

**Division of Teaching & Learning
Teacher Certification & Advising
Student Handbook**



**155 Marillac Hall
University of Missouri - St. Louis
College of Education**

Accredited By

**Missouri Department of Elementary and Secondary Education
National Council for Accreditation of Teacher Education**

Dear Students:

We are very pleased to welcome you to the teacher education program in the College of Education at the University of Missouri-St. Louis. On behalf of the administration, faculty and staff, we want you to know that we are dedicated to making certain that your academic experience is both productive and successful in meeting your academic and professional goals. You are preparing for careers that make a profound difference in all those with whom you will work and teach. The College of Education looks forward to assisting you in your plans to prepare for a fulfilling career in your own classroom.

During your coursework over the next few semesters, you will be involved in a vibrant teacher education preparation program. Beginning early in your coursework you will have a wide variety of opportunities to work with K-12 pupils by engaging in direct classroom experience. You will be guided and encouraged at each step so that you are fully prepared to meet the challenges and excitement of working with your future pupils. You will also study and work, along with fellow students, staff and faculty, in the cutting edge Technology and Learning Center, located in the College of Education.

If you have questions regarding your studies, program and/or certification issues, please contact Pam McCann-Clay, receptionist, at 516-5937 or, by email at Pamela@umsl.edu, to schedule an advising appointment. We wish you every success for the coming year and throughout your professional career. We will work with you in our dynamic and progressive program to support your studies and goals as you successfully prepare for the teaching profession.

Best wishes,

Charles D. Schmitz
Dean, College of Education

Helene J. Sherman
Associate Dean of Undergraduate Education

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COLLEGE OF EDUCATION VISION STATEMENT

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.

What We Believe

- 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.

Teacher Certification & Advising (TC&A)
Office Personnel

Associate Dean for Undergraduate Education:

Helene J. Sherman, Ed. D.
314-516-6710
Helene_Sherman@umsl.edu

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Debbie Ballard, Administrative Associate I
314-516-6710
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Pam McCann-Clay, Department Assistant
314-516-5937
pamela@umsl.edu

Overview of Program Checklist

**Note: You must utilize your MyGateway email address.
This is how the TC&A Office will contact you!**

- 1) Apply and be accepted to the Teacher Education Program:
From UMSL College of Education homepage (coe.umsl.edu)
 - Click on **Current Students**
 - Click on **Teacher Education Program Application**
 - Click on **Apply to the Teacher Education Program**
 - Sign In

- 2) Apply, be accepted and register for Internship or Student Teaching. If you are enrolling in student teaching, ask for a reduced rate for parking from the Cashier's Office, located in the Millennium Student Center on the North Campus.
 - Click on **Current Students**
 - Click on **Teacher Education Program Application**
 - Click on **Apply for Internship/Student Teaching**
 - Sign In

- 3) Obtain an internship permission number after March 31st for fall registration, and after October 31st for winter registration in 155 Marillac Hall, TC&A Office. A permission number is required for registration, and will not be available prior to the listed dates.

- 4) Complete all professional education courses and student teaching with a C or better and with a minimum 2.5 cumulative GPA.

- 5) Pass the Praxis II (National Teacher Exam) in your certification area. Results must be sent to UM-St. Louis (R6889) and to Missouri State Department of Education (R7625). It is recommended you take this test the semester before you student teach.

- 6) Submit ePortfolio via Livetext.com by posted date and pass all 11 standards. If ePortfolio fails, your portfolio will be sent back to your Livetext account for your corrections. A DL (Delayed) grade in student teaching will be issued until the portfolio passes. **This grade must be completed before your degree and certification can be awarded.**

- 7) Notify the Teacher Certification & Advising Office of any change in personal information.

Academic Advising Information

Academic advisor offices for Teacher Education Programs are located in the Teacher Certification & Advising Office (TC&A), 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. Arrange an appointment by calling (314) 516-5937 or by contacting Pam Clay, receptionist, at pamela@umsl.edu.

All students seeking an undergraduate degree and/or teacher certification should consult an Academic Advisor prior to or during the first semester Level I courses are taken. Students should meet with an advisor at least once per semester.

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

Teacher Education Curriculum

All students enrolled in undergraduate programs leading to a Bachelor's degree (B.S. Ed.) and/or teacher certification share a common curricular structure consisting of three consecutive levels of coursework. Most programs offer the same courses in Level I and II, however there are some curricular differences. The third teacher education level consists of special instructional methods courses that are specific to each degree program and/or certification area. Program sheets are available for each major certification area at <http://coe.umsl.edu/web/divisions/programs/teach-cert/index.html#>, under Degree Programs and Certifications.

Field experiences are required throughout the entire program and are linked to specific courses within each level. Information on site locations and field experiences are provided in each course syllabus and at Level I and II orientations.

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 field experience: Approximately 20 clock hours.

Tch Ed 2209 and Tch Ed 2212 (effective Fall 2010)

Level II: Analyzing the Nature and Processes of Education

In this second phase of the curriculum, students develop the basic pedagogical knowledge and skills necessary for effective practice. Level II curriculum includes content regarding student learning, characteristics and construction of effective lessons, social and instructional supports to meet the needs of all learners and learners' developing oral and written literacy skills.

Observation hours for all Level II courses will be completed outside of the regularly scheduled class periods. Approximately 28 clock hours in the school sites are required.

Requirements for Enrolling in Level II Coursework

All students must be admitted to the Teacher Education Program to enroll in Level 2 courses. The following are minimum requirements for acceptance:

- **2.5 Cumulative Grade Point Average (GPA)**
This grade point average is calculated for grades from all coursework at the undergraduate and post-baccalaureate levels. See the UMSL Bulletin at <http://www.umsl.edu/bulletin/undergraduate/policies.html>. This must be documented by official transcripts from all colleges you have attended and from any college credit you earned in high school. All transcripts should be sent directly from each college's registrar to the UMSL Admissions Office.
- **A documented ACT score or SAT score**
These scores must be officially submitted by the testing service to the Admissions Office at UM-St. Louis. High school scores may be found on the high school transcript. If it is necessary to receive your test results, please call (319) 337-1313 for ACT and (609) 921-9000 for SAT.
- **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. C-BASE sample study guides are available in the TC&A Office. Students must register at the campus Cashier's Office located at 285 Millennium Student Center (MSC). Test dates can be found at http://www.umsl.edu/services/css/testing_center/cbase.html. **You may not preregister for Level II courses unless this test has been passed at the time of preregistration. Therefore, you need to be mindful of the CBase dates and allow for the 4 week time period for the University to receive your scores.**
- **Completion of Level I Courses**
Students must complete all Level I courses with a grade of C or better
- **Completion of 60 Hours of Coursework**
- **Apply and be admitted to the Teacher Education Program**

All course rosters are checked prior to the beginning of each semester. If you have not met the above criteria, you will be administratively dropped from these courses. Registration does not guarantee admission.

The Teacher Education Program Application

How to Apply Online

- Go to the College of Education website. (<http://coe.umsl.edu>)
- Click on Current Student. Under How to Become a Teacher, click on Teacher Education Program Application.
- Sign In (using your SSO ID)
- Review the information from your student record. If anything is incorrect, contact the TC&A office.
- Review the academic requirements for admission to the Teacher Education Program. If you believe that any of your academic data is being reported incorrectly, contact the TC&A office.
- Provide the requested information for your application to the Teacher Education Program.

This application should take approximately 1 minute.

Next Steps

Notification of acceptance/denial to the Teacher Education Program occurs when you complete the online application. If your application is denied, please contact the TC&A office.

Level III: Synthesizing Theory and Practice in Education

Theory and action are integrated in the third level of the curriculum. In Level III, 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 ePortfolio during Level III.
- All programs require a Student Teaching experience in the final semester of Level III.
- All programs, except Music, Physical Education and Art require internship.

The goal of Level III is the development of practical pedagogical skills through an intense immersion into the school culture. Education research indicates that truly worthwhile professional development cannot occur solely in the isolation of a college classroom; rather, 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, pedagogical content knowledge, dispositions, and skills necessary to enter the profession prepared to succeed.

Overview of Field Experiences

The Teacher Education Program unites University-based study in educational research and theory with field-based opportunities to interact with students, classroom teachers, and other professionals. Teacher education students participate in field experiences in public and private, urban and suburban, schools throughout Levels I, II, and III. Field placements for students are made by the Teacher Certification and Advising Office, 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 one progresses through the program. Level I field experiences often involve observations, information gathering, and relatively simple forms of classroom assistance such as tutoring. Level II field experiences often require University students to provide more intense and advanced forms of instructional support to young students in classrooms. Level III field experiences involve more complex activities such as lesson planning, curriculum development as well as 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 students throughout the Metro St. Louis area. Teacher Education students' early immersion in the K-12 classroom setting provides valuable opportunities for teacher preparation, coursework, and successful teaching careers.

Placements for Field Experience

The Clinical Experiences Coordinator, Stephanie Koscielski, facilitates placement of all students enrolled in Levels 1, 2 and 3. She can be reached at 314-516-6741 or by email at koscielskis@umsl.edu.

- **Background Check:** Complete a Criminal Background and Child Abuse Check application on the following website: <http://www.dhss.mo.gov/FCSR/>

Any student who does not pass the Missouri Care Registry background check will require provisional clearance from the Department of Elementary and Secondary Education (DESE). No student will be permitted to enroll in Professional Education courses until provisional clearance is received by the University. Make an appointment with Stephanie Koscielski for further information.

A passing background check is required in order to go to school sites.

- **TB Test:** A current TB test result must be on file in the TC & A Office prior to receiving any placement. TB test results remain good for one year. Fax results to 314-516-6689, or hand-deliver to 155 Marillac Hall.

Level II Field Placement Procedures

Students will be provided a field placement. It is the student's responsibility to contact this placement to set up the times when they will be in the school where they were placed, within two weeks of receiving this placement. If the student has not heard back from the placement they must go directly to the schools and speak in person to the school about their placement. If this contact and arrangement is not made within this two week timeframe, and the student loses the placement, a second placement will not be arranged.

Level III Internship / Student Teaching

The Internship/Student Teaching experience is a 2-semester program.

- University students will be placed at the same school site for two consecutive semesters for a full year of experience in the same classroom.
- The internship semester includes one full school day per week, including before and after school preparation, and any meetings, conferences, or other events that cooperating teachers attend. Students assigned to the same school will complete their internship on the same day.
- A core faculty member will be assigned to each internship cohort to serve as an internship liaison.
- Cooperating teachers will be encouraged to provide feedback to interns through observations, conversations, and mini-conferences throughout the semester, as well as to provide feedback to the university faculty.
- To the extent possible, seminar meetings between university faculty and student interns will be held on-site at schools to give cooperating teachers an opportunity to attend these sessions as schedules allow.
- Students complete their full-time student teaching practicum at the same school site in the semester following the internship.

Student Teaching Details

- The internship phases into the 5-day per week student teaching practicum in the semester which follows internship.
- With the cooperating teachers' guidance, student teachers gradually take on more responsibility in the classroom.
- Cooperating teachers and university faculty will be asked to provide the student teacher with formal, written feedback on their teaching at three points throughout the semester and at the conclusion of student teaching semester. A checklist of professional behaviors and performances will be provided to help assess student teachers' development.

Background Check: Complete a Criminal Background and Child Abuse Check application on the following website: <http://www.dhss.mo.gov/FCSR/>. A passing background check is required in order to go to school sites, **AND** for student teaching in some districts, you must complete a fingerprint check at <http://www.ibtfingerprint.com/>. Students in these districts will be contacted on an individual basis.

Internship/Student Teaching Requirements

In order for students to begin internship/student teaching, all of the following requirements must have been completed.

1. Be admitted to the Teacher Education Program by completing the online application (<http://coe.umsl.edu>).
2. Complete the online application for Internship/Student Teaching the December prior to Fall Internship/Student Teaching, or the May prior to Winter Internship/Student Teaching.
3. Submit Internship/Student Teaching application to the TC&A office located in 155 Marillac by specified due date along with a current TB test and background check.

Application to Internship and Student Teaching

Submit the Internship/Student Teaching Application two semesters before you intend to complete internship and student teaching. This application is necessary to arrange for both internship(s) and student teaching.

<http://coe.umsl.edu/web/divisions/programs/teach-cert/internship.cfm>

Students will receive a letter from the TC&A office confirming acceptance or denial for Internship and Student Teaching.

For questions or more information, please contact:

Stephanie Koscielski, Clinical Experiences Coordinator
314-516-6741, koscielskis@umsl.edu.

Subject Area Faculty Advisors:

English	Dr. Nancy Singer	516-5517	singerna@umsl.edu
	Dr. Eric Turley	516-5856	turley@umsl.edu
Speech/ Theatre	Ed Grooms	229-8246	grooms.ed@gmail.com
History	Dr. Laura Westhoff	516-5692	westhoffl@msx.umsl.edu
Math	Dr. Richard Friedlander	516-6350	friedlan@arch.cs.umsl.edu
Biology	Dr. Charles Granger	516-6226	granger@umsl.edu
Chemistry/ Physics	Dr. Hal Harris	516-5344	hharris@umsl.edu
Foreign Languages	Beth Eckelkamp	516-6517	beckelkamp@umsl.edu
Music (K-12)	Dr. Fred Willman	516-5990	fred_willman@umsl.edu
Art (K-12)	Caitlin McCall	516-7296	arted@umsl.edu
PE	Dr. Tom Loughrey	516-5216	loughreyT@msx.umsl.edu

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 potential artifacts in Level II and submit an electronic 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.

The software for the electronic portfolio is called Livetext, and it is available for purchase in the University Bookstore or at Livetext.com. The College's Technology and Learning Center (<http://tlc.ums.edu/>) provides training and support on the use of Livetext.

What are artifacts?

Artifacts are materials produced by teacher candidates that have been implemented with preK-12 students. Each selected artifact provides evidence of mastery and application of teaching pedagogy and methodology. The artifacts chosen should showcase the teacher candidate's achievements, highlighting their strengths as effective educators. The production and collection of the artifacts begins in the first education courses. 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 don't 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
- Activating 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 do I write Reflections?

Choose artifacts that you have implemented with PreK-12 students. Reflect on informal and formal assessments that prove student learning. Emphasize assessment driven instruction by discussing the success or failure of your lessons and what you, as a professional, will do differently next time to better impact student learning.

How is the Professional Portfolio assessed?

A faculty member who specializes in your certification area will grade your portfolio. The reviewer will 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 and electronically to you in your Livetext account. **You must receive a passing grade from the review team in order to be recommended for certification; therefore, you must pass all eleven Mo-STEP Standards.**

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

PROCESS FOR SUBMITTING ePORTFOLIOS

To turn-in the electronic portfolio:

1. Via your Livetext.com account, you will have a course. This course will become active 4-6 weeks prior to submission. Click "Submit Assignment".
2. You must pass all 11 MoStep Standards. If you do not, you will have to redo the MoStep Standards that you did not pass and resubmit your ePortfolio.
3. **When you are finished and have re-submitted the portfolio**, you must email Stephanie Koscielski at koscielskis@umsl.edu to notify her that your portfolio has been resubmitted. Clinical Faculty will notify the appropriate individuals to review the portfolio a second time. Once reviewed, you can review your scoring rubric on your Livetext account.

Contact Clinical Faculty:

Stephanie Koscielski koscielskis@umsl.edu 314-516-6741

Beginning Teacher Assistance Program

The purpose of the program is to enhance the beginning teachers' experience so that they feel supported and ultimately stay in the profession. It satisfies the Missouri state requirements to fulfill Phase I teacher certification.

For more information, contact Dr. Helene Sherman, Associate Dean for Undergraduate Education at Helene.Sherman@umsl.edu or 314-516-6710.

FREQUENTLY ASKED QUESTIONS

Entering the Teaching Profession

Q: How long does it take to become a certified teacher?

A: The length of time in a program ranges from three semesters to approximately two years depending on your major, previous college credits and whether or not you already have earned a bachelor's degree prior to entering the teacher education program. For more information please visit our website at <http://coe.umsl.edu/web/index.html>.

Q: How do I know if the college courses I have will transfer to UM-St. Louis' Teacher Education Program?

A: Make an appointment with an academic advisor, by contacting Pam Clay at 314-516-5937 or Pamela@umsl.edu. The advisor will analyze your transcript and direct you to the courses you need and the appropriate certification program.

Q: How often should I see an advisor in the Teacher Certification & Advising office?

A: We recommend that you see an advisor at least once each semester.

Q: What should I do before I see an advisor each semester?

A: We recommend that you do the following:

1. Know which program you are interested in pursuing if you are seeing an advisor for the first time.
2. Make a list of questions to ask the advisor.
3. Look at the course schedule on-line by clicking on www.umsl.edu and finding the course schedule under "Useful Links."
4. Know what limitations you have regarding scheduling of classes related to your work schedule and other obligations.
5. If you have previously seen an advisor, have your preliminary group of classes, with reference numbers selected, and bring them with you when you see an advisor.
6. Check to make sure that you have completed all necessary prerequisites for the courses you wish to take.
7. Retain a copy of your course worksheet for your files.

Teacher Education Program

Q: What field experiences are required in the program?

A: Field experiences are required in most of the coursework in all certification programs. Some of the assignments are completed during scheduled class times. However, there are some assignments completed on students' own time. Faculty work with evening and /or working students to create flexible schedules so that clinical experiences in schools can be completed while keeping your employment. After school and/or Saturday experiences are also offered.

During the semester prior to student teaching, students in most certification programs enroll for a one day per week internship in a school setting. Most students continue in that same classroom or school during their second semester student teaching experience. We also offer an internship on Saturdays for Early Childhood and Elementary Education.

Q. What applications are required to be completed for the Teacher Education program and internship/student teaching program?

A. You will need to submit two applications once you begin our coursework. The first application is for admission to the Teacher Education Program which is submitted online (see page 5). The Internship/Student Teaching application (see page 8) is required to be admitted to the internship/student teaching semesters.

For Post-Degree Certification Students:

Q: Where do I send transcripts?

A: High school or college transcripts are always sent to the University Admissions Office located in 351 MSC. If your name has changed since completing the courses recorded on the transcripts, please note that information in correspondence to Admissions with the transcript or ask the institution to include your current last name and/or social security number.

Q. When do I apply for the Internship/Student Teaching Semesters?

A. Submit your application on these dates:
For Fall internship semesters: December of the previous year
For Winter/spring internship semesters: May of the previous year

Q: How do I apply for the Internship/Student Teaching Semesters?

A: Find the application on line at <http://coe.umsl.edu/web/divisions/programs/teach-cert/internship.cfm>. Refer to Page 2.

Q: Where will I be placed for internships and/or student teaching?

A: Choose your internship and/or student teaching location from among choices for geographic areas throughout the St. Louis metropolitan area. The choices include

areas with districts that are in South County, West County, North County, St. Charles County and St. Louis Public School District and will be listed on the schedule as such. The student will choose the appropriate reference number for his/her internship when registering. **All placements are secured through the Teacher Certification & Advising Office. At no time should a student contact a school or district seeking placement.**

Q: What if I have a teaching position and wish to complete my field hours?

A: Faculty work with students to allow them to retain their jobs and complete the internship and student teaching in the work place to the extent possible. Teaching is supervised by a faculty student teaching supervisor, as with all students.

Q: Are scholarships available for teacher education students?

A: Yes, several scholarships are available. Search the UMSL Financial Aid website for education related scholarships at: <http://www.umsl.edu/services/finaid/scholarships/> The available scholarships are listed on our website, as well.

Q: Once I meet the criteria for admission to the Teacher Education Program (TEP), do I have to do anything else before I begin taking 3000-level education courses?

A: Yes, you need to complete the Formal Application for the Teacher Education Program (see page 5 in this handbook)

Graduation

Q: Do I have to pass the Praxis II exam to graduate and to be certified?

A: Yes, UM-St. Louis requires undergraduates to pass the Praxis II exam in order to graduate. Graduation and certification requirements are the same on our campus.

Q: If I am a post-degree student, do I have to pass the Praxis II exam, since I am not getting a degree?

A: Yes, you must pass the Praxis II exam in order to be licensed in the State of Missouri.

Q: How do I register for the PRAXIS examination?

A: You must register for the Praxis II exam on their website at www.ets.org/praxis. Information for registering is available in the TC&A office and on the web site.

Q: When will I receive my Certification?

A: The Teacher Certification & Advising office submits your application 4 to 6 weeks after graduation. It could be two to three months before you receive your certificate from the Department of Elementary and Secondary Education (DESE). They can be contacted at 573.751.0051.

Q: When will I receive my diploma?

A: The Registrar's Office mails diplomas four to six weeks after graduation. They may be reached at 314.516.5545.

Q: What do I have to do if I have a degree already and want to be a teacher?

A: Have all of your academic transcripts evaluated by an academic advisor for the program you wish to complete. Find certification options at <http://coe.umsl.edu/web/divisions/programs/teach-cert/programs/degree/post-degree.cfm>.

Q: Can I just take a test and get certification if I have already earned a degree?

A: No, only individuals who already have a current Missouri teacher certification can take additional Praxis exams in other content areas to gain additional endorsements. For options consult our web page at <http://coe.umsl.edu>.

Q: How do I become certified in Missouri if I am certified in another state?

A: Contact the Missouri Department of Elementary/Secondary Education in Jefferson City at 573.751.0051.

Q. How do I add an additional area to my Missouri certification?

A. If you are currently certified, you should go through the Department of Elementary and Secondary Education in Jefferson City or you may be able to take the Praxis Exam in the area in which you are seeking certification. Whether you are licensed in Missouri or another state you generally have to do this. The only time you would follow a university approved program is for your initial certification.

Q. Are there Alternative Certification Programs available?

A. There is an alternative program for post baccalaureate students.

Transition to Teaching - Many rural and urban schools in Missouri face a shortage of special education teachers and secondary school teachers in areas such as math, science, music, art and foreign language. If you have a BA or BS degree and are considering a rewarding career as an educator, why not start teaching now, while you pursue your certification? For more information, contact Continuing Education at 314-516-5772.

Missouri Beginning Teacher Quality Indicators

1. The pre-service 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 Pre-Service Teacher*:
 - Knows the subject(s) applicable to the area(s) of certification or endorsement (defined by Subject Specific Competencies for Beginning Teachers in Missouri);
 - Know the subject(s) in multiple ways;
 - Uses students' prior knowledge;
 - Engages students in the methods of inquiry using the subject(s);
 - Creates interdisciplinary learning.

2. The pre-service 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 Pre-Service Teacher*:
 - Knows and identifies child/adolescent development;
 - Strengthens prior to knowledge with new ideas;
 - Encourages student responsibility;
 - Knows theories of learning.

3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Performance Indicators: *The Pre-service 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 prior specialized services to meet students' needs;
 - Connects instruction to students' prior experiences and family, culture, and community.

4. The pre-service teacher recognized the importance of long-range planning curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards. Performance Indicators: *The Pre-Service 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 adjust them to meet student needs to enhance learning.
5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Performance Indicators: *The Pre-Service 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 pre-service 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 Pre-Service Teacher*:
- Knows motivation theories and behavior management strategies and techniques;
 - Manages time, space, transitions, and activities effectively;
 - Engages students in decision making.
7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Performance Indicators: *The Pre-Service Teacher*:
- Models effective verbal/non-verbal, nonverbal, and media communication skills;
 - Demonstrates sensitivity to cultural, gender, intellectual, 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 pre-service 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 Pre-Service Teacher*:

- Employs a variety of formal and informal assessment techniques(e.g., observation portfolios of student work, teacher-made tests, performance tasks, projects, students 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, 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 pre-service 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 Pre-Service 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 pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being. Performance Indicators: *The Pre-Service 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 pre-service 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 Pre-service 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 and applies that understanding in practice.