Technical Student Organizations, one (1) semester hour;
- (C) Nutrition, Health, and Wellness (including Health Issues and Concepts as well as Scientific Principles Related to Food Preparation), six (6) semester hours;
- (D) Family and Consumer Resource Management, twelve (12) semester hours (including three (3) semester hours each in: Personal Finance; Family and Consumer Resource Management; Housing and Environment; and Textiles, Apparel, and Fashion);
- (E) Human Development and Parenting, six (6) semester hours; and
- (F) Family and Interpersonal Relationships, six (6) semester hours.

(5) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach World Languages may be granted an initial Missouri certificate of license to teach World Languages subject to completion of at least thirty (30) semester hours in the language to be taught, or twenty-seven (27) semester hours plus two (2) or more earned units of high school credit in that language. Additionally, the applicant must complete a minimum of fifteen (15) semester hours in upper-level courses with no more than six (6) of those semester hours in history/culture and demonstrate competency to the satisfaction of the educator preparation institution.

(6) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Health may be granted an initial Missouri certificate of license to teach Health subject to completion of at least thirty-six (36) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Human Anatomy-Physiology, three (3) semester hours;
- (B) Nutrition, three (3) semester hours;
- (C) Drug Education, three (3) semester hours;
- (D) Personal Health, three (3) semester hours;
- (E) Mental Health, three (3) semester hours;
- (F) Family Life/Sex Education, three (3) semester hours;
- (G) Safety and First Aid, three (3) semester hours;
- (H) Community Health, three (3) semester hours;
- (I) Instructional Techniques in Health K-12, three (3) semester hours; and
- (J) Electives in Health, nine (9) semester hours.

(7) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license for Library Media Specialist may be granted an initial Missouri certificate of license for Library Media Specialist subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Content Knowledge for Teaching—
 1. Foundations of Librarianship, three (3) semester hours;
 2. Library Media Administration, three (3) semester hours;
 3. Developing and Managing Collections, three (3) semester hours;
 4. Organizing Information, three (3) semester hours;

5. Reference Sources and Services, three (3) semester hours;
 6. Action Research in School Libraries, three (3) semester hours;
 7. Children's, Adolescent, or Young Adult Literature, three (3) semester hours;
 8. Library Systems and Information Technologies, three (3) semester hours; and
 9. Curriculum and the Media Center, three (3) semester hours;
- (B) Field and Clinical Experiences (three (3) semester hours)—
1. Culminating Clinical Experiences. This librarian internship builds upon the classroom experiences and provides the intern an opportunity to lead and direct specific activities. The intern is an active participant in the daily operations of the library media center including working with students, faculty, staff, and stakeholders while under the supervision of an on-site supervisor. The clinical experience should include collaborating with other educators to support student learning.

(8) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Music may be granted an initial Missouri certificate of license to teach Music subject to completion of at least forty-five (45) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) For applicants for a Missouri license to teach Vocal Music—
1. Music Theory, History, and Choral Arranging, fifteen (15) semester hours;
 2. Piano (or proficiency) and Applied Voice, nine (9) semester hours;
 3. Choral Conducting, Techniques, and Literature, twelve (12) semester hours ;
 3. Choral Ensemble, three (3) semester hours; and
 4. Methods/Techniques of Teaching Pre-K/Elementary, and Middle School/Secondary Music, six (6) semester hours.
- (B) For applicants for a Missouri license to teach Instrumental Music—
1. Music Theory, History, and Instrumentation/Arranging, fifteen (15) semester hours;
 2. Piano (or proficiency) and Applied Major Instrument, nine (9) semester hours;
 3. Instrumental Conducting, Techniques, and Literature, twelve (12) semester hours;
 3. Instrumental Ensemble, three (3) semester hours; and
 4. Methods/Techniques of Teaching Pre-K/Elementary, and Middle School/Secondary Music, six (6) semester hours.

(9) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Physical Education may be granted an initial Missouri certificate of license to teach Physical Education subject to completion of at least fifty-one (51) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) History and Philosophy, three (3) semester hours;
- (B) Anatomy-Physiology, three (3) semester hours;
- (C) Kinesiology, three (3) semester hours;
- (D) Physiology of Exercise, three (3) semester hours;
- (E) Assessment in Physical Education, three (3) semester hours;
- (F) Health Related Fitness/Wellness, three (3) semester hours;
- (G) Lifetime Activities and Dance, three (3) semester hours;
- (H) Adapted Physical Education, three (3) semester hours;

- (I) Psychological/Sociological Aspects of Physical Education, three (3) semester hours;
- (J) Motor Development/Motor Learning, three (3) semester hours;
- (K) First Aid, CPR, and Care of Activity/Sport Injuries, six (6) semester hours;
- (L) Movement and Rhythms, three (3) semester hours;
- (M) Team/Individual Sports Instruction, three (3) semester hours;
- (N) Instructional Techniques in Physical Education K-12, six (6) semester hours; and
- (O) Nutrition, three (3) semester hours.

(10) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.560 Certification Requirements for Teacher of Special Education

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Special Education.

(1) An applicant for a Missouri certificate of license to teach Special Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Special Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education:

(A) General Requirements —

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess an overall grade point average to meet the following specifications:

A. For applicants graduating before the spring semester of the year 2017 from a baccalaureate program approved by the department, a grade point average of 2.5 or higher on a 4.0 scale, and in the major area of study;

B. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program approved by the department, a cumulative grade point average on a 4.00 scale of 2.75 or higher, and a grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought;
or

C. For applicants graduating in or after the spring semester of the year 2017 from a baccalaureate program who do not meet the appropriate cumulative grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the board to qualify for forgiveness of a disqualifying cumulative grade point average.

Such satisfactory score shall be higher than the Missouri qualifying score;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;
5. The applicant must complete the professional requirements as determined by the recommending educator preparation program which may exceed these minimum requirements;

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:
 - A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - B. U.S. History, three (3) semester hours; and
 - C. U.S. Government, three (3) semester hours;

(2) An applicant for a Missouri certificate to teach Blind and Low Vision (Birth – Grade 12) students who possess a baccalaureate degree from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Blind and Low Vision (Birth – Grade 12) students subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment —
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving;
 - F. English Language Learning;
 - G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
 - H. Transition Processes, including Career Education or Career Readiness; and
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
 - A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity;
 - G. Anatomy, Physiology, and Diseases of the Eye;
 - H. Language Development of the Exceptional Child;
 - I. Orientation and Mobility Training;
 - J. Educational Psychology;
 - K. Conservation and Use of Limited Vision; and
 - L. Visual Aids and Appliance Usage;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
 - A. Consultation and Collaboration;

- B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Reading and Writing Braille;
 - C. Children’s Literature;
 - D. Language Arts;
 - E. Science;
 - F. Social Science;
 - G. Technology in Education; and
 - H. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and
- (B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(3) An applicant for a Missouri certificate to teach Deaf and Hard of Hearing (Grades Birth – Grade 12) students who possesses a baccalaureate degree from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Deaf and Hard of Hearing (Grades

Birth – Grade 12) students subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-based Decision-making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving;
- F. English Language Learning;
- G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
- H. Transition Processes, including Career Education or Career Readiness; and

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Behavior Intervention Strategies;
- F. Cultural Diversity;
- G. Educational Psychology;
- H. Psychology of Deafness;
- I. Language Development of the Exceptional Child;
- J. Aural Rehabilitation;
- K. Amplification Systems;
- L. Audiology;
- M. Anatomy and Physiology of Auditory and Speech Mechanisms; and
- N. Manual Communications;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth —

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching;
- C. Tiered Systems for Supporting Instruction and Behavior;
- D. Families as Educational Partners;
- E. Family Engagement;
- F. Linking Families with Resources; and
- G. Individualized Education Plans and the Special Education Process;

4. Teaching and Learning Strategies—

- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Teaching and Facilitating Language;
 - C. Teaching Speech to Students Who Are Deaf;
 - D. Children's Literature;
 - E. Language Arts;
 - F. Science;
 - G. Social Science;
 - K. Technology in Education; and
 - L. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits.
- (B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.
1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.
 2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.
 3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(4) An applicant for a Missouri certificate to teach Early Childhood Special Education (Birth – Grade 3) who possesses a baccalaureate degree from a college or university having an educator preparation program approved by the department, or from a college or university having an education program approved by the state education agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Early Childhood Special Education (Birth – Grade 3) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment—

- A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-based Decision-making;
 - D. Critical Thinking and Problem Solving;
 - E. English Language Learning; and
 - F. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
- A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Behavior Intervention Strategies;
 - F. Cultural Diversity; and
 - G. Educational Psychology;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Supporting Learning of the Young Child—
- A. Early Childhood Principles;
 - (I) Child Development;
 - (II) Play-based and Inquiry-based Learning;
 - (III) Observing and Assessing Young Children;
 - (IV) Language Acquisition; and
 - (V) Alternative and Augmentative Communication;
 - B. Methods of Teaching and Differentiated Instruction in the following integrated areas (minimum requirement of fifteen (15) hours:
 - (I) Language Arts (including reading, writing, speaking, and listening);
 - (II) Math;
 - (III) Health;
 - (IV) Science;
 - (V) Nutrition;
 - (VI) Social Studies;
 - (VII) Music;
 - (VIII) Safety;
 - (IX) Movement;
 - (X) Art;

(XI) Drama; and

(XII) Instructional and Assistive Technology;

5. Program Management—

A. Program Administration and Management;

B. Health, Nutrition, and Safety of Young Children; and

C. Environmental Organization and Design;

D. Procedural Safeguards;

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (C)1-2, to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(5) An applicant for a Missouri certificate of license to teach students with Mild/Moderate Cross-Categorical Disabilities (Kindergarten – Grade 12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with Mild/Moderate Cross-Categorical Disabilities (Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed—

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment —

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

- C. Assessment, Student Data, and Data-based Decision-making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving;
 - F. English Language Learning; and
 - G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
 - H. Transition Processes, including Career Education or Career Readiness; and
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment—
- A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. E. Behavior Intervention Strategies;
 - F. Cultural Diversity;
 - G. Educational Psychology; and
 - H. Language Development of the Exceptional Child;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration; and
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Children’s Literature;
 - C. Language Arts;
 - D. Science;
 - E. Social Science;
 - F. Instructional and Assistive Technology; and
 - G. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and
- (B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.
- 1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may

work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(7) An applicant for a Missouri certificate to teach students with Severe Developmental Disabilities (Grades K-12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with severe developmental disabilities subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed—

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment —

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-based Decision-making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving;

F. English Language Learning;

G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);

H. Transition Processes, including Career Education or Career Readiness; and

2. Individual Student Needs: Candidates build a robust knowledge of learners and the learning environment—

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Behavior Intervention Strategies;

F. Cultural Diversity;

G. Educational Psychology;

- H. Physical and Psychological Considerations of the Developmentally Disabled;
 - I. Language Development of the Exceptional Child;
 - J. Adaptive, Self-help, and Mobility Skills;
 - K. Managing Physical and Health Problems;
 - L. Alternative and Augmentative Communication Skills; and
 - M. Alternative and Functional Skills Assessment;
3. Schools and the Teaching Profession: Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth—
- A. Consultation and Collaboration;
 - B. Legal/Ethical Aspects of Teaching;
 - C. Tiered Systems for Supporting Instruction and Behavior;
 - D. Families as Educational Partners;
 - E. Family Engagement;
 - F. Linking Families with Resources; and
 - G. Individualized Education Plans and the Special Education Process;
4. Teaching and Learning Strategies—
- A. Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;
 - B. Children’s Literature;
 - C. Language Arts;
 - D. Science;
 - E. Social Science;
 - F. Instructional and Assistive Technology; and
 - G. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and
- (B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close-partnership of highly-qualified professionals in appropriate school settings.
1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.
 2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The Mid-Level experience occurs between the initial placement and the Culminating Clinical Experiences. At the Mid-Level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.
 3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The Culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested

and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(8) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

**5 CSR 20-400.570 Certification Requirements for English Language Learners
(Kindergarten – Grade 12)**

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach English for Speakers of Other Languages.

(1) An applicant for a Missouri certificate of license to teach English Language Learners (ELL) who possesses good moral character may be granted an initial Missouri certificate of license to teach ELL subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to ELL:

(A) General Requirements—

1. A valid Missouri permanent or professional certificate of license to teach.

(B) Professional Requirements—

1. Psychology and/or Education of the Exceptional Child, including the Gifted, three (3) semester hours;

2. Literacy (minimum of six (6) semester hours) to include coursework in methods of teaching reading and writing, and to include instructional interventions for students with reading deficits; and

3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the Missouri Department of Elementary and Secondary Education (department).

(C) Content Knowledge for Teaching (minimum requirement of eighteen (18) semester hours)—

1. Linguistics and English Linguistics;

2. Language and Culture or Sociolinguistics;

3. Second Language Acquisition;

4. Instructional Techniques for Teaching English Language Learners;

5. Curriculum for Teaching English Language Learners; and

6. Assessment Strategies for English Language Learners.

(D) Field and Clinical Experiences (three (3) semester hours)—

1. Culminating Clinical Experience. A supervised clinical experience in which the candidates acquire experience in planning for and working with ELL students in various instructional settings in both elementary and secondary schools. The clinical experience should include collaborating with other educators to support student learning.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.580 Certification Requirements for Gifted Education (Kindergarten – Grade 12)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Gifted Education.

(1) An applicant for a Missouri certificate of license to teach Gifted Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Gifted Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Gifted Education:

(A) General Requirements—

1. A valid Missouri permanent or professional certificate of license to teach;
2. Two (2) years of classroom teaching experience; and
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the Missouri Department of Elementary and Secondary Education (department);

(B) Professional Requirements—

1. Psychology and/or Education of the Exceptional Child, including the Gifted (minimum of two (2) semester hours);

(C) Content Knowledge for Teaching (a minimum of fifteen (15) semester hours)—

1. A Survey of Gifted and Talented Education;
2. Programming Planning and Development: An Understanding of Administration and Supervision of Gifted Programs;
3. Screening, Assessing, and Evaluating Gifted Students;
4. Curriculum and Instruction for the Gifted;
5. Meeting the Affective Needs of Gifted Students; and

(D) A graduate course in research procedures (a minimum of three (3) semester hours);

(E) Field and Clinical Experience (three (3) semester hours)—

1. Culminating Clinical Experience. A supervised clinical experience in which candidates acquire experience in planning for and working with gifted students in various instructional settings in both elementary and secondary schools. The clinical experience should include collaboration with other educators to support student learning.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

**5 CSR 20-400.590 Certification Requirements for Elementary Mathematics Specialist
(Grades 1-6)**

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to serve as Mathematics Specialist.

(1) An applicant for a Missouri certificate of license to serve as an Elementary Mathematic Specialist who possesses good moral character may be granted an initial Missouri certificate of license to serve as Mathematics Specialist subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to certificates of license for Elementary Mathematics Specialists:

(A) General Requirements—

1. A valid Missouri permanent or professional certificate of license to teach;
2. Two (2) years of successful mathematics teaching experience;
3. A recommendation from the designated certification official from an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department); and
4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;.

(B) Professional Requirements (minimum of twenty-four (24) semester hours beyond initial certification)—

1. Mathematical Content Knowledge—

A. Mathematics Knowledge — concepts, structures, skills, and processes of school mathematics from an advanced perspective including number/operation; geometry/measurement; algebra; probability and statistics; and

B. Specialized Mathematics Knowledge of Teaching— mathematics that relates to helping students understand school mathematics, often referred to as Mathematics Knowledge for Teaching (MKT);

2. Pedagogical Content Knowledge (PCK) for Mathematics—

A. Understanding of how students and adults learn mathematics;

B. Effective teaching strategies for supporting mathematics learning;

C. Curriculum trajectories, materials, standards, and methods for aligning curriculum systems; and

D. Evaluation of mathematical abilities and achievement including formal and informal diagnostic procedures and in prescriptive instruction;

3. Foundations of Leadership—

A. Effective communication strategies within and outside school;

- B. Professional development expertise ability to plan, develop, implement, and evaluate learning environments for educators;
 - C. Ability to establish and nurture professional communities of learners—students, parents, and educators; and
 - D. Informed about and contribute to policy and professional organization work related to teaching and learning mathematics; and
4. Field and Clinical Experiences (three (3) semester hours)—
- A. Culminating Clinical Experience. A supervised clinical placement in which candidates acquire experience working with a full range of students and educators in various professional development settings.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.600 Certification Requirements for Special Reading (Kindergarten – Grade 12)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Special Reading.

(1) An applicant for a Missouri certificate of license to teach Special Reading who possesses good moral character may be granted an initial Missouri certificate of license to teach Special Reading subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Reading:

(A) General Requirements—

1. A valid Missouri permanent or professional certificate of license to teach;
2. Two (2) years of classroom teaching experience;
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the Missouri Department of Elementary and Secondary Education (department); and
4. A recommendation from the designated certification official from an educator preparation program approved by the department.

(B) Professional Requirements—

1. Child Psychology (requirement may be met upon completion of at least three (3) semester hours of combined course, Child and Adolescent Psychology);
2. Adolescent Psychology (requirement may be met upon completion of at least three (3) semester hours of combined course, Child and Adolescent Psychology);
3. Psychology and/or Education of the Exceptional Child (including the Gifted); and
4. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);

(C) Content Knowledge for Teaching (a minimum of eighteen (18) semester hours—

1. Reading (minimum of twelve (12) semester hours with at least two (2) courses at the graduate level courses required; one (1) of these courses shall be in Analysis and Correction of Reading Disabilities);
2. Language Acquisition and Development or Language Development of the Exceptional Child;
3. Behavior Intervention Strategies; and
4. Counseling Techniques (to include communication skills with exceptional children and families of exceptional children); and

(D) Field and Clinical Experiences Culminating Clinical Experiences (six (6) semester hours)—

1. Culminating Clinical Experience. A supervised clinical experience in which candidates acquire experience in planning for and working with students experiencing reading difficulties. The experience must include various instructional settings in both elementary and secondary schools. The clinical experience should require demonstrated competency in the diagnosis and remediation of reading and related difficulties. Candidates must demonstrate proficiency in establishing an environment that promotes learning. The clinical experience should include collaborating with other educators to support learning.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.610 Certification Requirements for Initial Administrator Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Initial Administrator Certificate.

(1) An applicant for a Missouri Initial Administrator Certificate (Career Education Director, Secondary/Adult) who possesses good moral character may be granted an Initial Administrator Certificate (Career Education Director, Secondary/Adult) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Education Directors (Secondary/Adult):

(A) Professional Requirements. An Initial Administrator Certificate (Career Education Director, Secondary/Adult) valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. A permanent, professional, or career education Missouri certificate of license to teach;
2. A minimum of two (2) years career education or secondary/adult subject area teaching experience approved by the Missouri Department of Elementary and Secondary Education (department);
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology and/or Education of the Exceptional Child;
5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department; and
6. Recommendation for certification from the designated official of a college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of elementary principals which includes at least twenty-four (24) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the elementary school. The approved graduate credit shall include:
 - A. Specific courses (must be separate graduate courses of at least two (2) semester hours)
 - (I) Foundations of Educational Administration, including components of Career and Special Education;
 - (II) Career Education Administration (including Adult Education);
 - (III) Career Education Curriculum;
 - (IV) School Supervision; and

(V) School Law;

B. Knowledge and/or competency in each of the following areas:

(I) Vision, Mission, and Goals—

- (a) Developing and Articulating a Vision; and
- (b) Implementing and Stewarding a Vision;

(II) Teaching and Learning—

- (a) Promoting a Positive School Culture;
- (b) Providing an Effective Instructional Program;
- (c) Designing Comprehensive Professional Growth Plans; and
- (d) Data and Assessment;

(III) Management of Organizational Systems—

- (a) Managing the Organizational Structure;
- (b) Leading Personnel;
- (c) Managing Resources; and
- (d) Processes of Effective Evaluation of Educators;

(IV) Collaboration with families and Stakeholders—

- (a) Collaborating with Families and Other Community Members;
- (b) Responding to Community Interests and Needs; and
- (c) Mobilizing Community Resources;

(V) Ethics and Integrity—

- (a) Personal and Professional Responsibilities;

(VI) Professional Development—

- (a) Increase knowledge and skills based on best practices.

(B) Clinical Experiences (three (3) semester hours with a minimum of three hundred (300) clock hours).

1. Early Field Experience. The initial internship in career education administration includes placements in which interns have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested and under the supervision of the on-site supervisor.

2. Culminating Clinical Experience. The final internship in career education administration builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors.

(2) An applicant for a Missouri Initial Administrator Certificate (Elementary Principal, Grades K-8) who possesses good moral character may be granted an Initial Administrator Certificate (Elementary Principal, Grades K-8) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Elementary Principals (Grades K-8):

(A) Professional Requirements. An Initial Administrator Certificate (Elementary Principal, Grades K-8), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. A permanent, professional, or career education Missouri certificate of license to teach;
2. A minimum of two (2) years of successful teaching experience approved by the department;
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology and/or Education of the Exceptional Child;
5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;
6. Recommendation for certification from the designated official of a college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of secondary principals which includes at least twenty-four (24) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the secondary school. The approved graduate credit shall include:

A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—

- (I) Foundations of Educational Administration, including components of Career and Special Education;
- (II) Elementary Administration;
- (III) Elementary Curriculum;
- (IV) School Supervision; and
- (V) School Law;

B. Knowledge and/or competency in each of the following areas:

- (I) Vision, Mission and Goals—
 - (a) Developing and Articulating a Vision;
 - (b) Implementing and Stewarding a Vision;
- (II) Teaching and Learning—
 - (a) Promoting a Positive School Culture;
 - (b) Providing an Effective Instructional Program;
 - (c) Designing Comprehensive Professional Growth Plans; and
 - (d) Data and Assessment;
- (III) Management of Organizational Systems—
 - (a) Managing the Organizational Structure;
 - (b) Leading Personnel;
 - (c) Managing Resources; and
 - (d) Processes of Effective Evaluation of Educators;
- (IV) Collaboration with families and Stakeholders—
 - (a) Collaborating with Families and Other Community Members;
 - (b) Responding to Community Interests and Needs; and
 - (c) Mobilizing Community Resources;

(V) Ethics and Integrity—

(a) Personal and Professional Responsibilities;

(VI) Professional Development—

(a) Increase knowledge and skills based on best practices.

(B) Field and Clinical Experiences (three (3) semester hours with a minimum of three hundred (300) clock hours).

1. Early Field Experience. The initial internship in elementary school administration includes placements in which interns have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested and under the supervision of the on-site supervisor.

2. Culminating Clinical Experience: The final internship in elementary school administration builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors.

(3) An applicant for a Missouri Initial Administrator Certificate (Middle School Principal, Grades 5-9) who possesses good moral character may be granted an Initial Administrator Certificate (Middle School Principal, Grades 5-9) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Middle School Principals (Grades 5-9):

(A) Professional Requirements. An Initial Administrator Certificate (Middle School Principal, Grades 5-9), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. Professional Requirements: An Initial Administrator Certificate (middle school principal), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

A. The applicant shall hold a valid Missouri professional elementary or secondary, initial, transition, or career, principal's certificate;

B. The applicant shall have a recommendation for certification as a middle school principal from the designated official of the college or university or other educational leadership program approved to train principals by the department. The recommendation shall be based upon the completion of the planned program;

C. The applicant shall have earned undergraduate or graduate credit as follows:

(I) Methods of Teaching Reading (minimum of five (5) semester hours to include one (1) course in Techniques of Teaching Reading in the Content Fields); and

(II) Methods of Teaching Elementary Mathematics (minimum of two (2) semester hours); and

D. The applicant shall have completed a planned program of at least six (6) semester hours in education courses, or an equivalent thereof which is approved by the department, focusing on: middle school philosophy, organization, and curriculum;

and the intellectual, physiological, emotional, and social development of the transescent child (ten (10)-fourteen (14) year-old).

(4) An applicant for a Missouri Initial Administrator Certificate (Secondary Principal, Grades 7-12) who possesses good moral character may be granted an Initial Administrator Certificate (Secondary Principal, Grades 7-12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Secondary Principals (Grades 7-12):

(A) Professional Requirements. An Initial Administrator Certificate (Secondary Principal, Grades 7-12), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. A permanent or professional Missouri certificate of license to teach;
2. A minimum of two (2) years of successful teaching experience approved by the department;
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology and/or Education of the Exceptional Child;
5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;
6. Recommendation for certification from the designated official of a college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of secondary principals which includes at least twenty-four (24) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the secondary school. The approved graduate credit shall include:

A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—

- (I) Foundations of Educational Administration, including components of Career and Special Education;
- (II) Secondary Administration;
- (III) Secondary Curriculum;
- (IV) School Supervision; and
- (V) School Law;

B. Knowledge and/or competency in each of the following areas—

- (I) Vision, Mission and Goals—
 - (a) Developing and Articulating a Vision; and
 - (b) Implementing and Stewarding a Vision;
- (II) Teaching and Learning—
 - (a) Promoting a Positive School Culture;
 - (b) Providing an Effective Instructional Program;
 - (c) Designing Comprehensive Professional Growth Plans; and
 - (d) Data and Assessment;
- (III) Management of Organizational Systems—

- (a) Managing the Organizational Structure;
- (b) Leading Personnel;
- (c) Managing Resources; and
- (d) Processes of Effective Evaluation of Educators;
- (IV) Collaboration with families and Stakeholders—
 - (a) Collaborating with Families and Other Community Members;
 - (b) Responding to Community Interests and Needs; and
 - (c) Mobilizing Community Resources;
- (V) Ethics and Integrity—
 - (a) Personal and Professional Responsibilities;
- (VI) Professional Development—
 - (a) Increase knowledge and skills based on best practices.
- (B) Field and Clinical Experiences (three (3) semester hours with a minimum of three hundred (300) clock hours)—

1. Early Field Experience. The initial internship in secondary school administration includes placements in which interns have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested and under the supervision of the on-site supervisor.

2. Culminating Clinical Experience. The final internship in secondary school administration builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors.

(5) An applicant for a Missouri Initial Administrator Certificate (Special Education Director, Kindergarten – Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Special Education Director, Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education Directors:

(A) Professional Requirements. An Initial Administrator Certificate (Special Education Director) valid for a period of four (4) years from the effective date on the certificate will be issued to applicants meeting the following requirements:

- 1. A permanent or professional certificate of license to teach in an area of special education or student services;
- 2. A minimum of two (2) years special education or student services experience approved by the department;
- 3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
- 4. Completion of a course in Psychology and/or Education of the Exceptional Child;

5. Completion of a master's degree in educational leadership from a college or university or the equivalent thereof from another educational leadership program meeting approval of the department;

6. Recommendation for certification from the designated official of a college or university or other education leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of educational leaders which includes at least twenty-four (24) semester hours of approved graduate credit, or another equivalent thereof which is approved by the department, in education courses focused upon Special Education administration. The approved graduate credit shall include:

- A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—
 - (I) Foundations of Educational Administration, including components of Career and Special Education;
 - (II) Special Education Administration;
 - (III) Differentiating Instruction in the General Education Curriculum;
 - (IV) School Supervision; and
 - (V) School Law, to include Special Education Law;
- B. Knowledge and/or competency in each of the following areas—
 - (I) Vision, Mission, and Goals—
 - (a) Developing and Articulating a Vision; and
 - (b) Implementing and Stewarding a Vision;
 - (II) Teaching and Learning—
 - (a) Promoting a Positive School Culture;
 - (b) Providing an Effective Instructional Program;
 - (c) Designing Comprehensive Professional Growth Plans; and
 - (d) Data and Assessment;
 - (III) Management of Organizational Systems—
 - (a) Managing the Organizational Structure;
 - (b) Leading Personnel;
 - (c) Managing Resources; and
 - (d) Processes of Effective Evaluation of Educators;
 - (IV) Collaboration with families and Stakeholders—
 - (a) Collaborating with Families and Other Community Members;
 - (b) Responding to Community Interests and Needs; and
 - (c) Mobilizing Community Resources;
 - (V) Ethics and Integrity—
 - (a) Personal and Professional Responsibilities;
 - (VI) Professional Development—
 - (a) Increase knowledge and skills based on best practices.
- (B) Field and Clinical Experiences (three (3) semester hours with a minimum of three hundred (300) clock hours)—
 - 1. Early Field Experience. The initial internship in special education administration includes placements in which interns have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating

with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The intern may work with students, faculty, staff, and stakeholders as requested and under the supervision of the on-site supervisor.

2. Culminating Clinical Experience. The final internship in special education administration builds upon the earlier field experience and provides the intern an opportunity to lead and direct specific activities. Interns are active participants completing required assignments and as requested working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors.

(6) An applicant for a Missouri Initial Administrator Certificate (Superintendent, Kindergarten – Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Superintendent, Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Superintendents:

(A) Professional Requirements. An Initial Administrator certificate, valid for a period of four (4) years from the date of issuance, will be issued to applicants meeting the following requirements:

1. A permanent or professional Missouri certificate of license to teach;
2. A minimum of three (3) years of experience as a building- or district-level administrator at a public or accredited nonpublic school;
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology and/or Education of the Exceptional Child;
5. Completion of an educational specialist or advanced degree program in educational leadership and recommendation from the designated official of a college or university or other education leadership program approved by the department, which shall include:

A. Specific courses (must be separate graduate courses of at least two (2) semester hours)—

- (I) Foundations of Educational Administration, including components of Career and Special Education;
- (II) School Supervision; and
- (III) School Law;

B. Knowledge and/or competency in each of the following areas:

(I) Vision, Mission, and Goals—

- (a) Developing and Articulating a Vision; and
- (b) Implementing and Stewarding a Vision;

(II) Teaching and Learning—

- (a) Promoting Positive School Culture;
- (b) Promoting Effective Instructional Programs;
- (c) Ensuring Comprehensive Professional Growth Plans; and
- (d) Data and Assessment;

(III) Management of Organizational Systems—

- (a) Managing the Organizational Structure;
- (b) Leading Personnel;

- (c) Managing Resources; and
 - (d) Processes of Effective Evaluation of Educators;
 - (IV) Collaboration with Families and Stakeholders—
 - (a) Collaborating with Families and Other Community Members;
 - (b) Responding to Community Interests and Needs; and
 - (c) Mobilizing Community Resources;
 - (V) Ethics and Integrity—
 - (a) Personal and Professional Responsibilities;
 - (VI) The Education System—
 - (a) Understanding the Larger Context;
 - (b) Responding to the Larger Context; and
 - (c) Influencing the Larger Context;
 - (VII) Professional Development—
 - (a) Increasing knowledge and skills based on best practices; and
- C. Directed field experiences in superintendency of at least three (3) semester hours.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.620 Certification Requirements for Transition Administrator Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Transition Administrator Certificate.

(1) An applicant for a Missouri Transition Administrator Certificate who possesses good moral character may be granted a Transition Administrator Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Transition Administrator Certificates:

(A) The Transition Administrator Certificate, valid for a period of six (6) years from the effective date on the certificate, will be issued upon completion and verification of the following:

1. For applicants seeking a Transition Administrator Certificate for either Career Education Director (Secondary/Postsecondary); Elementary Principal (Grades K-8); Middle School Principal (Grades 5-9); Secondary Principal (Grades 7-12); or Special Education Director (Grades K-12)—

A. Four (4) years of administrator experience approved by the Missouri Department of Elementary and Secondary Education (department);

B. Participation in two (2) years of district-provided mentoring (during the first two (2) years of administrator experience);

C. The development, implementation, and completion of a professional development plan of at least one hundred twenty (120) contact hours of professional development based on standards and quality indicators as required by the State Board of Education (board), or eight (8) semester hours of graduate credit toward an advanced degree in educational leadership, reading/literacy, or curriculum/instruction, or a combination of credits/professional development; and

D. Successful participation in an annual performance-based principal's evaluation.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.630 Certification Requirements for Career Continuous Administrator Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Continuous Administrator Certificate.

(1) An applicant for a Missouri Career Continuous Administrator Certificate who possesses good moral character may be granted a Career Continuous Administrator Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Continuous Administrator Certificates:

(A) The Career Continuous Administrator Certificate for either Career Education Director (Secondary/Postsecondary); Elementary Principal (Grades K-8); Middle School Principal (Grades 5-9); Secondary Principal (Grades 7-12); or Special Education Director (Grades K-12) will be issued upon completion and verification of the following:

1. Completion of an educational specialist degree or higher, or the equivalent thereof, from a college or university or another educational leadership program meeting the approval of the department. Such degree, or the equivalent thereof, must be in educational leadership, reading/literacy, or curriculum/instruction;
2. Successful participation in an annual performance-based principal evaluation;
3. Participation in thirty (30) contact hours of professional development annually; and
4. Four (4) years of administrator experience approved by the Missouri Department of Elementary and Secondary Education (department);

(B) The holder of a Career Continuous Administrator Certificate for either Career Education Director (Secondary/Postsecondary); Elementary Principal (Grades K-8); Middle School Principal (Grades 5-9); Secondary Principal (Grades 7-12); or Special Education Director (Grades K-12) is exempt from the thirty (30) contact hours of professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:

1. Ten (10) years of administrator experience approved by the department;
2. Completion of an educational specialist degree or higher, or the equivalent thereof, from a college or university or another educational leadership program meeting the approval of the department. Such degree, or the equivalent thereof, must be in educational leadership, reading/literacy, or curriculum/instruction; and/or
3. Certification from a nationally recognized professional administrator organization approved by the State Board of Education (board);

(C) The Career Continuous Administrator Certificate for applicants seeking a Career Continuous Administrator Certificate for Superintendent will be issued upon completion and verification of the following:

1. Four (4) years of district-level administrator experience approved by the department;
 2. Participation in one (1) year of district-provided mentoring (during the first year of superintendent experience);
 3. The development, implementation, and completion of a professional development plan of at least one hundred twenty (120) contact hours of professional development based on standards and quality indicators as required by the board, or eight (8) semester hours of graduate credit toward a doctorate degree in educational leadership, or a combination of credits/professional development; and
 4. Successful participation in an annual performance-based evaluation;
- (D) The holder of a Career Continuous Administrator Certificate for Superintendent is exempt from the thirty (30) contact hours of annual professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:
3. Ten (10) years of administrator experience approved by the department;
 4. A doctorate degree in educational leadership from a regionally accredited college or university; and/or
 5. Certification from a nationally recognized professional administrator organization approved by the board.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.640 Certification Requirements for Initial Student Services Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Initial Student Services Certificate.

(1) An applicant for a Missouri Initial Student Services Certificate, valid for a period of four (4) years, may be granted an Initial Student Services Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional requirements:

(A) The Initial Student Services Certificate for Career Education Counselor, valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. The applicant must have secured a Career Education Counselor position in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification for the applicant;
2. The applicant must either—
 - A. Possess a bachelor's degree in education from an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department); or
 - B. Possess a permanent or professional or a career education certificate of license to teach; and
3. Completion of a minimum of a master's degree from an accredited institution in one (1) of the following areas: education, school counseling, counseling, rehabilitation counseling, vocational evaluation, counseling psychology, or a closely-related mental health discipline; and complete additional graduate coursework specific to school counseling, as designated by the recommending certification official approved by the department, including a supervised internship or field experience of at least three hundred (300) hours in an appropriate school setting.

(B) The Initial Student Services Certificate for Elementary Counselor (Grades K-8), valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. Recommendation for certification from the designated official of a counselor preparation program approved by the department;
2. Completion of a course in Psychology and/or Education of the Exceptional Child; and
3. The applicant must possess either—
 - A. Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting approval of the department based upon the completion of a planned program of at least forty-two (42) semester hours of approved graduate credit in courses in guidance and counseling with at least twelve

(12) semester hours focused upon guidance in the elementary schools—

(I) Knowledge and/or competency in each of the following areas:

(a) Student Development—

- I. Human Growth and Development;
- II. Counseling Theories and Interventions;
- III. Helping Relationships (to include individual counseling, group work, and classroom guidance);
- IV. Social and Cultural Diversity (to include equity and fairness);
- V. Appraisal of Student Growth and Achievement (to include measurement, assessment, interpretation, and application); and
- VI. Career Development and Planning;

(b) Program Implementation—

- I. Structural Components;
- II. Program Components (to include guidance curriculum, individual student planning, responsive services, and system support);
- III. Technology (to include program delivery and program management); and
- IV. Program, Personnel, and Results Evaluation;

(c) Professional Relationships—

- I. Interpersonal Skills;
- II. Collaboration (to include administrators; staff; students; families; community members; agency representatives; and other professional school counselors);
- III. Consultation Theories and Strategies; and
- IV. School and Community Involvement;

(d) Leadership and Advocacy—

- I. Personal Well-Being;
- II. Leadership and Professionalism (to include professional identity, professional development, professional affiliation, and professional involvement);
- III. Student Advocacy;
- IV. Program Leadership (to include vision, development and enhancement, and advocacy); and
- V. School Climate and Culture;

(e) Ethical and Professional Conduct—

- I. Ethical Standards;
- II. Professional Standards;
- III. District and School Policies; and
- IV. Legal Requirements;

(II) Field and Clinical Experience (three (3) semester hours minimum of three hundred (300) clock hours)—

(a) Culminating Clinical Experience. This refers to an elementary school placement(s) in which candidates actively participate and complete class assignments and work with students as requested while under the supervision of a counselor. The candidate should experience a wide range of class settings and have opportunities to collaborate with the supervising

counselor, preparation program supervisors, and/or other stakeholders working to improve student learning.

B. A master's degree or higher degree in education, school counseling, counseling, counseling psychology, rehabilitation counseling, or a closely related mental health discipline; and completed additional graduate coursework specific to school counseling, as designated by the recommending certification official approved by the department; along with the following:

(I) Possess a bachelor's degree in education from a educator preparation program approved by the department; or

(II) Complete a curriculum in teaching methods and practices, classroom management, and the psychology of the exceptional child, as specified by the recommending certification officer of a program approved by the department; and
(III) Field and Clinical Experience (minimum of three hundred (300) clock hours)—

(a) Culminating Clinical Experience. This refers to an elementary school placement(s) in which candidates actively participate and complete class assignments and work with students as requested while under the supervision of a counselor. The candidate should experience a wide range of class settings and have opportunities to collaborate with the supervising counselor, preparation program supervisors, and/or other stakeholders working to improve student learning.

4. Must achieve a score equal to or in excess of the qualifying score of any assessment(s) required by the State Board of Education (board). The official score report shall be submitted to the department.

(C) The Initial Student Services Certificate for Secondary Counselor (Grades 7-12), valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. Recommendation for certification from the designated official of an approved counselor preparation program;
2. Completion of a course in Psychology and/or Education of the Exceptional Child; and
3. The applicant must possess either—

A. A master's degree with a major emphasis in guidance and counseling from a college or university meeting approval of the department based upon the completion of a planned program of at least forty-two (42) semester hours of approved graduate credit in courses in guidance and counseling with at least twelve (12) semester hours focused upon guidance in secondary schools—

(I) Knowledge and/or competency in each of the following areas:

(a) Student Development—

- I. Human Growth and Development;
- II. Counseling Theories and Interventions;
- III. Helping Relationships (to include individual counseling, group work, and classroom guidance);
- IV. Social and Cultural Diversity (to include equity and fairness);
- V. Appraisal of Student Growth and Achievement (to include measurement, assessment, interpretation, and application); and
- VI. Career Development and Planning;

- (b) Program Implementation—
 - I. Structural Components;
 - II. Program Components (to include guidance curriculum, individual student planning, responsive services, and system support);
 - III. Technology (to include program delivery and program management); and
 - IV. Program, Personnel, and Results Evaluation;
- (c) Professional Relationships—
 - I. Interpersonal Skills;
 - II. Collaboration (to include administrators; staff; students; families; community members; agency representatives; and other professional school counselors);
 - III. Consultation Theories and Strategies; and
 - IV. School and Community Involvement;
- (d) Leadership and Advocacy —
 - I. Personal Well-Being;
 - II. Leadership and Professionalism (to include professional identity, professional development, professional affiliation, and professional involvement);
 - III. Student Advocacy;
 - IV. Program Leadership (to include vision, development and enhancement, and advocacy); and
 - V. School Climate and Culture;
- (e) Ethical and Professional Conduct—
 - I. Ethical Standards;
 - II. Professional Standards;
 - III. District and School Policies; and
 - IV. Legal Requirements;

(II) Field and Clinical Experience (minimum of three hundred (300) clock hours)—

(a) Culminating Clinical Experience. This refers to a secondary school placement(s) in which candidates actively participate and complete class assignments and work with students as requested while under the supervision of a counselor. The candidate should experience a wide range of class settings and have opportunities to collaborate with the supervising counselor, preparation program supervisors, and/or other stakeholders working to improve student learning.

B. A master's degree or higher degree in education, school counseling, counseling, counseling psychology, rehabilitation counseling, or a closely related mental health discipline; and completed additional graduate coursework specific to school counseling, as designated by the recommending certification official approved by the department; along with the following:

(I) Possess a bachelor's degree in education from a educator preparation program approved by the department; or

(II) Complete a curriculum in teaching methods and practices, classroom management, and the psychology of the exceptional child, as specified by the recommending certification officer of a program approved by the department; and
(III) Field and Clinical Experience (minimum of three hundred (300) clock hours)—

(a) Culminating Clinical Experience: This refers to an elementary school placement(s) in which candidates actively participate and complete class assignments and work with students as requested while under the supervision of a counselor. The candidate should experience a wide range of class settings and have opportunities to collaborate with the supervising counselor, preparation program supervisors, and/or other stakeholders working to improve student learning.

4. Must achieve a score equal to or in excess of the qualifying score of any assessment(s) required by the board. The official score report shall be submitted to the department.

(D) The Initial Student Services Certificate for School Psychological Examiner (Kindergarten – Grade 12), valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. The applicant shall hold a valid Missouri professional teaching certificate or student services certificate of license to teach as an elementary or secondary school counselor;
2. Completion of a master's degree from a college or university meeting approval of the department in one (1) of the following areas:

- A. Counseling Psychology;
- B. Educational Psychology;
- C. School Counseling; and
- D. Education;

2. Recommendation for certification from the designated official of an approved Psychological Examiner preparation program;

3. Completion of a course in Psychology and/or Education of the Exceptional Child; and
4. A minimum of twenty-four (24) semester hours of professional preparation at the graduate level with competencies demonstrated in all areas listed to the satisfaction of an approved preparation program—

A. Courses Areas—

- (I) Psychological Development: Child, Adolescent, or Developmental Psychology;
- (II) Psychology of Education;
- (III) Statistical Methods;
- (IV) Mental Hygiene or Psychology of Personality;
- (V) Psychological Tests and Measures for the Analysis of Student Performance;
- (VI) Individual Intelligence Tests; and
- (VII) Individual Diagnostic Assessment (other than the Wechsler Intelligence Scale for Children and the Stanford-Binet Intelligence Scale);

B. Competencies—

- (I) Methods and/or Techniques of Interpretation of Tests;
- (II) Analysis and Diagnosis of Learning Problems, including special consideration of low-incidence populations;

- (III) Interpretation of Formal and Informal Diagnostic Assessments and their Application for Prescriptive Instruction;
- (IV) Utilization of Knowledge of Classroom Environment, Psychological Principles, and Test Data to Plan for Management of Special Needs Children;
- (V) Diagnostic Interviewing Techniques;
- (VI) Process of Staffing with Other Professionals to Develop Instructional Strategies; and
- (VII) Administration and Interpretation of the Wechsler Intelligence Scale for Children and the Stanford-Binet Intelligence Scale; and

C. Field and Clinical Experiences (minimum of one hundred fifty (150) clock hours)—

(I) Culminating Clinical Experience. This culminating clinical experience must be in an educational or clinical setting with children and youth of school and the administration and interpretation of individual intelligence tests, formal and informal diagnostic procedures, and the application of the information to develop instructional strategies.

(E) The Initial Student Services Certificate for School Psychologist, valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. Completion of a specialist or higher degree with a major emphasis in school psychology from an approved School Psychologist preparation program;
2. Recommendation for certification from the designated official of a School Psychologist preparation program approved by the department;
3. A minimum of sixty (60) semester hours of professional preparation at the graduate level with competencies demonstrated in all areas listed to the satisfaction of an approved School Psychologist preparation program—

A. Psychological Foundations—

- (I) Biological Bases of Behavior;
- (II) Human Learning;
- (III) Social and Cultural Bases of Behavior;
- (IV) Child and Adolescent Development;
- (V) Individual Differences, including human exceptionalities; and
- (VI) Developmental Psychology;

B. Educational Foundations—

- (I) Instructional Design; and
- (II) Organization and Operations of Schools;

C. Interventions/Problem Solving—

- (I) Diverse Methods and Models of Assessment;
- (II) Linked to Direct Interventions; and
- (III) Linked to Indirect Interventions;

D. Statistics and Research Methodologies—

- (I) Statistics;
- (II) Research and Evaluation Methods; and
- (III) Measurement; and

E. Professional School Psychology—

- (I) History and Foundations of School Psychology;

- (II) Legal and Ethical Issues;
- (III) Professional Issues and Standards;
- (IV) Alternative Models for Delivery of School Psychological Services;
- (V) Emergent Technologies; and
- (VI) Roles and Functions of the School Psychologist; and

4. Competencies—

A. Data-Based Decision Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;

B. Consultation and Collaboration. School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

C. Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

D. Interventions and Mental Health Services to Develop Social and Life Skills. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

E. School-Wide Practices to Promote Learning. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others

F. Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance

- learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
- G. Family–School Collaboration Services. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
- H. Diversity in Development and Learning. School psychologists have knowledge of individual diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.
- I. Research and Program Evaluation. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
- J. Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
5. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5CSR 20-400.440. The official score shall be submitted to the department; and
6. Field and Clinical Experiences (minimum of one (1) year or one thousand two hundred (1,200) clock hours)—
- A. Culminating Clinical Experience. This culminating clinical experience must be a planned program of experiences and supervised internship designed to achieve these competencies as part of an approved graduate degree program in school psychology.

At least half of the internship completed in an educational setting. This internship experience will include opportunities to demonstrate skills learned in all coursework.
(F) The Initial Student Services Certificate for Speech-Language Pathologist (Birth -Grade 12), valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. Professional Requirements—

- A. Possession of a master's or higher degree in Speech-Language Pathology from an accredited college or university; and
- B. Possession of a valid, unencumbered, undisciplined Missouri license in Speech- Language Pathology from the Missouri Board of Registration for the Healing Arts.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.650 Certification Requirements for Career Continuous Student Services Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Continuous Student Services Certificate.

(1) An applicant for a Career Continuous Student Services Certificate who possesses good moral character may be granted a Career Continuous Student Services Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Continuous Student Services Certificates:

(A) The Career Continuous Student Services Certificate will be issued upon completion and verification of the following:

1. Four (4) years of experience approved by the Missouri Department of Elementary and Secondary Education (department) in specific area of Student Services Certification;
2. Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience);
3. The development, implementation, and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and
4. Successful participation in an annual performance-based evaluation.
5. For a Student Services Certificate—Speech-Language Pathologist, possession of a valid, unencumbered, undisciplined Missouri license in Speech-Language Pathology from the Missouri Board of Registration for the Healing Arts.

(B) The Career Continuous Student Services Certificate will remain valid upon verification of the following:

1. Continued participation in a performance-based evaluation;
2. Completion of twenty (20) contact hours of professional development annually; and
3. For a Student Services Certificate—Speech-Language Pathology, possession of a valid, unencumbered, undisciplined Missouri license in Speech-Language Pathology from the Missouri Board of Registration for the Healing Arts.

(C) The Career Continuous Student Services Certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:

1. For the Career Continuous Student Services - Career Education Counselor Certificate—
 - A. Ten (10) years of Career Education Counselor experience approved by the department;

- B. An education specialist degree in School Counseling or a closely related field; and/or
 - C. Certification from a nationally recognized professional Counseling organization approved by the State Board of Education (board);
2. For the Career Continuous Student Services - Elementary Counselor (Grades K-8) Certificate—
- A. Ten (10) years of School Counselor experience approved by the department;
 - B. An education specialist degree or higher in School Counseling or a closely related field; and/or
 - C. Certification from a nationally recognized professional School Counselor organization approved by the board;
3. For the Career Continuous Student Services – Secondary Counselor (Grades 7-12) Certificate—
- A. Ten (10) years of School Counselor experience approved by the department;
 - B. An education specialist degree in School Counseling or a closely related field; and/or
 - C. Certification from a nationally recognized professional School Counselor organization approved by the board;
4. For the Career Continuous Student Services – School Psychological Examiner Certificate—
- A. Ten (10) years of School Psychological Examiner experience approved by the department;
 - B. An education specialist degree in School Psychology or a closely related field; and/or
 - C. Certification from a nationally recognized professional School Psychology organization approved by the board;
5. For the Career Continuous Student Services – School Psychologist Certificate—
- A. Ten (10) years of School Psychologist experience approved by the department;
 - B. An education specialist degree in School Psychology or a closely related field; and/or
 - C. Certification from a nationally recognized professional School Psychology organization approved by the board; and
6. For the Career Continuous Student Services – Speech-Language Pathologist (Birth – Grade 12) Certificate—
- A. Ten (10) years of Speech-Language Pathologist experience approved by the department;
 - B. An education specialist degree in Speech-Language Pathology or a closely related field; and/or
 - C. Certification from a nationally recognized professional Speech-Language Pathology organization approved by the board.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

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Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.660 Certification Requirements for Career Education (Secondary) Certificates

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Education (Secondary) Certificates.

(1) An applicant for a Career Education (Secondary) Certificate who possesses good moral character may be granted a Career Education (Secondary) Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Education (Secondary) Certificates:

(A) General Requirements—

1. The applicant must submit a joint application verifying contracted employment from a Missouri educational institution; and
2. One (1) of the following:
 - A. Verification of a bachelor's degree or higher in an area appropriate for the subject area being taught, and four thousand (4,000) hours of related occupational experience approved by the Missouri Department of Elementary and Secondary Education (department) and obtained within the most recent ten (10) years; or
 - B. Verification of an associate's degree in an area appropriate for the subject area being taught, and five thousand (5,000) hours of related occupational experience from within the most recent ten (10) years and approved by the department; or
 - C. Verification of six thousand (6,000) hours of related occupational experience obtained within the most recent ten (10) years (only for Health Sciences and Skilled Technical Sciences areas) and approved by the department.
3. Applicants for the specific area of Reserve Officers' Training Corps (ROTC) must submit a notarized letter from the appropriate branch of the armed services indicating that applicant is an approved Junior ROTC instructor.

(B) Professional Requirements—

1. Verification of coursework in education not to exceed eighteen (18) credit hours to include competencies appropriate for the certification area in: Curriculum; Methods; Assessment; Psychology of the Exception Child; Foundations/Implementation; and Coordination of Cooperative Education;

(C) Certificate Titles and Specific Requirements for Each Specific Area of Career Education Certification—

1. Family, Consumer Sciences, and Human Services—
 - A. Apparel and Textiles;
 - B. Cosmetologist (requires professional licensing);
 - C. Culinary Arts:

(I) For a Culinary Arts certificate, candidates must satisfy the requirements of at least one (1) of the following:

(a) Satisfaction of the General Requirements and Professional Requirements in sections (1)(A)-(B) of this rule; or

(b) Satisfaction of the requirements below:

I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;

II. Possession of a current Secondary Food Service Education Certificate from the National Restaurant Association Education Foundation, and a Serve Safe Certificate; and

III. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; or

(c) Satisfaction of the requirements below:

I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;

II. Possession of a current Secondary Culinary Education Certificate from the American Culinary Federation; and

III. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; or

D. Family and Consumer Sciences Related Careers Cooperative Education;

E. Food and Beverage/Restaurant Operations Manager;

F. Food Production, Management, and Related Services;

G. Hospitality Administration/Management, General;

H. Housing and Home Environments;

I. Human Development/ Adult Development and Aging:

(I) A Human Development/Adult Development and Aging certificate requires a minimum of an associate's degree;

J. Human Development/Child Care

(I) A Human Development/Child Care certificate requires a minimum of an associate's degree;

2. Applicants for a Family and Consumer Sciences Career Education Certificate of license to teach in the specific area of Human Development/Child Care and Human Development/Adult Development and Aging must have a minimum of an associate's or higher degree in an area appropriate for the subject area being taught and comply with subsections (1)(A)-(B) general and professional requirements. Applicants in the areas of Apparel and Textiles; Cosmetologist; Culinary Arts; Family and Consumer Sciences Related Careers Cooperative Education; Food and Beverage/Restaurant Operations Manager; Food Production, Management and Related Services; Hospitality, Administration/Management, General; and Housing and Home Environments must comply with subsections (1)(A)-(B) general and professional requirements.

3. Health Sciences—

A. Dental Assistant (requires professional licensing);

- B. Dental Laboratory Technician;
 - C. Emergency Medical Technology/Technician (requires professional licensing);
 - D. Health Aide or Health Services Assistant (requires professional licensing);
 - E. Medical Assistant (requires professional licensing);
 - F. Medical Laboratory Technician;
 - G. Medical Transcriptionist (requires professional licensing);
 - H. Pharmacy Technician/ Assistant (requires professional licensing); and
 - I. Sign Language Interpreter (requires professional licensing);
4. The applicant for a Health Sciences Career Education Certificate of license to teach must comply with the general and professional requirements from paragraph (1)(C)(3) and the following:
- A. Applicant must provide a valid authorization from the applicable accrediting agency certifying that applicant meets requirements to teach in the subject area and student level of the instructional program; and
 - B. Applicant must provide documentation of a valid, unencumbered, undisciplined professional license (if applicable for instructional area to be taught);
5. Skilled Technical Sciences—
- A. Certificate Titles—
 - (I) Aircraft Mechanic/Technician, Powerplant (requires professional licensing);
 - (II) Airframe Mechanic/Technician, Airframe (requires professional licensing);
 - (III) Auto/Automotive Body Repairer;
 - (IV) Auto/Automotive Mechanic/Technician;
 - (V) Aviation Management;
 - (VI) Building/Property Maintenance and Manager;
 - (VII) Cabinet Maker and Millworker;
 - (VIII) Carpenter;
 - (IX) Cartography;
 - (X) Commercial Photography;
 - (XI) Computer Maintenance Technology/Technician;
 - (XII) Construction/Building Technology/Technician;
 - (XIII) Diesel Engine Mechanic and Repairer;
 - (XIV) Drafting, General;
 - (XV) Electrical and Electronics Equipment Installer and Repairer, General;
 - (XVI) Electrician;
 - (XVII) Fire Science/Firefighting;
 - (XVIII) Graphic and Printing Equipment Operator, General;
 - (XIX) Graphic Design, Commercial Art, and Illustration;
 - (XX) Heating, Air Conditioning, and Refrigeration Mechanic and Repairer;
 - (XXI) Heavy Equipment Maintenance and Repairer;
 - (XXII) Industrial Technology/Technician;
 - (XXIII) Laser and Optical Technology/Technician;
 - (XXIV) Law Enforcement/Police Science;
 - (XXV) Machinist/Machine Technologist;
 - (XXVI) Marine Maintenance and Ship Repairer;
 - (XXVII) Mason and Tile Setter;
 - (XXVIII) Motorcycle Mechanic and Repairer;

- (XXIX) Plumbing Technology/Plumber;
- (XXX) Radio and Television Broadcasting Technology/Technician;
- (XXXI) Small Engine Mechanic and Repairer; and
- (XXXII) Welder/Welding Technologist;

6. The applicant for a Skilled Technical Sciences Career Education certificate of license to teach must comply with subsections (1)(A)-(B) general and professional requirements and the following:

A. The applicant must provide documentation of a valid, unencumbered, undisciplined license (if applicable for instructional area to be taught).

7. The applicant for a ROTC Career Education certificate of license to teach must comply with subsections (1)(A)-(B) general and professional requirements.

8. The applicant for a Special Needs Career Education certificate of license to teach must comply with the general and professional requirements from subsections (1)(A)-(B) and the following:

A. Possession of a bachelor's degree or higher from a college or university approved by the department;

B. A valid professional classification Missouri certificate of license to teach in one (1) of the following areas: elementary education, middle school, math (Grades 9-12), English (Grades 7-12), industrial arts, technology education, counseling, special education, or career education; and

C. The applicant must provide documentation/transcripts of completion of a course in Methods of Teaching Disabled Students or a methods course appropriate to the disability area(s) of their employment.

(2) An applicant for a Career Education (Secondary) Missouri certificate of license to teach Personal Finance who possesses good moral character may be granted a Career Education (Secondary) Missouri certificate of license to teach Personal Finance subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Personal Finance:

(A) General Requirements—

1. The applicant must submit a joint application verifying contracted employment from a Missouri school district;

2. Verification of a bachelor's degree or higher in an area appropriate for the subject area being taught, and four thousand (4,000) hours of related occupational experience obtained within the most recent ten (10) years and approved by the department; and

3. Completion of the assessment(s) required by the State Board of Education (board) with a score equal to or greater than the Missouri Qualifying Score. The official score must be submitted to the department;

(3) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.670 Certification Requirements for Career Education (Adult) Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Education (Adult) Certificate.

(1) An applicant for a Career Education (Adult) Certificate who possesses good moral character may be granted a Career Education (Adult) Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Education (Adult) Certificates:

(A) General Requirements—

1. The applicant must submit a joint application verifying contracted employment from a Missouri educational institution; and
2. One (1) of the following:
 - A. Verification of a bachelor's degree or higher in an area appropriate for the subject area being taught, and four thousand (4,000) hours of related occupational experience approved by the Missouri Department of Elementary and Secondary Education (department) and obtained within the most recent ten (10) years; or
 - B. Verification of an associate's degree in an area appropriate for the subject area being taught, and five thousand (5,000) hours of related occupational experience within the most recent ten (10) years and approved by the department; or
 - C. Verification of six thousand (6,000) hours of related occupational experience obtained within the most recent ten (10) years (only for Health Sciences and Skilled Technical Sciences areas) and approved by the department.

(B) Professional Requirements—

1. Verification of coursework in education not to exceed fifteen (15) credit hours to include competencies appropriate for the certificate area in: Curriculum; Methods; Assessment; and Foundations/Implementation.

(C) Certificate Titles and Specific Requirements for Each Specific Area of Career Education Certification—

1. Agricultural Education—
 - A. Agricultural Education;
 - B. Agricultural Business;
 - C. Agricultural Mechanics;
 - D. Agricultural Production;
 - E. Agricultural Processing;
 - F. Agricultural Resources;
 - G. Agricultural Service/Supplies;
 - H. Forestry; and

- I. Horticulture;
- 2. Business Education—
 - A. Career Business Education;
- 3. Family, Consumer Sciences, and Human Services—
 - A. Apparel and Textiles;
 - B. Career Family and Consumer Sciences;
 - C. Cosmetologist (requires professional licensing);
 - D. Culinary Arts:
 - (I) For a Culinary Arts certificate, candidates must satisfy the requirements of at least one (1) of the following:
 - (a) Satisfaction of the General Requirements and Professional Requirements in sections (1)(A)-(B) of this rule; or
 - (b) Satisfaction of the requirements below:
 - I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;
 - II. Possession of a current Secondary Food Service Education Certificate from the National Restaurant Association Education Foundation, and a Serve Safe Certificate; and
 - III. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; or
 - (c) Satisfaction of the requirements below:
 - I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;
 - II. Possession of a current Secondary Culinary Education Certificate from the American Culinary Federation; and
 - III. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; or
 - E. Dietetic Services;
 - F. Food and Beverage/Restaurant Operations Manager;
 - G. Food Production, Management and Related Services;
 - H. Hospitality Administration/Management, General;
 - I. Housing and Home Environments;
 - J. Human Development/ Adult Development and Aging;
 - K. Human Development/Child Care; and
 - L. Massage Therapy (requires professional licensing);
- 4. The applicant for a Family and Consumer Science Career Education Certificate of license to teach in the specific area of Human Development/Child Care and Human Development/Adult Development and Aging must have a minimum of an associate's or higher degree in an area appropriate for the subject area being taught and comply with subsections (1)(A)-(B). Applicants in the areas of Apparel and Textiles; Career Family and Consumer Sciences; Culinary Arts; Food and Beverage/Restaurant Operation Manager; Food Production, Management and Related Services; and Housing

Environments must comply with subsections (1)(A)-(B).

5. Health Sciences—

- A. Dental Assistant (requires professional licensing);
 - B. Dental Hygienist (requires professional licensing);
 - C. Dental Laboratory Technician;
 - D. Diagnostic Medical Sonography Technician (requires professional licensing);
 - E. Emergency Medical Technology/Technician (requires professional licensing);
 - F. Funeral Service and Mortuary Science (requires professional licensing);
 - G. Health Professions and Related Sciences, Other;
 - H. Health Unit Coordinator/Ward Clerk;
 - I. Licensed Practical Nursing (requires professional licensing);
 - J. Medical Assistant (requires professional licensing);
 - K. Medical Laboratory Assistant (requires professional licensing);
 - L. Medical Laboratory Technician (requires professional licensing);
 - M. Medical Radiologic Technology/Technician (requires professional licensing);
 - N. Medical Record Technology/Technician (requires professional licensing);
 - O. Medical Transcription (requires professional licensing);
 - P. Nursing Assistant/Aide;
 - Q. Nursing, Other (requires professional licensing);
 - R. Occupational Therapy Assistant (requires professional licensing);
 - S. Pharmacy Technician/ Assistant (requires professional licensing);
 - T. Physical Therapy Assistant (requires professional licensing)
 - U. Registered Nursing Training (requires professional licensing);
 - V. Respiratory Therapy Technician (requires professional licensing);
 - W. Sign Language Interpreter (requires professional licensing); and
 - X. Surgical/Operating Room Technology (requires professional licensing);
6. The applicant for a Health Sciences Career Education Certificate of license to teach must comply with subsections (1)(A)-(B) and the following:
- A. Applicant must provide a valid authorization from the applicable accrediting agency certifying that applicant meets requirements to teach in the subject area and student level of the instructional program; and
 - B. Applicant must provide documentation of a valid, unencumbered, undisciplined professional license (if applicable for instructional area to be taught);
7. Marketing Education—
- A. Marketing;
8. Skilled Technical Sciences—
- A. Certification Titles—
 - (I) Aircraft Mechanic/Technician, Powerplant (requires professional licensing);
 - (II) Airframe Mechanic/Technician, Airframe (requires professional licensing);
 - (III) Architectural Engineering Technology/Technician;
 - (IV) Auto/ Automotive Body Repairer;
 - (V) Auto/Automotive Mechanic/Technician;
 - (VI) Automotive Engineering Technology/Technician;
 - (VII) Aviation Management;
 - (VIII) Aviation Systems and Avionics Maintenance Technology/Technician (requires professional licensing);

(IX) Biomedical Engineering-Related Technology/Technician;
(X) Building/Property Maintenance and Manager;
(XI) Cabinet Maker and Millworker;
(XII) Carpenter;
(XIII) Cartography;
(XIV) Chemical Technology/Technician;
(XV) Civil Engineering/Civil Technology/Technician;
(XVI) Commercial Photography;
(XVII) Communications Systems Installer and Repairer;
(XVIII) Computer Installer and Repairer;
(XIX) Computer Maintenance Technology/Technician;
(XX) Construction Equipment Operator;
(XXI) Construction/Building Technology/Technician;
(XXII) Diesel Engine Mechanic and Repairer;
(XXIII) Drafting, General;
(XXIV) Electrical and Electronics Equipment Installer and Repairer, General;
(XXV) Electrical and Power Transmission Installer, General;
(XXVI) Electromechanical Technology/Technician;
(XXVII) Fire Protection and Safety Technology/Technician;
(XXVIII) Fire Science/Firefighting;
(XXIX) Graphic and Printing Equipment Operator, General;
(XXX) Graphic Design, Commercial Art, and Illustration;
(XXXI) Heating, Air Conditioning, and Refrigeration Mechanic and Repairer;
(XXXII) Heavy Equipment Maintenance and Repairer;
(XXXIII) Industrial Design;
(XXXIV) Industrial Electronics Installer and Repairer;
(XXXV) Industrial Machinery Maintenance and Repairer;
(XXXVI) Instrumentation Technology/Technician;
(XXXVII) Ironworking/Ironworker;
(XXXVIII) Laser and Optical Technology/Technician;
(XXXIX) Law Enforcement/Police Science;
(XL) Machinist/Machine Technologist;
(XLI) Major Appliance Installer and Repairer;
(XLII) Manufacturing Technology;
(XLIII) Marine Maintenance and Ship Repairer;
(XLIV) Mason and Tile Setter;
(XLV) Mechanical Engineering/Mechanical Technology/Technician;
(XLVI) Motorcycle Mechanic and Repairer;
(XLVII) Nuclear Engineering Technology/Technician;
(XLVIII) Occupational Safety and Health Technology/Technician;
(XLIX) Painter and Wall Coverer;
(L) Pipefitting/Pipefitter and Sprinkler Fitter;
(LI) Plumbing Technology/Plumber;
(LII) Quality Control Technology/Technician;
(LIII) Radio and Television Broadcasting Technology/Technician;
(LIV) Robotics Technology/Technician;

- (LV) Sheet Metal Worker;
 - (LVI) Small Engine Mechanic and Repairer;
 - (LVII) Truck, Bus, and Other Commercial Vehicle Operator (requires professional licensing);
 - (LVIII) Upholsterer;
 - (LIX) Water Quality and Wastewater Treatment Technology/Technician; and
 - (LX) Welder/Welding Technologist;
9. The applicant for a Skilled Technical Sciences career education certificate of license to teach must comply with subsections (1)(A)-(B) and the following:
- A. Applicant must provide documentation of a valid, unencumbered, undisciplined copy of their professional license (if applicable for instructional area to be taught).

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

**Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality**

PROPOSED RULE

5 CSR 20-400.680 Certification Requirements for Career Education (Secondary/Adult) Certificates

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Education (Secondary/Adult) Certificate.

(1) An applicant for a Career Education (Secondary/Adult) Certificate, valid for a period of four (4) years, may be granted a Career Education (Secondary/Adult) Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional requirements:

(A) Applicants for a Career Services Coordinator (Secondary/Adult) Career Education Certificate, valid for a period of four (4) years from the effective date of the certificate, will be issued such a certificate subject to the following requirements:

1. The applicant must have secured a Career Services Coordinator position in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification for the applicant; and
2. The applicant must possess a bachelor's degree or higher degree in a business-related field or human resources.

(B) Applicants for an Adult Education Supervisor (Secondary/Adult) Career Education Certificate, valid for a period of four (4) years from the effective date of the certificate, will be issued such a certificate subject to the following requirements:

1. The applicant must have secured employment in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification; and
2. The applicant must possess a bachelor's degree or higher.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention:

*Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.690 Certification Requirements for Career Continuous Career Education Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Continuous Career Education Certificate.

(1) An applicant for a Career Continuous Career Education (CCCE) certificate who possesses good moral character may be granted a CCCE certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to CCCE certificates:

(A) CCCE certificate will be issued to an applicant upon completion and verification of the following:

1. Four (4) years of teaching experience approved by the Missouri Department of Elementary and Secondary Education (department);
2. The development, implementation, and completion of a professional development plan of at least ninety (90) contact hours of professional development relating to the specific career education subject area for which the educator seeks certification and approved by the local district to include clearly stated goals for improvement and enrichment;
3. Participation in a mentoring program for a minimum of two (2) years, the guidelines for which shall be established by the local district;
4. Annual participation in the district's performance-based teacher evaluation (PBTE) program; and
5. For applicants for a Career Continuous Career Education Certificate in Secondary Education, verification of participation in a Beginning Career Education Teacher's Assistance Program. The assistance may include retraining, internship, counseling, and in-service training;

(B) The CCCE is continuous upon verification by the employing school district that the certificate holder has participated in the district's PBTE program and completed thirty (30) contact hours of professional development relating to the specific career education subject area for which the educator seeks certification each school year.

1. Individuals possessing a CCCE who do not complete thirty (30) contact hours of professional development each school year may, within two (2) years, make up the missing hours. The individual must first meet the thirty (30) hour requirement for the current year and then count the excess hours as make-up hours.
2. A CCCE becomes inactive if the individual does not make up the requisite hours within two (2) school years.
3. A CCCE may be reactivated by the individual by completing twenty-four (24) contact hours of professional development within six (6) months prior to or after the reactivation

of the certificate. Failure of the individual to complete the twenty-four (24) contact hours within six (6) months will result in the certificate becoming inactive.

(C) The CCCE holder is exempt from the thirty (30) contact hours of professional development, if the holder has a local professional development plan in place with the school and at least two (2) of the following:

1. Ten (10) years of teaching experience approved by the department;
2. A master's degree from an accredited college or university; and/or
3. Certification from the National Board for Professional Teaching Standards.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Title 5 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

PROPOSED RULE

5 CSR 20-400.700 Certification Requirements for Adult Education and Literacy

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Adult Education and Literacy.

(1) An applicant for an initial Missouri certificate of license to teach Adult Education and Literacy who possesses good moral character may be granted an initial Missouri certificate of license to teach Adult Education and Literacy, valid for a period of four (4) years, subject to the certification requirements found in 5 CSR 20-400.500 and the following additional requirements specific to an initial Adult Education and Literacy certificate:

(A) Professional Requirements—

1. A bachelor of arts or bachelor of science degree from a college or university approved by the Missouri Department of Elementary and Secondary Education (department);
2. Successful completion of a pre-certification workshop authorized by the department no later than three (3) months after hire date; and
3. Completion and submission of any required pre- and/or post-workshop activity to the department;

(2) Career Continuous Adult Education and Literacy Certificate—

(A) A Career Continuous Adult Education and Literacy certificate may be issued to an applicant upon submission of an application for such certification and verification of the following:

1. Four (4) years of teaching experience approved by the department;
2. Participation in a two (2) year mentoring program with an experienced teacher of Adult Education and Literacy;
3. Participation in any required workshops;
4. Participation in sixty (60) hours of professional development in addition to required workshops;
5. Participation in an annual performance-based teacher evaluation (PBTE); and
6. Accumulation of a minimum of one hundred (100) Adult Education and Literacy instructional hours per year during the four (4) years of state approved teaching experience; and

(B) A Career Continuous Adult Education and Literacy certificate holder is exempt from the twenty (20) contact hours of professional development, if the holder has a local professional development plan in place with the school and at least two (2) of the following:

1. Ten (10) years of teaching experience approved by the department;
2. Accumulation of a minimum of one hundred (100) Adult Education and Literacy

instructional hours per year during the ten (10) years of state approved teaching experience; and/or

3. A masters degree from an accredited college or university.

(3) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Department of Elementary and Secondary Education, Attention: Paul Katnik, Assistant Commissioner, Office of Educator Quality, PO Box 480, Jefferson City, MO 65102-0480 or by email to educatorquality@dese.mo.gov. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*