Dear Students:

I am pleased to welcome you to the teacher preparation program in the College of Education at the University of Missouri-St. Louis. Our administration, staff and faculty are dedicated to providing you an academic experience of the highest quality. Our purpose is to support you throughout your program and classroom experiences to ensure that you meet your curricular and professional goals.

During your coursework over the next few semesters, you will be involved in a vibrant and diverse teacher education preparation program. Beginning early in your coursework you will have a wide variety of opportunities to work with preK-12 pupils by engaging in direct classroom and agency experiences. You will be guided and encouraged at each step-in partner schools, agencies and with experienced teachers and educators 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 (TLC), located in 100 Marillac in the College of Education.

This Teacher Education handbook tells you about the program goals and expectations along with the rules and regulations all students abide by while preparing to become a professional teacher. The handbook will serve as a useful resource as you go through your program and will answer many of the common questions our students have while completing their coursework. In addition to this handbook, UMSL also publishes many of the requirements for the university and the College of Education in the UMSL Bulletin found at umsl.edu/bulletin. You will also receive additional information throughout the program via your UMSL email account, Canvas, and through the college of Education’s website at coe.umsl.edu.

If you have questions regarding your studies, program and/or certification issues, please contact our office at (314) 516-5937 to schedule an advising appointment. We wish you every success for the coming year, your time at UMSL 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,

Shawn Woodhouse, Ph.D.
Associate Dean of Students
Director, Office of Advising and Student Services
College of Education
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Introduction and Vision

Our Vision
The University of Missouri - St. Louis College of Education, as part of Missouri’s public, metropolitan, land-grant, research University, is 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

Our Conceptual Framework
The University of Missouri - St. 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 Work
Our vision, beliefs and conceptual framework are evidenced throughout our work. This work is specified in the various documents defining the college’s curricula, standards for performance, strategic plans, and assessment systems. These elements are housed in the following:

- UMSL.edu and COE.umsl.edu
- Student Guidebooks (this and other program specific documents)
- Our course syllabi
- MyCOE (used for assessment, interaction and integrations specific to the COE’s needs)

Academic Advising
Academic advisors for the TEP are located in the OASIS office, 116 South Campus Classroom Building. The academic advisors can provide guidance to all students seeking undergraduate and graduate degrees in education and/or seeking teacher certification in Missouri. Please call (314) 516-5937 to arrange an appointment.

All students seeking a BSEd or graduate degree and/or teacher certification should consult an academic advisor before starting Level I courses. Additionally, in order to remain apprised of any important program information, undergraduate students must consult an advisor once per semester and graduate students must see an advisor at the beginning of their programs.

Advising & Student Services Staff

Shawn Woodhouse, Ph.D.
Associate Dean of Students
Director, Office of Advising & Student Services
(314) 516-5889
woodhouses@umsl.edu

Laura Watt, M.Ed.
Student Services Specialist
& Assistant to Associate Dean
(314) 516-5939
wattl@umsl.edu

Ellen Meadows, Ed.D.
Recruiting & Program Coordinator/
Alternative Certification Advisor
(314) 516-7697
meadowse@umsl.edu

Karen Allman, M.A.
Student Services Specialist
(314) 516-5202
allmank@umsl.edu

Graduate Advisors
Susan Johnson, M.S.
Graduate Academic Advisor
(314) 516-5938
johnsonsusan@umsl.edu

Martin Woytus, Ed.S
Graduate Academic Advisor
(314) 516-5930
woytusm@umsl.edu

Undergraduate Advisors
Kimberly Prather, M.Ed.
Academic Advisor
(314) 516-4329
pratherka@umsl.edu

Teach in 12 Advisors
Princess Davis, M.A.
Graduate Academic Advisor

TFA and KIPP Advisors
Lela Taussig, M.Ed.
TFA and KIPP Academic Advisor
Clinical Experiences Staff

Stephanie Koscielski, M.Ed.
Senior Director, Clinical Experiences & School Partnerships
(314) 516-6741
koscielskis@umsl.edu

Christine Sykora
Student Support Specialist
(314) 516-4511
sykorac@umsl.edu

Kate Herring-Black
Student Support Specialist
(314) 516-6792
herringka@umsl.edu

Checklist: Important Teacher Education Program Procedures

Note: Office of Advising & Student Services (OASIS) & Clinical Experiences will ONLY contact you through your UMSL email address.

1. Teacher Education Program (TEP) Application,
   a. Go to mycoe.umsl.edu
   b. Sign in using your SSO ID
   c. Click on “Apply to the Teacher Education Program”
   d. Upload tuberculosis (TB) test result, Family Safety Care Registry (FCSR) background check, & the Missouri Educator Profile (MEP) result

2. Apply for, be accepted to and register for Practicums I & II.
   a. Go to mycoe.umsl.edu
   b. Sign in, using your SSO ID
   c. Complete the practicum application
   d. Go to dese.mo.gov and apply for substitute teacher certification
   e. Upload all required documents: TB, FSCR, substitute certificate, letter of reference, and résumé
   f. Submit the application

3. Complete all professional education courses and Practicum I and II with a grade of “C” or better and with a minimum 2.75 cumulative grade point average (GPA). Academic advisors will complete an audit of your file and program progress to determine that all

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1 Any student who does not pass the FSCR background check must apply for a substitute certificate through the Department of Elementary and Secondary Education (DESE). No student will be permitted to attend their clinical experience courses until they receive the substitute certificate. For further information please contact the Senior Director of Clinical Experience, Stephanie Koscielski at koscielskis@umsl.edu.
graduation and/or teacher certification requirements have been met.

4. Pass the Missouri Content Assessment (MOCA), given by mo.nesinc.com, in your certification area. Results must be sent to UMSL and to DESE.²

5. Please notify the OASIS office, the Office of the Registrar and DESE of any change in personal information such as mailing address, last name change, etc.

Program Requirements for Initial State Teacher Certification
Before beginning Level II courses, all students must be admitted to the Teacher Education Program (TEP). A list of required courses is given in each individual program degree plan. In order to be admitted to the TEP, a student must meet the following minimum standards:

1. Completion of Level I and Introduction Courses with a grade of “C” or better
   (See program degree plan)

2. 2.75 Cumulative Grade Point Average (GPA)
   This grade point average includes all colleges attended, both undergraduate and graduate. 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.

3. Professional GPA of 3.0 in education courses and content coursework³

4. Missouri General Education Assessment (MOGEA) scores of at least 220 in each subtest (mo.nesinc.com)

5. Current Missouri FCSR and current TB test clearance documents

6. Completion of the Missouri Educator Profile (MEP)

Professional Education Requirements - Levels I - III
Level I: Exploring Education as a Profession
Education in Community Contexts
What does it mean to be an educator, BES or certified? What is this profession all about? Where does informal learning occur? Do I want to be a teacher in a K-12 setting or do I prefer to work in a traditional setting?

Level II: Analyzing the Nature and Processes of Education
Teaching and Learning Across Context & Clinical Experiences
In this second phase of the curriculum, educator candidates deepen their pedagogical knowledge and teaching skills. During your clinical experience, you will work with a broad range of learners including those with special needs. Literacy courses will focus on literacy clinics and teaching

² All teacher candidates are required to pass the MOCA prior to Practicum II. Failure to do so will delay your graduation because students cannot graduate and receive their Bachelor of Science in Education (BS Ed) without completing ALL DESE requirements for teacher certification.
³ New GPA requirements added as of January 2017
literacy in the content area. Some clinical hours will be required outside of class time.

**Level III: Synthesizing Theory and Practice in Education**

**Instructional Applications in Studio Schools**

Theory and action come together in the final section of the curriculum, Level III. Teacher candidates are guided in the development of practical skills, dispositions and reflective capacities that derive from the latest research and theory in education. In Level III, teacher candidates take courses in their areas of specialization.

- BES candidates are required to complete three Internships
- Teacher Candidates are required to complete Practicums I and II
- The goal of Level III is the development of practical pedagogical skills through an intense immersion into the school culture.

Teacher candidates (except Music and Art) will conduct their Practicum I and II in a Studio School, where their focus will be on impacting K-12 student learning. Teacher candidates will begin in schools when district teachers return in August and January and will follow the school district calendar and daily schedule. Teacher candidates will have a variety of professional experiences during their practicums.

BES candidates will conduct an introductory internship and two capstone internships at a partner agency. Some participating agencies include: St. Louis Science Center, The St. Louis Zoo, the Challenger Center, Kingdom House, Maryland Heights Park & Recreation and Beyond Housing.

In the final year of your program, you will be placed in a studio school location in the St. Louis area to complete your Practicum I & II experiences. For all certifications aside from Physical Education, Music, and Art, you will complete both semesters at the same school. Music and Art certification areas do not currently participate in studio schools.

Through responsive design, studio schools are focused on the academic advancement of Pre K-12 learners. UMSL teacher candidates become part of the school staff and work as a team member to enhance student learning. UMSL teacher candidates participate fully in the school experience, including, but not limited to, opening of school activities, professional development days, setting up classrooms, IEP meetings, parent/teacher conferences and field trips.

Students must **complete their final 30 consecutive semester hours of coursework at UMSL** in order to receive a degree or certification.

**Overview of Field Experiences**

The TEP unites University-based study in 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 clinical experiences in community agencies and K-12 schools throughout Levels I, II and III. Placements are handled by Christine Sykora and Kathryn Herring-Black in the Office of Clinical Experience. Any questions regarding field experiences that are school based should email Chrissy at sykorac@umsl.edu. All community agency based questions should go to Kate at herringka@umsl.edu.

The COE has developed collaborative partnerships with approximately 30+ public and charter Studio Schools in 14 school districts in the St. Louis and St. Charles region. Studio Schools are located in St. Louis City, County, St. Charles County and Jefferson County. The COE is
dedicated to the education of all students. All clinical experience is a professional opportunity for
candidates to actually practice their teaching and leadership skills. Professional dress,
punctuality and initiative are required and expected at all times.

Fieldwork Clearance Documents
In order to successfully register for courses requiring clinical experience, students will need to obtain a
consent number at gocoe.umsl.edu/consentnumber.

Consent numbers require the following documents to be uploaded and current:
- Background check through the Family Care Safety Registry (FCSR)
- Tuberculosis test with negative results

Full details and links are provided through the consent number tool above.

Level II Placements for Field Experiences
Once the clinical Experience placement is secured, it is the student’s responsibility to contact the school
or the agency within 24 hours to arrange their schedule. For clinical community agency placements
contact Kate Herring at herringka@umsl.edu.

Application to Practicum I and II
The application for Practicums I and II must be completed according to the chart below. This
application is located at mycoe.umsl.edu and is submitted completely online. Deadlines for
submission may be obtained in the OASIS office through your academic advisor, are posted
throughout OASIS and deadline announcements are sent via Canvas. This application is necessary
to arrange for both practicums. Failure to meet the deadlines could result in postponement of your
practicum.

| Teacher Certification:  
| Undergraduates and Post-Degree Certification |
| **Spring** Practicum I  
| Application Deadline: May 31st of the preceding year |
| **Fall** Practicum I  
| Application Deadline: December 31st of the preceding year |

Once your Practicum Application is submitted, it will be academically audited by the OASIS academic
advisors and checked by Clinical Experiences staff to ensure all required documents are included. Any
concerns will be communicated via UMSL email. This process may result in the student having to
resubmit their application. Approval of the application is posted on MyCOE.

For questions or more information, please contact:
Stephanie Koscielski M. Ed.,
Clinical Experiences Director

**Missouri Standards for Teacher Certification Programs**
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.

4 Fieldwork clearance documents need to be updated annually while doing any fieldwork or practicum placements
through UMSL’s College of Education.
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)
- Knows 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 knowledge with new ideas
- Encourages student responsibility
- Understands 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 experiences, learning styles, strengths and needs
- Designs and implements individualized instruction based on prior experiences, learning styles, strengths and needs
- Knows when and how to access prior specialized services to meet students’ needs
- Connects instruction to students’ prior experiences with family, culture and community

4. The pre-service teacher recognizes 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 adjusts them to meet student needs in order to enhance learning.

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 students’ needs
- Engages students in active learning that promotes the development of critical thinking, problem solving and performance capabilities
5. 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

6. 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, nonverbal and media 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

7. 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 individuals and the class as a whole, and analysis of student work
- Maintains useful records of student work and performance and can communicate student progress knowledgably and responsibly, based on appropriate indicators, to student, parents and other colleagues.

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
8. 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

9. 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 PreK-12 and applies that understanding in practice

Application Process for Graduate Level Certification Program

A new path to Teacher Certification is the Teach in 12 (T in 12) Graduate program that can be combined with a M.Ed. in Elementary or Secondary Education by completing four to five additional courses after finishing the teacher certification. The T in 12 certification options are: Elementary (1-6) and Secondary (9-12) Math, Chemistry, Biology, Physics, English, Spanish, French and Social Studies.

T in12 is an accelerated path requiring intensive study, immersive experiences and large investments of time and effort. Candidates who enter the “Teach in 12” pathway will be unable to maintain concurrent professional commitments.

Learn more about Teach in 12 (gocoe.umsl.edu/t12) regarding our graduate paths for teacher certification and refer to the checklist for Elementary and Secondary certification. The start dates and application deadlines are outlined in the checklist. Generally, courses begin the last week of August and end in the middle of May. It is best, however, that you come in person to discuss the program because there are options to the schedule, such as stretching out the course requirements, but this requires some planning! You can also choose Elementary Ed with Special Education, a new option with five additional courses not listed. When you come in, your advisor can discuss what a slower track might look like, BUT realize that one semester you will have at least a 2-day Practicum, and the next semester, a 5-day per week Practicum.
This is not avoidable for any teacher certification program, but keep in mind the practicums are taken LAST, so you are able to plan for this.

**Admission Requirements**

In order to be accepted into the T in 12 program, a prospective student will need to meet the following requirements:

- Earned a Bachelor of Science or a Bachelor of Arts degree
- Earned a passing score on the designated MOCA or an approved program of study
- Have a 2.75 or higher overall GPA in all college/university coursework
- Submit approved FSCR results and a clear TB test or chest x-ray, if appropriate
- Meet the application deadlines set by the graduate school

**Getting Started in Teach In 12**

1. Visit website: [umsl.edu/teachin12](http://umsl.edu/teachin12) and review information and available options
2. Schedule an appointment to meet with a T in 12 Academic Advisor for an overview of program, to discuss which options align with your career goals and to answer any preliminary questions or concerns. Call the OASIS office at (314) 516-5937 to schedule your appointment.
3. Complete the T in 12 Supplemental Application for admission to the TEP in Teach in 12.
4. Apply to Graduate School: Graduate Admissions, 121 Woods Hall, [umsl.edu/divisions/graduate/](http://umsl.edu/divisions/graduate/).
   Apply as a graduate student (GPA minimum 2.75) and have your Bachelor’s degree transcript(s) sent.
5. Complete all background check information online at [dhss.mo.gov/fcsr](http://dhss.mo.gov/fcsr)
6. Obtain current TB test and background check; upload to [mycoe.umsl.edu](http://mycoe.umsl.edu)
7. **Send transcripts to DESE:**
   - Educator Certification
   - Educator Profile Number ####### (insert your educator identification number here)
   - PO Box 480
   - Jefferson City, MO 65102
8. Apply for substitute teacher certification
9. Apply through the COE 6-step application for the TEP and the Practicum application

To ensure that you are on the right track, be sure to check-in with a Teach in 12 advisor at least once each semester.

**Student Conduct**

**Student Conduct Code**

The COE faculty follows a code of ethics of the education professional that states that an educator should be endowed with a thorough understanding of professional ethics, should possess a zeal for continuous self-improvement and should be imbued with a sense of moral and professional responsibility.

To fulfill these ethical obligations, it is held that present and future educators will:

1. Not harm children in any way that is disrespectful, degrading, dangerous, psychologically damaging or physically harmful
2. Not unreasonably restrain children from independent action in the pursuit of learning
3. Not unreasonably deny children access to varying points of view
4. Not deliberately suppress or distort subject matter relevant to pupil’s progress and communicate concerns to those who can assist in remediation

5. Make reasonable efforts to protect the student from conditions harmful to learning or to health and safety

6. Not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly:
   - Exclude any student from participation in any program
   - Deny benefits to any student
   - Grant any advantage to any student

7. Not use professional relationships with students to private advantage

8. Not disclose information about pupils obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law

9. Establish and maintain relationships of trust and cooperation with colleagues and fellow students

10. Support colleagues in meeting their professional needs and in their professional development

11. Communicate openly and truthfully

12. Be objective and accurate in reporting the knowledge upon which we base our practices

13. Cooperate with other professional who work with children and their families

All COE and university policies and procedures regarding student grievance rights apply throughout the dismissal procedures described as follows.

**Policy Regarding Student Dismissal**

**Background/Rationale**
The teacher education programs have established moral and ethical standards for professional behavior. These standards pertain to all students from the time they are accepted to teacher education programs through completion, graduation and certification. These standards are documented in detail in the Bulletin ([bulletin.umsl.edu/studentconduct](http://bulletin.umsl.edu/studentconduct)). The COE faculty believes that professional educators must develop and practice ethical behavior and that COE programs prepare teachers who “are moral and social agents.”

The dismissal or threat of dismissal from a COE academic or certification program is a serious undertaking for the student, often his/her family, faculty and the program. In most cases all parties have expended significant amounts of time and energy, as well as significant economic investment. The gravity of dismissal requires that the COE develop comprehensive and sensitive guidelines to assist programs in developing specific student dismissal policies. Students encounter three types of problems that could lead to program dismissal:

1. Behavioral problems include the student's inability or unwillingness to follow directions, to accept and respond appropriately to feedback, to work successfully with others, extreme social insensitivity and other similar health situations that affect the student's ability to be a successful educator.

2. Academic factors may include the student's inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program, college, and university rules, regulations and procedures.
3. Legal/ethical factors may include the student's use of inappropriate language or actions and violation of university rules (such as cheating, plagiarism, lying and other offenses detailed in university and college policy) or state laws, which demonstrate the student does not meet professional standards.

The following policies emphasize high standards of practice, accountability, prevention, equitable treatment and early remediation. The first line of defense is to teach ethical and moral behavior as standards of the profession. The second is to avoid serious situations where students are not performing adequately or are not making adequate progress toward degree completion or licensure.

**Student Dismissal Procedure**

Teacher education programs are responsible for having comprehensive policies and procedures to deal efficiently and effectively with students having problems that could potentially lead to dismissal from the program. These procedures are designed to require programs to operate so that student problems and potential problems are identified early and students are offered assistance to remediate problems unless the gravity of the problem is such that faculty believe the specific problem(s) is not possible to remediate such that professional standards will be met.

In situations where problems are not possible to remediate or remediation efforts are not successful, programs are encouraged to redirect students to other options that could be more successful, including program dismissal. Nothing in this policy or supporting program policies and procedures obligates program faculty to follow or provide specific procedures or activities since each situation will be unique and efforts and decisions must be individually tailored to the student's situation.

**Procedure**

1. Student dismissal policies for teacher education programs include plans for remediation/retention and dismissal according to the following guidelines:

2. A written description of the academic and professional standards students must meet to successfully complete the program. For example, in certification programs students must be able to relate well to clients/students in assigned field sites, communicate effectively, and follow field site rules. When possible, these criteria should be grounded in the standards of certification or other professional organizations.

3. Relevant and high admission and retention standards

4. Written procedures for developing action plans to assist and support students who do not perform adequately on screening/admission procedures and clear timelines for demonstrating adequate correction when remediation is an appropriate alternative to immediate dismissal.

5. Ongoing student evaluation to assure early detection of problems that may interfere with student performance and progress

6. Specific written procedures are used for developing action plans when serious deficiencies are noted. If the recommendation suggests a need for counseling, it may be
sought off campus at the individual’s expense. If the student chooses the UMSL counseling service, a written statement of the concern must be forwarded by the **Care and Concern Committee** to the counseling service before the student’s first appointment.

7. When serious deficiencies are noted, students are to be notified in writing by the appropriate faculty member or program coordinator with a copy of the letter to the division chair and the convener of the **Care and Concern Committee** of the Teacher Education Committee. Similarly, when serious deficiencies are noted in practicum or field study, regardless of the time during the term, practicum supervisors, in collaboration with the practicum/program coordinators will prepare a letter for the student with a copy to the division chair and to the Associate Dean, who will hold the information in confidence. The letter will be sent certified mail, return receipt.

The letter must include:
- A description of the issues to be addressed
- A plan for addressing each issue,
- A description of any previous efforts to address or prevent each issue
- Criteria for determining the issues have been remedied or resolved
- A timeline for review

8. Specific written procedure for counseling students about future options who are not making adequate progress according to item Six (6). Programs may choose to include the following options: additional remediation of unsatisfactory work or deficiency; offering alternative strategies for moving forward; assistance in transferring to another program and dismissal from the program.

9. When this process results in a decision to terminate a student from a program, the department chair will forward a letter to that effect to the appropriate associate dean who will forward it to the appropriate university office. Communications with the student will be sent by certified mail with a return receipt.

**Practicum I and Practicum II Dismissal Policy**

If a district asks that you not return, we cannot keep you placed in your year-long placement, so you will be moved to an available placement in another Studio School the following semester, upon the approval of the Care & Concern Team. The following actions will be taken in cases in which school districts request the removal of Practicum I or Practicum II students from their school district.

1. School districts must submit the request for removal in writing, including an explanation for the dismissal and a signature of a responsible school party.

2. The Practicum I or Practicum II teacher candidate who has been asked to be removed

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5 This policy is applicable for all clinical experiences, including public school district, community agencies, as well as other school based clinical experiences.
from a school district meets with the Care and Concern Team and the clinical educator to discuss the reasons for the dismissal. The Care and Concern Team will determine if a new placement shall be assigned for the following semester, or if the teacher candidate will be counseled out of the teacher certification program.

3. The teacher candidate will be placed in a new studio school placement to repeat the practicum upon the approval of the Care and Concern Team.

4. If the student is again (a total of two times) asked by a school district to leave Practicum I or Practicum II, the student will not receive another school placement in the next semester the course is offered.

5. Students may appeal the decision made in step #4, to the department chairperson.

6. Any adverse change to your background check during your practicum can lead to immediate dismissal.

Professional Behavior & Attributes
All teacher candidates must demonstrate a commitment to teaching all students and to the profession. The Professional Attributes and Behavior checklist will be completed by students and faculty throughout the TEP. The checklist will be shared through MyCOE, the electronic platform for all student assessments. Candidates are expected to develop a strong knowledge base, demonstrate enthusiasm for teaching and demonstrate professional behaviors.
Candidate Assessment

Missouri Educator Gateway Assessments (MEGA)

Educator preparation standards have been improved by the Missouri State Board of Education, effective March 31, 2013. This approach has culminated into the development of the Missouri Educator Gateway Assessments (MEGA). DESE’s goal is to assess and improve the pre-professional development of students interested in earning educator certification in Missouri.

<table>
<thead>
<tr>
<th>When</th>
<th>Assessment</th>
<th>Purpose</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to TEP</td>
<td>MEP</td>
<td>• Assesses teacher candidate’s work styles</td>
<td>$22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Helps students assess career choice</td>
<td></td>
</tr>
<tr>
<td>Entry to TEP</td>
<td>MoGEA</td>
<td>• Demonstration of basic general education competencies</td>
<td>$49 complete $25/subtest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Required before formal admission</td>
<td>Sitting fee: $15 complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$10/section</td>
</tr>
<tr>
<td>During Practicum I</td>
<td>MoCA</td>
<td>• Results indicate specific level of teacher candidate’s knowledge</td>
<td>Ranges from $39 to $165</td>
</tr>
<tr>
<td>or prior to admittance to</td>
<td></td>
<td>in chosen content area</td>
<td></td>
</tr>
<tr>
<td>Teach in 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During Practicum II</td>
<td>MoPTA</td>
<td>• Assess students’ contextual factors, design and implement lessons to</td>
<td>$275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>improve student learning outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collect and analyze student learning outcome data; using data to</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>inform your practice</td>
<td></td>
</tr>
</tbody>
</table>

The following assessments are listed on the gold MEGA assessment sheet available in OASIS. In order to earn teacher certification in the state of Missouri, students must complete and pass the following assessments:

Missouri Educator Profile (MEP)
The purpose of the MEP is to assess students' work styles, aid in matching students with teachers and help students assess their career choice. This can be taken online and at any location you choose. More details

Missouri General Education Assessment (MoGEA)
The purpose of this assessment is for the BSED student to demonstrate basic general education competencies. You must pass this assessment before you can formally be admitted into the TEP. This test is offered at various locations and times across the state. You can choose the date and location of your testing site when you register. These may be taken at a community college but students are required to meet the UMSL score requirements, which are higher than those at community colleges. More details

Missouri Content Area (MoCA) Assessment
This assessment is taken during the Practicum I course or before admittance to any graduate certification program. You must demonstrate proficiency in the chosen content area. Similar to the MoGEA, this test is offered at various locations and times across the state. More details
**Missouri Pre-Service Teacher Assessment (MoPTA)**

All Practicum II teaching candidates are required to complete the MoPTA assessment. The purpose of this assessment is to develop more effective teachers in the classroom, identify your strengths and areas for improvement, and contribute to your ongoing plan for professional growth as an educator. [More Details](#)

**Missouri Beginning Teacher Assistance Program**

Education research indicates that professional development programs effectively enhance teachers' practice and professional skills throughout their careers. As well, teachers value and seek the intensive supports that are found in group learning circles and study groups.

DESE requires that new teachers in their first through fourth years are required to attend at least one non–district-sponsored professional development session to advance to the level of their Career Teaching Certificate. In response to the requirement and to support novice educators, the UMSL COE has been providing a [Beginning Teacher Assistance Program](#) (BTAP) since 2005. More than 600 new teachers have attended the annual conferences at UMSL.

**Teachers Who Attend Will:**

- Develop professional relationships with university faculty to share best practices based on research.
- Reflect on teaching practice.
- Cultivate an attitude of continuous improvement through reflection and discussion.
- Meet in a supportive environment where both professional and personal issues can be addressed.

Session options for both elementary and middle/high school will be offered. First through fourth year K-12 teachers are invited to participate in the BTAP for the academic year. Participants can be graduates of any college of education.

Attendance at the 1-day program satisfies the Missouri Department of Elementary and Secondary Beginning Teachers Assistance Program requirement for participation in a university/college-sponsored mentoring program. The program is required for advancement in state certification. Certificates of attendance will be provided at the conclusion of the day.

**Open to All Novice Teachers in Missouri, Designed to Achieve These Goals:**

- Support and enhance the teaching experience during the first years of newly certified teachers
- Encourage new teachers to remain in the field beyond the induction years
- Establish a habit of using best teaching practices at the beginning of participants' careers
- Provide required non-school based professional development for beginning teachers that exceeds state and national requirements for teacher induction programs

The program content is designed in direct response to participants' feedback, and incorporates research-based practices for improving classroom instruction. Teachers will earn a professional development certification to submit to DESE as a result of attending the conference.

**Main Topics for these Conferences will Include:**

- Classroom environment (emphasis on classroom management, diversity, and school culture)
- Student engagement and motivation
- Professional communication
- Education-related law
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 4 semesters to approximately 3 years, depending on your major, previous college credits, your course load (i.e., if you are attending full time or part time and whether or not you already have earned a bachelor’s degree prior to entering the TEP). For more information please visit our website at coe.umsl.edu.

Q: How do I know if the college courses I have will transfer to UMSL’s TEP?
A: You should make an appointment with an academic advisor by contacting the OASIS office at (314) 516-5937. The advisor will perform a transcript audit and advise you regarding which courses you will need and the appropriate certification program.

Q: How often should I see an advisor in the OASIS office?
A: Undergraduate students must see an advisor once each semester. If you require additional assistance, we recommend making additional appointments as needed.

Q: What should I do before I see an advisor each semester?
A: It is recommended that you do the following:
- Know which program you are interested in pursuing if you are seeing an advisor for the first time.
- Make a list of questions to ask the advisor.
- Look at the course schedule online going to myview.umsl.edu and clicking on Schedule of Classes
- Know what limitations you have regarding scheduling of classes related to your work schedule and personal obligations.
- If you have previously seen an advisor, have your preliminary group of classes, with reference numbers selected and bring them with you to your advising appointment.
- Make sure you have completed all necessary prerequisites for the courses you wish to enroll.

Teacher Education Program

Q: What clinical experiences are required in the program?
A: Clinical field experiences are required in several courses in all certification programs before the Practicum I semester. All of the clinical experience are completed outside of regular class time.

Q: What applications are required to be completed for the TEP and practicum program?
A: You will submit two applications while attending UMSL’s College of Education.
1. An application to the TEP submitted online (see page 3).
2. The TEP Practicum application (see page 5) is required for placement in your Practicum I (PI) and Practicum II (PII) courses. These two courses are taken during your last two semesters.

Q: What are the criteria for formal admission to the Teacher Education Program (TEP), the College of Education’s professional education program?
A: For Undergraduate Certification Students:
- Must have completed a minimum of 60 hours of college-level course work.
- Must have a minimum cumulative GPA of 2.75 (Cumulative meaning ALL college-level course work completed; undergraduates should note that this is not just hours completed at UMSL).
- Must have successful completed and passed the MOGEA with a passing score (220 or better) on each subtest.
- Must have documented ACT or SAT scores on file with the University.
- Must have completed all Level I and Introductory courses or their equivalents.
- Must upload a current Missouri FCSR background check to MyCOE. This needs to be maintained annually along with a current negative TB test through the semester following your graduation or completion of the program.

T in 12 (post BS / BA teacher certification) students:
The criteria are the same as for undergraduates, except that students who already have a BS or BA degree, are not required to take the MOGEA exam or submit an ACT score.

Q: If I need to take an assessment, where can I find the dates, times, cost, etc.?
A: Dates, times and fees for all tests administered at UMSL are on our website at umsl.edu. Click on the A-Z index at the top of the screen, select the letter “T” then Testing Center, Campus. This page lists all of the pertinent assessment information regarding those administered at the campus testing center. For more detailed information on the MEGA assessments, reference the table on page 15.

Q: Where do I send transcripts?
A: High school or college transcripts are always sent to the UMSL Admissions Office located in 350 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 date of birth. For graduate teacher certification students, please have transcripts sent to the OASIS office.

Q: When do I apply for Practicum I?
A: Deadlines for submitting your practicum application can be obtained in the OASIS office through your advisor or they are posted throughout the COE OASIS department. You will also receive notification via Canvas.

Deadlines are almost a year before beginning PI. If you are planning on taking PI during the following fall semester, you will need to apply by the December 31st deadline preceding the fall semester. For a spring semester enrollment, you will need to apply by the previous May 31st deadline the preceding spring semester.

Q: Where will I find the Practicum Application?
A: All forms and applications are located on the UMSL website. You will find the PI application online at mycoe.umsl.edu. It consists of the application itself, a current background check, a current TB test, a letter of reference and a résumé. All attached documents must be scanned and submitted in a PDF format.

Q: Where will I be placed for my practicum semesters?
A: In the practicum application, you will rank in order your preferences for your practicum location from a list of our contracted studio schools that are located throughout the St.
Louis metropolitan area. You may not contact schools or districts to arrange your own placement. UM-St. Louis has contracted with the schools that our students are placed and an UMSL clinical educator is assigned to each student.

Q: What if I am employed as a teacher and wish to complete my clinical hours?
A: Please contact Chrissy Sykora in Clinical Experience sykorac@umsl.edu to obtain an Alternative Placement Application. The director of clinical experience will review and approve all applications. An additional fee is incurred to retain the services of a clinical educator.

Q: Are scholarships available for teacher education students?
A: Yes. Several scholarships are available. Scholarships are awarded in the spring for the following academic year. You can submit the general financial aid scholarship application on the UMSL financial aid website at: umsl.edu/services/finaid/scholarships

**Graduation**

Q: Do I have to pass the MOCA to graduate and receive my certification?
A: Yes. UMSL requires undergraduates to pass the MOCA assessment in order to receive their certification. Teacher certification is coupled with receiving the BSED and both are necessary to graduate.

Q: If I am a graduate student seeking certification, do I have to pass the MOCA assessment even though I am not getting a degree?
A: Yes, you must pass the MOCA exam in your subject area in order to be licensed in the State of Missouri.

Q: How do I register for the MOCA assessment?
A: You must register on their website at mo.nesinc.com. Information for registering is available on the gold MEGA flyer available in the OASIS office and on the UMSL website.

Q: When will I receive my Certification?
A: The OASIS office sends the institution a recommendation electronically 3-4 weeks after graduation. It could take up to 3 months before you receive your certificate from DESE.

Q: When will I receive my diploma?
A: The Registrar’s Office mails diplomas out 4 to 5 weeks after graduation.

**Seeking Certification**

Q: What do I have to do if I have a degree already and want to be a teacher?
A: Make an appointment to see one of our T in 12 academic advisors to learn more about the program options available to you.

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 MOCA exams in other content areas to gain additional endorsements.
Q: How do I become certified in Missouri if I am certified in another state?
A: Contact the Missouri Department of Elementary/Secondary Education (DESE) in Jefferson City at (573) 751-0051. You will need to make a request to the state education office where you attended school and received your initial certification and request a Certification Verification form to be completed by the College’s or University’s Certification Officer where you attended school and have them mail this to DESE.

Q: How do I add an additional area to my Missouri certification?
A: If you are currently certified, additional certification endorsements may be obtained by taking and passing the MOCA exam in the certification area you wish to add to your license. Once you receive your passing scores, you mail a copy of your scores to DESE with a letter requesting the additional endorsement be added to your license.