“...preparing professional educators for instructional leadership, research, and other professional roles in school and non-school settings to serve a dynamic, technologically advanced, and diverse community.”
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Dear Students:

Because the quality of your professional teacher preparation program is important to us and to our nation’s future, the University of Missouri-St. Louis College of Education has unveiled a groundbreaking teacher education program consistent with our goal to Create the 21st Century College of Education. We designed our new program to prepare you for your teaching career by offering you the latest methods and technology, plus more time working with teachers in classrooms throughout your preparation program.

Beginning in Fall 2001, the new program will offer all our students, those already in the College of Education who choose to transfer to the new program and those new to the College, enhanced experiences in multi-culturalism, classroom management, high-end computer and internet technology through our new state-of-the-art E. Desmond Lee Technology and Learning Center, and intense field experiences—all beginning early in the program.

You’ll be taking courses that first orient you to the teaching profession from three perspectives: 1) how and why schools work; 2) what teachers and teaching are all about; and 3) how and why students develop and learn.

As you progress through the program, you will find yourself better prepared to deal with diverse students and with the newer state assessment systems. Two newly created courses, “Integrated Instructional Methods” and “Literacy Development” along with our other revised courses, will better prepare you for your career with classroom experiences specifically designed for and tied to your certification area and teaching methods courses.

All of these experiences are capped by an in-the-classroom internship with an expert teacher where you will gain intense, personalized experience with the grade-level students and subject matter you will be teaching. And because this internship will lead directly to your teaching in the same classroom, you will see the entire school year from start to finish.

You are the future of the teaching profession and will help shape the future for thousands of young learners across this state and the nation. This exciting program offers you high-quality, cutting-edge opportunities to work with young learners throughout your program, to become proficient with the latest technological advances by way of our new E. Desmond Lee Technology and Learning Center, and to begin developing your professional career portfolio.

Along with our partner Birth 12 schools, we are well positioned to create the 21st Century College of Education so you can experience exemplary teaching methods, meet and study with the best teachers, and begin your teaching with a foothold in the future.

Our 21st Century College of Education welcomes you. Here, educators are our brightest shining stars!

Sincerely,
Charles D. Schmitz, Ph.D., Dean of College of Education
Helene Sherman, Ed.D., Associate Dean for Undergraduate Education
Scot Danforth, PhD., Chair, Division of Teaching & Learning
Vision of the College of Education

The University of Missouri-St. Louis 21st Century College of Education, as part of Missouri’s public, metropolitan, land-grant, research university, will be a leader in developing educators for instructional, leadership, research and other roles in traditional and non-traditional learning communities. The College is a collaborative teaching and learning environment for educators and is committed to significantly advancing the quality of teaching, learning, and research as it serves a dynamic, technologically advanced, and diverse metropolitan community. The College of Education faculty holds the following central beliefs:

- Education is necessary and valuable for enhancing the lives of individuals and for improving society by examining, creating, and sharing knowledge.
- Effective educators understand, embrace, and celebrate diversity.
- Effective educators recognize inequities and act in ways that bring about social justice.
- Effective educators use diverse, culturally responsive strategies to provide for the individual needs of all learners.
- Effective educators practice and model ethical behavior.
- Effective educators practice and model active research and seek external support for that research.
- Effective educators use technology to increase student engagement and expand learning opportunities for all learners.
- Reflective educators make decisions about best practice informed by existing and emerging research.
- Successful learners and effective educators engage in self-reflection, critical inquiry, and creative endeavors.
- Active engagement is vital to learning.
- Continuing research is essential to inform practice, enhance the community, and advance the professions and the mission of the university.
- Partnership and collaboration among educators, other professionals, parents, students, and the community at large are essential to the learning process.
- Lifelong learning and professional development are critical to the efficacy of educators and the community in a constantly changing world.
- An organization’s structure must be consistent with and supportive of its vision.
Conceptual Framework and Knowledge Base

The University of Missouri, Saint Louis College of Education prepares educators for the challenges they face now and in the future. The Conceptual Framework, and Knowledge Base upon which it is built, expresses our commitment to engaging in multiple contexts, working with diverse individuals and communities, promoting and supporting social justice, developing and working in collaborative partnerships, and promoting and engaging in quality educational practice. In these ways, we create a dynamic relationship between what the student knows and the integration of new understandings, recognizing that this understanding comes about through social interactions, critical inquiry, and reflection.

Our teacher preparation program is also designed to address the eleven Missouri Beginning Teacher Quality Indicators as articulated by the Missouri Department of Elementary and Secondary Education. These 11 state standards provide the basis for the organization and evaluation rubric for the professional portfolios that all teacher candidates prepare and submit for both graduation and certification.

Missouri Beginning Teacher Quality Indicators

1. The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students. Performance Indicators: The Preservice Teacher
   • knows the subject(s) applicable to the area(s) of certification or endorsement (defined by Subject Specific Competencies for Beginning Teachers in Missouri);
   • the subject(s) in multiple ways;
   • uses students’ prior knowledge;
   • engages students in the methods of inquiry used in the subject(s);
   • creates interdisciplinary learning.

2. The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. Performance Indicators: The Preservice Teacher
   • knows and identifies child/adolescent development;
   • strengthens prior knowledge with new ideas;
   • encourages student responsibility;
   • knows theories of learning.
3. The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Indicators: The Preservice Teacher

- identifies prior experience, learning styles, strengths, and needs;
- designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
- knows when and how to access specialized services to meet students’ needs;
- connects instruction to students’ prior experiences and family, culture, and community.

4. The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Performance Indicators: The Preservice Teacher

- selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
- evaluates plans relative to long- and short-term goals and adjusts them to meet student needs and to enhance learning.

5. The preservice teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Performance Indicators: The Preservice Teacher

- selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
- engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

6. The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators: The Preservice Teacher

- knows motivation theories and behavior management strategies and techniques;
- manages time, space, transitions, and activities effectively;
- engages students in decision making.
7. The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Performance Indicators: The Preservice Teacher**
- models effective verbal/non-verbal communication skills;
- demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students’ communications;
- supports and expands learner expression in speaking, writing, listening, and other media;
- uses a variety of media communication tools.

8. The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Performance Indicators: The Preservice Teacher**
- employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
- maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.
9. The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

**Performance Indicators: The Preservice Teacher**

- applies a variety of self-assessment and problem-solving strategies for reflecting on practices, their influences on students’ growth and learning, and the complex interactions between them;
- uses resources available for professional development.
- practices professional ethical standards.

10. The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

**Performance Indicators: The Preservice Teacher**

- participates in collegial activities designed to make the entire school a productive learning environment;
- talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems;
- seeks opportunities to develop relationships with parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
- identifies and uses appropriate school personnel and community resources to help students reach their full potential.

11. The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

**Performance Indicators: The Preservice Teacher**

- demonstrates an understanding of instructional technology concepts and operations;
- plans and designs effective learning environments and experiences supported by informational and instructional technology;
- implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
- uses technological applications to facilitate a variety of effective assessment and evaluation strategies;
- uses technology to enhance personal productivity and professional practice;
- demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.
Teacher Education Curriculum

All students enrolled in undergraduate programs leading to a Bachelor’s degree and/or teacher certification share a common curricular structure consisting of three consecutive levels of coursework. The first two levels are common to all of our teacher education programs. The third level consists of special instructional methods courses that are specific to each degree program and/or certification area.

Field experiences are required throughout the entire program. These are linked to specific courses within each level. Information on where to go and what to do is given in these courses.

Field experience placements are made by the Undergraduate Education Office (155 Marillac Hall). Students who work in direct service positions such as teacher’s aides in public or private schools often may utilize their work site as a field experience site. Please consult individual course instructors for specific arrangements.

Level I: Exploring Education as a Profession

What does it mean to be a teacher? What is this profession all about? How do schools work? Do I want to become a teacher? These questions and more are addressed in the first portion of the teacher education curriculum, Level 1.

Level 1 consists of the following courses:

- TCH ED 2210: Introduction to Teaching (3 credit hours)
- TCH ED 2211: Introduction to American Schools (3 credit hours)
- TCH ED OR ED PSY 2212: Introduction to Learners and Learning (3 credit hours)

**Level 1 field experience:** approximately 30 total hours

Level I is intended to give you the opportunity to develop relative to the following specific expectations:

*The students will*

1. Examine the roles, responsibilities and ethics of effective teachers through classroom observations, research, and coursework.
2. Understand the impact of biological, socioeconomic and cultural differences on teaching and learning.
3. Begin to develop professional communication skills through the use of effective communication strategies and technology tools to enhance connectivity.
4. Identify and elaborate on the role of various political, legal, and historical factors that influence American schooling today.
5. Articulate understandings of diverse learners’ needs through multiple teaching and assessment strategies to support contextual engagement in learning.
6. Analyze the multiple roles of a teacher both in and out of classrooms through intensive, structured, and reflective experiences in the field.
7. Identify and document school, community, professional, and technology information resources.
8. Analyze and write about both biological and sociocultural forces that shape optimal human development, including reflection on their own development and familiarity with Erickson’s stage theory.
9. Discuss the relationship between language acquisition and use and cognitive development including ideas by Chomsky, Vygotsky, and Piaget.
10. Apply understandings of cognitive and social development by conducting a theory of mind interview with a child and analyzing peer interactions.
11. Identify the major milestones for each stage of social and emotional, physical, and moral growth and development.

Level II: Analyzing the Nature and Processes of Education

In this second part of the curriculum, students who have decided to become professional educators build the basic pedagogical knowledge and skills necessary to effective practice. This includes a deep understanding of how children and adolescents learn, how effective lessons are constructed, how social and instructional supports can be provided to meet the needs of all learners, and how students develop oral and written literacy skills.

Level 2 consists of the following courses:

TCH ED OR ED PSY 3312: Psychology of Teaching and Learning (3 credit hours)
TCH ED 3313 Introduction to Learners with Disabilities and Inclusive Education: (3 credit hours)
TCH ED 3310: Introduction to Instructional Methods (3 credit hours)
TCH ED 3315: Literacy, Learning and Instruction (3 credit hours)

OR

TCH ED 4391 Teaching Reading in Secondary School Content Areas (3 credit hours)
Level 2 field experience: Approximately 30 total hours

Level II is intended to give students the opportunity to develop relevant to the following specific expectations:

1. Experience selected application of *praxis* in actual and simulated classrooms
2. Demonstrate knowledge of learning theories
3. Demonstrate knowledge and initial application of teaching principles
4. Translate content knowledge into appropriate grade-level curriculum
5. Integrate technology into lesson planning and the teaching/learning process
6. Develop instruction to meet the needs of individual learners
7. Reflect on ones own teaching and professional development to improve practice
8. Design and analyze assessment of learning
9. Demonstrate knowledge and application of literacy development of learners
10. Demonstrate knowledge of curriculum development in content selection and unit planning
11. Demonstrate basic skills of various instructional methods
12. Establish collegial relationships with other educational professionals
13. Understand and apply the knowledge of cultural diversity to the teaching/learning process

Level III: Synthesizing Theory and Practice in Education

In the final section of the curriculum, theory and action come together. Students are guided in the development of practical skills, dispositions, and reflective capacities that derive from the latest research and theory in education. In Level 3, students take courses in their areas of specialization. Although courses vary depending on the area of teacher certification, two commonalities exist across all programs.

- All programs require the completion of the Professional Portfolio during Level 3.
- All programs require a Student Teaching experience in the final semester of Level 3.

Most (not all) programs require either a one or two semester intensive Professional Internship prior to Student Teaching. See an Academic Advisor (155 Marillac Hall) for details on the requirements for specific programs.

The goal of Level 3 is the development of practical pedagogical skills through an intense immersion into the school culture. Most research indicates that truly worthwhile
professional development cannot occur solely in the isolation of a college classroom; rather, most successfully prepared educators have a wealth of field experiences providing many opportunities to test theories and refine their practices in the complex reality of real classrooms and schools. Only in such an environment of professional praxis can one truly gain the confidence, knowledge, dispositions, and skills necessary to enter the profession prepared to succeed.
Overview of Professional Portfolios

A professional portfolio is a purposeful collection of artifacts that exhibit a teacher candidate’s efforts, progress and achievements. It is a summation of what you have learned, what you know, and what you can do. The Teacher Education Programs of UM-St. Louis use the guidelines from the eleven Missouri Standards for Teacher Education Programs (MoSTEP) as the criteria for selection of artifacts and the MoSTEP rubric as the criteria for evaluating them. Additionally, students write brief essays demonstrating reflective thinking about the artifacts and the standards.

Students begin developing a professional portfolio in Level 1 courses (Level 2 for transfer students) and submit the completed portfolio for final evaluation at the end of student teaching. Each student portfolio is evaluated by the faculty and must pass prior to graduation and recommendation for teacher certification.

All students enrolled in Level 1 or Level 2 classes in Fall semester 2004 must complete an electronic (web-based) portfolio. Students who completed all Level 1 and Level 2 courses prior to Fall semester 2004 may complete either a paper (3 ring binder) or an electronic portfolio. The software for the electronic portfolio is called Livetext, and it is available for purchase in the University Bookstore. The College’s Technology and Learning Center (http://tlc.umsl.edu/) provides training and support on the use of Livetext.

What are Artifacts?

Artifacts are materials produced by teacher candidates during all parts of their teacher education programs. Each selected artifact provides evidence of mastery and application of teaching pedagogy and methodology. The artifacts chosen should showcase of the teacher candidate’s achievements, highlighting their strengths as effective educators. The production and collection of the artifacts begins in the first education course. Throughout college coursework, students collect samples of their work as potential artifacts for the certification portfolio. During student teaching, pre-service teachers finalize this professional portfolio, adding appropriate artifacts from the student teaching experience.

How do you select the best showcase artifacts?

You need to be selective when deciding which artifacts to include. More is not always better. Show your best work. You are trying to persuade people who do not know you that you are a competent beginning teacher, who is proficient in each of the 11 MoSTEP standards. As you decide which lesson plans or other artifacts to include in your portfolio,
for example, think about the following:

- covering different subject areas, especially elementary teachers
- including interdisciplinary themes
- utilizing students’ prior knowledge
- having students take responsibility for their learning and behavior
- meeting the needs of individual students
- using a variety of instructional strategies
- developing critical thinking and problem-solving skills
- incorporating instructional technology
- using a variety of assessment techniques

**How is the Professional Portfolio assessed?**

A team of university instructors, supervisors, and school district personnel will examine your portfolio by requesting you to share it with them as reviewers. The team of the reviewers use a scoring rubric based on the eleven MoSTEP Beginning Teacher Quality Indicators to decide whether you have met the essence of the performance standards that students graduating from teacher education programs are expected to meet. The final assessment result (pass or fail) will be submitted to the TEP as well as you electronically. **You must receive a passing grade from the review team in order to be recommended for certification.**

If there are deficiencies in specific Standards, you will be notified and asked to improve the weak areas until you have shown proficiency. You will receive a Delayed Grade in student teaching until you pass the program electronic portfolio. This Delayed Grade must be completed before your degree and certification paperwork can be processed.
Overview of Field Experiences

The Teacher Education Program unites University-based study of the latest educational research and theory with field-based opportunities to develop practical skills in direct interaction with children and adolescents, practicing teachers, and other professionals. Teacher education students participate in field experiences in public and private schools throughout Levels 1, 2, and 3. Field placements for students are made by the Office of Advising, Professional Experiences and Certification (155 Marillac Hall) in conjunction with the course instructor.

The activities undertaken within field experiences are guided by both course requirements and the needs of partner schools. The level of responsibility and intensity increases as you progress through the program. Level 1 field experiences often involve observations, information gathering, and relatively simple forms of classroom assistance such as tutoring. Level 2 field experiences often require University students to provide more intense and advanced forms of instructional support to young students in classrooms. Level 3 field experiences involve more elaborate activities such as lesson planning, curriculum development, small group and whole class instruction.

The College of Education has developed collaborative partnerships with over 125 public and private schools in the St. Louis region, ranging from early childhood centers and kindergartens to elementary, middle, and high schools. The College intentionally partners with schools that serve a wide range of students, varying greatly in terms of social class and race/ethnicity.
Academic Advising Information

Academic advisors for Teacher Education Programs are located in the Office of Advising, Professional Experiences and Certification (APEC), 155 Marillac Hall. The academic advisors can provide guidance to all students seeking an undergraduate degree in Education and/or seeking teacher certification in Missouri. An appointment can be arranged by calling (314) 516-5937.

All students seeking an undergraduate degree and/or teacher certification should consult an Academic Advisor prior to starting Level 1 courses. Additionally, in order to remain apprised of any important program information, students should consult an Advisor at least once per semester.

Current academic advising information is also available on the web at http://coe.umsl.edu/certification/index.html. A brief description of the basic procedures and requirements at various points in the Teacher Education Program is provided below.

What to do before entering Level 2: Applying to the Teacher Education Program

Before beginning Level 2 courses, all students must be admitted to the Teacher Education Program. In order to be admitted, a student must meet the following minimum standards:

• **2.5 Cumulative Grade Point Average (GPA)**
  This average includes all colleges attended, both undergraduate and post-baccalaureate. This must be documented by official transcripts (sent directly from each college’s registrar to the UMSL Admissions Office) from all colleges you have attended and from any college credit you earned in high school. You will want to obtain unofficial transcript copies for use in applying for your internship and student teaching, as well as for other purposes (e.g., professional portfolio).

• **An ACT score of at least 20 or a combined SAT score of at least 800**
  These scores must be officially submitted by the testing service to the Admissions Office at UM-St. Louis. If taken while in high school, scores may be found on the high school transcript. If it is necessary to track down your test results, ACT and SAT phone numbers are available in the Advisement Office (155 Marillac Hall).
• **C-BASE scores of at least 235 on all subtests**

This test is offered on-campus five (5) times each year, with results arriving within 6-8 weeks. If you already have a bachelor’s degree you are not required to submit CBASE scores. (Exception: Students holding a Bachelor of General Studies Degree from UM-St. Louis must take C-BASE and pass each area with a minimum score of 235.)
Beginning December, 2003, Formal Application for Teacher Education Program will be submitted on-line through the MyGateway system. Submit the completed formal application to the Teacher Education Program with all required documents the semester before you intend to take Level II courses. Your application must be approved before you can take any Level II or other professional education courses (including any required methods courses). Note: It is recommended that students submit the completed application, with all requirements documented well before the semester you intend to begin taking Level II courses.

How to Apply Online
Once you have been accepted into the Teacher Education Program, you will receive an electronic acceptance from the Office of APEC. You should keep this letter to document your formal acceptance into the TEP and thereby gain entrance into the Level II courses. Once you have been admitted to the TEP, you should meet with your advisor regularly to ensure that you are meeting the necessary requirements to progress through your selected program. Secondary Education students should also meet with their subject area advisor in order to ensure that content area requirements are being met. Students enrolled in the Honors College should also meet with the Honors College Advisor.

This application should take approximately 5 minutes. Sign in with your Gateway ID to begin. REMEMBER: you must also complete a background check to enter the teacher education program. If you have any questions, see the directions below. If you still have questions, review the Frequently Asked Questions (FAQ) page, or contact an academic advisor.

Before you start

- You need to know your SSO ID (also known as Gateway ID) and your password. If you do not know your SSO ID, you can look it up at https://sso.umsl.edu/perl/id_search.pl
- You must know how to access your student email account at http://studentmail.umsl.edu. Once you have completed your application, you will receive a message through your student email account, to which YOU MUST REPLY in order for your application to be confirmed. If you do not know how to access your student email, support is always available at the Technology and Learning Center in Marillac Hall.
Application Directions

• Sign in using your SSO ID and password.
• Step 1: Review the information from your student record. If anything is incorrect, you will need to contact the UM-St. Louis Office of the Registrar to update it.
• Step 2: Review the academic requirements for admission to the Teacher Education Program. If you believe that any of your academic data is being reported incorrectly, you will need to update it by contacting the UM-St. Louis Office of the Registrar.
• Step 3: Provide additional information for your application to the Teacher Education Program.
• Step 4: If the available data indicate that you do not meet all of the academic requirements, you may still submit an application. You will be asked to indicate how you will meet the academic requirement within a one semester probation period, or to indicate where you believe the data is incorrect. If you believe the data is incorrect, you will need to correct with the appropriate University office and resubmit the application.

Attention Post-Baccalaureate applicants:

Currently the application shows that you need CBASE and the 60 hour requirement to complete the application. Post-baccalaureate students are exempt from these requirements. PLEASE SUBMIT THE APPLICATION. When you are asked to complete an "action plan" to remediate these requirements, put in "Not required for post-bacc applicants" for these two items. We apologize for any inconvenience.

Next Steps:
Confirm your application from your email account

An email will be sent to your student email account. This email will contain a link, which you will need to click on or copy into your browser address bar. You then see a page which will provide you with additional instructions for confirming your application.

Additional documentation

Make sure that you complete and submit all necessary forms for a background check, which includes a criminal history check and a child abuse and neglect check. The appropriate State agency will send these reports directly to the Undergraduate Education Office.
Changing Academic Division to the College of Education
If you are not already registered in the College of Education, you should, upon admittance, complete a Division Change form in the Registrar’s Office.

Application to Internship and Student Teaching
One semester before the semester you when intend to complete student teaching you should complete and submit the Student Teaching Application. This application is necessary to arrange for both internship(s) and student teaching.