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

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

**Division 80—Teacher Quality and
Urban Education**

Chapter 805—Educator Preparation

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.

PUBLISHER'S NOTE: The secretary of state has determined that the publication of the entire text of the material which is incorporated by reference as a portion of this rule would be unduly cumbersome or expensive. Therefore, the material which is so incorporated is on file with the agency who filed this rule, and with the Office of the Secretary of State. Any interested person may view this material at either agency's headquarters or the same will be made available at the Office of the Secretary of State at a cost not to exceed actual cost of copy reproduction. The entire text of the rule is printed here. This note refers only to the incorporated by reference material.

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

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

(B) Annual reports—Written reports prepared by the professional education unit each year attesting to its continuing capacity to meet the board's standards and requirements;

(C) Approved program—The status granted a professional education program by the State Board of Education authorizing the recommendation of candidates for certification as a result of the program having demonstrated its capacity to satisfy the board's standards for the preparation of educational professionals, not to exceed five (5) years;

(D) Board—The Missouri State Board of Education;

(E) Candidates—Individuals who are seeking admission to or are enrolled in programs for initial or advanced preparation of teachers or other professional school staff;

(F) Certification—The official recognition by the State Board of Education that an individual has met state requirements and is,

therefore, approved to practice as a duly certified/licensed education professional;

(G) Clinical experiences—Program components that are conducted in off-campus settings such as a school, classroom, community center. They include classroom observations, tutoring, assisting teachers and administrators, student teaching, and internships;

(H) Conceptual framework—The rationale and organizing principles that guide the development of the design and curriculum for professional education including the categorization of knowledge;

(I) Conditional program approval—The status granted a professional education program by the State Board of Education authorizing an institution to recommend candidates for certification from such programs for a period, not to exceed two (2) years, with conditions and limitations stipulated by the board;

(J) Denial of approval—State Board of Education action which removes the authorization of an institution to recommend candidates for state certification from programs which fail to meet the board's standards and requirements for the preparation of educational professionals;

(K) Department—The Missouri Department of Elementary and Secondary Education;

(L) Diversity—The variety of backgrounds of candidates, faculty, and school personnel based on culture, ethnicity, race, language, socio-economic status, gender, regional/geographic background and exceptionalities. The department does not consider diversity of geographic origins, religion, or language group to be good faith representation of wide-range cultural diversity;

(M) Evaluation team—A team selected by the Department of Elementary and Secondary Education for the purpose of conducting an on-site review and evaluation of an institution's professional education unit and programs; the team includes a member of the department, faculty from elementary or secondary schools and institutions of higher education possessing State Board of Education approved professional education programs;

(N) Governance—The system and structure for defining policy and administering procedures for the professional education unit;

(O) Initial certification programs—Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first teaching certificate;

(P) Interim review—A review conducted during a period of program approval, consistent with board procedures and standards and authorized by the commissioner of education

when s/he has reason to believe that an institution or an approved program is no longer in compliance with state standards or when an institution recommends a candidate for certification from a nonapproved program;

(Q) Professional community—Professional education candidates, faculty/staff in PK–12 schools, higher education faculty, and others in the educational enterprise;

(R) Professional education unit—The professional education unit is the institution, college, school, department, or other administrative entity within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional school personnel;

(S) Professional education faculty—Those individuals who teach one (1) or more courses in education, provide services to education students (e.g., advising or supervising student teaching), or administer some portion of the unit; professional education faculty may include both higher education faculty and school-based personnel who are considered to be members of an institution's professional education unit;

(T) Professional education program—A planned sequence of courses and experiences leading to a degree, state certification, and/or adequate preparation to provide professional education services in schools;

(U) Program approval—The process by which professional education programs are reviewed and evaluated by the Department of Elementary and Secondary Education to determine if they meet the board's standards for the preparation of school personnel; and

(V) Scholarly activities—The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published, program evaluation studies, documentation of ongoing activities, grant seeking, and presentations at professional meetings.

(2) Each institution of higher education desiring board approval of its professional education program(s) shall submit a written request to the commissioner of education.

(3) An institution desiring program approval shall submit to the department, Teacher Education Section, annual reports in a form consistent with the rules, regulations and appendices promulgated by the board.

(4) Professional education programs at institutions of higher education shall be evaluated according to the unit standards listed below and in the Missouri Standards for Teachers Education Program (MoSTEP) (Appendix A) and Standards for School Leaders (Appendix

B), which are hereby incorporated by reference and made a part of this rule.

(A) Standard 1: Performance Standards for Education Professionals. (Initial and Advanced) The professional education unit ensures that candidates for professional certification possess the knowledge, skills, and competencies defined as appropriate for their area of responsibility.

(B) Standard 2: Program and Curriculum Design. (Initial and Advanced) The professional education unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

(C) Standard 3: Clinical Experiences. (Initial and Advanced) The professional education unit ensures that clinical experiences for programs are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated.

(D) Standard 4: Composition, Quality, and Competence of Student Population. (Initial and Advanced) The professional education unit has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.

(E) Standard 5: Qualifications, Composition, Assignments, and Development of Professional Education Faculty, and Quality of Instruction. (Initial and Advanced) The professional education unit has and implements plans to recruit, employ, and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.

(F) Standard 6: Governance, Organization, Authority. (Initial and Advanced) 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.

(G) Standard 7: Professional Community. (Initial and Advanced) The professional education unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.

(H) Standard 8: Resources For Operating Unit And For Supporting Teaching And Learning. (Initial and Advanced) The professional education unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs. The unit has adequate resources to support teaching and scholarship by faculty and candidates.

(5) An evaluation team shall conduct an on-site review of an institution's professional education program(s) based upon the institution's responses to the standards in its annual reports and shall prepare a report for the commissioner of education.

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

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

(8) The commissioner shall recommend to the board that the professional education program(s) of the institution be granted approval, conditional approval or be denied approval. The recommendation of the commissioner shall not include denial of approval to programs for which the institution was not afforded an opportunity for a hearing to provide evidence to support approval or conditional approval.

(9) The board shall review the recommendations of the commissioner and shall grant approval or conditional approval, or deny approval of an institution's professional education program(s). The board shall not deny approval to programs for which the institution was not afforded an opportunity for a hearing to provide evidence to support approval or conditional approval.

(10) Should the board grant conditional approval to any programs offered by an institution, the institution's authorization to recommend candidates for certification shall not exceed two (2) years with conditions and limitations stipulated by the board. Conditional approval for programs shall not be extended or renewed without consent of the board or its designee.

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

(12) The commissioner of education may authorize an interim review of an institution or an approved program consistent with the rules and regulations promulgated by the board. 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.

(13) Requisite conditions, guidelines, procedures and standards, as set forth in the rules, regulations and appendices promulgated by the board, shall be followed by institutions seeking board approval of their professional education programs.

AUTHORITY: sections 161.092, RSMo Supp. 2002 and 161.097, 161.099 and 168.021, RSMo 2000. 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. Amended: Filed Dec. 23, 1998, effective Aug. 30, 1999. Amended: Filed July 28, 2000, effective Feb. 28, 2001. Amended: Filed Sept. 24, 2002, effective April 30, 2003.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002; 161.097, RSMo 1985; 161.099, RSMo 1993; and 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000.*

5 CSR 80-805.016 Procedures for Approval of Preliminary Professional Education Programs in Missouri

PURPOSE: This rule provides procedures and standards for the approval of preliminary professional education programs in all associate degree granting two (2)-year colleges in Missouri.

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

(A) Board—The Missouri State Board of Education;

(B) Certification—The official recognition by the State Board of Education that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional;

(C) Department—The Missouri Department of Elementary and Secondary Education;

(D) Preliminary—The introductory or early phases of preparation;

(E) Professional education program—A planned sequence of courses and experiences leading to a degree in education; and

(F) Review team—A team selected by the department for the purpose of conducting an on-site review and evaluation of an institution's professional education unit and programs; the team includes a representative from the department, faculty from elementary or secondary schools, and faculty from institutions of higher education with board-approved professional education programs.

(2) The department will accept, for purposes of teacher certification and transfer credit, coursework from preliminary professional education programs at Missouri's community colleges to meet general education, subject knowledge and professional education requirements equivalent to the first two (2) years of the baccalaureate educational experience.

(3) All Missouri two (2)-year college programs offering professional education coursework for transfer credit shall be evaluated by the department and approved by the State Board of Education pursuant to the rules promulgated by the board in the same manner as programs for certification are evaluated and approved for Missouri's four (4)-year teacher preparation institutions, employing the standards adopted by the board with appropriate adjustments for the level of preparation. It is not the intent of this rule to cause Missouri's four (4)-year teacher preparation institutions to deny acceptance of credit from any two (2)-year or four (4)-year college.

AUTHORITY: sections 161.092, 161.097 and 161.099, RSMo 1994 and 168.021, RSMo Supp. 1999. Original rule filed July 28, 2000, effective Feb. 28, 2001.*

**Original authority: 161.092, RSMo 1963, amended 1973; 161.097, RSMo 1985; 161.099, RSMo 1993; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000.*

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.

5 CSR 80-805.030 Innovative and Alternative Professional Education Programs

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 establish requirements and qualifications for those certificates. This rule outlines the criteria for innovative or alternative programs for preparing candidates for a certificate of license to teach in Missouri.

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

(A) Alternative program. A program for the preparation of professional school personnel that provides a curriculum for non-conventional candidates enabling them to meet the requirements for state certification;

(B) Conceptual framework. The rationale and organizing principles that guide the development of the knowledge base, structure, operation, curriculum and accountability for a professional education program;

(C) Conventional program. A program for the preparation of professional school personnel incorporating a four (4)-year plan of general education, content and professional studies and designed for candidates who enter college upon graduation from high school;

(D) Innovative program. A program for the preparation of professional school personnel that incorporates innovative ways of delivering an institution's prescribed curriculum (ex. field-based instruction, distance learning via telecommunications or Internet, etc.); and/or

(E) Non-conventional candidate. An individual enrolled in a program of instruction at a college or university who has not followed a path of continued enrollment from high school. A non-conventional candidate is typically more than twenty-five (25) years of age.

(2) An institution of higher education having state-approved conventional professional education programs qualifying candidates for a Missouri certificate of license to teach may also offer innovative or alternative programs leading to a certificate of license to teach.

(A) An institution seeking to offer an alternative certification program must have a conventional Department of Elementary and Secondary Education (DESE) approved professional education program in the same area of certification existing at its home campus.

(B) An institution seeking to offer an innovative or alternative professional education program shall submit a proposal to the Teacher Education Section at DESE addressing the elements discussed in this section. Only those programs which DESE determines to have merit and potential for providing quality preparation for candidate certification will be considered for approval. The proposals should include at a minimum the following elements:

1. A description of the proposed program based upon a statement of the purpose and objectives for an area of the public school curriculum and a statement of the nature of the proposed program that is consistent with those objectives, the mission of the institution, and the conceptual framework for the professional education unit. These statements shall be collaboratively prepared and shall be based on analyses of current practices and trends in the identified area of the public school curriculum;

2. A clearly formulated statement of the competencies for educators in the identified area of the public school curriculum. These competencies shall include subject knowledge and professional skills based upon current research and practice and shall include the competencies for educators identified in standards for professional education programs adopted by the State Board of Education (the board);

3. A curriculum matrix delineating the courses and supervised field experiences prescribed to address competencies appropriate for a beginning teacher candidate to meet state certification requirements, a description of the process by which the candidates will be prepared, and provisions for assessing candidates and keeping records of their progress through the program;

4. Identification of the administrative structure of the proposed program indicating that responsibility for the program is vested in the professional education unit of the institution. Institutions shall designate the appropriate department, division, school, or college within the institution to act within the framework of general institutional policies on all matters relating to such programs;

5. Clearly identified human and physical resources to support the program. 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 defined and confirmed by the controlling agency; and

6. A written plan for the continuing evaluation of the proposed program including definition and specification of the kinds of evidence that will be gathered and reported to the institution and the state education agency at designated intervals. Evaluation reports shall provide information to identify areas in the program that need to be strengthened and/or to suggest new directions for program development.

(C) Innovative and alternative programs shall abide by and be evaluated according to the Missouri standards for professional education programs included in rules promulgated by the board.

(3) Any candidate who meets the criteria established by a Missouri college or university for its conventional professional education programs may be accepted into an innovative professional education program.

(4) Candidates meeting certain criteria may be accepted into an alternative certification program offered by a Missouri college or university. These criteria include:

(A) The candidate shall present evidence of employment by a school district in Missouri prior to acceptance into an alternative certification program;

(B) The candidate shall undergo a background check conducted by the Missouri Highway Patrol and the Federal Bureau of Investigation (FBI), which includes submitting to DESE two (2) full sets of fingerprints on forms provided by the board and completed by any law enforcement agency. The candidate is responsible for the payment of any fees required by the Missouri Highway Patrol and/or FBI;

(C) The candidate shall have earned a bachelor's or higher degree in the content area or a closely allied field of the desired certificate of license to teach from a regionally accredited institution and shall have a cumulative grade point average no lower than the Missouri requirement for teacher certification (2.5 on a 4.0 scale) and a grade point average no lower than 2.5 in the major (content) area;

(D) The candidate shall verify the completion of general education requirements to the satisfaction of the teacher education institution offering the alternative program;

(E) The candidate shall participate in a structured interview conducted by the teacher education institution to assess the candidate's beliefs regarding the nature of teaching, the nature of students and the mission and goals of education as a profession. The interview should be utilized for screening, diagnostic and advising purposes;

(F) The candidate shall complete coursework, which addresses adolescent development, psychology of learning, and teaching methodology in the content area, prior to receiving provisional certification and entering a public school classroom;

(G) Upon successful completion of the coursework outlined in the previous subsection, the candidate will enter into a four (4)-party contract with the recommending college or university, the employing Missouri school district, and DESE. Candidates will receive a two (2)-year provisional certificate of license to teach and shall:

1. Be assigned by the school district a mentor who teaches the same subject and approximately the same grade level to observe and work with the candidate while s/he is teaching during the school day until the candidate completes the alternative program;

2. Receive any additional assistance, as determined by the college or university, until the candidate completes the alternative program;

3. Participate in the employing district's professional development programs;

4. Participate in the district's Performance-Based Teacher Evaluation (PBTE) program; and

5. Continue professional growth to include thirty (30) clock-hours of in-service training as defined in criteria established by the board; and

(H) The candidate shall complete at least eight (8) semester hours of professional education coursework no later than the summer following the awarding of the provisional certificate.

(5) Prior to the expiration of the provisional certificate of license to teach, the candidate must successfully complete the exit assessment designated by the board. The exit assessment and the provisions outlined in the previous subsection must be completed prior to being granted a Professional Classification I (PC I) certificate of license to teach.

(6) Institutions will be responsible for the recommendation of candidates who complete innovative or alternative certification programs for professional certification in the same manner as those completing conventional programs according to the rules promulgated by the board.

AUTHORITY: sections 161.092, 161.097, 168.011, 168.021 and 168.081, RSMo 2000. Original rule filed Oct. 25, 2001, effective June 30, 2002.*

**Original authority: 161.092, RSMo 1963, amended 1973; 161.097, RSMo 1985; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000; and 168.081, RSMo 1963, amended 1984.*

5 CSR 80-805.040 Clinical Experience Requirements for Candidates in Professional Education Programs

PURPOSE: This rule establishes clinical experience requirements for candidates in professional education programs approved by the State Board of Education in all baccalaureate degree granting four-year colleges and universities in Missouri.

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

(A) Accredited nonpublic school. A school that has met the standards of a state recognized accrediting agency and has received the approval of such agency;

(B) Board. Missouri State Board of Education;

(C) Clinical experiences. Supervised student teaching or internships that are conducted in approved educational settings such as a public or accredited nonpublic school or classroom. Students in professional education programs are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing;

(D) Clinical faculty. Faculty from schools, preschool-grade twelve (12), and institutions of higher education responsible for instructing, supervising, and assessing preservice education students during student teaching assignments, internships, or other field experiences;

(E) Cooperating teacher. A teacher with at least three (3) years experience in a public or accredited nonpublic school setting, having professional classification certification in the content area and grade range being taught, with whom preservice students are placed for student teaching or other field experiences to fulfill the requirements of a professional education program;

(F) Field experiences. Venues in which students in professional education programs may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as public or accredited nonpublic schools or classrooms;

(G) Internship. A post-licensure or graduate clinical experience under the supervision of clinical faculty; may also refer to a preservice clinical experience;

(H) Mentor. An experienced teacher, administrator, or other school professional with appropriate certification who provides support to a beginning educator by providing instruction, coaching, counseling or other assistance in the performance of his/her duties and responsibilities;

(I) Preservice. The period of time during which a student is undergoing professional training to become a teacher, administrator or other certificated school employee; and/or

(J) Teacher assistant. An individual who has served as an assistant or aide with teaching responsibilities to a certificated teacher in a public school or accredited nonpublic school setting.

(2) Each institution of higher education offering professional education program(s) for teacher certification shall require preservice teacher education students to complete clinical and other field experiences under the supervision of a qualified cooperating teacher and a qualified clinical faculty member from the institution's professional education program in accordance with rules promulgated



ed by the board, with the following exception:

(A) Programs having preservice teacher education students who have been employed in public or accredited nonpublic schools for at least two (2) years as teacher assistants shall accept such experiences in lieu of the conventional student teaching requirement if the following conditions are met:

1. The preservice student's experience as a teacher assistant was concurrent with the student's participation in the professional education program and in the same content area and grade range for which the student is seeking certification;

2. The teacher assistant shall have conducted teaching activities comparable to those required for other preservice education students in conventional student teaching placements and demonstrating similar competencies;

3. The teacher with whom the teacher assistant served meets the qualifications for a cooperating teacher, as defined in this rule;

4. The teacher with whom the teacher assistant served has been provided training for observing and evaluating the assistant's teaching practice through the institution providing the assistant's professional education program or through the school or district's mentor training program; and

5. The teacher assistant has been working with permission and under the authority of the principal of the school or a designee.

AUTHORITY: sections 161.097 and 168.021, RSMo 2000 and 161.092 and 168.400, RSMo Supp. 2002. Original rule filed Sept. 24, 2002, effective April 30, 2003.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002; 161.097, RSMo 1985; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000; and 168.400, RSMo 1985, amended 1990, 2002.*