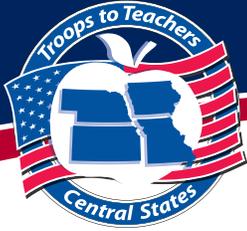


# TROOPS TO TEACHERS



✦ JEFFERSON CITY OFFICE  
**877.530.2765**

✦ ST. LOUIS OFFICE  
**314.729.2444**

✦ KANSAS CITY OFFICE  
**816.241.1705**

## TROOPS TO TEACHERS LEGISLATIVE CHANGES INCREASE PROGRAM ELIGIBILITY

Recent changes to the legislation governing the Troops to Teachers (TTT) program expand eligibility requirements providing a greater number of military members with access to program benefits!

### REFERRAL & PLACEMENT ASSISTANCE

Effective January 2, 2013, Troops to Teachers offices nationwide are now able to provide personalized counseling and referral assistance to all military members, past or present, who have served honorably. Troops to Teachers registration is open to all veterans regardless of time in service who have an interest in education in Pre-K public, Charter, Bureau funded and DoDEA as school teachers, resource teachers and non-instructional positions such as paraprofessionals, teachers aids, counselors, psychologists, school nurses, librarians, media specialists, speech therapists, audiologists, physiotherapists, resource officers, school principals, and vice principals.

### PROGRAM HISTORY

Troops to Teachers was established in 1994 as a Department of Defense program. The National Defense Authorization Act for fiscal year 2000 transferred responsibility for program oversight and funding to the U.S. Department of Education.

The program has since been transferred back to the Department of Defense and continues to be managed by the Defense Activity for Non-Traditional Education Support (DANTES) headquartered in Pensacola, Florida.

### MISSION

The mission of TTT is to aid current and former military members with their transition into instructional or noninstructional careers in public in Pre-K., public K-12 schools, Charter schools, Bureau funded schools, and DoDEA schools. The program also aims to recruit and place quality role models in schools throughout the nation. TTT helps relieve teacher shortages, especially in high need content areas such as math, science, and special education.

### REGISTRATION

Registration is open to any veteran whose last period of service is characterized as Honorable with an interest in instructional positions such as teacher or resource teacher or non-instructional positions such as paraprofessional, teachers aid, counselor, psychologist, school nurse, librarian, media specialist, speech therapist, audiologist, physiotherapist, resource officer, school principal, or vice principal. Financial assistance is available to eligible participants.

To register or find out more about Troops to Teachers go to:  
[www.proudtoserveagain.com](http://www.proudtoserveagain.com) or visit our website at:  
<http://www.troopstoteachers.mo.gov/>

## MENTOR CONNECTION

While the transition to a second career can be challenging, your Mentor Connection is here to help. We offer participants the opportunity to connect with a member - ideally from the same branch of the military - who is a seasoned teacher. Mentors can provide you with guidance and assistance on the certification process, interviewing, job application strategies, and more.

We have dozens of mentors, from all branches of service, in multiple states. The answers to your questions are here! Watch this newsletter for profiles of our mentors in upcoming issues of this newsletter.

With the help of a mentor, you'll gain a better understanding of what it takes to become a successful teacher and be inspired by someone already enjoying a rewarding career in education. If you are interested in becoming a mentor, please fill out the mentor datasheet (<http://dese.mo.gov/divcareered/documents/VE-TTT-MentorForm.pdf>) and return it to us.



TROOPS TO TEACHERS



SCAN CODE AND BE THE FIRST  
 ONE TO LEAVE A MESSAGE.  
 MENTION THAT YOU USED THIS  
 CODE AND RECEIVE A FREE GIFT.

TO FIND OUT IF YOU ARE ELIGIBLE FOR GI BILL EDUCATION AND TRAINING BENEFITS, CALL 888.442.4551

# MISSOURI SUCCESS STORY CLEVELAND J. SCOTT



Cleveland J. Scott served twenty years in the Marine Corps and retired with an honorable discharge in October 2010. After retiring from the Marines, he felt that his service wasn't complete and wasn't ready to give up being a part of that elite organization. So he immediately sought an opening for a Marine Corps Junior Reserve Officer Training Corps (JROTC) instructor. After becoming a JROTC instructor, Cleveland felt motivated to do more. A fellow retiree introduced him to the Troops to Teachers program. He explained to Cleveland that if he really wanted to continue teaching and impacting lives, the Troops to Teachers program was the place to start.

Cleveland researched the program, and then used the financial assistance from Troops to Teachers to obtain his teaching certification. "Being affiliated with this organization has opened more doors for me than I could imagine," says Cleveland. "I have witnessed and benefited great things from this program and I would recommend it to anyone."

## DO I NEED TO BE CERTIFIED TO TEACH?

One question I get a lot is, "Do I need to be certified before I can teach?"

The short answer is, **YES**. There may be certain, infrequent situations that may allow you to teach without certification, but it is the key that unlocks your classroom door. Fear not! You may be closer to certification than you think. Get in touch with a local university with an education program and let them review your transcripts.

More than likely, you'll be required to complete a teacher licensure program. Some offer a degree with a license at both the undergraduate and graduate level, others provide just the license and no degree. In some states, alternative licensure programs allow you to teach full time while completing your education coursework. While working you would complete education courses through the university's alternative program. That program is usually offered for secondary subject areas and excludes elementary education or special education. Most alternative programs take about two years to complete.

## THERE ARE THREE PILLARS TO CERTIFICATION:

- **Content Area:** You are required to have a major or the equivalent of a major in the subject you would like to teach your transcripts evaluated by a University with an education program to determine if you meet the requirements of a math major.

- **Pedagogy:** This will be part of a teacher licensure program. It may include courses like; Classroom and Behavior Management, Educational Foundations and Methods of teaching.

- **Testing:** Currently, it is the Praxis in most states, but that will change soon. In most states, you are required to complete the PRAXIS series. This is changing to another testing organization in 2014 in many states, but the concept is the same, Competency testing. Typically, two examinations are required. They include the Principles of Learning and Teaching for the appropriate grade level and the Content Knowledge exam for the subject area. Contact your State Certification department or University to be sure.



The requirements to obtain a license vary from state to state.

## STATE TEACHER JOB VACANCY SITES

**Looking for a new job?** These are some links that may prove useful for finding certified and substitute teaching jobs. For a more complete listing go to our website:

**TROOPSTOTEACHERS.MO.GOV**

IA: <http://www.iowaeducationjobs.com/>

KS: <http://www.kansasteachingjobs.com/>

MO: <http://www.moteachingjobs.com/>

NE: <http://www.nebraskaeducationjobs.com/>

## MISSOURI/KANSAS/ NEBRASKA/IOWA

Chad Schatz, Director

John Hose, Assistant Director

**Missouri Department of Elementary  
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Veterans Education and Training Section

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website: <http://www.education.ne.gov/tcrt>



# VETERAN'S EDUCATION & TRAINING SECTION

## MISSOURI STATE APPROVING AGENCY



### HONORING GEORGE NECKERMANN

In the spring of 1944, 18-year-old George Neckermann did not get to walk alongside his classmates to the sounds of "Pomp and Circumstance" filling the auditorium of Flat River High. He was busy on the deck of the USS Cheleb, somewhere in the middle of the South Pacific Ocean.



In the late winter of 2014, however, 89-year-old Neckermann did walk through a crowd of family, friends and fellow veterans to the sounds of the fanfare he missed 70 years ago, and at the end of that walk he became a high school graduate.

"It really makes me feel good. It's been on my mind for years and years but I didn't really give it much thought. I didn't have any idea that this was coming on today. I enjoyed school. I played in all sports but I probably wasn't one of the best students," said Neckermann.

During his junior year, Neckermann left high school to join the Navy. It was the darkest days of the Second World War. Nazism and fascism in Europe and the totalitarian Japanese empire in the South Pacific threatened the American way of life from two fronts. Thus, the young Neckermann did what many others did at the time. He laid down his textbooks and took up arms against America's enemies.

"It was just the times. My brother was in the Marine Corps in 1940. He went in before the war and I talked to him in letters about what I wanted to do. He said 'you ought to stay in school. But, if you want to join the military that much just don't join the Marine Corps. Go in the Navy or something,'" Neckermann joked. After making a final decision to leave school and serve his country, he and two friends took the journey to St. Louis to sign up for service in the armed forces.

"There was three of us that went to St. Louis to join. One of them didn't get in. The other one went in the Army and I went in the Navy. Paul Hamblin couldn't get in because of his blood pressure. Elmo Crites was the other one and I haven't seen Elmo since we went into the military, so I don't know where he's at or whether he passed on or what," said Neckermann.

A short time later, Neckermann crossed the Midwest to arrive in Farragut, Idaho for basic training. According to the Idaho Military Museum, from 1942-45 it was the second largest U.S. naval training station in the world. Neckermann completed seven weeks of basic, reduced from 12 weeks because of a troop shortage.

"It was unusual for most people to be going to Idaho. The Great Lakes (military base) was filled up at that time with a lot of military going into wars so they opened up this big base in Farragut. There were a lot of guys from the Leadbelt here that went to Farragut," said Neckermann.

*Continued to next page*

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**John Hose:** Assistant Director

**Ron Marsch:** Supervisor

**Debbie Butcher:** Teacher Certification Supervisor

**Loretta Fennewald:** Administrative Assistant

#### ST. LOUIS

**John Parker:** Supervisor

**Mike Bitzenburg:** Supervisor

**Robert Hummel:** Approval Developer

**Suzanne Adam:** Secretary

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**Turner Shipman:** Supervisor

**Leo Blakley:** Approval Developer

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P.O. Box 480

Jefferson City, MO 65109

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Room 256

2700 East 18th St.

Kansas City, MO 64127

#### Veterans Education & Training Section C/O Truman Middle School

Room 22

12225 Eddie and Park Rd.

St. Louis, MO 63127

#### SWEET DREAMS PILLOW

The Sweet Dream Picture Pillows are available to the children of any family whose father or mother is on active duty and will be absent from their family for at least three months.

Visit our website at:

<http://www.pillowprojectusa.com>

CLICK HERE FOR SCHOOL CERTIFYING OFFICIAL TRAINING & INFORMATION RESOURCES

or go to: [http://www.benefits.va.gov/gibill/school\\_training\\_resources.asp](http://www.benefits.va.gov/gibill/school_training_resources.asp)

After leaving Farragut, he was assigned to the USS Cheleb (AK-138). The Cheleb was a Crater Class cargo ship assigned to the Asiatic-Pacific Theater. The 441-foot ship was launched January 1943 and carried ammunition and supplies to troops and bases until the end of the war.

"It was a merchant ship. There were 65 crew members and it had three big cargo holds. We hauled ammunition and other goods all over the Pacific and we'd go in convoys with a lot of other ships to where we were going. We'd come back and have to reload and go back again," Neckermann said.

Cruising around the South Pacific in the last days of World War II was a very hazardous occupation. After delivering supplies, the merchant ships would often travel hundreds of miles across open ocean unescorted.

"We would always come back more or less by ourselves and you'd be at sea for a month with nobody with you ... no protection. Of course we were empty, but still, that was the worst time," said Neckermann.

After his service ended, like many returning vets, he decided to go to work. For the next 34 years he was employed at Southwestern Bell Telephone. During that time he married and raised a family.

"I went right to work for Southwestern Bell Telephone when I got out. I worked there for 34 years so I've had a good life. I enjoyed my life. I'm sad that my wife couldn't be here these days. I raised a good family. I don't know what I'd change. I never really wanted for anything so it all turned out very good for me," said Neckermann.

## THE GRADUATE

The circumstances that led to Neckermann's graduation were somewhat happenstance. During a veteran's event in Farmington, Sen. Kevin Engler and VFW member Don Nelson were talking with Neckermann about his past and discovered he never got his diploma.

"We were at a veteran's event a few months ago in Farmington and Don Nelson had him (Neckermann) there. I was talking to him about what he did for a living and how long he was gone. Like many of the veterans of World War II, they left at 16-17 years old in the middle of high school to go. Now a lot of them came back and were able to go back to high school and I was just curious," said Engler.

After discovering Neckermann did not receive a diploma, Engler talked to Nelson and asked him to see if he could persuade Central R-3 schools to do something for the veteran.

"I said 'Don, you ought to see if Central could give him an honorary diploma. The man's been a productive citizen and a true patriot. He ought to be recognized because he would have graduated but couldn't pursue that.' Now we're here today with a couple hundred people celebrating the fact that he's getting his diploma," Engler said.

The diploma Neckermann received Saturday was awarded through a program sponsored by the Missouri Department of Elementary and Secondary Education. The Missouri legislature created Operation Recognition in September 2001 to provide honorary high school diplomas for veterans and civilian prisoners of war who left high school before graduation to serve in the military. To date, nearly 1,300 honorary high school diplomas have been awarded to Missouri veterans.

Program supervisor and retired Air Force Major John Parker presented the diploma.

"I'm very honored to be here and present a member of the 'greatest generation' an honorary diploma. In 1943 he left school and went to war to help us all out and we truly do appreciate that," said Parker during the presentation.

Thus, more than 70 years after he left Flat River High School, Neckermann walked to the podium amid thunderous applause to receive a document that many people in today's world take for granted. He was happy at the final completion of a task long set aside.

## The Department of Elementary & Secondary Education

We do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to:

**Jefferson State Office Building,  
Civil Rights Compliance  
(Title VI/Title IX/504/ADA/Age Act)  
205 Jefferson Street  
Jefferson City, MO 65102-0480  
p: 573.526.4757  
or Relay Missouri p: 800.735.2966.**

A dedicated toll-free hotline is now available  
**FOR SCHOOL CERTIFYING OFFICIALS  
(SCOS) ONLY.**

**Toll-free hotline number 1 (855) 225.1159**

The hotline is available from 7:00 am to 5:00 pm, Central Time. SCOs must provide the school's facility code and be listed as a designated VA school certifying official to receive assistance through the dedicated hotline.

TO FIND OUT IF YOU ARE ELIGIBLE FOR  
VETERANS EDUCATION AND TRAINING  
BENEFITS, OR TO SEE HOW MUCH YOUR  
ENTITLEMENT IS, CALL 888.442.4551.



 **Missouri**  
DEPARTMENT OF ELEMENTARY & SECONDARY  
**EDUCATION™**

**SHARE THIS NEWSLETTER** This newsletter is being e-mailed to one Certifying Official at each school. Please share this newsletter with all other Certifying Officials, the Bursar's or Comptroller's Office, Financial Aid Office and other interested individuals at your school/business. It is extremely important that the information in this newsletter receives the widest dissemination in order that veterans receive the GI Bill and other educational benefits to which they are entitled.

# KANSAS

## KANSAS STATE ASSESSMENT LETTER TO PARENTS

March 2014



Dear Parents:

This spring, Kansas students in grades 3-8 and one grade in high school will take new state assessments in math and English language arts. While students will continue to take the assessments using a computer, the assessments will look different and will be aligned to the Kansas College and Career Ready Standards. This letter is intended to provide you with a brief explanation of the changes to the assessments and the results.

Technology enhanced features such as "drag and drop" and highlighting text will provide a more engaging opportunity for your student to demonstrate understanding of the subject matter. Due to the alignment with the Kansas College and Career Ready Standards and the new features of the assessments, you and your student's teachers will receive a more detailed report of how your child is doing in math and English language arts. The new reports will identify where your student is doing well and also show the areas where additional focus is needed. With that being said, any time a new state assessment is introduced, it requires a comprehensive analysis of performance results to determine what exactly the scores mean. In order to complete this analysis, we anticipate that assessment results will be made available in August. Receiving the results later, rather than nearly immediately as we've done in the past several years, will be a change for everyone—students, teachers and parents.

The new assessments were developed by the Center for Educational Testing and Evaluation (CETE) located at the University of Kansas. CETE has created a practice site for anyone wanting to take a closer look at the new assessments. I encourage you to take a few minutes to review the practice items to get a better idea of what your student will experience. The practice assessments can be found at: [http://www.ksassessments.org/sites/ksassessments.org/files/documents/Instruction%20for%20KITE%20Practice%20Tests\\_021414.pdf](http://www.ksassessments.org/sites/ksassessments.org/files/documents/Instruction%20for%20KITE%20Practice%20Tests_021414.pdf)

Thank you for your continued support of Kansas education and for being THE most important person in the education of your student.

Sincerely,  
Dr. Diane M. DeBacker, Commissioner  
Kansas State Department of Education

More information about educator preparation in Kansas can found at [www.ksde.org](http://www.ksde.org)

# NEBRASKA

## NEBRASKA ED BOARD APPROVES K-12 FINE ARTS STANDARDS

*Joe Dejka / World-Herald Bureau*



LINCOLN — Arts education in Nebraska got a boost Tuesday as members of the Nebraska Board of Education approved new fine arts standards for the public schools.

The standards detail what students in kindergarten through high school should know in dance, music, media arts, theater and visual arts.

Board member Pat Timm marked the occasion by quoting scientist Albert Einstein: "Creativity is messy. I say let the mess begin." Advocates of the arts hope this first-ever document for Nebraska schools will boost the status of arts education statewide. Debbie DeFrain, director of fine arts education for the Nebraska Department of Education, said adoption recognizes the role arts play in "healing, maintaining and uplifting the humanity in us all."

The standards mark a significant step up from a set of arts "frameworks" the state developed a couple of decades ago to guide instruction.

Donlynn Rice, the department's administrator of curriculum and instruction, said the state will strongly encourage districts to adopt the standards. However, adoption will not be a requirement for state accreditation.

Currently, elementary schools provide art and music instruction each week. Middle and high schools must offer art and music but the state doesn't require art and music credits for graduation.

The standards include the emerging field of media arts, which covers everything from TV and film to digitally created art, video games, mobile technologies and the Internet. Media arts were not in the earlier frameworks. Nebraska becomes the third state to adopt media arts standards.

Advocates say fine arts education is important not just for students aiming to become sculptors and gallery owners. Employers want people who are creative, think critically, collaborate and are comfortable with change, all traits developed in art classes, they say.

Nebraska already requires that public schools offer visual arts and music instruction, but the standards spell out the basics every student should know.

The standards include glossaries of arts terms to help teachers.

More information about educator preparation in Nebraska can found at [www.education.ne.gov/tcert](http://www.education.ne.gov/tcert)

## MISSOURI STATE BOARD APPROVES PLAN FOR SCHOOL DISTRICTS



At its March meeting, the State Board of Education approved a Department plan for supporting and, if necessary, intervening in school districts in Missouri. The focus of the plan is to provide every student access to high-quality education in their local communities. The plan includes tiers of support and intervention based on district performance. If performance begins to slip, support and then intervention are implemented to prevent districts from becoming provisionally accredited or unaccredited. The tiers are not new levels of accreditation; they work within the existing Missouri School Improvement Program.

"This is not a one-size-fits-all plan," said Deputy Commissioner Margie Vandeven. "The Department has developed multiple options for supporting and intervening in districts based on specific local needs and challenges. Focused early intervention in districts and schools is vital." The plan calls for increased support and collective responsibility before a district reaches the unaccredited level. For example, performance contracts between the State Board and the local district board of education would be executed should a district become provisionally accredited. These contracts include specific achievement targets and identify additional support and intervention such as access to high-quality early childhood education, meaningful parent and community engagement, extended learning opportunities, leadership development and wraparound services.

Unaccredited districts would receive a fiscal monitor as student transfers are enacted, and the State Board would review district governance. Local boards of unaccredited districts could remain in place, a special administrative board could be installed, or an alternative governance structure may be created.

The plan was based on current research regarding effective intervention, together with ideas submitted by several education organizations, school districts, and parents, teachers, administrators and community members from around Missouri. The Department gathered feedback on the recommendations at two hearings: Feb. 24 in Kansas City and Feb. 25 in St. Louis.

More information about educator preparation in Missouri can found at [dese.mo.gov/eq/ep/](http://dese.mo.gov/eq/ep/).

## IOWA CHARTING NEW WATERS IN SOCIAL STUDIES *Thursday, March 20, 2014*



If academic subjects were ships, the SS Social Studies is ready for righting with Stefanie Wager at the helm. The upcoming Best Practices in Social Studies Institute will help chart a new course for the discipline.

Wager, a social studies consultant for the Iowa Department of Education who is organizing the June institute, says social studies is a critical part of a student's educational map.

"Social studies is the essence of who we are, not only as individuals, but as a nation and a global society," Wager said. "It is through social studies that we learn our history and what it means to be a citizen, fulfilling the civic mission of schools."

The Best Practices in Social Studies Institute will provide an opportunity for educators to learn from experts in the field while navigating the waters of best practice. Presenters will share their expertise in specific content areas, strengthening the educators' knowledge and delivery of social studies content.

"The institute is an attempt to bring teachers from around the state together and provide them with quality professional development," she said. "In a recent survey we conducted, 59 percent of teachers reported zero access to social studies professional development in the last two years. We want to change that statistic and ensure that there is equity and access for social studies teachers across the state."

Social studies historically has not received the same kind of high-profile attention as literacy or math. That doesn't mean social studies should be put on a backburner, Wager said.

"It belongs embedded in a well-rounded, quality education," she said. "It encompasses interdisciplinary concepts and skills utilized in reading, math, and science. It guides our understanding of diverse cultures and our past. It informs our decision making for our future. Social studies is the veritable fabric of our society."

The Best Practices in Social Studies Institute will be held June 24-25 at the State Historical Museum of Iowa, 600 E. Locust Street, in Des Moines. For more information, go to <https://docs.google.com/document/d/1DUejmPl0TU0vH21z2fQFQLbvOOh5yIBfbvHnnaLtE/edit?usp=sharing>.

More information about educator preparation in Iowa can found at <http://educateiowa.gov/>