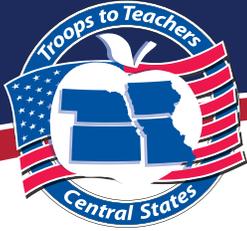


TROOPS TO TEACHERS



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Happy New Year

A SOLUTION TO BEHAVIOR CHALLENGES: SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT - PART 2

By Jan S. Weiner, Ph.D. and Belinda Dunnick Karge, Ph.D. California State University, Fullerton

Family involvement is a key component to the success of SWPBIS. Families are involved as a member of the team, in the development process as well as provided with an in-depth description of the process and the role they will need to play. For example, one student came home from school and Mom said, "Don't put your dirty shoes in the hallway!" Her son replied, "Mom, a better way to say that might be, 'Son, please remember to leave your shoes outside before you come in the house'." This respectful reply from her son was a good way to remind Mom about positive behavior expectations, what behavior she could reinforce in her son, and a demonstration of his generalization of the concepts being taught in school.

Every veteran teacher will tell you there is always one or two students that don't respond right away to tier one or tier two supports. These students need more intensive and specific support. At the third tier, or tertiary level, the educator addresses the more intensive needs of students who don't appear to be benefitting from the first and second tiers of PBIS (Feuerborn & Chinn, 2012). The third tier is exemplified by the following, some of which is borrowed from Anderson, Mesaros, and Neary (1992). When our belief system is such that a person's behavior 'problems' are viewed as random, unpredictable events and simply 'willful' on the person's part, then it follows that the most we can do for a person with behavior 'problems' is react - wait for the display of random behavior 'problems' - and then do something, typically something punitive, to suppress the behavior. However, when we view such behavior as predictable; as having a pattern; as related to the environment; as purposeful; as meaningful; as goal-directed; as communicative and of importance for the person, a whole world of proactive, preventative and educational supports and strategies become available to assist the person. Assessment of the purpose and meaning of the behavior 'problem' and a more thorough understanding of the behavior is then possible.

It might be determined that a few students will need a more immediate reinforcer in exchange for the "Gotcha Tickets". Sometimes students experience a delay that is too long and the ticket jar or selected school-wide reinforcer can be ineffective. In this case a team would meet and discuss the behavior and the student, and determine specific additional positive supports that can be given

individually to the student when the appropriate behavior is exhibited. This Tier 3 support provides the individual with intensive functional behavioral supports. This may require for example, that parents be directly involved and may become part of the contract so that when enough tickets are earned, parents consistently contribute a special reinforcer at home.

Positive support programs emphasize respecting and valuing the person; enhancing the person's overall lifestyle; building new behaviors and skills to replace problem behavior; 'smoothing' the relationship between the person's characteristics and the environment; highlighting what the person is successful with and what he or she is doing well; and using non-violent crisis resolution strategies. It appears that an acknowledgment by professionals as to the meaningfulness and purposefulness of behavior 'problems' is a critical first step to problem resolution and that proactive efforts in prevention, life-style enhancement and skill building are not only essential but may be the only tools we have to support a person with behavior 'problems' that can lead to durable behavior change. Such tools allow us to be educators. When the person's behavior 'problems' are viewed as unpredictable, meaningless and without purpose, all we can be are behavior managers - dispensing reactive consequences for random behavior 'problems' to effect a hoped-for but elusive and temporary suppression of the behavior.

If we were to visit a foreign country where we did not speak the language, we would make sense of the environment, influence people and make our needs known using a variety of verbal and non-verbal behavior. Some of what we might do could be viewed as atypical, strange, unusual, or funny. If we were unsuccessful in getting our needs met, we might increase our efforts and do things, which might even, be considered offensive or a 'problem'. For us, though, our behavior would be meaningful, goal-directed and purposeful. The native people of the country might begin to learn and understand our behavioral 'language' and it's meaning and might assist us over time to learn their language. As we did, we would rely on our atypical behavioral 'language' less and less and on our new, more efficient language more and more. Our old 'tools' would be replaced by new ones.

Continued on next page



TROOPS TO TEACHERS



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Behavior problems are viewed here as an individual's current 'language' for making sense of one's environments, for having one's needs met and for having power and influence in one's life. Our role is to first, acknowledge the legitimacy of the individual's genuine, important human goals that he or she is trying to achieve by the display of his or her atypical behavioral 'language' and, second, to assist and support the individual to learn and use a different more typical 'language' to have their goals met. To do the latter, we need to understand why an individual uses his or her behavioral 'language' so that we may offer him or her new 'words' and 'sentences'. As an individual learns and uses a new 'language' - and it is useful and efficient to do so - that individual will use their atypical behavioral 'language' less and less. His or her old tools would be replaced by new ones (Anderson, Mesaros, & Neary, 1992). If you are interested in learning more about Positive Schoolwide Behavior Support we suggest you view:

- <http://www.tolerance.org/> Magazine, films, resources, class activities about diversity, equal opportunity and respect for differences in schools
- <http://www.classdojo.com/about> Helps teachers improve behavior in their classrooms quickly and easily. Generates data.
- <https://www.pbis.org/research>

When schools want to make positive environmental changes, provide strong reinforcement, interactive strategies and effective communication, the staff should seriously consider School Wide Positive Behavior Support. To view the School Wide Positive Behavior Support SWPBIS in its entirety, including the references visit: <http://dese.mo.gov/adult-learning-rehabilitation-services/troops-to-teachers/news-and-updates>

Program Spotlight: Drury University Troops to Teachers program

Since 2002 Drury University has offered certification programs to military veterans enrolled in the TTT program. Numerous people have completed their certification and entered the teaching profession with unique perspectives and liberal arts preparation Drury University has been known for since 1873.

The TTT program at Drury University certifies qualified military veterans in middle school (grades 5-9) education in the areas of math, science, social studies, and language arts. The program is similar to other post-baccalaureate certification programs at Drury but offers a shorter way to certification. Being an alternative program, the Troops to Teachers program at Drury University enables participants to work in the classroom gaining valuable experience while completing the requirements. The program is also available for participants to complete the coursework prior to entering the classroom.

All participants must meet admission requirements for both the TTT program and the graduate program at Drury University. For more Info: http://www.drury.edu/academics/undergrad/education/pdf/admission_requirements.pdf). While some courses are also offered at the undergraduate level, most participants choose to take the graduate courses to complete the program. They must also meet the admission requirements for the College of Graduate Studies at Drury University (More Info: <http://www.drury.edu/du/education-masters/How-to-Apply-to-the-Master-in-Education-Programs/>).

All participants must meet the content area requirements for their teaching field and complete a set of four foundations of education courses, six methods courses, a field experience and culminating internship (see the specific courses required in each teaching field at the following link: <http://www.drury.edu/du/fort-leonard-wood/Troops-to-Teachers-Middle-School-Teacher-Certification-Program/>). Requirements for the instructional technology and classroom management courses with additional field experience are waived for participants based upon their military training and experiences. Participants must also pass the appropriate certification exam for their teaching field.

Drury University has been recognized as a Military Friendly School and provides an extensive array of services to military veterans (More info: <http://www.drury.edu/du/ccps/Meeting-Educational-Goals-for-Military-Students-A-Valued-Drury-Tradition/>). TTT certification program at Drury University is an excellent example of an ongoing commitment to those who have served our nation.

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:

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

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

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

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

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TROOPS TO TEACHERS MENTORS

We are pleased to have a list of mentors on our web site. These people have successfully been through the process from start to finish. They are offering their thoughts, insights, and encouragement to others pursuing their goals of becoming teachers.

WANT TO BECOME A MENTOR?

The advice and guidance you will provide is invaluable to fellow veterans interested in starting careers as K-12 public school teachers.

WOULD YOU LIKE TO VOLUNTEER TO BE A MENTOR?

Visit: DESE.TroopsToTeachers@DESE.mo.gov or

click here to join us: <http://dese.mo.gov/sites/default/files/TTT-MENTOR%20CONNECTION-%202006-14.pdf>

VETERAN'S EDUCATION & TRAINING SECTION

MISSOURI STATE APPROVING AGENCY



ADVISORY: RECENT DEPT. OF DEFENSE CHANGES TO THE TUITION ASSISTANCE PROGRAM 11/26/14

Background: The Department of Defense (DoD) recently updated its instructions regarding the utilization of Tuition Assistance. In these updated instructions, DoD announced that they will no longer authorize Tuition Assistance for classes for which a member is also receiving benefits under the Montgomery GI Bill - Selected Reserve program (chapter 1606 of title 10, United States Code), Reserve Educational Assistance Program (chapter 1607 of title 10, United States Code), or any other GI Bill program other than the Montgomery GI Bill - Active Duty program (chapter 30 of title 38, United States Code) or the Post-9/11 GI Bill program (chapter 33 of title 38, United States Code). To implement this policy change, DoD required all schools participating in the Tuition Assistance program to sign updated memoranda of understanding stating that the schools will not certify the same class for both Tuition Assistance and chapter 1606 or 1607. As of September 4, 2014, all participating schools have signed such memoranda.

These limitations on the concurrent receipt of both Tuition Assistance and chapter 1606 or 1607 benefits have not yet been replicated in the DoD instructions regarding the administration of chapters 1606 and 1607. Therefore, the Department of Veterans Affairs (VA), which administers the chapter 1606 and 1607 programs based on DoD's instructions, is not technically prohibited from processing claims for 1606 or 1607 even though Tuition Assistance has already been used for the same classes. However, the practical effect of DoD's changes to the Tuition Assistance instructions, and the newly signed memoranda, is that schools should no longer be providing VA with certifications for classes under chapter 1606 or 1607 if the member is also using Tuition Assistance to pay for all or part of the class.

Actions: VA Education Liaison Representatives and State Approving Agency personnel will ensure that this information is relayed to School Certifying Officials so that they are advised of the following:

- 1] From this point forward, School Certifying Officials should not certify any class to VA for benefits under chapter 1606 or 1607 if the member is receiving Tuition Assistance for the class. Since this is a point forward requirement, there is no need to take any action on current or past classes.
- 2] If any future terms have already been certified for both Tuition Assistance and chapter 1606 or 1607, then the School Certifying Official should decertify those terms for GI Bill benefits.
 - a] The member should be contacted and advised of the limitation on concurrent receipt and be given the opportunity to choose which benefit he or she would prefer to use.
 - b] If the member chooses to continue to use Tuition Assistance, then no further action is required.
 - c] If the member chooses to receive chapter 1606 or 1607, then the member needs to contact DoD to discontinue his or her use of Tuition Assistance. Once decertified for Tuition Assistance, the School Certifying Official should recertify these classes for chapter 1606 or 1607 benefits.
- 3] In the future, if a school, through the actions of the Tuition Assistance Administrator and the School Certifying Official (whether those are two separate individuals or one person functioning in both capacities), does certify a class for both Tuition Assistance and chapter 1606 or 1607 benefits, then the school and the Servicemember may be subject to the following DoD actions:
 - a] Censure and possible suspension from the Tuition Assistance program for violations of the memorandum of understanding.
 - b] Debt collection on the Servicemember for the amount of Tuition Assistance paid. VA will not establish or collect any debts for the amounts paid under 1606 or 1607 due to concurrent receipt.

Additional Information:

The School Certifying Official Handbook will be updated to reflect these changes in the near future.

/s/ Robert M. Worley II, Director, Education Service.

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VETERANS MAY ESCAPE HOUSING ALLOWANCE BUDGET CUT

Veterans in school may avoid a reduction in their monthly housing stipend, but not so the active-duty force. Veterans going to school under the Post-9/11 GI Bill will not see their monthly housing stipends reduced next year under the defense budget approved Wednesday by the Senate and House armed services committees.

A provision inserted into the 2015 National Defense Authorization Act by the House Veterans Affairs Committee exempts the veterans from the 1 percent reduction in housing allowance that active-duty service members are in line to receive next year.

Steve Gonzalez, assistant director for The American Legion's veterans' employment and education division, said that's good news for veterans, but questions lawmakers' willingness to create separate housing allowances. "We didn't want any cuts, not by any means, impacting veterans or service members," he said on Thursday.

He said the Legion put out word to all its state organizations to apply pressure to kill the proposal to reduce the military's Basic Allowance for Housing. Unfortunately, they were only partly successful. He credited the House Veterans Affairs Committee with opposing the cut to student veterans.

The Senate Veterans Affairs Committee did not oppose the cuts on the student vets, he said, and there was no serious opposition to imposing the reductions on the active-duty force.

"We also find it odd that if [reducing] BAH is such a sticking point to certain members of Congress, it's hard to believe that you can protect one side and not another," Gonzalez said. Veterans in school under the Post 9/11 GI Bill receive monthly housing allowances that are tied to the Defense Department's Basic Allowance for Housing schedule, or BAH. Specifically, the amount is based on the BAH rate for an E-5 with dependents and changes annually -- up or down -- in accordance with housing costs across the country.

Because housing costs vary from place to place, the allowances do, as well. The Defense Department originally asked for a 5 percent reduction to BAH over three years, but lawmakers backed off on that against pressure from veterans groups and military associations that lobby on behalf of the active duty.

Joe Davis, national spokesman for the Veterans of Foreign Wars, said the Pentagon will continue to push for BAH reductions.

"They will get it, but it'll be 1 percent this year, then 1 percent next year and 1 percent after that. ... Eventually, they'll get their 5 percent," he said.

Gonzalez also criticized lawmakers for including the BAH reductions in the budget before receiving the findings of the Military Compensation and Retirement Commission. The commission, established by Congress, is to present its final report in February.

The commission spent the last year consulting with benefits experts and meeting with veterans and service members in town hall forums across the country in order to develop recommendations for changes to pay and benefits.

"If we're so worried about wasting money, aren't we doing [that] if we're flying people around on taxpayer dollars to get information but then not using it?" he asked. "If the intention was to make cuts all along, without being informed by the commission, then Congress should have made them more than a year ago," he said.

"Let's not play these games," Gonzalez said.

<http://www.military.com/daily-news/2014/12/05/veterans-using-gi-bill-may-escape-housing-allowance-cut-budget.html>

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.



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.

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SHARE THIS NEWSLETTER This newsletter is being e-mailed to one person at each school. Please share this newsletter with all other Certifying Officials, Education officers, Unit Commanders and personnel, the Bursar's or Comptroller's Office, Human Relations office, Financial Aid Office and other interested individuals at your school/business/Unit.

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. If you are reading this, email: john.parker@dese.mo.gov to receive a gift.



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KANSAS

NEW KANSAS EDUCATION CHIEF WANTS FOCUS ON 'WHOLE STUDENT'

TOPEKA - Randall Watson has made his mark on public education in Kansas by going against the tide. As superintendent of the McPherson school district, he was one of the first to get a waiver from regulations under No Child Left Behind that allowed McPherson to use a different kind of testing system instead of the state-mandated assessments used in other school districts. And earlier this year, he led McPherson to become one of the first two districts to be granted waivers from a host of state laws and regulations governing public schools under the state's new "Innovative School Districts" program — a program that many State Board of Education members and staff at the Kansas Department of Education opposed. Because of that, Watson may have seemed like an improbable choice to become the next Kansas Education Commissioner. But that's who the Kansas State Board of Education has chosen to lead the very agency whose policies and regulations he has so successfully gotten around.

"I'm really humbled by the trust the state board has put in me," Watson said in a telephone interview. "I plan to do what I've always done, which is try to bring people together to form a common vision of what Kansans want from their education system and how we deliver that to their students."

Watson will take over the reins of the Kansas public school system at the beginning of what he sees as a new era in education, one he hopes will put less focus on test scores in reading and math and more focus on the "whole student" and what it takes to become a successful young adult. "If you look at the transition in Kansas and schooling across the country, prior to the mid-1980s most districts operated entirely under local control," Watson said. "Kansas started to dabble in mid-'80s with minimum competency tests. By the late '80s-early '90s, we transitioned to Quality Performance Education."

Kansas formally adopted Quality Performance Accreditation, or QPA, in 1992. That was the law that said school districts would be judged and accredited on the basis of student achievement, and it required the state board to adopt curriculum standards in each subject area and to administer tests in certain core subjects to measure how well schools were performing. It was part of the same bill that also shifted the bulk of funding for public schools away from local districts and established a state funding mechanism based on a uniform, per-pupil formula. In the early 2000s, Congress took that a step further by enacting No Child Left Behind, a kind of national QPA system that tied access to federal education funding to growth in student achievement.

Although the Obama administration has tried to move away from No Child Left Behind, granting states waivers from its requirements in exchange for adopting other reform measures, that testing system still forms the basis for how schools are held accountable at both the state and federal levels. Watson said he still believes in accountability based on outcomes, but he wants to see the focus shift. "The outcomes that we want are a successful young adult, not necessarily reading and math scores," he said. "Those are just inputs. The next step is to identify the skill sets that make up a successful adult and then go backwards to map that." He said that involves looking beyond just the K-12 school system and integrating with higher education.

While pursuing those lofty goals, however, Watson will also have to deal with a host of more immediate concerns, not the least of which is future funding for public schools. While a constitutional lawsuit is pending in state court over the adequacy of current funding, the most recent revenue estimates show Kansas facing a \$278 million shortfall in the current fiscal year and even bigger shortfalls in the years ahead.

Traditionally, Kansas education commissioners have not gotten directly involved in the legislative process, lobbying lawmakers and the governor for more funding.

To read the full article visit: <http://www2.ijworld.com/news/2014/nov/27/new-state-education-chief-wants-focus-whole-studen/>

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

NEBRASKA

HEINEMAN ANNOUNCES NEB. JOBS TO REACH RECORD HIGH 12/10/14

Governor Dave Heineman announced Wednesday that Nebraska's significant job count growth is expected to top 1.1 million by 2015, a record high employment for the state. This historic achievement illustrates the significant and consistent focus on job growth and economic development in Nebraska throughout the last ten years, particularly in recruiting, retaining and growing desirable high demand, high wage and high skill careers.

"Nebraska's employment picture in 2014 is significant and substantial, and this record project for 2015 is outstanding news for Nebraskans," said Gov. Heineman. "We are experiencing continued growth in a number of key industries, and additional growth is projected.

A number of areas are expected to contribute to the 27,000 jobs the state is expected to add from 2013 through 2015. The education and health services areas are projected to add more than 6,800 jobs.

If you are looking for a teaching job, visit: http://nebraskaeducationjobs.com/job_seekers.htm.

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





IOWA

School board members on Wednesday were frustrated and divided about what to do next, after the U.S. Department of Agriculture confirmed that the district's diversity policy is not compliant with federal law. The policy, passed in February 2013, has faced legal questions from the State Department of Education and the USDA since its beginning. Board members now must decide by Jan. 31 whether to correct the non-compliant sections of the policy - likely making it less effective - or rescind the policy entirely. The issue centers on whether the district's use of federal free and reduced lunch eligibility data - a common measure of poverty in schools - would publicly identify students who qualify for the program.

The district would use that data to determine poverty levels in each school and then attempt to balance those levels. The district's attorney, Joe Holland, had maintained that practice was on good legal footing, superintendent Stephen Murley said. A Nov. 12 letter from the USDA official to the State Department of Education, however, stated otherwise. The federal agency wrote that the diversity policy is not compliant with federal regulations protecting the privacy of students eligible for free and reduced lunch, because it examines the data at too minute a level. Federal law allows for the use of "aggregate data" without parent permission. That means only using data at the schoolwide or districtwide level, USDA spokesman Devin Koontz said. The Iowa City policy aggregated data in groups of 10 students.

"The goal is, we want children to be able to access healthy school meals without being stigmatized for participating in the program," Koontz said. "They're already a vulnerable population, and we don't want our data to be used to make them any more vulnerable." The state passed the USDA's letter - written after the state and district asked for clarification earlier this year - on to district officials last week and has given them until Jan. 31 to correct the policy. Murley said there are a number of other data sets the district could use to measure poverty, but it has concerns about all of them. Census data quickly becomes outdated, he said, and property value data is not a good indicator for Iowa City because many people rent houses or apartments. "We know this is the right work to do for kids," Murley said. "So how do we go about doing that work absent the ability to dictate that through policy?"

Jeff Berger, a deputy director at the State Department of Education, said the district could also do its own data collection. Another option, Murley said, is to try to balance poverty levels on a smaller scale, working with community members a few schools at a time.

To read full article go to: <http://www.kcrg.com/next-steps-for-iowa-city-schools-unclear-after-usda-ruling-of-non-compliance-20141203>

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

MISSOURI

STATE BOARD APPROVES QUALIFYING SCORES FOR MISSOURI CONTENT ASSESSMENTS

NEW EXAMS REPLACED PRAXIS IN SEPTEMBER

As Missouri continues its work to prepare effective educators, the State Board of Education voted to approve initial qualifying scores for the Missouri Content Assessments during Thursday's State Board of Education meeting. Educator candidates must pass a Missouri Content Assessment to earn certification for each subject they want to teach. These exams measure the content knowledge necessary for teachers, librarians, principals and administrators. They replaced the Praxis tests in September. Missouri educators in each content area recommended what prospective teachers needed to know in order to teach a particular subject. "Producing well-prepared and effective educators is a goal we all share, and one which the Missouri Department of Higher Education wholeheartedly supports," said Rusty Monhollon, assistant commissioner for academic affairs with the Missouri Department of Higher Education. "We will continue to work closely with our K-12 colleagues in pursuit of this goal."

The vote was unanimous to set scores for the 56 exams. Scores were set based on: Item validation and standard setting panels made up of Missouri educators. Recommendations from the Missouri Advisory Council for the Certification of Educators (MACCE) and the Missouri Advisory Committee for Educator Preparation (MABEP). Initial impact data gathered from the first two months of testing. The Department recommended that the scores be revisited by the State Board in August 2015 when additional impact data will be available. "Setting the initial qualifying scores was a collaborative effort among many in education from around Missouri," said Paul Katnik, assistant commissioner in the Office of Educator Quality. "We will continue to monitor data to ensure we are developing and preparing effective educators." Moberly Superintendent Gena McCluskey added: "Teachers face new and unique challenges on a daily basis and they hold themselves to the highest standard because they know the importance they play in positive outcomes for all Missouri students."

The Missouri Content Assessments are a portion of the Missouri Educator Gateway Assessments (MEGA), a comprehensive approach to assess the pre-professional development of students working for educator certification in Missouri. These assessments provide a common, statewide foundation of content knowledge, professional practice and what it takes to be an effective educator and are aligned with state standards. To read entire article go to: <http://dese.mo.gov/communications/news-releases/state-board-approves-qualifying-scores-missouri-content-assessments>.

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

