

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



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

**NCATE Accredited  
DESE Accredited**



Dear Teacher Preparation Students:

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

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

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

Best wishes,

Charles Schmitz  
Dean, College of Education

Helene J. Sherman  
Associate Dean of Undergraduate Education

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## INTRODUCTION

### Our Vision

The University of Missouri-St. Louis 21<sup>st</sup> Century College of Education, as part of Missouri's public, metropolitan, land-grant, research University, will be a leader in developing educators for instructional, leadership, research and other roles in traditional and non-traditional learning communities. The College is a collaborative teaching and learning environment for educators and is committed to significantly advancing the quality of teaching, learning, and research as it serves a dynamic, technologically advanced and diverse metropolitan community.

### What We Believe

- Education is necessary and valuable for enhancing the lives of individuals and for improving society by examining, creating, and sharing knowledge.
- Effective educators understand, embrace, and celebrate diversity.
- Effective educators recognize inequities and act in ways that bring about social justice.
- Effective educators use diverse, culturally responsive strategies to provide for the individual needs of all learners.
- Effective Educators practice and model ethical behavior.
- Effective educators practice and model active research and seek external support for that research.
- Effective educators use technology to increase student engagement and expand learning opportunities for all learners.
- Reflective educators make decisions about best practice informed by existing and emerging research.
- Successful learners and effective educators engage in self-reflection, critical inquiry, and creative endeavors.
- Active engagement is vital to learning.
- Continuing research is essential to inform practice, enhance the community, and advance the professions and the mission of the university.
- Partnership and collaboration among educators, other professionals, parents, students, and the community at large are essential to the learning process.
- Lifelong learning and professional development are critical to the efficacy of educators and the community in a constantly changing world.
- An organization's structure must be consistent with and supportive of its vision.

### Our Conceptual Framework

The University of Missouri-St. Louis College of Education prepares educators for the challenges they face now and in the future. The Conceptual Framework, and Knowledge Base upon which it is built, expresses our commitment to engaging in multiple contexts, working with diverse individuals and communities, promoting and supporting social justice, developing and working in collaborative partnerships, and promoting and engaging in quality educational practice. In these ways, we create a dynamic relationship between what the student knows and the integration of new understandings, recognizing that this understanding comes about through social interactions, critical inquiry, and reflection.

### Our Work

Our Vision, Beliefs and Conceptual Framework are evidenced throughout our work. This work is specified in the various documents defining the College's Curricula, Standards for Performance, Strategic Plans, and Assessment Systems. These elements are housed in the following:

- The Futures I and Futures II Reports
- The Student Guidebooks
- Our course syllabi
- Ongoing Program Improvement System

<p>Teacher Certification &amp; Advising (TC&amp;A) Office Personnel</p>
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**Associate Dean for Undergraduate Education:**

**Helene J. Sherman, Ed. D.**  
**314-516-6710**  
[Helene\\_Sherman@umsl.edu](mailto:Helene_Sherman@umsl.edu)

**Academic Advisors:**

**Michael Knight, Academic Advisor**  
**314-516-5938**  
[knightmr@umsl.edu](mailto:knightmr@umsl.edu)

**Professional Experiences:**

**Stephanie Koscielski, Clinical Experiences Coordinator**  
**314-516-6741**  
[koscielskis@umsl.edu](mailto:koscielskis@umsl.edu)

**Office Support Staff:**

**Pam McCann-Clay, Department Assistant**  
**314-516-5937**  
[pamela@umsl.edu](mailto:pamela@umsl.edu)

**Debbie Ballard, Administrative Associate I**  
**314-516-6710**  
[debbie\\_ballard@umsl.edu](mailto:debbie_ballard@umsl.edu)

# Overview of Graduation/Certification Checklist

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

- 1) Apply and be accepted to the Teacher Education Program.
- 2) See an advisor prior to registering for the internship and student teaching. This will be the only way you will receive a consent number to register for the course.
- 3) Apply, be accepted and register for the internship or student teaching. If you are enrolling in student teaching, ask for a reduced rate for parking from the Cashier's Office, located in the Millennium Student Center on the North Campus, since you will only be on campus once a week.
- 4) Complete all professional education courses and student teaching with a C- or better and with a minimum 2.5 cumulative GPA.
- 5) Take and pass the Praxis II (National Teacher Exam) in certification area. Results must be sent to UM-St. Louis (R6889) and to Missouri State Department of Education (R7625). It is recommended you take this test the semester before you student teach.
- 6) Submit ePortfolio by posted date (approximately one week prior to the last week of student teaching) and receive at least a passing grade. If ePortfolio fails, the student will be contacted by a faculty member to discuss changes. A DL (Delayed) grade in student teaching will be issued until the portfolio passes. **This grade must be completed before your degree and certification can be awarded.**
- 7) Notify the Teacher Certification & Advising Office of any change in personal information.

## **Academic Advising Information**

Academic advisors for Teacher Education Programs are located in the Teacher Certification & Advising Office (TC&A), 155 Marillac Hall. The academic advisors can provide guidance to all students seeking an undergraduate degree in Education and/or seeking teacher certification in Missouri. Arrange an appointment by calling (314) 516-5937.

All students seeking an undergraduate degree and/or teacher certification should consult an Academic Advisor prior to starting Level I courses. Additionally, in order to remain apprised of any important program information, students should consult an advisor at least once per semester.

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

## **What to do before entering Level 2**

### **Apply to the Teacher Education Program**

Before beginning Level 2 courses, all students must be admitted to the Teacher Education Program. In order to be admitted, a student must meet the following minimum standards:

- **2.5 Cumulative Grade Point Average (GPA)**

This average includes all colleges attended, both undergraduate and post-baccalaureate. This must be documented by official transcripts from all colleges you have attended and from any college credit you earned in high school. All transcripts should be sent directly from each college's registrar to the UMSL Admissions Office.

- **A documented ACT or a combined SAT score of at least 800**

These scores must be officially submitted by the testing service to the Admissions Office at UM-St. Louis. High school scores may be found on the high school transcript. If it is necessary to track down your test results, please call (319) 337-1313 for ACT and (609) 921-9000 for SAT.

- **C-BASE scores of at least 235 on all subtests**

This test is offered on-campus five (5) times each year, with results arriving within 6-8 weeks. C-BASE sample study guides are available in the APEC Office. Students must register at the campus Cashier's Office located at 285 Millennium Student Center (MSC).

## Teacher Education Curriculum

All students enrolled in undergraduate programs leading to a Bachelor's degree and/or teacher certification share a common curricular structure consisting of three consecutive levels of coursework. The first two levels are common to all of our teacher education programs. The third level consists of special instructional methods courses that are specific to each degree program and/or certification area.

Field experiences are required throughout the entire program. These are linked to specific courses within each level. Information on where to go and what to do is given in these courses.

Each level placement for field experience requires the student to enroll in specific courses and complete various forms prior to being placed in the field experience. Listed below are: courses, their objectives, and the steps the student takes to meet the requirements for each level.

### Level I: Exploring Education as a Profession

What does it mean to be a teacher? What is this profession all about? How do schools work? Do I want to become a teacher? These questions and more are addressed in the first portion of the teacher education curriculum, Level 1.

#### ***Level 1 consists of the following courses:***

**TCH ED 2210:** Introduction to Teaching (3 credit hours)

**TCH ED 2211:** Introduction to American Schools (3 credit hours)

**TCH ED or ED PSY 2212:** Introduction to Learners and Learning (3 credit hours)

**Level 1 field experience:** Approximately 30 clock hours. **Most day students will complete these hours during their class period. Evening students will complete these hours outside of their class period.**

### Level II: Analyzing the Nature and Processes of Education

In this second phase of the curriculum, students who have decided to become professional educators build the basic pedagogical knowledge and skills necessary to effective practice. This includes a deep understanding of how children and adolescents learn, how effective lessons are constructed, how social and instructional supports can be provided to meet the needs of all learners and how students develop oral and written literacy skills.

#### ***Level 2 consists of following courses:***

**TCH ED or ED PSY 3312:** Psychology of Teaching and Learning (3 credit hours)

**TCH ED 3313:** Introduction to Learners with Disabilities and Inclusive Education (3 credit hours)

**TCH ED 3310:** Introduction to Instructional Methods (3 credit hours)

**TCH ED 3315:** Literacy, Learning and Instruction (3 credit hours)

**OR**

**TCH ED 4391:** Teaching Reading in Secondary School Content Areas (3 credit hours)

**Observation hours for all Level II courses will be complete outside of the normal class period.**

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

Theory and action come together in the final section of the curriculum, Level 3. Students are guided in the development of practical skills, dispositions, and reflective capacities that derive from the latest research and theory in education. In Level 3, students take courses in their areas of specialization. Although courses vary depending on the area of teacher certification, two commonalities exist across all programs.

- All programs require the completion of the Professional ePortfolio during Level 3.
- All programs require a Student Teaching experience in the final semester of Level 3.

The goal of Level 3 is the development of practical pedagogical skills through an intense immersion into the school culture. Most research indicates that truly worthwhile professional development cannot occur solely in the isolation of a college classroom; rather, most successfully prepared educators have a wealth of field experiences providing many opportunities to test theories and refine their practices in the complex reality of real classrooms and schools. Only in such an environment of professional praxis can one truly gain the confidence, knowledge, dispositions, and skills necessary to enter the profession prepared to succeed.

## **Overview of Field Experiences**

The Teacher Education Program unites University-based study in the latest educational research and theory with field-based opportunities to develop practical skills in direct interaction with children and adolescents, practicing teachers, and other professionals. Teacher education students participate in field experiences in public and private, urban and suburban, schools throughout Levels 1, 2, and 3. Field placements for students are made by the Teacher Certification and Advising Office, 155 Marillac Hall, in conjunction with the course instructor.

The activities undertaken within field experiences are guided by both course requirements and the needs of partner schools. The level of responsibility and intensity increases as you progress through the program. Level 1 field experiences often involve observations, information gathering, and relatively simple forms of classroom assistance such as tutoring. Level 2 field experiences often require University students to provide more intense and advanced forms of instructional support to young students in classrooms. Level 3 field experiences involve more elaborate activities such as lesson planning, curriculum development, small group and whole class instruction.

The College of Education has developed collaborative partnerships with over 125 public and private schools in the St. Louis region, ranging from early childhood centers and kindergartens to elementary, middle, and high schools. The College intentionally partners with schools that serve a wide range of students, varying greatly in terms of social class and race/ethnicity.

### Level 1, 2 and 3 Placements for Field Experiences

The Coordinator for Professional Experiences, Stephanie Koscielski, in the TC&A office, facilitates placement of all students enrolled in Levels 1, 2 and 3. Phone: 314-516-6741. Email [koscielskis@umsl.edu](mailto:koscielskis@umsl.edu).

- **Background Check:** Complete a Criminal Background and Child Abuse Check application online the College of Education website. A passing background check is required in order to go to school sites.
- **TB Test:** A current TB test result must be on file in the TC&A office prior to receiving any placement. TB test results remain good for one year.

### Level III Internship / Student Teaching

In most cases, students will complete a student teaching assignment in the same classroom as their previous student internship placement.

**Background Check:** Complete a Criminal Background and Child Abuse Check application online the College of Education website. A passing background check is required in order to go to school sites. **AND** for student teaching, **some students** complete a fingerprint check. You will be notified individually if you need the FBI fingerprint check to secure your student teaching position.

### Internship/Student Teaching Process

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

1. Be admitted to the Teacher Education Program by completing the online application.
2. Complete the online application for Internship/Student Teaching.
3. Make one copy of your application on color-coded paper.

Early Childhood	Pink
Elementary	Blue
Secondary	Yellow
Special Education	Green
Music	White
Physical Education	Orange
Art	Red
4. Submit Internship/Student Teaching application to the TC&A office located in 155 Marillac by specified due date.

#### AND at the same time, submit one of the following:

5. A state application for certification (APEC office):
  - Blue application:** Certification and Degree
  - Yellow application:** Certification only

## **The Teacher Education Program Application**

**The Formal Application for the Teacher Education Program is submitted online through the MyGateway system.**

Submit the completed formal application to the Teacher Education Program with all required documents the semester before you intend to take Level II courses. Your application must be approved before you can take any Level II or other professional education courses, including any required methods courses. **Note:** It is recommended that students submit the completed application, with all requirements documented, well before the semester you intend to begin taking Level II course.

### **How to Apply Online**

Once you have been accepted into the Teacher Education Program, you will receive a letter from the TC&A office. You should keep this letter to document your formal acceptance into the TEP and thereby gain entrance into the Level II courses. Once you have been admitted to the TEP, you should meet with your advisor regularly to ensure that you are meeting the necessary requirements to progress through your selected program. Secondary Education students should also meet with their subject area advisor in order to ensure that content area requirements are being met. Students enrolled in the Honors College should also meet with the Honors College Advisor.

This application should take approximately 5 minutes. Sign in with your Gateway ID to being. **REMEMBER:** you must also complete a background check to enter the teacher education program. If you have any questions, see the directions below. If you still have questions, review the Frequently Asked Questions (FAQ) page, or contact an academic advisor.

### **Before You Start**

- You need to know your SSO ID (also known as Gateway ID) and your password. If you don't know your SSO ID, you can look it up at [https://sso.umsl.edu/perl/id\\_search.pl](https://sso.umsl.edu/perl/id_search.pl).

### **Application Directions**

- Sign in using your SSO ID and password.
- Step 1: Review the information from your student record. If anything is incorrect, you will need to contact the TC&A office to update it.
- Step 2: Review the academic requirements for admission to the Teacher Education Program. If you believe that any of your academic data is being reported incorrectly, you will need to update it by contacting the TC&A office.
- Step 3: Provide additional information for your application to the Teacher Education Program.
- Step 4: If the available data indicates that you don't meet all of the academic requirements, you may still submit an application. You will be asked to indicate how you will meet the academic requirement within a one semester probation period, or to indicate where you believe the data is incorrect. If you believe the data is incorrect, you will need to contact the TC&A office.

## **Next Steps:**

### **Additional Documentation**

Make sure that you complete and submit all necessary forms for a background check, which includes a criminal history check and a child abuse and neglect check. The appropriate State agency will send these reports directly to the TC&A office.

### **Changing Academic Division to the College of Education**

If you are not already registered in the College of Education, you should, upon admittance, complete a Division Change form in the TC&A office.

### **Application to Internship and Student Teaching**

One year before the semester you intend to complete student teaching you should complete and submit the Student Teaching Application. This application is necessary to arrange for both internship(s) and student teaching.

## **After Completion of Student Teaching Application**

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

### **Registration**

You must still register for 12 hours of student teaching, through the Registrar's Office.

**For questions or more information, please contact:**

Stephanie Koscielski, Coordinator, Student Teaching and Professional Experiences  
314-516-6741, [koscielskis@umsl.edu](mailto:koscielskis@umsl.edu).

# **INTERNSHIP AND STUDENT TEACHING**

University of Missouri-St. Louis

The UM-St. Louis College of Education's teacher preparation curriculum is more heavily field-based than in the past. This heavier emphasis on experience within schools and classrooms is intended to give preservice teachers more in-depth experiences prior to entering the field. In addition, we have established partnerships between university faculty and cooperating teachers, as well as provide school administrators with an early and extended look at potential new hires.

## ***THE INTERNSHIP/STUDENT TEACHING EXPERIENCE***

- University students will often be placed at the same school site for two consecutive semesters to get a full year of experience in a single school community.
- The internship semester includes one full school day per week, including before and after school preparation, and any meetings, conferences, or other events that cooperating teachers attend. Students assigned to the same school will complete their internship on the same day.
- In the second semester, students may complete their full-time student teaching practicum at the same school site.

## **Internship Details**

- The goal is to place students in closer geographic cohorts so that university faculty can be more involved in partnership with cooperating teachers and spend more time on-site observing and interacting with student interns.
- A core faculty member will be assigned to each internship cohort to serve as an internship liaison.
- Teaching activities during the internship will be related to the integration of reading and writing instruction in the content areas.
- University instructors will partner with cooperating teachers to determine in what ways teachers feel the interns can be most useful.
- Cooperating teachers will be encouraged to provide feedback to interns through observations, conversations, and mini-conferences throughout the semester, as well as to provide feedback about the intern's development to the university faculty.
- To the extent possible, seminar meetings between university faculty and student interns will be held on-site at schools to give cooperating teachers an opportunity to partner in these sessions as schedules allow.

## ***Student Teaching Details***

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

## **Application Process for Graduate Level Certification Program**

### **Prerequisites for Entrance to Cohort**

- Application and acceptance to the University and the Graduate school by the appropriate deadlines (see below).
- Student is within 6-9 hours of completion of concentration area coursework.
- GPA Requirements  
Graduate School admission – 2.75  
Teacher Certification and content area – 2.5

### **Contacts at the University**

- Content area Joint Appointee
- TC&A office
- Graduate Office
- Division Offices

The student may contact any of the above to start the process, but the **joint appointee must approve the content area before the student can register for any education coursework and notify the TC&A office, the Graduate office and appropriate personnel in the division offices, of their consent.** The division offices will control the consent numbers to register for classes.

### **University and Graduate School Application Deadlines:**

Admission for Summer Semester	May 1
Admission for Fall Semester	July 1
Admission for Winter Semester	November 1

### **Apply to the Teacher Education Program (TEP) and the Internship/Student Teaching immediately upon being accepted to the Graduate Program**

Students will use the online TEP application system. **Students should be aware that acceptance to the TEP will not be processed until all final grades are submitted for Level I.**

The Internship/Student Teaching package consists of the following:

- Internship/Student Application
- Background Check form
- Current Tuberculosis (TB) test
- Application for Certification

The Internship/Student Teaching application form is online and the students can access it through the College of Education home page. All other forms are available in the TC&A office. Completed applications are to be submitted to the TC&A office by the following deadlines:

- |                     |            |
|---------------------|------------|
| • Fall Internship   | December 1 |
| • Winter Internship | May 1      |

**It is imperative that this process be completed by these deadlines because this is the paperwork that is submitted to the schools by the TC&A office for placements. Any delay in this process will also delay student placements.**

**Students should also be aware that the internship/student teaching placement is contingent upon acceptance to the TEP and the internship/student teaching program. Students will be notified of formal acceptance upon successful completion of Level I classes.**

# GRADUATE LEVEL TEACHER CERTIFICATION in Secondary Education

## I GRADUATE CERTIFICATION COURSES - (15 credit hours)

*The following courses require outside of class field experiences in high school classrooms.*

- TchEd 5311 Foundations of Education (4 credit hours)
- EdPsy 6109 Learning & Development in Secondary School (4 credit hours)
- TchEd 5310 Instructional Design (3 credit hours)
- TchEd 5312 Differentiated Instruction (4 credit hours)

## II PROFESSIONAL EXPERIENCE COURSES - (18-21 credit hours)

*One hundred hours in a high school classroom in one semester*

- TchEd 4989 Professional Internship (3 credit hours) -- concurrently with
- SecEd 4XXX Curriculum & Methods of Teaching XXX (3 credit hours)

*Full time in high school classroom for one semester*

- TchEd 4990 Student Teaching (12 hrs.)
- SecEd 4XXX Teaching Seminar (1-3 hrs.)

## Getting Started

<b>Admission</b>		<b><u>Date Completed</u></b>
1.	Meet with Education Advisors for overview of program -- Teacher Certification and Advising (TCA), 314-516-5937 for appointment	<input style="width: 60px; height: 20px;" type="text"/>
	Meet with Nancy Ashford 314-516-5483 for graduate credit certification courses.	<input style="width: 60px; height: 20px;" type="text"/>
2.	Meet with Subject Area Faculty Advisor in College of Arts & Sciences or College of Fine Arts. Advisor will help you fill out a color-coded Program Plan. Bring copies of all transcripts with you.	<input style="width: 60px; height: 20px;" type="text"/>
3.	Contact Admissions, 351 Millennium Student Center. <a href="http://www.umsl.edu/applying.html">http://www.umsl.edu/applying.html</a> Apply as a graduate student (GPA minimum 2.75) and have your Bachelor's degree transcript sent.	<input style="width: 60px; height: 20px;" type="text"/>

- |    |   |                          |
|----|---|--------------------------|
| 4. | Apply (online) for admission to the Teacher Education Program.<br><a href="https://coe.umsl.edu/portal/index.cfm?">https://coe.umsl.edu/portal/index.cfm?</a><br>(Requires minimum 2.5 GPA overall and in subject area.)  | <input type="checkbox"/> |
| 5. | If a major or near major has been completed in the certification area, enroll in: Graduate Education Sequence (TchEd 5311, EdPsy 6109, etc.)<br>Obtain a consent number from the subject area advisor in order to enroll.<br>Contact Graduate Advisor, Nancy Ashford 516-5483 <a href="mailto:nashford@umsl.edu">nashford@umsl.edu</a><br>If not, enroll in Subject-area courses or general education courses on your Program Plan. | <input type="checkbox"/> |
| 6. | Complete all background check information on-line at<br><a href="http://coe.umsl.edu/web/index.html">http://coe.umsl.edu/web/index.html</a> .   | <input type="checkbox"/> |

### Moving Forward

### Date Completed

- |     |  |                          |
|-----|--|--------------------------|
| 7.  | Complete your application to Internship and Student Teaching<br><a href="http://coe.umsl.edu/offices/certification/clinicalexperiencesareas.htm">http://coe.umsl.edu/offices/certification/clinicalexperiencesareas.htm</a><br>(a) Apply by May 15 for Fall Internships and Spring Student Teaching<br>(b) Apply by September 1 for Spring Internships and Fall Student Teaching | <input type="checkbox"/> |
| 8.  | Meet with Subject Area Faculty Advisor in College of Arts & Sciences or College of Fine Arts to audit your progress for admission to internship.<br>You will need:<br>a) A major or “near major” in your subject area; 2.5 GPA; at least a C- in each required course;<br>b) Any content area assessments passed;<br>c) Field experiences in diverse settings.                   | <input type="checkbox"/> |
| 9.  | Continue taking:<br>Education courses (Graduate Sequence).<br>Subject area courses (see your Program Plan)   | <input type="checkbox"/> |
| 10. | Pass any required assessments required by the Arts & Sciences or Fine Arts department in the subject you plan to teach.  | <input type="checkbox"/> |
| 11. | Register and pay for the Internship (Sec. Ed. 4989)<br>AND your remaining courses in Education and in your subject area.   | <input type="checkbox"/> |
| 12. | During your Internship, take the Praxis II Exam in your subject area.<br>Send results to UM-St. Louis (R 6889) and to Missouri Dept. of Education (R 7625)<br>Meet the mandated score (or retake the Praxis).  | <input type="checkbox"/> |

- |     |  |                      |
|-----|--|----------------------|
| 13. | Register and pay for Student Teaching (Sec. Ed. 4990)<br>AND your subject area seminar<br>Ask for a reduced parking fee since you will not be on campus every day. | <input type="text"/> |
| 14. | Go to <a href="http://www.ldentix.com">www.ldentix.com</a> to complete your fingerprint check.   | <input type="text"/> |
| 15. | Stay in touch with TCA and MyGateway during Internship and Student Teaching for information about orientation, certification, and paperwork                        |                      |

## Finishing up and Certification

### Date Completed

- |     |  |                      |
|-----|--|----------------------|
| 16. | Apply for Missouri certification.  | <input type="text"/> |
| 17. | You will be notified when you pass the Praxis test to qualify for certification.   | <input type="text"/> |
| 18. | Successfully complete student teaching in your subject area.   | <input type="text"/> |
| 19. | Submit your certification ePortfolio online for review by faculty.<br>You must pass 9 of the 11 MOSTEP standards. Otherwise, a DL (delayed) grade in student teaching will be issued until the ePortfolio is revised and passes.<br><i>All requirements must be met before certification can be awarded.</i> | <input type="text"/> |
| 20. | After you have met all requirements, TC&A will provide a letter to verify your certification status during your job search.  | <input type="text"/> |
| 21. | Notify the Office of Teacher Certification and Advising of any change in your name, address, phone, or email contact information.  | <input type="text"/> |

### Where to Get Help

- |   |          |
|---|----------|
| <b>Teacher Certification and Advising (TC&amp;A)</b>  | 516-5937 |
| 155 Marillac Hall   |          |
| <a href="http://coe.umsl.edu/offices/certification/index.html">http://coe.umsl.edu/offices/certification/index.html</a> |          |
| Stephanie Koscielski, Professional Experiences Coordinator  |          |
| <a href="mailto:koscielskis@umsl.edu">koscielskis@umsl.edu</a>  |          |
| <b>Graduate Education</b>   | 516-5483 |
| 123 South Campus Bldg.  |          |
| <a href="http://coe.umsl.edu/offices/graduate/main.html">http://coe.umsl.edu/offices/graduate/main.html</a>             |          |
| Nancy Ashford, Graduate Advisor   |          |
| <a href="mailto:nashford@umsl.edu">nashford@umsl.edu</a>  |          |

## Subject Area Faculty Advisors:

<b>English</b>	Dr. Nancy Singer,	516-5517,	<a href="mailto:singerna@umsl.edu">singerna@umsl.edu</a>
<b>Speech/ Theatre</b>	Ed Grooms	229-8246	<a href="mailto:grooms.ed@mail.webster.k12.mo.us">grooms.ed@mail.webster.k12.mo.us</a>
<b>History</b>	Dr. Laura Westhoff	516-5692	<a href="mailto:westhoffl@msx.umsl.edu">westhoffl@msx.umsl.edu</a>
<b>Math</b>	Dr. Richard Friedlander	516-6350	<a href="mailto:friedlan@arch.cs.umsl.edu">friedlan@arch.cs.umsl.edu</a>
<b>Biology</b>	Dr. Charles Granger	516-6226	<a href="mailto:granger@umsl.edu">granger@umsl.edu</a>
<b>Chemistry/ Physics</b>	Dr. Hal Harris	516-5344	<a href="mailto:HHarris@umsl.edu">HHarris@umsl.edu</a>
<b>Foreign Languages</b>	Dr. Sheridan Wigginton	516-5251	<a href="mailto:wiggintons@msx.umsl.edu">wiggintons@msx.umsl.edu</a>
<b>Music (K-12)</b>	Dr. Fred Willman	516-5990	<a href="mailto:fred_willman@umsl.edu">fred_willman@umsl.edu</a>
<b>Art (K-12)</b>	Dr. Louis Lankford	516-6752	<a href="mailto:LankfordE@msx.umsl.edu">LankfordE@msx.umsl.edu</a>

## **Overview of Professional Portfolios**

A professional portfolio is a purposeful collection of artifacts that exhibit a teacher candidate's efforts, progress and achievements. It is a summation of what you have learned, what you know, and what you can do. The Teacher Education Programs of UM-St. Louis use the guidelines from the eleven Missouri Standards for Teacher Education Programs (MoSTEP) as the criteria for selection of artifacts and the MoSTEP rubric as the criteria for evaluating them. Additionally, students write brief essays demonstrating reflective thinking about the artifacts and the standards.

Students begin developing a professional portfolio in Level 1 courses (Level 2 for transfer students) and submit an electronic completed portfolio for final evaluation at the end of student teaching. Each student portfolio is evaluated by the faculty and must pass prior to graduation and recommendation for teacher certification.

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

### **What are artifacts?**

Artifacts are materials produced by teacher candidates during all parts of their teacher education programs. Each selected artifact provides evidence of mastery and application of teaching pedagogy and methodology. The artifacts chosen should showcase the teacher candidate's achievements, highlighting their strengths as effective educators. The production and collection of the artifacts begins in the first education course. Throughout college coursework, students collect samples of their work as potential artifacts for the certification portfolio. During student teaching, pre-service teachers finalize this professional portfolio, adding appropriate artifacts from the student teaching experience.

### **How do you select the best showcase artifacts?**

You need to be selective when deciding which artifacts to include. More is not always better. Show your best work. You are trying to persuade people who don't know you that you are a competent beginning teacher, who is proficient in each of the 11 MoSTEP standards. As you decide which lesson plans or other artifacts to include in your portfolio, for example, think about the following:

- Covering different subject areas, especially elementary teachers
- Including interdisciplinary themes
- Utilizing students' prior knowledge
- Having students take responsibility for their learning and behavior
- Meeting the needs of individual students
- Using a variety of instructional strategies
- Developing critical thinking and problem-solving skills
- Incorporation instructional technology
- Using a variety of assessment techniques

## How is the Professional Portfolio assessed?

A team of university instructors, supervisors, and school district personnel will examine your portfolio by requesting you to share it with them as reviewers. The team of the reviewers use a scoring rubric based on the eleven MoSTEP Beginning Teacher Quality Indicators to decide whether you have met the essence of the performance standards that students graduating from teacher education programs are expected to meet. The final assessment result (pass or fail) will be submitted to the TEP and electronically to you. **You must receive a passing grade from the review team in order to be recommended for certification.**

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

## PROCESS FOR SUBMITTING ePORTFOLIOS

### To turn-in the electronic portfolio:

1. Go to your LiveText account at <http://college.livetext.com>, log-in, and select certification portfolio and continue by following the directions indicated in the program.
2. You must pass 8 out of the 11 MoStep Standards. If you do not, you will have to redo the MoStep Standards that you did not pass and resubmit your ePortfolio.
3. **When you are finished and have re-submitted the portfolio**, Clinical Faculty will notify the appropriate individuals to review the portfolio a second time. Once reviewed, **you will be notified on your pass/fail status.**

### Contact Clinical Faculty:

Stephanie Koscielski      [koscielskis@umsl.edu](mailto:koscielskis@umsl.edu)      314-516-6741

Clinical Faculty offices are located in the Office of Advising, Professional Experiences and Certification, 155 Marillac Hall.

## Beginning Teacher Assistance Program

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

This is accomplished by providing new teachers the opportunity to:

- Develop professional relationships with university faculty to share best practices based on research.
- Reflect on teaching practice without the pressure of evaluation.
- Cultivate an attitude of continuous improvement through reflection and discussion.
- Meet together in a supportive environment where both professional and personal questions, concerns, and doubts can be addressed.

Novice K-12 teachers are invited to participate for the academic year. They can be graduates of both the University of Missouri-St. Louis and area colleges of education.

The program includes three day-long conferences, small discussion group meetings, and communication via e-mail throughout the academic year.

**Conference** topics include but are not limited to classroom management, cultural pluralism, technology and assessment. Other topics are addressed based on participants' assessed interests and needs. The conference format, geared to the particular needs of the novice teacher, includes guest speakers, applicable hands-on activities, and interactive discussion.

**Small discussion groups** are created based on grade level or content area. Instructional methods, academic content and classroom management are explored and analyzed in informal meetings with appropriate university faculty mentors acting as facilitators.

**University faculty mentors** are available via e-mail throughout the academic year to answer questions, address concerns, share research, and celebrate successes.

A resource book of successful lessons, activities, and assessments shared by participants during the year is compiled and distributed to the group.

For more information, contact Dr. Helene Sherman, Associate Dean for Undergraduate Education at [Helene\\_Sherman@umsl.edu](mailto:Helene_Sherman@umsl.edu) or 314-516-6710.

## COE Centers, Resources, Services

- Educational Materials and Recycle Center - established in 2000 to provide UM-St. Louis education students and classroom teachers with supplies for creative play and art activities, math manipulatives, and hands-on science. The UMSL Educational Materials and Recycle Center is connected to the St. Louis Teachers Recycle Center and to a National organization of Recycle Centers. Students and teachers visit the Center to find recycled materials donated by local businesses. Each year approximately 2000 pounds of materials are given out to hundreds of students and teachers. In addition to the creative supplies, the Educational Materials and Recycle Center houses the print library for the Reading Center, a laminating machine, die cut machine, teaching supplies and professional resources. Students and teachers may check out books, supplies, and resources for a nominal fee which is used to purchase additional books and materials. Faculty in early childhood and reading have voluntarily taken on the role of managing the Center for interested students and teachers.
- Mathematics Education Lab - a resource lab, located in the lower level of Marillac Hall, contains a wide variety of mathematic manipulatives, resource activity books, K-12 mathematics series, journals, mathematics content books and teacher guidebooks. The materials are utilized in several ways. Instructors borrow the teaching aids and written materials for class demonstrations and individualized and/or small group work. Education students check out the items to use as resource for writing lesson plans and activities to fulfill course assignment requirements. The resources are also used to work with K-6 students in field experience small group tutoring settings, as required in the mathematics education courses. The lab provides education students the opportunities to reflect upon their success teaching with the manipulatives, gain valuable teaching ideas for real world situations and analyze many published source materials.
- Reading Center - provides reading assessment and instruction to children and families in the community. It is a free service carried out by graduate students enrolled in Master's level reading courses and working toward a Missouri Special Reading Certificate. Currently graduate students enrolled in Ele Ed 6486, 6488, 6493 and 6494 work closely with families in the Reading Center. The UM-St. Louis Reading Center is funded by prior grants, connection to the Educational Materials and Recycle Center, and fund raising, such as annual book fairs run by students and reading faculty. Approximately 600 families from across the St. Louis Metropolitan area, especially Normandy and St. Louis City, are on the mailing list and receive applications for enrollment at the start of each of the three UM-St. Louis semesters – Fall, Winter, and Summer. In each semester session, the Reading Center is able to serve between 60-80 families in areas of reading.
- University Child Development Center (UCDC) - a campus-based child-care center serving the University of Missouri-St. Louis and surrounding communities. The purposes of the Center are to provide high quality programming for children and their parents; staff development and teacher training; and a site for child study/research.

# FREQUENTLY ASKED QUESTIONS

## Entering the Teaching Profession

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

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

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

A: You should make an appointment with an academic advisor, by contacting Pam Clay at [Pamela@umsl.edu](mailto:Pamela@umsl.edu). The advisor will analyze your transcript and direct you to the courses you need and the appropriate certification program.

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

A: We recommend that you see an advisor at least once a year, although many students see an advisor each semester.

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

A: We recommend that you do the following:

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

## **Teacher Education Program**

### **Q: What field experiences are required in the program?**

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

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

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

A. You will need to submit two applications once you begin our coursework. The first application is for admission to the Teacher Education Program and the second application is required to be admitted to the internship/student teaching semesters.

### **Q: When do I apply for the Teacher Education Program (TEP)?**

A: Apply the semester before you will begin taking Level II courses. If you are in any of the Level I classes, such as 2210, 2211 or 2212, submit the application during the last three weeks of the semester. You may still pre-register for Level II courses even though you have not yet submitted the application.

### **Q: What are the criteria for formal admission to the Teacher Education Program (TEP), the College of Education's professional education program?**

#### **A: For Undergraduate Certification Students:**

1. Minimum of 60 hours of college-level course work completed.
2. Minimum cumulative GPA of 2.5 (Cumulative meaning on all college-level course work completed, undergraduates should note that this is not just UM-St. Louis hours completed).
3. All sections of the C-Base passed with a score of 235 or better. Scores of 18, if ACT completed October 1989 or before or 20 ACT after 1989 or 800 combined score on the SAT.
4. Completion of all Level I Courses (Tch Ed 2210, 2211 and 2212) or their equivalents.

## **For Post-Degree Certification Students:**

The criteria are the same as above except that students who already have a degree are not required to take the C-Base exam or submit an ACT score.

### **Q: Whom do I call or how do I find my scores?**

A: These scores are often documented on a student's high school transcript. These scores are generally posted with a student's other standardized achievement test scores taken during high school. Official high school transcripts can usually be obtained for a nominal fee (\$3-\$5), while ACT/SAT can charge a fee between \$30-50 and maintain these score records for a shorter period of time than high schools. School districts maintain permanent records of their graduates. If a school or district closes, records are sent to and maintained by the Department of Elementary and Secondary Education. In the case of a parochial school, the archdiocese would maintain those records.

### **Q: If I need to take the CBASE or ACT where can I find the dates, times, cost, etc.?**

A: Dates, times and fees for all tests administered at UM-St. Louis is on our website at [www.UMSL.edu](http://www.UMSL.edu). Just click on the A-Z index at the top of the screen, then the letter T for tests, which links to test information. This gives all information about tests given on campus. We also have printed schedules of the CBASE and ACT available for students in the Teaching Certification & Advising office, which includes dates, times and fees.

### **Q: Where do I send transcripts?**

A: High school or college transcripts are always sent to the Admissions Office located in 350 MSC. If your name has changed since completing the courses recorded on the transcripts, please note that information in correspondence to Admissions with the transcript or ask the institution to include your current last name and/or social security number.

### **Q: When do I apply for the Internship/Student Teaching Semesters?**

A: Submit your application on these dates:  
For Fall internship semesters: December 1  
For Winter/spring internship semesters: May 1

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

A: Find the application on line at Scroll down and click on your subject area and then a new page will come up. Scroll down again and complete steps one through 12. Print the application and bring it to 155 Marillac (TC&A Office) on the above named specified time frame.

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

A: You can choose your internship and/or student teaching location from among choices for geographic areas throughout the St. Louis metropolitan area. You will register for the location when you take the internship or student teaching course. The choices include areas with districts that are in South County, West County, North County, Far West County and St. Louis Public School District.

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

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

**Q: Are scholarships available for teacher education students?**

A: Yes, several scholarships are available. The application and list of what is available on our website and you can search searching the UMSL Financial Aid website for education related scholarships at: <http://www.umsl.edu/services/finaid/scholarships/>

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

A: Yes, you need to complete the Formal Application for the Teacher Education Program.

## **Graduation**

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

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

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

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

**Q: How do I register for the PRAXIS examination?**

A: We have registration booklets in our office at 155 Marillac Hall for pick up. Also you may register on their website at [www.ets.org/praxis](http://www.ets.org/praxis). Information is also available on the web site or in the registration booklet.

**Q: When will I receive my Certification?**

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

**Q: When will I receive my diploma?**

A: The Registration Office mails degrees out four to five weeks after graduation.

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

A: Have all of your academic transcripts evaluated for the program you wish to complete. We find students generally need 60-80 hours of additional course work to complete teacher certification.

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

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

**Q: How do I become certified in Missouri if I am certified in another state or I want an additional certification?**

A: Certified Teachers seeking certification in Early Childhood and Early Childhood Special Education are always referred to a certifying institution for evaluation by DESE unless they plan to take the Praxis in those areas.

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

## Missouri Beginning Teacher Quality Indicators

1. The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students. Performance Indicators: *The Pre-Service Teacher*:
  - Knows the subject(s) applicable to the area(s) of certification or endorsement (defined by Subject Specific Competencies for Beginning Teachers in Missouri);
  - Know the subject(s) in multiple ways;
  - Uses students' prior knowledge;
  - Engages students in the methods of inquiry using the subject(s);
  - Creates interdisciplinary learning.
  
2. The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. Performance Indicators: *The Pre-Service Teacher*:
  - Knows and identifies child/adolescent development;
  - Strengthens prior to knowledge with new ideas;
  - Encourages student responsibility;
  - Knows theories of learning.
  
3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Performance Indicators: *The Pre-service Teacher*:
  - Identifies prior experience, learning styles, strengths, and needs;
  - Designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
  - Knows when and how to access prior specialized services to meet students' needs;
  - Connects instruction to students' prior experiences and family, culture, and community.
  
4. The pre-service teacher recognized the importance of long-range planning curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards. Performance Indicators: *The Pre-Service Teacher*:
  - Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
  - Creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;

- Evaluates plans relative to long and short-term goals and adjust them to meet student needs to enhance learning.
5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Performance Indicators: *The Pre-Service Teacher*:
- Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
  - Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.
6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Performance Indicators: *The Pre-Service Teacher*:
- Knows motivation theories and behavior management strategies and techniques;
  - Manages time, space, transitions, and activities effectively;
  - Engages students in decision making.
7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Performance Indicators: *The Pre-Service Teacher*:
- Models effective verbal/non-verbal, nonverbal, and media communication skills;
  - Demonstrates sensitivity to cultural, gender, intellectual, physical ability differences in classroom communication and in responses to students' communications;
  - Supports and expands learner expression in speaking, writing, listening and other media;
  - Uses a variety of media communication tools.
8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. Performance Indicators: *The Pre-Service Teacher*:
- Employs a variety of formal and informal assessment techniques(e.g., observation portfolios of student work, teacher-made tests, performance tasks, projects, students self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
  - Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
  - Evaluates the effect of class activities on both individual and the class as a whole, and analysis of student work;

- Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.
9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students. Performance Indicators: *The Pre-Service Teacher*:
- Applies a variety of self-assessment and problem-solving strategies for reflecting on practices, their influences on students' growth and learning, and the complex interactions between them;
  - Uses resources available for professional development;
  - Practices professional ethical standards.
10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being. Performance Indicators: *The Pre-Service Teacher*:
- Participates in collegial activities designed to make the entire school a productive learning environment;
  - Talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
  - Seeks opportunities to develop relationships with parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
  - Identifies and uses appropriate school personnel and community resources to help students reach their full potential.
11. The pre-service teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students. Performance Indicators: *The Pre-service teacher*:
- Demonstrates an understanding of instructional technology concepts and operations;
  - Plans and designs effective learning environments and experiences supported by informational and instructional technology;
  - Implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
  - Uses technological applications to facilitate a variety of effective assessment and evaluation strategies;
  - Uses technology to enhance personal productivity and professional practice;
  - Demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 and applies that understanding in practice.