



Rules of
Department of Elementary and
Secondary Education

Division 80—Teacher Quality and Urban Education
Chapter 850—Professional Development

| Title | | Page |
|-------------------------|---|-------------|
| 5 CSR 80-850.010 | Administrative Procedures for the Teacher Education Scholarship Program | .3 |
| 5 CSR 80-850.015 | Administrative Procedures for the Minority Teaching Scholarship Program | .5 |
| 5 CSR 80-850.020 | Tuition Reimbursement for Public School Teachers and Other Certificated Personnel (Rescinded April 9, 1994) | .7 |
| 5 CSR 80-850.025 | Missouri Critical Teacher Shortage Forgivable Loan Program | .7 |
| 5 CSR 80-850.030 | Missouri Career Development and Teacher Excellence Plan | .8 |
| 5 CSR 80-850.040 | Beginning and Practicing Teacher Assistance Program (Rescinded April 9, 1994) | .13 |
| 5 CSR 80-850.045 | Mentoring Program Standards | .13 |
| 5 CSR 80-850.050 | State Level Professional Development Funds for Statewide Areas of Critical Need for Learning and Development | .15 |
| 5 CSR 80-850.060 | School Board Member Orientation and Training | .15 |

**Title 5—DEPARTMENT OF
ELEMENTARY AND
SECONDARY EDUCATION
Division 80—Teacher Quality and Urban
Education
Chapter 850—Professional Development**

5 CSR 80-850.010 Administrative Procedures for the Teacher Education Scholarship Program

PURPOSE: The Excellence in Education Act of 1985 (sections 160.276, 160.278, 160.281 and 160.283, RSMo) establishes a program to be administered by the Department of Elementary and Secondary Education (DESE) that makes scholarships in the amount of two thousand dollars (\$2,000) per recipient (one-half this amount to be provided by the state and one-half to be provided by participating colleges or universities) available for students who make a commitment to a teaching career and who enroll in a college program leading to certification to teach in the public schools of Missouri. This rule sets forth the qualifications required of applicants for the scholarships, the criteria to be used in selecting scholarship recipients, the conditions that participating colleges or universities must meet, procedures for matching recipients with participating colleges or universities, terms to which a scholarship recipient must agree and repayment procedures to be followed by recipients who fail to fulfill their commitment to become certificated to teach or to teach in the public schools of Missouri.

(1) Eligible applicants are defined as residents of Missouri who:

(A) Are high school seniors, students in a four (4)-year college or university located in Missouri, or students enrolled in a junior or community college located in Missouri;

(B) Make a commitment to pursue an approved teacher education program and enroll as full-time students in a four (4)-year college or university located in Missouri;

(C) Have achieved scores on an accepted nationally-normed test of academic ability, such as the Scholastic Aptitude Test (SAT), the American College Test (ACT) or the School-College Ability Test (SCAT), which place them at or above the eighty-fifth percentile; or have achieved a high school grade point average which ranks them in the upper fifteen percent (15%) of their high school graduating class or as calculated at the end of the sixth semester; and

(D) Meet the requirements for entry into an approved teacher education program in Missouri.

(2) Each student wishing to apply for a scholarship shall submit an application to the Department of Elementary and Secondary Education (DESE) in a form required by DESE by February 15 in order to be considered for the award of a scholarship for the fall term.

(3) Each application shall contain information as may be required to enable DESE to select recipients under the provisions of this rule.

(4) Each applicant will be notified by April 1 whether the applicant has or has not been selected as a recipient.

(5) Recipients will be selected from the group of eligible applicants on the basis of each applicant's level of performance in the following areas:

(A) Participation in school and community activities;

(B) Demonstrated leadership abilities;

(C) Effective interpersonal skills;

(D) Wide range of interest;

(E) Career interest in teaching; and

(F) Effective communication skills.

(6) Annually, DESE shall appoint a selection committee whose assignment shall be to rank the eligible applicants on the basis of the criteria listed above in accordance with rating scales developed by DESE. The list of ranked applicants shall be used in assigning each recipient to the college or university of the applicant's choice.

(7) In the event that there are more eligible applicants than can be granted scholarships because insufficient funds have been appropriated, scholarships shall be awarded in sequence according to the rank order of the eligible applicants.

(8) In the event that a designated recipient declines to accept a scholarship, the scholarship shall be offered to the next highest ranked eligible applicant, if any.

(9) After recipients have been selected in accordance with the criteria listed in this rule, each recipient will be matched, in rank order, with the applicant's first choice of college or university until all openings at a college or university have been filled; after that, recipients who have designated that college or university as first choice will be matched in rank order with openings at colleges and universities that they indicated as second or third choice, respectively.

(10) DESE shall notify each participating college or university of the names and addresses of scholarship recipients who have been matched with that institution.

(11) Following notification that the applicant has been selected to receive a scholarship, the applicant shall respond to DESE to accept or decline the scholarship no later than April 15.

(12) After a recipient has completed admission and registration procedures at the matched college or university and is ready to attend class at the beginning of the fall semester of the program year (fiscal year), the financial aid officer or scholarship awards officer shall give the recipient a check from the state in the amount of five hundred dollars (\$500) and a check from the college or university in the amount of five hundred dollars (\$500), both checks made payable to the recipient (or the recipient and parent or guardian, if the recipient is under eighteen (18) years of age). At the beginning of the spring semester of the program year (fiscal year), a similar procedure shall occur.

(13) On the two (2) occasions, at the beginning of the first and second semesters after the recipient has completed all enrollment requirements and is ready to attend class and when the checks from the state and the college or university are delivered to the student, the recipient (and parents or guardians, if the recipient is under eighteen (18) years of age) shall sign a promissory note which obligates the student to fulfill the commitment to be made by recipients and included in this rule, with the provision that funds received under the terms of this rule shall be repaid according to the terms of this rule if the student defaults on the commitments.

(14) Participating colleges or universities must:

(A) Be located in Missouri;

(B) Offer a teacher education program approved by DESE;

(C) Provide matching funds of one thousand dollars (\$1,000) per scholarship recipient to match, dollar for dollar, funds made available by the state;

(D) Not use state funds for the matching funds;

(E) Indicate prior to each year of participation, upon the request of DESE, the number of scholarships that will be matched;

(F) Report annually on October 1, in the form requested by DESE, the status of all



scholarship recipients who attended the college or university during preceding years until such time as they graduate or leave the college or university;

(G) Confirm annually on October 1, in the form requested by DESE, the status of recipients who are currently enrolled as first-time students;

(H) Report immediately to DESE the name of any enrolled recipient who ceases study leading to teacher certification;

(I) Agree to pay matching funds to recipients on terms no more restrictive than those established by DESE with regard to the state funds provided to recipients and if they elect to seek repayment, the terms of the repayment schedule shall be no more restrictive than the repayment terms established by the state for students who default; and

(J) Agree to serve as agent for the state in obtaining notarized signatures of recipients (or of recipients and parents or guardians, if the recipient is under eighteen (18) years of age) on promissory notes which will be sent by DESE to the designated college official along with the payment checks sent for recipients. The college or university agrees to return the signed and notarized promissory notes to DESE.

(15) Before receiving any funds from the state or from a college or university under terms of the Teacher Education Scholarship Program, each designated recipient must agree to the following terms and conditions:

(A) To enroll in and complete a college program designed to qualify the recipient for a Missouri teaching certificate within five (5) years from the date of receiving funds under the scholarship program (three (3) years in the case of students transferring from a junior or community college);

(B) To teach on a full-time basis for a period of five (5) years in a Missouri public elementary or secondary school after receiving a teaching certificate;

(C) To notify DESE annually on October 1, in the form and on the schedule prescribed by DESE, of the applicant's current status as a student during years of college attendance and as a teacher following receipt of teacher certification;

(D) To repay the scholarship funds received from the state in accordance with terms set forth in this rule if any one (1) of the following events occurs:

1. The recipient ceases study leading to teacher certification for any reason, including, but not limited to:

A. Change of career goal as evidenced by the nature of courses selected in colleges;

B. Discontinuance of college attendance;

C. Dismissal, suspension or expulsion from college for any reason; or

D. Enrollment and attendance during any semester in less than twelve (12) semester hours (less than full-time) in a program leading to certification to teach in Missouri public schools, except that nonattendance or enrollment in less than twelve (12) semester hours during the summer term shall not affect the status of the recipient;

2. The recipient fails to be hired for or to accept a full-time teaching position in a Missouri public school within ten (10) months of receiving certification to teach in Missouri public schools; or

3. The recipient fails to teach on a full-time basis for a period of five (5) years in a Missouri public elementary or secondary school.

(16) If a recipient does not complete requirements for certification to teach in public elementary and secondary schools in Missouri in accordance with the terms of this rule, the scholarship amount shall be considered as a loan to the recipient and interest at the rate of nine and one-half percent (9 1/2%) per year shall be charged on the unpaid balance of the amount received from the state from the date the recipient ceased study leading to teacher certification until the amount received has been paid back to the state.

(17) If a recipient fails to be hired for or to accept a full-time teaching position in a Missouri public elementary or secondary school within ten (10) months after receiving certification to teach in Missouri public elementary or secondary schools, the scholarship amount shall be considered as a loan to the recipient and interest at the rate of nine and one-half percent (9 1/2%) per year shall be charged on the unpaid balance of the amount received from the state from the date ten (10) months after receiving certification until the amount has been paid back to the state.

(18) If a recipient does not continue to teach on a full-time basis in a Missouri public elementary or secondary school for a period of five (5) years after receiving a degree, the scholarship amount shall be considered as a loan to the recipient and interest at the rate of nine and one-half percent (9 1/2%) per year

shall be charged on the unpaid balance of the amount received from the date the recipient ceases to teach until the amount received has been paid back to the state. For each year, up to five (5) years, that the recipient teaches in a Missouri public elementary or secondary school, one-fifth (1/5) of the amount received under the scholarship program shall be applied against the total amount received and shall not be subject to repayment.

(19) The amount received (plus interest) shall be repaid to the state within two (2) years of the date of default; except that repayment shall not be triggered for a period of not more than:

(A) One (1) year by a recipient's returning to full-time study after two (2) years of teaching in a Missouri public elementary or secondary school; or

(B) One (1) semester by a recipient's requesting and receiving maternity leave from a Missouri public school district if the recipient returns to a teaching position in a Missouri public elementary or secondary school following this interruption of employment.

(20) The obligation to teach on a full-time basis in a Missouri public elementary or secondary school for a period of five (5) years following certification shall not be altered by any such moratorium on the requirement to repay the scholarship funds.

(21) The state board may set aside fifteen percent (15%) of the scholarships for awards to qualified minority recipients.

(22) Exceptions. A recipient who wishes to request an exception to any of the terms of this rule must submit their request in writing to DESE. DESE shall respond to each such request within thirty (30) days following receipt of the request and may schedule a hearing not more than forty-five (45) days following receipt of the request to receive testimony. A ruling on each request shall be rendered not more than fifteen (15) days following the hearing.

AUTHORITY: sections 160.276, 160.278, 160.281 and 160.283, RSMo 2000. Original rule filed Dec. 2, 1985, effective Feb. 24, 1986. Amended: Filed Aug. 1, 1989, effective Nov. 27, 1989. Rescinded and readopted: Filed March 29, 2002, effective Oct. 30, 2002.*

**Original authority: 160.276, RSMo 1985; 160.278, RSMo 1985; 160.281, RSMo 1985, amended 1990; and 160.283, RSMo 1985, amended 1990.*

5 CSR 80-850.015 Administrative Procedures for the Minority Teaching Scholarship Program

PURPOSE: The Minority Teaching Scholarship (sections 161.415, 161.418, 161.421, and 161.424, RSMo) establishes a program, to be administered by the Department of Elementary and Secondary Education, also referred to as the department, that makes renewable scholarships in the amount of three thousand dollars per recipient (two thousand dollars of this amount to be provided by the state and one thousand dollars to be provided by participating colleges or universities) available for minority students who make a commitment to a math or science teaching career and who enroll in a college program leading to certification to teach in the public schools of Missouri. Within the limits of amounts appropriated therefore, the Department of Elementary and Secondary Education shall make available up to one hundred, one-year, renewable scholarships to minority students for the purpose of encouraging minority students to enter teaching of math or science. This rule sets forth the qualifications required of applicants for the scholarships, the criteria to be used in selecting scholarship recipients, the conditions that participating colleges or universities must meet, procedures for matching recipients with participating colleges or universities, terms to which a scholarship recipient must agree, and repayment procedures to be followed by recipients who fail to fulfill their commitment to become certificated to teach science or math in the public schools of Missouri.

(1) Eligible applicants are defined as residents of Missouri who—

(A) Are a minority which includes Asian Americans, Hispanic Americans, Native Americans, and African Americans;

(B) Are high school graduates or college students who are residents of Missouri or who after the completion of their baccalaureate degree enter teacher education;

(C) Make a commitment to pursue an approved teacher education program, enroll as full-time students in a four (4)-year college or university located in Missouri, and make a commitment to teach science or math;

(D) Have achieved scores on an accepted nationally-normed test of academic ability, such as but not limited to the Scholastic Aptitude Test (SAT), the American College Test (ACT), or the School-College Ability Test (SCAT), which place them at or above the seventy-fifth (75th) percentile; and have

achieved a high school grade point average which ranks them in the upper twenty-five percent (25%) of their high school graduating class or as calculated at the end of the sixth (6th) semester.

(E) Have completed thirty (30) college credit hours or more, with a 3.0 grade point average in an accredited institution, will be considered to have met the class rank and test requirements; as the purpose of this requirement is to predict college success.

(2) Each student wishing to apply for a scholarship under sections 161.415, 161.418, 161.421, and 161.424, RSMo, shall submit an application to the department in such form as may be required by the department before January 1 in order to be considered for the award of a scholarship for the fall term.

(3) Each application shall contain such information as may be required to enable the department to select recipients under the provisions of this rule.

(4) Each applicant will be notified whether s/he has or has not been selected as a recipient of a scholarship by April 1.

(5) Recipients will be selected from the group of eligible applicants on the basis of each applicant's level of performance in the following areas:

(A) Participation in school and community activities;

(B) Demonstrated leadership abilities; and

(C) Career interest in teaching.

(6) Annually, the department shall appoint a selection committee whose assignment shall be to rank the eligible applicants on the basis of the criteria listed in section (5) in accordance with rating scales developed by the department. The list of ranked applicants shall be used in assigning each recipient to the college or university of his/her choice.

(7) In the event that there are more eligible applicants than can be granted scholarships because insufficient funds have been appropriated, the Department of Elementary and Secondary Education (DESE) may consider the financial need of the applicant.

(8) In the event that a designated recipient declines to accept a scholarship, the scholarship shall be offered to the next highest ranked eligible applicant, if any.

(9) After recipients have been selected in accordance with the criteria listed in this rule, each recipient will be matched, in rank order, with his/her first choice of college or university until all openings at a college or university have been filled; thereafter, recipients who have designated that college or university as first choice will be matched in rank order with openings at colleges or universities that they indicated as second or third choice, respectively.

(10) The department shall notify each participating college or university of the names and addresses of scholarship recipients who have been matched with that institution.

(11) Following notification that s/he has been selected to receive a scholarship, an applicant shall respond to the department to accept or decline the scholarship no later than April 15.

(12) After a recipient has completed admission and registration procedures at the matched college or university and is ready to attend class at the beginning of the first semester, the financial aid officer or scholarship awards office shall give the recipient a check from the state in the amount of one thousand dollars (\$1,000) and a check from the college or university in the amount of five hundred dollars (\$500), both checks made payable to the recipient (or the recipient and parent or guardian, if the recipient is under eighteen (18) years of age). At the beginning of each semester a similar procedure shall occur. A recipient shall be eligible for a renewed scholarship, subject to appropriation by the general assembly, for a maximum of three (3) additional years, provided the recipient remains in "good standing" with their college or university.

(13) At the beginning of each semester after the recipient has completed all enrollment requirements and is ready to attend class, and when the checks from the state and the college or university are delivered to the student, the recipient (and parents or guardians, if the recipient is under eighteen (18) years of age) shall sign a promissory note obligating the student to fulfill the commitments as defined in this rule, to include the provision that funds received shall be repaid according to the terms of this rule if the student defaults on said commitments.

(14) Participating colleges or universities must—



(A) Be located in Missouri;
(B) Offer a teacher education program approved by the department;

(C) Provide matching funds of one thousand dollars (\$1,000) per scholarship recipient to match one dollar (\$1) for every two dollars (\$2), funds made available by the state;

(D) Not use state funds for the matching funds;

(E) Indicate prior to each year of participation, upon the request of the department, the number of scholarships that will be matched;

(F) Report annually on October 1 in the format requested by the department, the status of all scholarship recipients who attended the college or university during preceding years until such time as they graduate or leave the college or university;

(G) Confirm annually on October 1 in the format requested by the department, the status of recipients who are currently enrolled as first-time students;

(H) Report immediately to the department the name of any enrolled recipient who ceases study leading to teacher certification, or falls below “good standing” with the university or Teacher Education Program;

(I) Agree to pay matching funds to recipients on terms no more restrictive than those established by the department with regard to the state funds provided to recipients, and if they elect to seek repayment, the terms of the repayment schedule shall be no more restrictive than the repayment terms established by the state for students who default; and

(J) Agree to serve as agent for the state in obtaining notarized signatures of recipients (or of recipients and parents or guardians, if the recipient is under eighteen (18) years of age) on promissory notes which will be sent by the department to the designated college official along with the payment checks sent for recipients. The college or university agrees to return the signed and notarized promissory notes to the department.

(15) Before receiving any funds from the state or from a college or university under terms of the Minority Teaching Scholarship Program, each designated recipient must agree to the following terms and conditions:

(A) To enroll in and complete a college program designed to qualify the recipient for a Missouri teaching certificate within five (5) years from the date of receiving funds under the scholarship program (three (3) years in the case of students transferring from a junior or community college);

(B) To teach science or math on a full-time basis for a period of five (5) years in a Missouri public elementary or secondary school after receiving a teaching certificate;

(C) To notify the department annually on October 1 in the format and on the schedule prescribed by the department, of his/her current status as a student during years of college attendance and as a teacher following receipt of teacher certification;

(D) To repay the scholarship funds received from the state in accordance with terms set forth in this rule if any one (1) of the following events occurs:

1. The recipient ceases study leading to teacher certification for any reason, including but not limited to—

A. Change of career goal as evidenced by the nature of courses selected in college;

B. Discontinuance of college attendance;

C. Dismissal, suspension, or expulsion from college for any reason; or

D. Enrollment and attendance during any semester in less than twelve (12) semester hours (less than full-time) in a program leading to certification to teach in Missouri public schools, except that nonattendance or enrollment in less than twelve (12) semester hours during the summer term shall not affect the status of the recipient;

2. The recipient fails to be hired for or to accept a full-time math or science teaching position in a Missouri public school within ten (10) months of receiving certification to teach in Missouri public schools; or

3. The recipient fails to teach math or science on a full-time basis for a period of five (5) years in a Missouri public elementary or secondary school.

(16) If a recipient does not complete requirements for certification to teach in public elementary or secondary schools in Missouri in accordance with the terms of this rule, the scholarship amount shall be considered as a loan to the recipient and interest at the rate of nine and one-half percent (9 1/2%) per year shall be charged on the unpaid balance of the amount received from the state from the date the recipient ceased study leading to teacher certification until the amount received has been paid back to the state.

(17) If a recipient fails to be hired for or to accept a full-time math or science teaching position in a Missouri public elementary or secondary school within ten (10) months after receiving certification to teach in

Missouri public elementary or secondary schools, the scholarship amount shall be considered as a loan to the recipient, and interest at the rate of nine and one-half percent (9 1/2%) per year shall be charged on the unpaid balance of the amount received from the date the recipient ceases to teach until the amount received has been paid back to the state. For each year, up to five (5) years, that the recipient teaches in a Missouri public elementary or secondary school, one-fifth (1/5) of the amount received under the scholarship program shall be applied against the total amount received and shall not be subject to repayment.

(18) If a recipient does not continue to teach math or science on a full-time basis in a Missouri public elementary or secondary school for a period of five (5) years after receiving a degree, the scholarship amount shall be considered as a loan to the recipient and interest at the rate of nine and one-half percent (9 1/2%) per year shall be charged on the unpaid balance of the amount received from the date the recipient ceases to teach until the amount received has been paid back to the state. For each year, up to five (5) years, that the recipient teaches in a Missouri public elementary or secondary school, one-fifth (1/5) of the amount received under the scholarship program shall be applied against the total amount received and shall not be subject to repayment.

(19) The amount received (plus interest) shall be repaid to the state within two (2) years of the date of default; except that, repayment shall not be triggered—

(A) For a period of not more than two (2) years when a recipient returns to full-time graduate study;

(B) For a period of not more than one (1) semester by a recipient’s requesting and receiving maternity leave from a Missouri public school district if the recipient returns to a teaching position in a Missouri public elementary or secondary school following such interruption of employment;

(C) For services in any branch of the armed forces of the United States; or

(D) For teaching in areas other than math or science defined as “critical need” by the state board.

(20) The obligation to teach on a full-time basis in a Missouri public elementary or secondary school for a period of five (5) years following certification shall not be altered by

any such suspension on the requirement to repay the scholarship funds.

(21) Exceptions—A recipient who wishes to request an exception to any of the terms of this rule must submit his/her request in writing to the department. The department shall respond to each such request within thirty (30) days following receipt of the request and may schedule a hearing not more than forty-five (45) days following receipt of the request to receive testimony. A ruling on each request shall be rendered not more than fifteen (15) days following such hearing.

AUTHORITY: sections 161.415, 161.418, 161.421 and 161.424, RSMo 1994. Emergency rule filed July 19, 1995, effective July 29, 1995, expired Nov. 25, 1995. Original rule filed May 24, 1995, effective Jan. 30, 1996.*

**Original authority: 161.415, RSMo 1990, amended 1996; 161.418, RSMo 1990; 161.421, RSMo 1990; and 161.424, RSMo 1990.*

5 CSR 80-850.020 Tuition Reimbursement for Public School Teachers and Other Certificated Personnel
(Rescinded April 9, 1994)

AUTHORITY: section 168.415, RSMo Supp. 1990. Original rule filed Nov. 27, 1985, effective Feb. 24, 1986. Amended: Filed April 28, 1989, effective Aug. 24, 1989. Amended: Filed Dec. 19, 1989, effective April 26, 1990. Rescinded: Filed Oct. 1, 1993, effective April 9, 1994.

5 CSR 80-850.025 Missouri Critical Teacher Shortage Forgivable Loan Program

PURPOSE: Section 168.600, RSMo, establishes a critical teacher shortage forgivable loan program. Upper division undergraduate or graduate level students enrolled full-time in approved teacher education programs leading to teacher certification would be eligible to apply for this program. This program would provide forgivable loans of up to four thousand dollars (\$4,000) for undergraduate students and eight thousand dollars (\$8,000) for graduate students who declared an intent to teach in Missouri public elementary and secondary schools in critical teacher shortage areas. The General Assembly makes an annual appropriation for the purpose of funding

this program. This rule sets forth requirements for the implementation of this program.

(1) The Missouri critical teacher shortage forgivable loan program contains the following:

(A) For the purpose of this rule, unless the context clearly requires otherwise, critical teacher shortage area shall mean:

1. Certification areas identified annually by the statistical analysis conducted by the Division of Teacher Quality and Urban Education, Department of Elementary and Secondary Education (DESE) and submitted to the U.S. Department of Education as critical teacher shortage areas; and/or

2. School buildings that serve low income families (one-third (1/3) or more of the students qualify for free and reduced price meals);

(B) An undergraduate forgivable loan may be awarded annually for two (2) undergraduate years and shall not exceed four thousand dollars (\$4,000) per year, or for a maximum of three (3) years for programs requiring a fifth year of instruction to obtain initial teaching certification; and

(C) A graduate forgivable loan may be awarded annually for two (2) graduate years and shall not exceed eight thousand dollars (\$8,000) per year.

(2) Eligible candidates are residents of Missouri and will be chosen on a first come first served basis with preference given to applicants who declare an intent to teach in both an identified certification area and school building that serves low income families and who meet the following requirements:

(A) Are upper division undergraduate or graduate students attending full-time a Missouri higher education institution with a DESE approved teacher education program;

(B) Participate in a program of study leading to issuance of a certificate of license to teach;

(C) Has declared an intent to teach for at least the number of years for which a forgivable loan is received in Missouri public elementary and/or secondary schools of Missouri in a critical teacher shortage area;

(D) Have maintained a minimum cumulative grade point average of 2.5 on a 4.0 scale for all undergraduate work (undergraduate students) or have maintained a minimum grade point average of 3.0 on a 4.0 scale for all graduate work (graduate students); and

(E) Agree to notify DESE annually on October 1 in the format and on the schedule

prescribed by DESE, of his/her current status as a student during years of college attendance and as a teacher following receipt of a certificate of license to teach.

(3) Applications must be postmarked by May 1 on a form provided by DESE:

(A) Applications will contain the following:

1. Applicant's name and residential address;

2. Applicant's date of birth and Social Security number;

3. Name of the college or university attending;

4. Certification area being pursued; and

5. Declaration of intent to teach in a critical teacher shortage area.

(4) Following notification that the applicant has been selected to receive a loan, an applicant shall respond to DESE to accept or decline the loan no later than July 1. The loans shall be dispersed as follows:

(A) After the recipient has completed registration procedures at the college or university and is ready to attend class at the beginning of the first and second semester of the fiscal year, the financial aid officer or scholarship awards officer shall give the recipient a check from the state in an amount not to exceed two thousand dollars (\$2,000) for undergraduate or four thousand dollars (\$4,000) for graduate students made payable to the recipient. The exact number of loans will be based upon legislative appropriation and the number of eligible applicants;

(B) At the beginning of the first and second semesters after the recipient has completed all enrollment requirements, is ready to attend class, and when the check from the state is delivered to the student, the recipient shall sign a promissory note which obligates the student to fulfill the commitment to be made by the recipient, with the provision that funds received shall be repaid according to the terms of this rule if the student defaults on the commitments; and

(C) The state board of education may set aside fifteen percent (15%) of the loans for awards to qualified minority recipients.

(5) Participating colleges or universities must:

(A) Be located in Missouri;

(B) Offer a teacher education program approved by DESE;

(C) Report immediately to DESE the name of any enrolled recipient who ceases study leading to teacher certification; and



(D) Agree to serve as agent for the state in obtaining notarized signatures of recipients on promissory notes, which will be sent by DESE to the designated college official along with the loan checks. The college or university agrees to return the signed and notarized promissory notes to DESE.

(6) Repayment.

(A) Credit for repayment of a forgivable loan shall be in the amount of two thousand dollars (\$2,000) in loan principal plus applicable accrued interest for each full year of teaching in a critical teacher shortage area as defined in paragraph (1)(A)1. or 2. of this rule. However, credit in the amount of four thousand dollars (\$4,000) in loan principal plus applicable accrued interest for each full year of teaching in a critical teacher shortage area as defined in paragraphs (1)(A) 1. and 2. of this rule.

(B) Any loan recipient who fails to complete initial certification requirements, fails to obtain a certificate of license to teach in a critical teacher area or fails to teach in a Missouri public elementary or secondary school in a critical teacher shortage area shall repay the loan plus interest accruing at eight percent (8%) annually. In order to provide for the servicing of such loans, DESE may sell such loans to the Missouri Higher Education Loan Authority pursuant to state law and regulations.

AUTHORITY: sections 161.092 and 168.600, RSMo 2000. Original rule filed June 28, 2001, effective Jan. 30, 2002.*

**Original authority: 161.092, RSMo 1963, amended 1973 and 168.600, RSMo 1999.*

5 CSR 80-850.030 Missouri Career Development and Teacher Excellence Plan

PURPOSE: Sections 168.500–168.515, RSMo establish a career advancement program, the Missouri Career Development and Teacher Excellence Plan, referred to as the career ladder program. Participation by local school districts in the Career Ladder Program shall be voluntary. The Career Ladder Program is a matching program of variable matched rates established by statute. The general assembly makes an annual appropriation for the purpose of providing the state's share of the Career Ladder Program. This rule sets forth guidelines for local district participation in the Career Ladder Program.

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

(A) Career ladder salary supplement—The district may establish a salary supplement up to fifteen hundred dollars (\$1,500) for Career Stage I teachers, three thousand dollars (\$3,000) for Career Stage II teachers and five thousand dollars (\$5,000) for Career Stage III teachers. The state's payment is contingent upon appropriations for this purpose;

(B) Department—The Department of Elementary and Secondary Education;

(C) Eligible district—A school district which has adopted a local district career ladder plan and had that plan approved by the department according to standards and procedures established in this rule;

(D) Participating teacher—An individual employed full-time by a school district who is certificated under rules governing teacher certification to serve as a classroom teacher, librarian, guidance counselor, school psychological examiner, parents as teachers educator, school psychologist, special education diagnostician, or speech pathologist and is on the district salary schedule and, as verified by a school district, has met criteria established for the career ladder; and

(E) School district—A school or group of schools governed by a locally elected board of education or the State Board of Education and operated at public expense.

(2) The department will provide school districts a model career ladder, guidelines and criteria for school district plans which meet the requirements established by statute and this rule.

(3) Each local school district desiring to participate in the Career Ladder Program shall submit an application and district plan to the Division of Urban and Teacher Education prior to July 15, 1996 and April 15 in subsequent years.

(4) Upon receipt of the school district's career ladder application, the Division of Urban and Teacher Education will review plans for eligibility to participate in the variable match rate program. The local district's career ladder plan will be evaluated to determine compliance with applicable statutes and standards and procedures established in the Criteria for Local District Career Ladder Plans (Appendix A).

(5) School districts will be notified of necessary modifications, eligibility or denial prior

to August 1, 1996 and June 30, in subsequent years.

(6) Each eligible district shall identify participating teachers on Core Data collection forms provided by the department.

(7) Upon receipt of the Core Data information, the department will compile a list of participating teachers and determine the state portion of the career ladder salary supplement according to the variable matching rate provisions of the law. The department will send to each district the list of participating teachers. The district will correct as necessary, verify this list and certify its accuracy to the commissioner of education on or before March 15.

(8) Upon receipt of the certified list, the department will schedule one (1) payment to occur in July in concert with regular payment of foundation program funds, contingent upon appropriations for this purpose, participating districts shall receive the appropriate reimbursement for Career Ladder Stage I in the first year of participation; Stages I and II in the second year; and Stages I, II and III in the third year.

(9) Eligible districts receiving career ladder salary supplements shall pay to each teacher an amount specified in the district application not to exceed the amounts provided by section 168.515(1), RSMo. If staffing/eligibility changes occur subsequent to the certification of the career ladder entitlement which cause the district to receive more or fewer funds necessary to implement the provisions of section 168.515, RSMo, the department shall be notified, with the modifications to Career Ladder Payment form by September 1, and the department will make an offsetting correction on the ensuing payment.

(10) Independent auditors retained by local districts will be responsible to examine district payroll records to determine if the proper career ladder supplemental pay has actually been paid to participating teachers as certified by the district to the department. Instances of noncompliance should be set forth in the audit report in the accountant's report on state and federal compliance.

AUTHORITY: sections 168.500–168.515, RSMo 1994. Original rule filed Feb. 26, 1986, effective May 29, 1986. Amended: Filed Aug. 31, 1992, effective April 8, 1993.*



Amended: Filed Sept. 27, 1995, effective March 30, 1996.

**Original authority: 168.500, RSMo 1985, amended 1986, 1993, 1996; 168.505, RSMo 1985, amended 1993; 168.510, RSMo 1985, amended 1996; and 168.515, RSMo 1985, amended 1993, 1996.*



APPENDIX A
Criteria for Local District Career Ladder Plans
REQUIRED ELEMENTS OF THE DISTRICT CAREER LADDER PLAN

The local district shall develop and submit to the Department of Elementary and Secondary Education a District Career Ladder Plan (DCLP). This plan will provide the organizational basis for the district's career ladder. Development of a career ladder is voluntary for local school districts. When districts establish a career ladder plan, they also must accept the responsibility of raising the local portion of the funding. Teachers who clearly meet the Qualifications and Responsibilities established as specific criteria (168.500.2(3), RSMo) for the district Career Ladder shall have a reasonable expectation of participating on the career ladder.

- I. The DCLP shall contain a statement requiring that all responsibilities in the teacher's Career Development Plan directly and obviously relate to improvement of programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program or instructional improvement.
- II. The DCLP shall contain three (3) stages and the qualifications for each stage. The annual supplemental pay shall not exceed \$1,500 for Stage I, \$3,000 for Stage II, or \$5,000 for Stage III. The state's payment is contingent upon appropriations for this purpose (168.515.1., RSMo). This supplemental pay shall be in addition to that which the teacher would normally be accorded by the district's salary schedule (168.505.1., RSMo).
- III. Each career ladder stage shall contain specific qualifications to be completed prior to application (168.500.2., RSMo). These qualifications shall include:
 - A. Five (5) years of teaching experience in Missouri public schools for Stage I (168.500.2(5), RSMo).
 - B. A clearly defined level of performance relative to the district's Performance Based Teacher Evaluation (PBTE) process for each stage on the career ladder (168.500.2(3), RSMo).

As stated in the state Model for PBTE, the EXPECTED PERFORMANCE LEVEL is a designation accorded to an EFFECTIVE teacher. Performance which clearly meets the district's expected performance level shall be required for Stage I and performance which meets and exceeds the expected level shall be required for Stages II and III:

 - At Stage I, the teacher shall show evidence of performance at the expected level on all of the criteria on the most recent final evaluation instrument in the district's PBTE system.
 - Stage II, the teacher shall show evidence of performance at the expected level on all of the criteria on the most recent final evaluation instrument and above the EXPECTED level on 10% of the evaluative criteria included in the district's PBTE system with at least one (1) of the criteria in the area of instructional process for teachers and librarians, guidance counseling process for counselors and the process area most closely related to specific job performance as it relates to students for school psychological examiners, parents as teachers educators, school psychologists, special education diagnosticians and speech pathologists.
 - At Stage III, the teacher shall show evidence of performance at the expected level on all of the criteria on the most recent final evaluation instrument and above the EXPECTED level on 15% of the summative evaluative criteria included in the district's PBTE system with at least one (1) of the criteria in the area of instructional process for teachers and librarians, guidance counseling process for counselors and the process area most closely related to specific job performance as it relates to students for school psychological examiners, parents as teachers educators, school psychologists, special education diagnosticians and speech pathologists.

In the PBTE system, the key emphasis is on the EXPECTED level of performance (EFFECTIVE teaching) and the percentage figures should be viewed as significant performance above the EXPECTED level. Unless otherwise approved by the department, the DCLP shall require no more than the percentages stated above.
 - C. A Career Development Plan to be organized by the teacher.

The Career Development Plan shall contain the responsibilities to be completed by the teacher while on the career ladder, and provisions for verifying completion of these responsibilities. Following approval by the district, these plans may be amended for good cause.

 - To qualify for Stage II, a teacher shall have completed a Career Development Plan and two (2) years of service on Stage I of the career ladder. One (1) year of service on the previous stage may be waived by the local Board of Education based upon a total of seven (7) years teaching in the public schools.
 - To qualify for Stage III, a teacher must have completed a Career Development Plan and three (3) years service on Stage II of the career ladder. Two (2) years of this service on the previous stage may be waived by the local Board of Education based upon a total of ten (10) years teaching in the public schools.
 - D. Appropriate certification in subject area for each teacher, except upon good cause shown (168.500.2., RSMo).
 - E. Full-time regular length contract.
 - F. The DCLP may contain additional qualifications deemed appropriate by the local Board of Education to the extent they are consistent with the provisions of 168.500—168.515, RSMo.



- IV. Each career ladder stage shall contain responsibilities commensurate and adjustable to the compensation offered for that stage that will be completed by the teacher while on the career ladder. These responsibilities shall directly and obviously relate to the improvement of programs and services for students as outlined in the District School Improvement Plan, Curriculum Development Plan, Professional Development Plan, Missouri School Improvement Program or instructional improvement. Responsibilities shall be detailed in the teacher's Career Development Plan.
- V. The local school district shall show evidence of teacher, administrator, and patron involvement in the development of the DCLP. Teachers selected for involvement should be chosen by teachers in the district.
- VI. A Career Ladder Review Committee, consisting of teachers selected by other teachers in the district and administrators shall present to the local board a list of Career Ladder participants that have been approved for payment.
- VII. The DCLP shall contain provisions for assessment of the district's career ladder. Plans will be made for periodic assessment of the district's career ladder under the direction of the local board of education with assistance from administrators, teachers, and patrons. Criteria for assessment shall include, but not be limited to, benefits for schools and students, and teacher interest and participation.
- VIII. The DCLP shall contain the instrument, procedures and forms used in the district's PBTE process.
- IX. The DCLP shall contain evidence of continuous training for evaluators in PBTE. This training shall be comprehensive in nature and include, but not be limited to, knowledge of effective teaching, formative observation, summative evaluation and assistance to teachers in improvement of instruction. Training shall also address procedures for consistency and reliability among evaluators.
- X. The DCLP shall contain procedures for appealing decisions made regarding approval or denial of application and placement on the career ladder (168.510, RSMo), including the right to substantive and procedural appeals of the PBTE. Procedures shall include, but not necessarily be limited to, the following:
 - A. An opportunity to have the decision reviewed by the authority/committee rendering the initial decision;
 - B. An opportunity to have the decision rendered in "A" reviewed by the superintendent of schools; and
 - C. An opportunity to have the decision rendered in "B" reviewed by the local board of education.Appeal procedures shall be implemented in a timely fashion. All decisions made with respect to a teacher's application to, and placement on, any stage of the career ladder shall be based on the qualifications for that stage as stated in the DCLP.
- XI. The DCLP shall contain provisions for recognition of teacher mobility from one participating district to another within this state (168.500.4., RSMo).

The Department of Elementary and Secondary Education will periodically review local district plans and will collect information from local districts regarding the career ladder process. The local district must advise the department regarding amendments to the DCLP adopted by the local board of education following approval of the original DCLP by the department.



The Missouri Career Ladder Model

Adopted November 1995

Participation in the Career Ladder is voluntary for school districts and for individual educators.

| STAGE I | STAGE II | STAGE III |
|---|---|---|
| <p>Qualifications</p> <ol style="list-style-type: none"> Five Years' teaching experience in Missouri public schools. Appropriate certification. Eligible educator serving on a regular-length, full-time contract. PRTE.* Educator meets "expected" level on all of the criteria on the most recent final evaluation instrument on the district's performance based evaluation. Educator will prepare a Career Development Plan. <p>*PRTE--Performance based evaluation, as required under Section 168.126, RSMo.</p> | <p>Qualifications</p> <ol style="list-style-type: none"> Successful completion of the Stage I Career Development Plan. Educator must complete two years on Stage I. Local board of education may waive one year of this requirement based upon a total of seven year's prior experience. Appropriate certification. Regular-length, full-time contract. PRTE.* Educator meets on all and exceeds "expected" performance level on 10% of criteria on the most recent final evaluation instrument, one of the criteria above expected level shall be in the area most closely related to job performance as it relates to students. Educator will prepare a Career Development Plan. [Responsibilities at Stage II must display higher levels of sophistication.] | <p>Qualifications</p> <ol style="list-style-type: none"> Successful completion of the Stage II Career Development Plan. Educator must complete three years on Stage II. Local board of education may waive two years of this requirement based upon a total of 10 years' prior experience. Appropriate certification. Regular-length, full-time contract. PRTE.* Educator meets on all and exceeds "expected" performance level on 15% on the most recent final evaluation instrument, one of the criteria shall be in the area most closely related to job performance as it relates to students. Educator will prepare a Career Development Plan. [Responsibilities at Stage III must display higher levels of sophistication.] |
| <p>Responsibilities</p> <p>Career Stage I educator will select responsibilities directly and obviously related to any of the following:</p> <ul style="list-style-type: none"> District School Improvement Plan Curriculum Development Plan Professional Development Plan Missouri School Improvement Plan Instructional improvement | <p>Responsibilities</p> <p>Career Stage II educator will select responsibilities directly and obviously related to any of the following:</p> <ul style="list-style-type: none"> District School Improvement Plan Curriculum Development Plan Professional Development Plan Missouri School Improvement Plan Instructional improvement <p>[Responsibilities must reflect high levels of sophistication.]</p> | <p>Responsibilities</p> <p>Career Stage III educator will select responsibilities directly and obviously related to any of the following:</p> <ul style="list-style-type: none"> District School Improvement Plan Curriculum Development Plan Professional Development Plan Missouri School Improvement Plan Instructional improvement <p>[Responsibilities must reflect high levels of sophistication.]</p> |



5 CSR 80-850.040 Beginning and Practicing Teacher Assistance Program (Rescinded April 9, 1994)

AUTHORITY: sections 168.440.4 and .5, RSMo 1986. Original rule filed April 29, 1988, effective Aug. 25, 1988. Rescinded: Filed Oct. 1, 1993, effective April 9, 1999.

5 CSR 80-850.045 Mentoring Program Standards

PURPOSE: This rule establishes standards for successful mentoring programs.

(1) A successful mentoring program will include, but may not be limited to, the standards listed below:

(A) An introduction to the cultural environment of the community, school district, school building, and classroom that:

1. Provides awareness of school and district policies, procedures, and mission (teacher and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.);

2. Expresses community norms/local expectations (community tour, housing, medical facilities, faith community, etc.);

3. Complements professional organizations at district and state/national levels;

4. Discusses classroom equality gender/race/abilities;

5. Is a systematic and ongoing introduction to data analysis, assessment practice and process, etc. (not a one (1)-day workshop);

6. Includes district initiatives and parental concerns; and

7. Defines professional and district acronyms (Adequate Yearly Progress (AYP), Missouri School Improvement Program (MSIP), Individuals with Disabilities Education Act (IDEA), Parent Teacher Organization (PTO), etc.).

(B) A systemic and ongoing program review/evaluation by all stakeholders:

1. Identifies all stakeholders;

2. Identifies mentoring outcomes, how they will be measured, and timelines;

3. Gathers regular and systematic feedback from mentor, protégé, and administrators to determine if mentoring is working (might include pre- and post-surveys for mentors and protégés and may include information on retention rates/numbers, levels of job satisfaction, student achievement, or cost of turnover);

4. Is based on a foundation of best practices;

5. Requires independent/anonymously exit interviews of staff (may be connected to beginning educators' survey at state level) so

clear reasons for staff departures can be determined;

6. Is supported by central office and school board—trend data; and

7. Is included in broader Professional Development (PD) program evaluation (locally and on Missouri School Improvement Program reviews).

(C) An individualized plan for beginning educators that aligns with the district's goals and needs that:

1. Is aligned with the department's Performance Based Teacher/Educator Evaluation (PBTE) standards;

2. Is a systematic and concise mentoring and professional development plan that prioritizes the immediate and future needs of the new educator;

3. Aligns with district's CSIP and certification requirements;

4. Establishes outcomes for new educators;

5. Is an extension or part of a professional development plan that may have begun during student teaching/internship or culminating project in college;

6. Establishes classroom or on-the-job observations that are guided by practices. Observations should include pre- and post-observation conferences, including reflective questions; and

7. Encourages structured experiences and expectations for all new educators.

(D) Appropriate criteria for selecting mentors that:

1. Should have a minimum of three (3) years of experience;

2. Have traits such as enthusiasm and job commitment;

3. Are committed to self-growth as well as mentoring;

4. Hold a same or similar position/job of grade/subject area (in- or out-of-building/district);

5. May use a mechanism to end pairing if either mentor or protégé is not satisfied;

6. Understand broad educational issues as well as specific teaching/education issues;

7. Have a strong understanding of pedagogy, instructional expertise, and relevant administrative issues;

8. Are available to mentor (release time, fewer additional assignments);

9. Are assigned collaboratively by administrator(s) and local professional development committee with input from grade-level or department chair; and

10. Are supported in time/effort by administration and school board.

(E) Comprehensive mentor training that:

1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and protégé (except in situations of

child endangerment);

2. Includes cognitive coaching skills along with collaborative training;

3. Includes observation and feedback training/skills;

4. Provides an awareness of phases of first-year educators (stress, depression, etc.);

5. Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations;

6. Includes a catalogue of resources available for beginning educators;

7. Recognizes the need for knowledge and strategies on classroom management;

8. Encourages small districts to form mentoring consortia (may use existing structures to form consortia (e.g., conference schools));

9. Focuses on exemplary teaching and assessment practices;

10. Builds working strategies that encourage problem solving and independent thinking;

11. Provides understanding of student assessments and how educators can utilize them to guide instruction; and

12. Includes self-assessment that identifies whether mentoring is meeting both the mentor's and protégé's expectations.

(F) A complete list of responsibilities for the mentor, beginning teacher and administrator(s) is addressed in Appendix A.

(G) Sufficient time for mentors to observe beginning educators, and for the beginning educators to observe master educators, are structured to provide multiple opportunities over time to minimize the need to require substitute teachers to facilitate observations by:

1. Aligning class schedules and planning periods to complement mentoring duties;

2. Utilizing state and local professional development funds, Career Ladder, or stipends to support mentors' additional duties;

3. Providing release time for coaching, observation, and meeting (minimum of three (3) each year); and

4. Encouraging college support of resources, on-line classes, personal visits, and/or beginning educators' assistance programs.



APPENDIX A

| TOPIC | Beginning Teacher | Mentor or Professional Development Committee | Principal | District, PDC and School Board | College or University | DESE, Associations, and Others |
|---------------------------------|--|--|--|--|--|--|
| SELECTION | | PDC collaboratively assists in selection and pairing | Principal or superintendent collaboratively assists in selection and pairing | PDC collaboratively assists in selection and pairing | | |
| TRAINING | | Mentor attends training | Attends mentor training and supports mentor and protégé | Provides policy and support for ongoing mentor training program | Provides awareness or expectation for graduates and may provide training for mentors | Provides regional training for mentors with cognitive coaching information |
| CONTACT | Seeks contact prior to beginning of school year | Contacts protégé and welcomes him/her to community. Confirms first meeting | Contacts protégé and welcomes him/her to community. Arranges first meeting | Provides curriculum guides, handbooks and pertinent grade/subject level information | Instructs student teachers on expectation of mentoring | |
| COMMUNICATION | Seeks support and assistance with mentor and colleagues | Follows through on contacts and individualizes topics for protégé | Assures mentor and protégé communicate regularly | May provide district-wide opportunities for mentors and protégés | Provides a minimum of annual contact for 1 st & 2 nd year teachers | Supports communication between colleges and new teachers |
| CONFIDENTIALITY | Maintains confidentiality at all times and appreciates assistance | Maintains confidentiality at all times and reinforces trust | Appreciates mentor/protégé confidentiality and does not undermine effort | Remains neutral party. | | |
| DOCUMENTATION | Maintains log/list of in-service, professional workshops, reading, and organizational activities | Reviews documentation | Reviews formal professional development plan | Keeps required documentation for beginning educators and mentors for verification purposes | May collect data on strength or weakness of first-year teachers | May assist in data collection and review |
| PROFESSIONAL DEVELOPMENT PLAN | Maintains and regularly evaluates personal plan; shares with mentor | Assists in development of the PD plan and encourages growth and career advancement | Supports new educators' professional development plans | Protégé and support team complete end-of-year district checklist or assessment | May provide ongoing or advanced coursework | Provides models and workshop opportunities |
| SUPPORT | | | Supports time for observation, collaboration & compensation | Formalizes written guidelines, mentor time & resources | Offer support to graduates from any Missouri college | Develops rules and standards |
| EVALUATION OF MENTORING PROCESS | Participate in formal evaluation of mentoring program | Participate in formal evaluation of mentoring program | Participate in formal evaluation of mentoring program | Develops mentoring assessment/evaluation tool that aligns with standards and assesses formal evaluation of mentoring and makes revisions | May utilize information to improve preparation programs | Provides models; evaluates for MSIP purposes |



AUTHORITY: sections 160.720, 161.092, and 161.375, RSMo Supp. 2007. Original rule filed Oct. 29, 2002, effective June 30, 2003. Rescinded and readopted: Filed Jan. 18, 2008, effective Sept. 30, 2008.*

**Original authority: 160.720, RSMo 2002, amended 2004; 161.092, RSMo 1963 amended 1973, 2002, 2003; and 161.375, RSMo 2007.*

5 CSR 80-850.050 State Level Professional Development Funds for Statewide Areas of Critical Need for Learning and Development

PURPOSE: This rule provides administrative guidelines for expenditure of professional development funds as provided in 160.530, RSMo.

(1) The primary purpose of the state-level professional development moneys is to address statewide areas of critical need, provided the following two (2) areas shall constitute priority uses for such money:

(A) Funding operation of state management teams in school districts with academically deficient schools and providing resources specified by the management team as needed in these districts; and

(B) Funding for grants to school districts for resources identified as necessary by the district for those districts which are failing to achieve assessment standards.

(2) The statewide areas of critical need for learning and development include:

(A) Funding operation of management teams in school districts with academically deficient schools and providing resources specified by management teams as needed in these districts;

(B) Funding for grants to school districts for resources identified as necessary by the district, for those districts which are failing to achieve assessment standards;

(C) Ensuring all children are successful in school, especially children at risk, children with special needs and gifted students;

(D) Increasing parental involvement;

(E) Providing information which will assist school administrators and teachers in understanding the process of site-based decision-making;

(F) Implementing recommended curriculum frameworks;

(G) Training in use of new assessment techniques and the use of those assessments to improve student performance;

(H) Cooperation with law enforcement authorities to expand successful anti-drug programs for students;

(I) Strengthening existing curricula of local districts to stress drug and alcohol prevention;

(J) Implementing and promoting programs to combat gang activity, violence and weaponry in the schools of the state;

(K) Establishing family schools, where schools adopt proven models of one (1)-stop state services for children and families;

(L) Expanding adult literacy services; and

(M) Training board members in areas deemed important as determined by the state board of education.

(3) On an annual basis, the state board of education will select additional priority areas of critical need to be funded during the subsequent academic year.

(4) Funding will be awarded on the basis of competitive grants and applicants will be required to complete closing reports complete evaluative data on the effectiveness of each activity.

(5) The state-level professional development moneys may be distributed to—

(A) Colleges;

(B) Universities;

(C) Private associations;

(D) Professional education associations;

(E) Statewide associations organized for benefit of members of local boards of education;

(F) Public elementary and secondary schools; or

(G) Other associations and organizations that provide professional development opportunities for teachers, administrators and boards of education.

(6) The State Board of Education reserves the right to contract for delivery of professional development services in any of the areas addressed in this rule.

(7) Each proposal must include a description of how it will impact on children and include an evaluation in compliance with the application process.

AUTHORITY: section 160.530, RSMo Supp. 1993. Original rule filed Nov. 23, 1993, effective July 10, 1994.*

**Original authority: 160.530, RSMo 1993.*

5 CSR 80-850.060 School Board Member Orientation and Training

PURPOSE: This rule establishes guidelines and requirements for school board member

orientation and training as provided in section 160.530, RSMo and as required in section 162.203, RSMo.

(1) Beginning with Fiscal Year 1994 and for all fiscal years after that, the State Board of Education may expend funds as provided in section 160.530, RSMo for the benefit of members of boards of education.

(A) Training of members of boards of education in areas deemed important for the training of effective board members should include:

1. Issues of policy including purpose, development and management of policy and regulations and rules;

2. Relationships between board members and with various constituents such as superintendents and staff, patrons, the media and governmental entities;

3. Board planning including developing a vision, long-range and annual planning and evaluation of progress toward goals;

4. General procedures including topics such as ethics, parliamentary procedure, duties of officers, agenda setting and participatory decision making; and

5. Information on student performance techniques and reporting.

(2) All board members initially elected or appointed after August 28, 1993, shall successfully complete orientation and training requirements within one (1) year of the date of the election or appointment.

(3) The board member orientation and training shall be offered by a statewide association organized for the benefit of members of boards of education or be approved by the State Board of Education.

(4) Board members who fail to successfully complete any component of the sixteen (16) hours of orientation and training shall retake the component which was not successfully completed at the earliest available training session and at no additional cost to the district.

(5) The State Board of Education shall consider the results of board members' orientation and training when classifying a school district.

AUTHORITY: sections 160.530 and 162.203, RSMo Supp. 1993. Original rule filed Nov. 30, 1993, effective July 10, 1994.*

**Original authority: 160.530, RSMo 1993 and 162.203, RSMo 1993.*