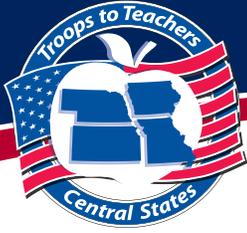


TROOPS TO TEACHERS



✦ JEFFERSON CITY OFFICE
877.530.2765

✦ ST. LOUIS OFFICE
314.729.2444

✦ KANSAS CITY OFFICE
816.241.1705

TROOPS TO TEACHERS AND TEACH FOR AMERICA

Teach For America finds, trains, and supports top college graduates and professionals who commit to teach for two years in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity. The TFA mission is to: "eliminate educational inequity by enlisting high-achieving recent college graduates and professionals to teach"

Troops to Teachers participants can be in Troops to Teachers and TFA simultaneously with no problem. It can ultimately be of benefit to them. However, registering for one does not register you in the other. You must register in both to be a member of both and receive benefits from both.

TFA and Troops to Teachers have similar objectives that are not in opposition - we both want to get the very best into the neediest classrooms. We can achieve much more together than we can separately.

So it is beneficial to get veterans in TFA to register with us and veterans in Troops to Teachers to register with TFA!

- Q.** What are the parameters for Troops to Teachers participants who go through TFA?
- A.** The only parameters for a veteran would be to meet the Troops to Teachers requirements.
- Q.** Can a veteran be in both programs?
- A.** Yes. The participant might be eligible for Troops to Teachers stipend/bonus as well.
- Q.** A person assigned a teaching job after getting being accepted and placed by the TFA program, should be granted a provisional 2-year license. If the troop registers after they begin teaching are they eligible for a stipend and/or bonus?
- A.** This is a little tricky. The answer is no. Technically someone must be registered with Troops to Teachers prior to teaching to be stipend and/or bonus eligible. However, YES! If they begin teaching, with a provisional license and then register with Troops to Teachers, they may be stipend and/or bonus eligible as soon as they receive their full teaching license.



Teach For America website: www.teachforamerica.org



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

SPOTLIGHT ON PROGRAM

IOWA UNIVERSITIES OFFER ALTERNATIVE PATHWAY TO LICENSURE

The University of Northern Iowa, University of Iowa and Iowa State University have a long and distinguished history of preparing teachers. These universities have collaborated to design the Regents Alternative Pathway to Iowa Licensure (RAPIL) program to provide an innovative and accessible opportunity for talented professionals to integrate research, theory and best practice to become secondary level learning specialists as they earn an Iowa teaching license.

Program Features

The RAPIL program consists of 18 credit hours of study designed to fit the schedule of a working adults so the course work and instruction are carried out using the video conferencing and collaborative capability of Adobe Connect software at night. The applicants will complete 60 hours of field experience during that year; thus, arrangements must be made to complete this during the school day. Then the participants will integrate their acquired skills into their classrooms as they serve as teacher interns. A seminar course of 6 credit hours provides additional on the job support, information, and strategies. After one successful school year as a teacher intern, the participant will be recommended for the full Iowa teaching license.

What is needed to be eligible for this program?

- 1] Hold a bachelor's degree with a minimum cumulative grade point average of 2.75 on a 4.0 scale from a regionally accredited institution
- 2] Meet the Iowa requirements for the subject area listed on the Board of Educational Examiners' website: www.boee.iowa.gov
- 3] Pass a basic skills test (PREAXIS I: total of 522 on three subtests (math, writing, reading), with minimums of 170 on each; or GRE: 400 on verbal (146 on version taken after November 2011) and 500 on quantitative (144 on version taken after November 2011). Minimum of 3.0 on writing if that test was taken.

What are the program's benefits?

- RAPIL teachers bring real world experiences to the classroom
- RAPIL teachers complete the same education course requirements as teachers in traditional programs, but the classes are offered in an integrated, intense format
- RAPIL teachers possess the dispositions desired in good teaching-caring, creative, communicative, and professional

Find out more about the program at: www.iowateacherintern.org

Or contact the program coordinator, Susan Fischer, at susan.fischer@uni.edu

Merry Christmas

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 and Secondary Education

Veterans Education and Training Section

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Sungti Hsu

p: 785.291.3573

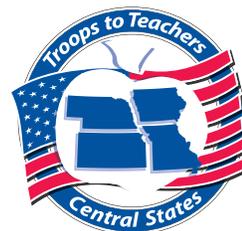
e-mail: shsu@ksde.org

NEBRASKA

p: 402.471.0739

e-mail: nde.tcrtweb@nebraska.gov

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



VETERAN'S EDUCATION & TRAINING SECTION

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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>

WHY YOU SHOULD SEE A VETERANS SERVICE OFFICER

One of the key messages of the Missouri Veterans Commission to veterans and the military is to see a Veterans Service Officer. The State of Missouri has 41 highly trained and accredited Veterans Service Officers to assist you in filing for VA benefits. They are located across the state and are divided into 5 regions and almost every county. A Veterans Service Officer, or VSO, is a highly trained individual who has been accredited by the U.S. Department of Veterans Affairs to work with veterans on applying for federal and state benefits. A VSO will assist you in filling out forms, making sure you have all the documentation necessary to receive benefits and submitting the claims application. A VSO is also available for any follow-up work if you are denied.

Service Officers and Assistants are also available for any follow-up work necessary with the VA to obtain the maximum amount of earned benefits due any eligible Veterans and/or dependents. VSO/VSA's are thoroughly trained and knowledgeable in all areas of Veterans benefits, including service-connected compensation, non-service connected disability pension, education and training, vocational rehabilitation, burial, and survivor benefits. They will also assist claimants with health care eligibility, VA Home

Loan Guaranty, and other Veterans benefits, including those offered by the state.

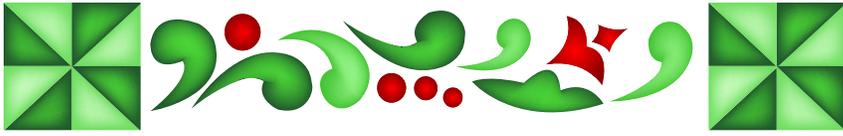
Veterans Service Officers and Assistants have access to the VA's Benefit Delivery Network system, allowing them to expedite the filing of claims and delivery of earned benefits to Veterans. Claimants must provide written authorization before the VA will grant access to a particular Veteran's file. This can be done when the Veteran applies for their earned benefits.

Often, veterans believe they do not qualify for any benefits due to perfect health or their income level. Even if you believe this to be the case, you should still see a VSO if for no other reason than to get official confirmation of your status.

Another more important reason is that your available benefits might have changed. There could be new presumptive conditions that would qualify you for benefits. For example, Vietnam veterans have had three new presumptive conditions added to the list; Gulf War veterans also have new presumptive conditions being added. It never hurts to check with a VSO. A VSO can also put you in touch with state benefits such as specialized license plates, educational assistance, small-business assistance, and special tax incentives and credits.



To contact your nearest VSO, call **866-VET-INFO** or go to <http://mvc.dps.mo.gov>.



From The Central States Troops To Teachers Program And The Missouri Veterans Education And Training Section,

Happy Holidays & Merry Christmas To All

Twas the night before Christmas, he lived all alone, In a one bedroom house made of plaster & stone.
 I had come down the chimney with presents to give, And to see just who in this home did live.
 I looked all about a strange sight I did see, No tinsel, no presents, not even a tree.
 No stocking by the fire, just boots filled with sand, On the wall hung pictures of far distant lands.
 With medals and badges, awards of all kind, A sober thought came through my mind.
 For this house was different, so dark and dreary, I knew I had found the home of a soldier, once I could see clearly.
 I heard stories about them, I had to see more, So I walked down the hall and pushed open the door.
 And there he lay sleeping silent alone, Curled up on the floor in his one bedroom home.
 His face so gentle, his room in such disorder, Not how I pictured a United States soldier.
 Was this the hero of whom I'd just read? Curled up in his poncho, a floor for his bed?
 His head was clean shaven, his weathered face tan, I soon understood this was more than a man.
 For I realized the families that I saw that night, Owed their lives to these men who were willing to fight.
 Soon 'round the world, the children would play, And grownups would celebrate on a bright Christmas day.
 They all enjoyed freedom each month of the day, Because of soldiers like this one lying here.
 I couldn't help wonder how many lay alone, On a cold Christmas Eve in a land far from home.
 Just the very thought brought a tear to my eye, I dropped to my knees and started to cry.
 The soldier awakened and I heard a rough voice, "Santa don't cry, this life is my choice;
 I fight for freedom, I don't ask for more, My life is my God, my country, my Corps."
 With that he rolled over and drifted off into sleep, I couldn't control it, I continued to weep.
 I watched him for hours, so silent and still, I noticed he shivered from the cold night's chill.
 So I took off my jacket, the one made of red, And I covered this Soldier from his toes to his head.
 And I put on his T-shirt of gray and black, With an eagle and an Army patch embroidered on back.
 And although it barely fit me, I began to swell with pride, And for a shining moment, I was United States Army deep inside.
 I didn't want to leave him on that cold dark night, This guardian of honor so willing to fight.
 Then the soldier rolled over, whispered with a voice so clean and pure, "Carry on Santa, it's Christmas day, all is secure."
 One look at my watch, and I knew he was right, Merry Christmas my friend, and to all a good night!

WHAT IS THE STORY BEHIND THIS POEM?

James M. Schmidt, was a Lance Corporal stationed in Washington, D.C., when he wrote the poem back in 1986. In an interview in December 2002, Corporal Schmidt said, "The true story is that while a Lance Corporal serving as Battalion Counter Sniper at the Marine Barracks 8th & I, Washington, DC, under Commandant P.X. Kelly and Battalion Commander D.J. Myers [in 1986], I wrote this poem to hang on the door of the Gym in the BEQ. When Colonel Myers came upon it, he read it and immediately had copies sent to each department at the Barracks and promptly dismissed the entire Battalion early for Christmas leave. The poem was placed that day in the Marine Corps Gazette, distributed worldwide and later submitted to Leatherneck Magazine".



THE MISSOURI STATE APPROVING AGENCY DIRECTORY

Features all schools and colleges approved for the GI Bill. Request a copy by calling **877.530.2765**

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.



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 RECEIVES HIGH MARKS FOR EDUCATOR LICENSURE POLICY- DATA LITERACY

TOPEKA – The Data Quality Campaign (DQC), a nonprofit, nonpartisan, national advocacy organization, which monitors states' progress on effectively using student longitudinal data to ensure that students graduate from high school prepared for success in college and the workplace, today released its analysis of its 2013 survey. The survey addresses how well states are meeting 10 State Actions to Ensure Effective Data.

Kansas has achieved seven of the 10 State Actions, which ranks it among the top states surveyed. Kansas was one of only six states to be cited for its educator licensure policy addressing data literacy.

The 10 State Actions are intended to measure states' progress in using longitudinal data systems which includes: Linking state K-12 data systems with early learning, postsecondary, workforce; creating stable, sustained support of longitudinal data systems; developing governance structures to guide data and use; building state data repositories; providing timely, role-based access to data while protecting privacy; creating progress reports with student-level data for educators, students and parents; creating reports with longitudinal statistics to guide system-level change; developing a purposeful research agenda; implementing policies and promoting practices to build educators' capacity to use data; and promoting strategies to raise awareness of available data.

Kansas is making progress in meeting the final three state actions by continuing to focus its attention on securely linking K-12 and workforce data needed to improve their programs.

To view full survey results by state, visit the DQC website, www.dataqualitycampaign.org.



More information about educator preparation in Kansas can found at www.ksde.org

NEBRASKA

NE SCHOOL DISTRICTS DEMONSTRATE IMPROVEMENT, GROWTH IN ACCOUNTABILITY RANKINGS

The Nebraska State of the Schools Report released today also showed that, overall, all student groups have made gradual, consistent progress in reading and mathematics under the state testing system.

A report on Nebraska public schools and student performance unveiled today showed most school districts demonstrated improvement and growth under a state accountability system.

The State of the Schools Report provides detailed information about Nebraska public schools, including new federal accountability data and performance disaggregated by student groups.

Overall, the Nebraska Performance Accountability System (NePAS) showed that the overwhelming majority of the school districts demonstrated both improvement and growth in reading. While the number of districts showing improvement and growth in mathematics dropped slightly from the previous year, most districts showed improvement and growth.

Under NePAS, public school districts are ranked by Status, Improvement and Growth. In Status, districts were ranked by average scale scores in reading, mathematics, science and writing at the 4th grade this year. Improvement ranks districts by the differences in the average reading and math scale scores of students last year to students this year in the same grade; and, Growth ranks districts by the differences in average reading and math scale scores of the same students this year to last year.

For full article and more information visit: www.education.ne.gov.



More information about educator preparation in Nebraska can found at www.education.ne.gov/tcert

MISSOURI



MISSOURI SCHOOLS IMPLEMENTING COMMON CORE STATE STANDARDS

Most of Missouri's school districts have started the process of implementing the Common Core State Standards (CCSS). The survey, which was completed by approximately 6,000 teachers and administrators, reveals 70 percent of respondents have or are currently in the process of implementing the CCSS.

The survey shows teachers are already implementing the standards in classrooms. More than 83 percent of English teachers surveyed are guiding students toward focusing on deeper reading comprehension. More than 61 percent of math teachers surveyed are developing lessons that focus on the rigor that the CCSS prioritizes.

Most teachers surveyed are receiving necessary training. The majority of those surveyed said in order to fully implement the CCSS, they need to spend more time collaborating with colleagues.

The CCSS are updated English language arts and math expectations that provide clarity and depth to Missouri's grade-level expectations and course-level expectations.

The standards are common sense first steps toward ensuring students obtain the best possible education no matter where they live. With clear academic expectations for each grade level, teachers, parents and students can work together toward shared goals.

For more information on the CCSS and how parents and teachers can help students succeed in school, please visit www.missourilearningstandards.com. To view the survey, please click [here](#).

More information about educator preparation in Missouri can found at dese.mo.gov/eq/ep/.

IOWA

IOWA'S NAEP RESULTS SHOW SOME GAINS, NEED FOR IMPROVEMENT



Iowa's student results on the National Assessment of Educational Progress show some gains in math and reading since 2011, but stagnation over the long term remains a challenge statewide.

Iowa has participated in NAEP assessments since they were first administered in 1990. Today's NAEP results cover math and reading for grades 4 and 8. Iowa's results show small growth from 2011 in fourth- and eighth-grade reading and fourth-grade math. The long-term trend remains flat in reading at both grade levels, with small growth in math.

The results also show no single demographic group stands out for Iowa's relative stagnation. White students, who make up 81 percent of Iowa's student population, are behind their white peers nationally across all tested grade levels and subject areas.

Significant gaps in achievement also remain for black and Hispanic students, students who do not speak English as their native language, students from low-income backgrounds and students with disabilities.

About NAEP: NAEP, known as the nation's report card, is the only state-by-state comparison of student progress. Assessments are administered to a sampling of students periodically in math, reading, science, writing, the arts, civics, economics, geography and U.S. history. Assessments on NAEP are administered to about 3,000 students in 100 schools in Iowa and other states for each grade and subject – a large enough sample to draw valid inferences about Iowa's population in comparison to other states.

For review full results or need more information about NAEP, visit <http://nces.ed.gov/nationsreportcard/>.

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