
Rules of
Department of Elementary and
Secondary Education
Division 80—Urban and Teacher Education
Chapter 805—Teacher Education

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**Title 5—DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION**

**Division 80—Urban and Teacher
Education**

Chapter 805—Teacher Education

5 CSR 80-805.015 Procedures and Standards for Approval of Professional Education Programs in Missouri

PURPOSE: This rule provides procedures and standards for approval of professional education programs in baccalaureate degree granting four-year colleges and universities in Missouri as required by 5 CSR 80-800.010(2), (5) and (7) and section 161.097.1 and 2, RSMo. This rule updates and supersedes incorporated by reference material of 5 CSR 80-800.010 filed July 1, 1980, effective November 17, 1980 and filed September 16, 1985, effective December 26, 1985.

Editor's Note: The secretary of state has determined that the publication of this rule in its entirety would be unduly cumbersome or expensive. The entire text of the rule has been filed with the secretary of state and summarized here by the agency adopting it. The entire text of the rule may be found at the headquarters of the agency and is available to any interested person at a cost established by state law.

(1) For the purpose of this rule, unless the context clearly requires otherwise, the following terms shall mean:

(A) Advanced program—A post-baccalaureate degree program leading to advanced certification;

(B) Basic program—A college or university program leading to initial certification;

(C) Board—Missouri State Board of Education;

(D) Board procedures and standards—Procedures and standards for professional education programs as enumerated in this rule;

(E) Certificate program area/professional education program—An individual preparation program leading to certification;

(F) Competency-based program—A college or university program leading to certification, for which explicit competencies for program completion, relating to a professional role, are specified;

(G) Department—Missouri Department of Elementary and Secondary Education;

(H) Evaluation team—An on-site team whose purpose it is to validate and evaluate the Institutional Self-Study Report. The team includes a department chairperson, practicing elementary or secondary school educators and educators from institutions of higher edu-

cation possessing State Board of Education-approved professional education programs;

(I) Innovative/experimental programs—Programs designed to develop new approaches, new arrangements and/or new contexts for the preparation of school personnel required by board regulations to hold a certificate;

(J) Institutional Self-Study Report—A written report prepared by the institution seeking program approval. A qualitative and quantitative assessment in which the institution describes the administrative staff, the faculty and the process for achieving institutional goals and objectives. Also presented in the report is a written description of how the board standards for each certificate program area are met;

(K) Interim review—An evaluation authorized by the commissioner of education during the program approval period, consistent with board procedures and standards, when s/he has reason to believe an institution and/or an approved program is not in compliance with board standards or when an institution recommends a student for certification from a nonapproved program;

(L) Program approval—Authorization for an institution to recommend candidates for certification for a period not to exceed five (5) years;

(M) Program denial—Prohibition against an institution from recommending candidates for certification; and

(N) Provisional program approval—Authorization for an institution to recommend candidates for certification for a period not to exceed two (2) years with conditions and limitations stipulated by the State Board of Education.

(2) Each baccalaureate degree granting four (4)-year institution desiring board approval of its professional education program shall submit a written request to the commissioner of education.

(3) An institution desiring program approval shall submit to the department, Teacher Education and Certification Section, an Institutional Self-Study Report in a form prescribed by the board and consistent with the standards contained in this rule.

(4) Institutions shall be evaluated on the following standards for basic professional education programs:

(A) Standard 1: Purposes and Objectives. Programs for the preparation of professional education personnel shall operate with clearly stated goals and objectives based on the mission of the institution. Statements of the institution's purposes and objectives shall provide guidelines for educational planning and operation. Likewise, they shall serve as references for decision making regarding

such matters as student admission and retention policies, curriculum, faculty, research, evaluation, physical facilities and other material resources, community services, institutional organization and finance;

(B) Standard 2: Organization and Administration. Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators;

(C) Standard 3: Financial Resources. Financial resources for the accomplishment of program purposes shall be available and current income shall enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the resources available for professional education purposes and the manner in which those resources are allocated and expended;

(D) Standard 4: Student Admission, Retention, Exit and Follow-Up Policies and Practices. The institution shall follow policies and procedures which objectively and systematically ensure that quality professional education students are admitted, retained, graduated and recommended for certification;

(E) Standard 5: Student Advisory Services. The institution shall provide an advisory system by which education students are provided academic and professional assistance and advised of all requirements to complete their professional programs and gain certification;

(F) Standard 6: Student Participation in Professional Education Program Development and Evaluation. Professional education students shall have the opportunity to express their views regarding improvement of professional education programs. Clear lines of communication shall be provided for student participation in program development and evaluation;

(G) Standard 7: Curriculum Design. All professional education programs shall be based on established educational research and knowledge of sound professional practice which promote identified competencies related to instruction of students. The curriculum shall link the major components in the education of teachers—general education, professional education and the specialization. The curriculum shall provide for an understanding and application of instruction to individual learning needs, including those of culturally diverse, at-risk and exceptional populations;

(H) Standard 8: General Education. General education shall provide the knowledge, skills, understanding and appreciation associated with a well-educated individual. The study of the liberal arts, which embraces the humanities, fine arts, mathematics, natural

and behavioral sciences shall provide the basis for a core of knowledge. An understanding and appreciation of cultural, scientific, creative and aesthetic processes as developed through the fostering of critical and analytic approaches to knowledge shall be included also. The general education component shall include a well-planned sequence of courses and experiences offered by faculty in the liberal arts and other general studies;

(I) Standard 9: Professional Education Sequence. The professional education sequence shall be made up of elements which contribute directly to the prospective teacher's skill in guiding student learning. The practices and theories of the teaching/learning process shall have a direct relationship to the other components of a teacher education program—general education and the area(s) of teaching specializations. Professional education shall be based upon knowledge, attitudes, abilities and skills developed in the study of general education and the area(s) of content specialization. Professional education shall require a high order of academic achievement and pedagogical competence. The prospective teacher shall have completed a program that provides for the development of insights into child and adolescent psychology; the exceptional child; the teaching/learning process; the social interactive process of the classroom, school and community; the methods and materials of instruction; and the broader problems of the profession as they relate to society and the function of the school;

(J) Standard 10: Clinical Experiences. The curriculum in teacher education shall include supervised clinical experiences which are sequential and incremental and occur in a variety of settings, including the areas of specialization. Clinical experiences shall provide opportunities for analysis, application and evaluation so that theories and practices in schools are related;

(K) Standard 11: Teaching Major or Field of Specialization. The teaching major or field of specialization shall consist of a carefully planned pattern of courses and experiences designed to produce a strong academic background and competencies necessary for successful teaching at the particular grade levels for which the program is designed;

(L) Standard 12: Faculty Qualifications. Professional education faculty shall be competent in their fields with experience and advance preparation appropriate to their assignment. They shall have periodic contacts with public schools to assure currency and relevancy in their teaching and research. Faculty members in subject matter fields, who may not be directly responsible for teaching in the professional sequence, shall be competent in their assignments;

(M) Standard 13: Faculty Responsibilities. Written and enforced policies shall define appropriate faculty teaching responsibilities, supervisory and related faculty assignments to make possible effective teaching performance and to allow time for professional service, development and scholarly inquiry;

(N) Standard 14: Faculty Development. The institution shall support and promote professional education faculty development and shall have a systematic, comprehensive and written plan for these experiences;

(O) Standard 15: Faculty Evaluation. Evaluation of professional education faculty shall be based upon data designed to identify continuing effective competence in teaching, scholarly competence and service; and

(P) Standard 16: Facilities and Instructional Materials. The institution shall provide physical facilities, instructional materials and supplies and other resources essential for conducting professional education programs.

(5) Institutions shall be evaluated on the following standards for advanced professional education programs:

(A) Standard 17: Responsibility for assuring the quality of advanced programs shall be centralized and vested in a single specifically designated administrative unit. Although aspects of this responsibility may be shared with appropriate units or committees, responsibility shall be unified, specific, widely understood and accessible;

(B) Standard 18: Provision for communication, cooperation and deliberate coordination shall be clear in institutions operating several advanced programs. Data shall be available to indicate the objectives implemented, any unique and cooperative program provisions and program evaluation;

(C) Standard 19: Those institutions offering both graduate and undergraduate programs shall maintain consistency in philosophy, principles and objectives upon which professional education programs are based;

(D) Standard 20: All advanced professional education programs shall include the following common development and planning areas and shall be based on established educational research:

1. Program objectives and attendant student competencies shall be stated specifically. An outline of each program shall be provided giving evidence of the delivery of program objectives and student competencies through specified courses, instructional modules or other instructional activities. Programs shall meet all certification requirements of the board;

2. Both specialization and advanced study shall require scholarship beyond that achieved in general or undergraduate educa-

tion. Each program shall provide for maintaining the quality of this scholarship;

3. Programs shall provide breadth of coverage to enable the student to develop supporting and related competencies and insights, in addition to a major emphasis;

4. Each advanced study and specialization program shall be supported by adequate resources of staff, equipment, special facilities, library and general institutional backing to provide maximum quality in each program;

5. Curriculum designed for the development of initial competence in teaching or in an area of educational specialization shall include a program of supervised practical experience. These experiences shall be designed both to develop competence and to serve as a basis for evaluating performance. Adequate time for both on-campus and off-campus experiences shall be provided; and

6. Each program shall have curricular flexibility to permit adaptation to the individual backgrounds and objectives of the students; and

(E) Standard 21: The institution shall provide administrative policies and procedures for governing each advanced program which shall include the following:

1. An advisory system for advanced study programs which reflects attention to individual student potentialities, utilized appropriate faculty resources and ensures the use of current knowledge;

2. Selective admission and retention procedures to maintain a quality of students in each program appropriate to its objectives;

3. Student evaluation and degree requirements are consistent with program objectives and exceed general institutional requirements;

4. Program evaluation procedures assuring continued professional appraisal and improvement;

5. Residence requirements academically appropriate to the objectives of the programs; and

6. Internal provisions integrating prerequisites and objectives in order that they may form a consistent and interrelated whole.

(6) Institutions shall be evaluated on the following standards for competency-based professional education programs:

(A) Standard 22: For each competency-based program, the institution shall develop and adopt explicit statements of exit competencies that relate to the entry-level professional role. These competencies shall include all of the criteria in Standards 9, 10 and 11;

(B) Standard 23: The institution shall provide a competency-based program design relating the competencies cited in Standard 22 to modules, subcourses or courses; listing

the learning activities involved; and specifying the assessment techniques used to verify the attainment of these competencies; and

(C) Standard 24: To determine the competency-based program's effectiveness, the institution shall formally assess follow-up data to determine the relationship between exit competencies and initial professional role performance. This assessment shall be the basis for continuous program development.

(7) Institutions shall be evaluated on the following standards for experimental or innovative professional education programs:

(A) Standard 25: A clear statement justifying the request for the approval of an experimental/innovative program shall be provided and shall include the assumptions, rationale and objectives on which the proposed program is based;

(B) Standard 26: Each experimental/innovative program shall be based upon a statement of the purpose and objectives of professional education in this area of the public school curriculum and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall be prepared cooperatively, shall be based on analysis of current practices and trends in this field of the public school curriculum and shall be available in writing;

(C) Standard 27: Each experimental/innovative program shall include a clearly formulated statement of the competencies needed by educators in this area of the public school curriculum. These competencies shall include the required attitudes, knowledges, understandings and skills and also the degree of expertise necessary for the beginning educator. This statement of competencies shall be available in writing and shall be based upon the statements developed in Standard 26 regarding the objectives and program of the school;

(D) Standard 28: The administrative structure of the experimental/innovative program shall be such that responsibility for the program is vested in the preparing institution. Institutions which accept responsibility for the preparation of advanced professional educators shall establish and designate the appropriate division, school, college or department within the institution to act within the framework of general institutional policies on all matters relating to these programs;

(E) Standard 29: The experimental/innovative program shall include a description of the process by which the personnel will be prepared, provision for keeping records of the students' progress in the program and arrangements for systematic review of the process at stated intervals by both institution and the department;

(F) Standard 30: The experimental/innovative program shall be supported by identified human and physical resources. The continuing availability of the resources shall be assured for the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the controlling agency;

(G) Standard 31: The experimental/innovative program shall include a timetable which sets forth the starting and terminal dates. This timetable shall include: the sequence of activities that will occur; the anticipated schedule of evaluative checkpoints; and the identification of competencies or other changes at selected intervals in the program; and

(H) Standard 32: The experimental/innovative program shall provide for continuing evaluation with definite provisions for performance criteria and for follow-up at specified intervals. The evaluation plan shall include definitions and specification of the kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas in the program that need strengthening and to suggest new directions for program development.

(8) An evaluation team shall review the institution's professional education program(s) based upon the Institution's Self-Study Report and prepare a report for the commissioner of education.

(9) The commissioner of education shall review the team report and may request additional information from the institution before recommendations are made to the board.

(10) For programs rated unsatisfactory by the evaluation team or programs for which the commissioner has indicated to the college that s/he may recommend denial based upon the commissioner's review of the report of the evaluation team, the institution shall be afforded an opportunity for a hearing to provide evidence to support approval or provisional approval of those programs. The hearing shall be conducted by the commissioner or his/her designee according to the provisions of Chapter 536, RSMo.

(11) The commissioner shall recommend to the board that the programs of the institution be given approval, provisional approval or denied approval. The recommendation of the commissioner shall not include denial of programs for which the institution was not afforded an opportunity for a hearing to provide evidence to support approval or provisional approval.

(12) The board shall review the recommendations of the commissioner and shall grant approval, provisional approval or denial of

the programs. The board shall not consider denial of programs for which the institution was not afforded an opportunity for a hearing to provide evidence to support approval or provisional approval.

(13) Should the board grant provisional program approval, the institution's authorization to recommend candidates for certification shall not exceed two (2) years with conditions and limitations stipulated by the board. Provisional program approval shall not be extended or renewed.

(14) Should the board deny approval of an institution's professional education program, the commissioner of education shall notify the institution of the denial and inform the institution of the reasons for the denial.

(15) The commissioner of education may authorize an interim review of an institution or an approved program consistent with the board procedures and standards. As a result of the review, and upon the recommendation of the commissioner of education, the board may discontinue an institution's authorization to recommend candidates for certification.

(16) Requisite conditions, guidelines, procedures and standards, as set forth in 5 CSR 80-805.015, Appendix A, shall be followed by baccalaureate degree granting four (4)-year institutions seeking initial board approval of their professional education programs.

(17) Institutions shall be evaluated according to the following standards for continuing approval of their professional education programs:

(A) Standard #1: The 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;

(B) Standard #2: The teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students;

(C) Standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners;

(D) Standard #4: The teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards;

(E) Standard #5: The teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;

(F) Standard #6: The 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;

(G) Standard #7: The teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;

(H) Standard #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner;

(I) Standard #9: The teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for more students; and

(J) Standard #10: The teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being.

(18) The Department of Elementary and Secondary Education will accept, for purposes of teacher certification, a maximum of fifteen (15) semester hours of approved coursework in preprofessional education from Missouri's community/junior colleges.

(A) Specific courses that are acceptable as a part of the fifteen (15) semester hours shall be limited to the following: one (1) exploratory and/or observational experience, physical education for children, music for children, literature for children, art for children, child development and adolescent psychology.

(B) All coursework acceptable as part of the fifteen (15)-semester hours must be evaluated by on-site evaluation teams from the Department of Elementary and Secondary Education and approved by the Missouri State Board of Education in the same manner as courses and programs are evaluated and approved for Missouri's four (4)-year teacher training institutions.

(C) It is not the intent of this regulation to deny acceptance of additional community/junior college credit in nonprofessional education courses for post-baccalaureate certification.

*AUTHORITY: sections 161.092, 161.097(1) and (2) and 168.021, RSMo (1994). * This rule was previously filed as 5 CSR 80-800.015. Original rule filed Sept. 29, 1986, effective Jan. 12, 1987. Amended: Filed Aug. 1, 1988, effective Nov. 25, 1988. Amended: Filed April 25, 1990, effective Sept. 28,*

1990. Amended; Filed Oct. 31, 1996, effective June 30, 1997.

**Original authority: 161.092, RSMo (1963), amended 1973; 161.097(1), RSMo (1985); and 168.021, RSMo (1963), amended 1973, 1984, 1988, 1990.*

5 CSR 80-805.020 Basic Education Competencies Required Prior to Admission to Approved Teacher Education Programs in Missouri

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and to establish requirements and qualifications for those certificates. This regulation establishes 1) a requirement that all students shall demonstrate basic educational competencies prior to formal admission into the approved professional teacher education programs of the institutions of higher education in Missouri and 2) procedures for implementation.

(1) All colleges and universities shall verify that each applicant for formal admission to an approved professional education program has demonstrated basic educational competencies by achieving a passing score, as determined by the state Board of Education, for each subtest of the College Basic Academic Subjects Examination (C-BASE) prior to his/her admission to the program. (See Appendix A)

(2) All colleges and universities recommending an applicant for an initial Missouri teaching certificate shall furnish the Department of Elementary and Secondary Education with the following information and documentation:

(A) A completed application form which shall be provided by the Department of Elementary and Secondary Education;

(B) An official transcript(s);

(C) A computation of the applicant's grade point average, verified and signed by an appropriate college or university official;

(D) The applicant's ACT/SAT score results, if the applicant enrolled in college within one (1) year of high school graduation and the test was taken within the last five (5) years;

(E) Verification that the applicant has achieved a passing score as determined by the State Board of Education for each subtest of the College Basic Academic Subjects Examination (C-BASE) for entry into teacher education (see Appendix A); and

(F) A statement of competency determination of an applicant with handicapping conditions as evaluated at the institution for basic educational competency through appropriate

testing instruments and/or procedures by psychometrists designated or approved by the appropriate academic officer of the institution, signed by an appropriate college or university official.

*AUTHORITY: sections 161.092, 168.011, 168.021, 168.031 and 168.400, RSMo (1994). * This rule was previously filed as 5 CSR 80-800.050. Original rule filed Aug. 15, 1983, effective Dec. 12, 1983. Emergency amendment filed Sept. 2, 1988, effective Sept. 13, 1988, expired Nov. 24, 1988. Amended: Filed Aug. 1, 1988, effective Nov. 25, 1988. Amended: Filed Oct. 1, 1991, effective March 9, 1992. Amended: Filed Dec. 19, 1995, effective July 30, 1996.*

**Original authority: 161.092, RSMo (1963) amended 1973; 168.021, RSMo (1963), amended 1973, 1984, 1988, 1990; and 168.400, RSMo (1985).*

APPENDIX A

Policies for COLLEGE BASIC ACADEMIC SUBJECTS EXAMINATION (C-BASE)

1. Candidates must obtain a satisfactory rating in each of the five sections (English, mathematics, science, social studies and writing) of C-BASE independently. (Note: Candidates' scores from the April 1988 administration of C-BASE that meet or exceed the levels determined for satisfactory ratings will be valid and may be used to satisfy teacher entry requirements.)
2. Candidates who do not obtain a satisfactory rating for any particular section (English, mathematics, science, social studies or writing), may opt to retake the entire examination or only the unsatisfactory section(s).
3. Candidates will have two (2) years from the first attempt to obtain a satisfactory rating in all of the sections of C-BASE (English, mathematics, science, social studies and writing), after which time they must begin anew the requirement for obtaining a satisfactory rating in all sections.
4. Once satisfactory ratings have been obtained in all of the sections of C-BASE, these scores will remain valid permanently.
5. Candidates may retake the examination as many times as they choose and as frequently as it is offered, but not more than

once during any single statewide test administration period.

6. In the case of retakes, the highest rating obtained will be considered for the teacher entry criterion.
7. Candidates may use hand-held calculators during administration of C-BASE.
8. Each college or university shall make appropriate allowances for administering C-BASE and the assessment of oral communication skills to candidates with physically handicapping conditions.
9. C-BASE will be offered several times per calendar year according to a schedule established by the Department of Elementary and Secondary Education with the advice of a committee representative of institutions with teacher education programs and other appropriate persons.
10. Through a procedure for advance registration, candidates will be strongly encouraged to preregister for C-BASE; however, candidates are permitted (at additional cost) to take the test without preregistering providing space and testing materials are available, and other logistical considerations can be accommodated at a particular test location.
11. Candidates who have achieved a baccalaureate degree from an institution of higher education prior to seeking admission into an approved teacher education program shall be deemed to have achieved a satisfactory rating on skills assessment and are not required to take C-BASE.
12. The assessment of oral communication skills will follow the criteria and procedures designed by the commissioner of education. This assessment is conducted locally, and the results must be communicated to the Center for Educational Assessment, University of Missouri-Columbia, where a central database of candidates who have met the criteria will be kept.
13. A clinical score of *at least* one standard deviation below the average student's score will be considered as passing for each subtest of the C-BASE. This score is subject to periodic review and revision by the State Board of Education.