



RULES OF
**Department of Elementary and
Secondary Education**
Division 20—Division of Learning Services
Chapter 400—Office of Educator Quality

Title	Page
5 CSR 20-400.110 Missouri Classroom Teacher Job-Sharing Provision	5
5 CSR 20-400.120 Administrative Appeal Procedure for Applicants Denied Certification (Rescinded July 30, 2014)	5
5 CSR 20-400.125 Actions of the State Board of Education Relating to Applications for Educator Certificates	5
5 CSR 20-400.130 Administrative Procedures for Recertifying Teachers Whose Certificates Have Been Revoked by the State Board of Education (Rescinded July 30, 2014)	6
5 CSR 20-400.140 Administrative Procedures for Applicants Whose Certificates Have Been Revoked by a Certifying Authority Other Than the State Board of Education (Rescinded July 30, 2014)	6
5 CSR 20-400.150 Application for Certificate of License to Teach (Rescinded June 30, 2020)	7
5 CSR 20-400.160 Application for Certificate of License to Teach for Administrators (Rescinded December 30, 2020)	7
5 CSR 20-400.170 Application for a Student Services Certificate of License to Teach (Rescinded December 30, 2020)	7
5 CSR 20-400.180 Temporary Authorization Certificate of License to Teach	7
5 CSR 20-400.190 Application for a Career Education Certificate of License to Teach (Rescinded December 30, 2020)	9
5 CSR 20-400.200 Application for an Adult Education and Literacy Certificate of License to Teach (Rescinded December 30, 2020)	9
5 CSR 20-400.210 Application for Certificates of License to Teach on the Basis of Certification by the American Board for Certification of Teacher Excellence (ABCTE)	9



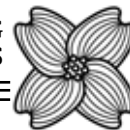
5 CSR 20-400.220	Application for Substitute Certificate of License to Teach	10
5 CSR 20-400.230	Discipline of Certificates of License to Teach	10
5 CSR 20-400.240	Deletion of Certificates of License to Teach.	12
5 CSR 20-400.250	Certificate of License to Teach Content Areas (Rescinded August 30, 2019).	12
5 CSR 20-400.260	Certificate of License to Teach Classifications.	13
5 CSR 20-400.270	Fees.	14
5 CSR 20-400.280	Required Assessments for Professional Education Certification in Missouri (Rescinded August 30, 2019)	15
5 CSR 20-400.290	Procedure for Potential Candidates for Missouri Certificate of License to Teach with a Criminal History to Petition the State Board of Education for Background Clearance.	15
5 CSR 20-400.300	Procedures and Standards for Approval of Professional Education Programs in Missouri (Rescinded October 30, 2020).	15
5 CSR 20-400.310	Basic Education Competencies Required Prior to Admission to Approved Teacher Education Programs in Missouri (Rescinded October 30, 2020).	15
5 CSR 20-400.320	Innovative and Alternative Professional Education Programs (Rescinded October 30, 2020).	16
5 CSR 20-400.330	Clinical Experience Requirements for Candidates in Professional Education Programs.	16
5 CSR 20-400.340	Administrative Procedures for the Teacher Education Scholarship Program (Rescinded March 30, 2013)	16
5 CSR 20-400.350	Administrative Procedures for the Minority Teaching Scholarship Program (Rescinded March 30, 2013)	17
5 CSR 20-400.360	Missouri Critical Teacher Shortage Forgivable Loan Program (Rescinded December 30, 2021)	17
5 CSR 20-400.370	Missouri Career Development and Teacher Excellence Plan	17
5 CSR 20-400.375	Districts Effectively Evaluating Educators	20
5 CSR 20-400.380	Mentoring Program Standards	20
5 CSR 20-400.385	Beginning Teacher Assistance Program	23
5 CSR 20-400.390	State Level Professional Development Funds for Statewide Areas of Critical Need for Learning and Development	23



5 CSR 20-400.400	School Board Member Orientation and Training (Moved to 5 CSR 20-100.340).....	24
5 CSR 20-400.410	Robert C. Byrd Honors Scholarship Program (Rescinded May 30, 2022)	24
5 CSR 20-400.420	Urban Flight and Rural Needs Scholarship Program (Rescinded March 30, 2013)	24
5 CSR 20-400.440	Procedures and Standards for Approval and Accreditation of Professional Education Programs in Missouri	24
5 CSR 20-400.450	Missouri Advisory Board for Educator Preparation (MABEP)	25
5 CSR 20-400.500	Application for Certificate of License to Teach	26
5 CSR 20-400.510	Certification Requirements for Teacher of Early Childhood Education (Birth – Grade 3)	28
5 CSR 20-400.520	Certification Requirements for Teacher of Elementary Education (Grades 1-6).....	30
5 CSR 20-400.530	Certification Requirements for a Teacher of Middle School Education (Grades 5–9)	31
5 CSR 20-400.540	Certification Requirements for Teacher of Secondary Education (Grades 9–12)	33
5 CSR 20-400.550	Certification Requirements for Teacher of K-12 Education.....	37
5 CSR 20-400.560	Certification Requirements for Teacher of Special Education.....	40
5 CSR 20-400.570	Certification Requirements for English Language Learners (Kindergarten - Grade 12)	47
5 CSR 20-400.580	Certification Requirements for Gifted Education (Kindergarten - Grade 12)	48
5 CSR 20-400.590	Certification Requirements for Elementary Mathematics Specialist (Grades 1 - 6).....	48
5 CSR 20-400.600	Certification Requirements for Literacy Specialist (Kindergarten–Grade 12)	49
5 CSR 20-400.610	Certification Requirements for Initial Administrator Certificate	51
5 CSR 20-400.620	Certification Requirements for Transition Administrator Certificate....	55
5 CSR 20-400.630	Certification Requirements for Career Continuous Administrator Certificate.....	55
5 CSR 20-400.640	Certification Requirements for Initial Student Services Certificate	56



5 CSR 20-400.650	Certification Requirements for Career Continuous Student Services Certificate.....	59
5 CSR 20-400.660	Certification Requirements for Career Education (Secondary) 7-12 Certificates.....	60
5 CSR 20-400.670	Certification Requirements for Career Education (Adult) Certificate....	62
5 CSR 20-400.680	Certification Requirements for Career Education (Secondary/Adult) Certificates.....	64
5 CSR 20-400.690	Certification Requirements for Career Continuous Career Education Certificate.....	64
5 CSR 20-400.700	Certification Requirements for Adult Education and Literacy.....	65



**TITLE 5 – DEPARTMENT OF ELEMENTARY AND
SECONDARY EDUCATION**
Division 20 – Division of Learning Services
Chapter 400 – Office of Educator Quality

**5 CSR 20-400.110 Missouri Classroom Teacher Job-Sharing
Provision**

PURPOSE: This rule facilitates job-sharing positions for classroom teachers.

(1) Classroom teachers participating in a job-sharing provision shall be eligible to receive leave benefits as provided in section (2) of this rule. An eligible position is:

- (A) Sharing employment with one (1) other employee;
- (B) Be employed at least seventeen (17) hours per week, but not more than twenty (20) hours per week; and
- (C) At least seventy percent (70%) of employee time spent in classroom instruction.

(2) Classroom teachers participating in job sharing shall receive paid legal holidays, annual vacation leave, sick leave, and personal leave on a pro rata basis. The pro rata basis shall be based on district policy for full-time employees.

(3) The mandated leave benefit eligibility as provided in this rule shall not include instructional support or school services positions including, but not limited to, guidance counselor, media coordinator, psychologist, social worker, audiologist, speech and language pathologists, and nursing positions.

(4) Nothing in this rule shall be construed to limit the ability of a school district to authorize job sharing, nor shall this rule be construed to limit the benefits a school district may provide to job-sharing employees, if such job sharing or benefits are not otherwise prohibited by law.

AUTHORITY: sections 161.092 and 168.303, RSMo Supp. 2004. This rule previously filed as 5 CSR 80-670.100. Original rule filed Oct. 12, 2004, effective May 30, 2005. Moved to 5 CSR 20-400.110, effective Aug. 16, 2011.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003 and 168.303, RSMo 2003.*

**5 CSR 20-400.120 Administrative Appeal Procedure for
Applicants Denied Certification**
(Rescinded July 30, 2014)

AUTHORITY: sections 161.092 and 168.011, RSMo 1986 and 168.021, RSMo Supp. 1993. This rule previously filed as 5 CSR 80-800.020. Original rule filed June 3, 1976, effective Oct. 1, 1976. Amended: Filed Sept. 23, 1992, effective May 5, 1993. Moved to 5 CSR 20-400.120, effective Aug. 16, 2011. Rescinded: Filed Dec. 12, 2013, effective July 30, 2014.

**5 CSR 20-400.125 Actions of the State Board of Education
Relating to Applications for Educator Certificates**

PURPOSE: The State Board of Education is authorized to grant educator certification in any of the public schools of the state and to establish requirements and qualifications for those certificates. This rule establishes procedures for review of all applications including those of individuals convicted of a felony or crime

involving moral turpitude, whether or not sentence is imposed; applicants whose certificate of license to teach has been revoked in Missouri or in another jurisdiction; and applicants seeking to appeal a denial of a certificate of license to teach by the Office of Educator Quality.

(1) Applications.

(A) Any application for a certificate of license to teach (certificate), including candidates for a Missouri educator certificate who are currently enrolled in professional education courses in conjunction with state-approved teacher preparation programs, shall be reviewed by the Office of Educator Quality within the Department of Elementary and Secondary Education (department). A complete application shall include –

1. Information regarding teaching certificates or similar titles and/or other professional licenses or similar titles held, including but not limited to disciplinary actions, denials, restrictions, revocations, voluntary surrenders, suspensions, reprimands, and/or investigations;

2. Consent authorizing the department, as it deems necessary or appropriate, to make contact with, interview, consult, obtain documentation, and verification from other persons and sources within or without Missouri with respect to the applicant, and the applicant's request for certification or recertification;

3. Transcripts and supporting documentation necessary to show compliance with all the requirements for certification that are in effect at the time application for certification or recertification is made;

4. Other information including recent employment and references requested by the department that may be deemed relevant to the request for certification or recertification;

5. A completed fingerprint-based background check processed by the Missouri State Highway Patrol (MSHP) and the Federal Bureau of Investigation (FBI);

6. If the applicant has a criminal history, then the following additional information is required for a complete application:

A. Information relating to any criminal history including being found guilty, entering a plea of guilty, receipt of a suspended imposition of sentence, receipt of a suspended execution of sentence, or entering a plea of *nolo contendere*, regardless of expungement for any violation of any laws of a state, the United States, or any other country, other than a minor traffic violation or a violation of a municipal ordinance. The applicant shall provide information about the date of the court action, the applicant's age at the time of the underlying offense, the facts of the crime, and whether the conduct that was the basis for the conviction was in the scope of the applicant's duties while employed by a school district, charter school, or private school;

B. A statement as to rehabilitative steps completed by the applicant relating to applicant's criminal conduct; and

C. A minimum of three (3) and maximum of ten (10) statements provided by individuals who have knowledge of the applicant's character, conduct history, action, or activities since the applicant's criminal conduct. At least two (2) of the statements must be from individuals who are unrelated to the applicant by affinity or blood within the fourth degree.

(B) Applicants who have been convicted of a felony or crime involving moral turpitude, whether or not sentence is imposed, who have neither been denied nor issued a certificate by the Office of Educator Quality, shall be placed on the agenda of the board as soon as reasonably possible



after submitting a complete application. The applicant will be notified of the date, time, and place of the board meeting. Consideration by the board will consist of a review of the application and additional documents. The applicant will not have the opportunity to present additional evidence or testify. The applicant will be notified in writing of the decision of the board. For those certification applications that must be approved by the board, they will only be issued upon motion of the board and adopted by a unanimous affirmative vote of those members present and voting.

(2) Applications from Individuals Who Have Previously Been Subject to Discipline.

(A) Any application for an educator certificate submitted by an individual who has been subject to previous disciplinary action by the board or by a licensing authority in another state or political jurisdiction shall only be granted by affirmative vote of the board.

1. An application must be complete to go to the board. A completed application shall include –

A. Information regarding teaching certificates or similar titles and/or other professional licenses or similar titles held, including but not limited to disciplinary actions, denials, restrictions, revocations, voluntary surrenders, suspensions, reprimands, and/or investigations;

B. A consent authorizing the department, as it deems necessary or appropriate, to make contact with, interview, consult, obtain documentation and verification from other persons and sources within or without Missouri with respect to the applicant and the applicant’s request for certification;

C. Transcripts and other evidence necessary to show compliance with all the requirements for certification that are in effect at the time application for certification or recertification is made;

D. Other information including recent employment and references requested by the department that may be deemed relevant to the request for certification or recertification;

E. A completed fingerprint-based background check processed by the MSHP and the FBI; and

F. If the applicant has previous criminal history, the applicant will follow the additional requirements outlined in paragraph (1)(A)6., above.

2. The completed application will be submitted to the Office of Educator Quality for consideration of recommendation to the board. Applications receiving recommendations shall be placed on the agenda of the board as soon as reasonably possible. The applicant will be notified of the date, time, and place of the board meeting. Consideration by the board will consist of a record review of the application and related documents. The applicant will not have the opportunity to present additional evidence or testify. The applicant will be notified in writing of the decision of the board.

(3) Decisions.

(A) The Office of Educator Quality issues certificates based on standards adopted by the board and applicable law.

(B) Denials.

1. The Office of Educator Quality may deny an application. If the application is denied, the applicant may appeal to the commissioner of education.

2. Applicants who are denied by the Office of Educator Quality will be advised in writing of the reason(s) why certification is denied and will receive notice of the process for appeal.

A. The applicant, within thirty (30) days of receipt of written notice of denial, may file a written request with the

commissioner of education to review the decision of the Office of Educator Quality. The request shall be mailed to the Commissioner of Education, PO Box 480, Jefferson City, MO 65102-0480 or emailed to commissioner@dese.mo.gov. The applicant shall provide all documentation to be considered by the commissioner of education or a designee in reviewing the application.

B. The commissioner of education or a designee will notify the applicant in writing of the decision.

C. If the commissioner of education or a designee approves the decision of the Office of Educator Quality in denying certification, the applicant, within thirty (30) days of receipt of written notice of the decision, may file a written notice of appeal (appeal) with the board by addressing the notice to the secretary of the State Board of Education, PO Box 480, Jefferson City, MO 65102-0480 or emailed to sbes@dese.mo.gov. In addition to stating the applicant’s desire to appeal the denial of certification, the appeal shall include a statement of each reason the applicant relies upon to demonstrate support for the reversal of denial.

D. The applicant’s appeal shall be placed on the agenda of the board as soon as reasonably possible. The applicant will be notified of the date, time, and place of the board meeting.

E. The appeal will consist of a record review of the application, related materials reviewed by the commissioner of education, and the applicant’s additional statements. The applicant will not have the opportunity to present additional evidence to testify. The applicant will be notified in writing of the decision of the board.

F. Applications denied by the board are subject to judicial review by the circuit court under section 536.130, RSMo.

(C) Reapplications.

1. Applicants who have been denied certification and have completed the steps in subsection (3)(B) are barred from reapplication for one (1) year.

2. Individuals whose certification has been revoked under section 168.071.6, RSMo, are barred from reapplying for certification for five (5) years from the date that the revocation was implemented.

AUTHORITY: sections 161.092 and 168.011, RSMo 2016, and section 168.021, RSMo Supp. 2024. Original rule filed Feb. 27, 2013, effective Sept. 30, 2013. Amended: Filed Dec. 9, 2015, effective July 30, 2016. Amended: Filed Aug. 12, 2024, effective March 30, 2025.*

*Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; and 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024.

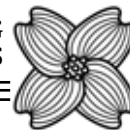
5 CSR 20-400.130 Administrative Procedures for Recertifying Teachers Whose Certificates Have Been Revoked by the State Board of Education

(Rescinded July 30, 2014)

AUTHORITY: sections 161.092, 168.011, 168.031, RSMo 1986, 168.021, RSMo Supp. 1990 and 168.071, RSMo Supp. 1993. This rule previously filed as 5 CSR 80-800.060. Original rule filed April 24, 1985, effective Sept. 3, 1985. Moved to 5 CSR 20-400.130, effective Aug. 16, 2011. Rescinded: Filed Dec. 12, 2013, effective July 30, 2014.

5 CSR 20-400.140 Administrative Procedures for Applicants Whose Certificates Have Been Revoked by a Certifying Authority Other Than the State Board of Education

(Rescinded July 30, 2014)



AUTHORITY: sections 161.092, 168.011, 168.031, RSMo 1986, 168.021, RSMo Supp. 1990 and 168.071, RSMo Supp. 1993. This rule previously filed as 5 CSR 80-800.070. Original rule filed April 24, 1985, effective Sept. 3, 1985. Moved to 5 CSR 20-400.140, effective Aug. 16, 2011. Rescinded: Filed Dec. 12, 2013, effective July 30, 2014.

5 CSR 20-400.150 Application for Certificate of License to Teach

(Rescinded June 30, 2020)

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2011. This rule previously filed as 5 CSR 80-800.200. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended: Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan. 18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.150, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Rescinded: Filed Oct. 25, 2019, effective June 30, 2020.

5 CSR 20-400.160 Application for Certificate of License to Teach for Administrators

(Rescinded December 30, 2020)

AUTHORITY: sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2011, and sections 168.011, 168.405, and 168.409, RSMo 2000. This rule previously filed as 5 CSR 80-800.220. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended: Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan. 18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.160, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Rescinded: Filed May 18, 2020, effective Dec. 30, 2020.

5 CSR 20-400.170 Application for a Student Services Certificate of License to Teach

(Rescinded December 30, 2020)

AUTHORITY: sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2011, and section 168.011, RSMo 2000. This rule previously filed as 5 CSR 80-800.230. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended: Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan. 18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Moved to 5 CSR 20-400.170, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Rescinded: Filed May 18, 2020, effective Dec. 30, 2020.

5 CSR 20-400.180 Temporary Authorization Certificate of License to Teach

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the procedures for a temporary authorization certificate of license to teach when the applicant is employed by a Missouri public school district or accredited nonpublic school.

(1) An applicant for a Missouri temporary authorization certificate of license to teach (temporary authorization certificate) who possesses good moral character may be granted a temporary authorization certificate upon joint application with a Missouri public school district or accredited nonpublic school. The temporary authorization certificate is limited to the employing Missouri public school district or accredited nonpublic school.

(2) Applications for a Missouri temporary authorization certificate shall be submitted on the forms provided by the State Board of Education (board).

(3) An application is not considered officially filed with the board until it has been determined by the board or the Department of Elementary and Secondary Education (department) staff to be complete and the application is submitted on the forms provided by the board, signed, and accompanied by two (2) full sets of fingerprints with the appropriate fee as set by the Missouri State Highway Patrol (Highway Patrol) and/or the Federal Bureau of Investigation (FBI), and any other applicable forms. All information should be received by the board within ninety (90) days of the date of the application.

(A) The applicant is responsible for submitting the fingerprints in the manner acceptable to the Highway Patrol and/or FBI and the payment of any fees required by the Highway Patrol and/or FBI.

(4) The applicant shall request that each state or United States territory regulatory entity in which a professional license including a certificate of license to teach is held or has ever been held to submit verification of certification or licensure directly to the department, including information regarding any disciplinary action.

(5) The temporary authorization certificate will not include the areas of elementary education, grades 1-6; early childhood, birth-grade 3; early childhood special education, birth-grade 3; blind and low vision, birth-grade 12; deaf and hard of hearing, birth-grade 12; counselor, kindergarten-grade 8; and counselor, grades 7-12. Applicants for the areas of driver's education, grades 9-12; English language learners, kindergarten-grade 12; gifted education, kindergarten-grade 12; special reading, kindergarten-grade 12; and math specialist, grades 1-6 must hold a professional teaching certificate of license to teach.

(6) The applicant for a temporary authorization certificate (excluding a temporary authorization administrator and career education certificate) must comply with the following criteria:

(A) Possession of a baccalaureate or higher degree from a regionally accredited college or university in the subject area to be taught or a closely related field or demonstration of exceptional experience in the subject area to be taught or demonstrate completion of a minimum of twenty-four (24) semester hours in the content area from a regionally accredited



college or university.

1. Applicants for a special education temporary authorization certificate must possess a baccalaureate or higher degree from a regionally accredited college or university;

(B) A content area grade point average of 3.00 or higher on a 4.0 scale;

(C) Submission of a joint application verifying contracted employment with a Missouri public school district or accredited nonpublic school; and

(D) If this is the applicant's initial certificate of license to teach, documentation of a plan of study based upon required certification competencies incorporated in classes provided by an accredited college or university. If the applicant holds an initial Missouri professional or life certificate of license to teach and is seeking an additional certificate of license to teach, a transcript analysis from the department based on the requirements set forth by the board must be submitted.

(7) The applicant for a temporary authorization administrator certificate must comply with the following criteria:

(A) Possession of a valid Missouri professional teaching certificate of license to teach;

(B) Completion of three (3) years teaching experience at the appropriate grade levels for which the temporary authorization administrator certificate is sought in a public school or an accredited nonpublic school, or a combination of such schools;

(C) Possession of a master's or higher degree or currently enrolled in a state approved master's or higher degree program for the preparation of a school administrator; and

(D) Submission of a joint application verifying contracted employment with a Missouri public school district or accredited nonpublic school.

(8) The applicant for a temporary authorization career education certificate must comply with the following criteria:

(A) Verification of one (1) of the following:

1. Possession of a baccalaureate or higher degree from a regionally accredited college or university in the subject area being taught and four thousand (4,000) hours of department approved, related occupational experience obtained within the most recent ten (10) years;

2. Possession of an associate's degree from a regionally accredited college or university in the subject area being taught and five thousand (5,000) hours of department approved, related occupational experience obtained within the most recent ten (10) years;

3. Six thousand (6,000) hours of department approved, related occupational experience obtained within the most recent ten (10) years; or

4. For the area of Junior Reserve Officer Training Corps (ROTC), an official letter from the appropriate branch of the armed services indicating that the applicant is an approved Junior ROTC instructor.

(9) The temporary authorization certificate (excluding a temporary authorization administrator and career education certificate) is valid for up to one (1) school year. It may be renewed annually for three (3) subsequent years by joint application from the certificate holder and the employing Missouri public school district or accredited nonpublic school upon demonstration of the following:

(A) Continued contracted employment with a Missouri public school district or accredited nonpublic school;

(B) Documentation of successful performance-based teacher evaluation based upon the Missouri Educator Evaluation

System by the sponsoring Missouri public school district or accredited nonpublic school;

(C) Documentation of participation in a two (2) year mentoring program by the sponsoring Missouri public school district or accredited nonpublic school;

(D) Achievement of a score equal to or in excess of the qualifying score on the required exit assessment(s) as promulgated by the rules adopted by the board; and

(E) Completion of nine (9) semester hours of course work toward the professional certificate of license to teach in the area of assignment based upon the requirements set forth by the board.

(10) The temporary authorization administrator certificate is valid for up to one (1) school year and may be renewed annually for three (3) subsequent years. It may be renewed annually by joint application from the certificate holder and the employing Missouri public school district upon demonstration of the following:

(A) Continued contracted employment as an administrator with a Missouri public school district or accredited nonpublic school;

(B) Documentation of participation in a mentoring program by the sponsoring Missouri public school district or accredited nonpublic school; and

(C) Completion of nine (9) semester hours of course work toward the administrator certificate of license to teach. The appropriate hours will be determined by the state approved program for the preparation of an administrator certificate of license to teach as defined in 5 CSR 20-400.610.

(11) The temporary authorization career education certificate is valid for up to one (1) school year. It may be renewed annually for three (3) subsequent years by joint application from the certificate holder and the employing Missouri public school district or accredited nonpublic school upon demonstration of the following:

(A) Continued contracted employment with a Missouri public school district or accredited nonpublic school;

(B) Documentation of successful performance-based teacher evaluation based upon the Missouri Educator Evaluation System by the sponsoring Missouri public school district or accredited nonpublic school;

(C) Documentation of participation in a two (2) year mentoring program by the sponsoring Missouri public school district or accredited nonpublic school; and

(D) Completion of six (6) semester hours of course work toward the career education certificate of license to teach in the area of assignment based upon the requirements as defined in 5 CSR 20-400.660 through 5 CSR 20-400.680.

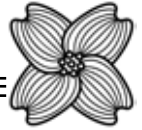
(12) An individual may qualify for a professional classification certificate of license to teach upon documentation of the following:

(A) The certificate holder has been teaching under a temporary authorization certificate of license to teach for a minimum of two (2) years;

(B) Achievement of a score equal to or in excess of the qualifying score on the required exit assessment(s) as promulgated by the rules adopted by the board;

(C) Documentation of successful performance-based teacher evaluation based upon the Missouri Educator Evaluation System by the sponsoring Missouri public school district or accredited nonpublic school;

(D) Documentation of participation in a two (2) year



mentoring program by the sponsoring Missouri public school district or accredited nonpublic school; and

(E) Documentation of completion of a minimum of twenty-four (24) semester hours in the following professional education course work (excluding an administrator and special education temporary certificate):

1. Psychology of the Exceptional Child;
2. Behavioral Management Techniques;
3. Assessment, Student Data, and Data-Based Decision-Making;
4. Instructional Strategies and Techniques in the Content Area Specialty;
5. Methods of Teaching Reading at the appropriate level;
6. Developmental Psychology at the appropriate level;
7. English Language Learning; and
8. Cultural Diversity; or

(F) Documentation of completion of a minimum of twenty-nine (29) semester hours in the following professional education course work for a special education temporary authorization certificate:

1. Psychology of the Exceptional Child;
2. Behavior Intervention Strategies;
3. Evaluation of Abilities and Achievement (to include Intelligence Testing);
4. Transition Processes, including Career Education or Career Readiness;
5. Methods of Teaching Students in one (1) of the following areas:

- A. Cross-Categorical Disabilities; or
- B. Severely Developmentally Disabled;

6. Methods of Teaching Reading;
7. Analysis and Correction of Reading Disabilities;
8. Methods of Teaching Mathematics;
9. Methods of Teaching Remedial Mathematics;
10. Counseling Techniques or Collaboration with Family, School, and Community;
11. Selection and use of assistive technology such as augmentative communication systems (only for the Severely Developmentally Disabled certificate of license to teach);
12. Alternative formats for communication including: nonverbal communication systems (only for the Severely Developmentally Disabled certificate of license to teach);
13. Speech and Language Development of the Exceptional Child;
14. Psychological Development of the Child and Adolescent; and
15. Cultural Diversity.

(13) The holder of a temporary authorization certificate shall ensure that the department has their current legal name and address.

(A) A holder of a temporary authorization certificate whose name is changed shall notify the department within ninety (90) days of the name change and provide a copy of the appropriate documents verifying the name change.

(B) A holder of a temporary authorization certificate whose address has changed shall inform the department in writing of the change within ninety (90) days of the effective date of the change.

(14) The applicant shall be informed of the decision regarding the application for a temporary authorization certificate.

AUTHORITY: sections 161.092, 168.011, 168.071, and 168.081, RSMo 2016, and section 168.021, RSMo Supp. 2020. This rule previously filed as 5 CSR 80-800.260. Original rule filed April 26, 2000,*

effective Nov. 30, 2000. Amended: Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan. 18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.180, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Amended: Filed June 13, 2019, effective Jan. 30, 2020. Amended: Filed Nov. 2, 2020, effective May 30, 2021.

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; and 168.081, RSMo 1963, amended 1984, 2002, 2014.*

5 CSR 20-400.190 Application for a Career Education Certificate of License to Teach
(Rescinded December 30, 2020)

AUTHORITY: sections 161.092, 168.021, 168.071, and 168.081, RSMo Supp. 2011, and section 168.011, RSMo 2000. This rule previously filed as 5 CSR 80-800.270. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended: Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan. 18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.190, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Rescinded: Filed May 18, 2020, effective Dec. 30, 2020.

5 CSR 20-400.200 Application for an Adult Education and Literacy Certificate of License to Teach
(Rescinded December 30, 2020)

AUTHORITY: sections 161.092, 168.021, 168.071, and 168.081, RSMo Supp. 2011, and section 168.011, RSMo 2000. This rule previously filed as 5 CSR 80-800.280. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended: Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan. 18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.200, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Rescinded: Filed May 18, 2020, effective Dec. 30, 2020.

5 CSR 20-400.210 Application for Certificates of License to Teach on the Basis of Certification by the American Board for Certification of Teacher Excellence (ABCTE)

PURPOSE: The state board of education is authorized to grant certificates of license to teach in any of the public schools of the



state and establish requirements and qualifications for those certificates. This rule outlines the procedures for applicants to acquire certification through the American Board for Certification of Teacher Excellence (ABCTE).

(1) In addition to all the criteria for application provided under 5 CSR 20-400.500, an initial four- (4-) year certificate shall be issued to an applicant who has successfully obtained certification through the American Board for Certification of Teacher Excellence (ABCTE) and upon verification by the designated district official at a public school or accredited non-public school of sixty (60) contact hours in any one (1) of the following areas:

(A) Sixty (60) contact hours in a public school or accredited nonpublic school classroom, of which at least forty-five (45) must be teaching;

(B) Sixty (60) contact hours as a substitute teacher in a public school or accredited nonpublic school, with at least thirty (30) consecutive hours in the same classroom; or

(C) Sixty (60) contact hours of teaching as a paraprofessional.

(2) Upon completion of the requirements listed in section (1) of this rule and completion of the requirements listed herein, an applicant shall be eligible to apply for a career continuous professional certificate:

(A) Completion of thirty (30) contact hours of professional development within four (4) years, which may include hours spent in class in an appropriate college curriculum;

(B) Completion of four (4) years of department-approved teaching experience;

(C) Development and implementation of a professional development plan;

(D) Completion of two (2) years in a department-approved district mentoring program;

(E) Participation in the district’s Performance-Based Teacher Evaluations (PBTEs); and

(F) Participation in a beginning teacher assistance program.

(3) Certification authorized under this rule shall not be granted for the areas of early childhood education or special education.

AUTHORITY: section 161.092, RSMo 2016. This rule previously filed as 5 CSR 80-800.285. Original rule filed April 9, 2008, effective Oct. 30, 2008. Moved to 5 CSR 20-400.210, effective Aug. 16, 2011. Amended: Filed Sept. 22, 2021, effective May 30, 2022.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014.*

5 CSR 20-400.220 Application for Substitute Certificate of License to Teach

PURPOSE: This rule outlines the procedures for application for a substitute certificate of license to teach.

(1) An applicant for a substitute Missouri certificate of license to teach who has successfully completed thirty-six (36) semester hours or more of college-level credit from a regionally accredited academic degree granting institution recognized by the Department of Elementary and Secondary Education (department), or has a high school diploma, General Education Diploma (GED), or High School Equivalency Test (HiSET), and has successfully completed a minimum of twenty (20) clock hours of department-approved substitute teacher training that includes professionalism, honoring diversity, engaging

students, foundational classroom management techniques, basic instructional strategies, supporting students with special needs, and working with at-risk youth may be granted a substitute Missouri certificate of license to teach pursuant to the rules promulgated by the State Board of Education (board).

(2) An applicant for a career/technical substitute Missouri certificate of license to teach who has successfully completed the following may be granted a substitute Missouri certificate of license to teach pursuant to the rules promulgated by the board:

(A) A bachelor’s degree in an area appropriate for the career/technical area sought and four thousand (4,000) hours of department approved, related occupational experience; or

(B) An associate’s degree in an area appropriate for the career/technical area sought and five thousand (5,000) hours of department approved, related occupational experience; or

(C) Six thousand (6,000) hours of department approved, related occupational experience.

(3) Applicants may renew the substitute certificate of license to teach by completing the following requirements:

(A) A new fingerprint background check clearance every four (4) years or when employed by a new school district; and

(B) One (1) hour of professional development and/or district training annually.

(4) An application is not considered officially filed with the board until it has been determined by the board or department staff to be completed and the application is submitted on the forms provided by the board, signed, and accompanied by two (2) full sets of fingerprints with the appropriate fee as set by the Missouri State Highway Patrol (Highway Patrol) and/or Federal Bureau of Investigation (FBI) and any other applicable forms and/or fees. All information should be received by the board within ninety (90) days of the date of the application.

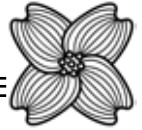
(A) The applicant is responsible for submitting the fingerprints in the manner acceptable to the Highway Patrol and/or FBI and the payment of any fees required by the Highway Patrol and/or FBI.

AUTHORITY: sections 161.092, 168.011, 168.071, and 168.081, RSMo 2016, and sections 168.021 and 168.036, RSMo Supp. 2022. This rule previously filed as 5 CSR 80-800.290. Emergency rule filed July 30, 1999, effective Aug. 9, 1999, expired Jan. 26, 2000. Original rule filed July 30, 1999, effective Feb. 29, 2000. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.220, effective Aug. 16, 2011. Amended: Filed May 2, 2019, effective Dec. 30, 2019. Amended: Filed April 23, 2021, effective Dec. 30, 2021. Emergency amendment filed Aug. 30, 2022, effective Sept. 14, 2022, expired March 12, 2023. Amended: Filed Aug. 30, 2022, effective Feb. 28, 2023.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022; 168.036, RSMo 2022; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; and 168.081, RSMo 1963, amended 1984, 2002, 2014.*

5 CSR 20-400.230 Discipline of Certificates of License to Teach

PURPOSE: The State Board of Education (board) is authorized to grant certificates of license to teach in any of the public schools of the state, establish requirements and qualifications for those



certificates, and cause those certificates to be disciplined in a manner provided in state law. This rule establishes procedures for action by the board.

(1) The board may discipline a certificate for license to teach for any one (1) or combination of the causes set forth in section 168.071.1, RSMo.

(2) Upon receipt of documentation from a court of a finding of guilt, whether or not a sentence is imposed, or a conviction for the offenses outlined in section 168.071, RSMo, regardless of expungement, an individual's certificate(s) of license to teach may be disciplined.

(3) Complaints and Appeals.

(A) A local board of education or the Department of Elementary and Secondary Education (department) may file a complaint with the board against a certificate holder pursuant to section 168.071.2 and .3, RSMo.

(B) Certificate holders whose certificates have been revoked pursuant to section 168.071.6, RSMo, may appeal their revocation by filing a notice of appeal with the commissioner of the department within ninety (90) days of the notice of revocation.

(C) All complaints and appeals must –

1. Be in writing;

2. Include:

A. The full name, address, email address, and telephone number of the person or agency bringing the action (petitioner), and any attorney representing the petitioner;

B. The full name, address(es), email address(es), and telephone number(s) of the certificate holder (if known);

C. Suitable space in the caption for the board to affix a case number;

D. A written description of the specific conduct for which discipline is sought and a citation to the law and rules allegedly violated, or in the case of an appeal, the specific grounds for the appeal; and

E. As far as practical, facts in numbered paragraphs stating the relief sought and the reason for granting it; however, the failure to include facts in numbered paragraphs shall not be reason for involuntary dismissal of a complaint or appeal;

3. Be signed by petitioner or petitioner's legal counsel; and

4. Be mailed to DESE Counsel, Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0680 or emailed to Counsel@dese.mo.gov.

(4) When a local board of education learns of a criminal finding of guilt of a certificate holder and provides the written notice required in section 168.071.7, RSMo, that notice to the Missouri Attorney General and the board shall contain the following information, if known:

(A) The certificate holder's name;

(B) Educator identification number;

(C) Social Security number;

(D) Date of birth;

(E) Information known regarding the criminal record; and

(F) All known contact information, including address(es), email address(es), and telephone number(s).

(5) Hearing Officers.

(A) A hearing officer appointed by the Commissioner of Education shall hear cases regarding charges filed to discipline a certificate(s) of license to teach and on appeals of certificates

revoked pursuant to section 168.071.6, RSMo. The hearing officer shall conduct all hearings in accordance with section 168.071, RSMo, and Chapter 536, RSMo. The hearing officer will cause the full record, including all evidence along with proposed findings of fact and conclusions of law, and recommended decision to be provided to members of the board. The board shall render a decision in accordance with section 536.080.2, RSMo. The board's decision will be considered final for the purposes of judicial review under 536.100-536.140, RSMo.

(6) Mandatory Revocation.

(A) In the event a certificate holder has been found guilty of any of the offenses as described in section 168.071.6(1)-(4), RSMo, his or her certification shall be revoked, whether or not sentence is imposed.

(B) The department will notify certificate holders who are subject to mandatory revocation by certified mail, by personal delivery, or by email. The department will:

1. Include a copy of the court record showing the offense that is the basis of the revocation in its revocation notice to the certificate holder;

2. Inform the certificate holder that mandatory revocation will be effective thirty (30) days from the date of the notice of revocation in its revocation notice to the certificate holder;

3. Inform the certificate holder that they may submit written documentation, including a written statement, to the department within fifteen (15) days of the date of the notice of revocation, which challenges whether the certificate holder is the person found guilty of the qualifying offense, and/or whether the offense for which the certificate holder was found guilty is an offense described in section 168.071.6, RSMo, in its revocation notice to the certificate holder. The certificate holder shall file such documentation with the department by mail addressed to DESE Counsel, Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480 or to Counsel@dese.mo.gov. The department will send its decision by certified mail to the certificate holder prior to the effective date of the revocation.

4. Inform the certificate holder that they may request an in-person hearing to appeal the revocation within ninety (90) days of the effective date of the revocation. The notice shall advise certificate holders that the request for hearing must be filed by mailing the request to DESE Counsel, Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480 or to Counsel@dese.mo.gov in its revocation notice to the certificate holder. The appeal must contain all of the information outlined in subsection (3)(C).

(7) Hearings.

(A) Notice.

1. The board shall serve upon all parties the initial notice of the place, date, and time upon which it will hold the hearing on a complaint or on a certificate holder's appeal. The board will send the notice by certified mail, by personal delivery, or by email.

2. The board shall provide at least thirty (30) days notice to the parties that it will hold a hearing on the matters raised in the complaint or appeal.

3. The notice shall advise the parties to file all pleadings, motions, and other documents by mailing them to DESE Counsel, Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480 or to Counsel@dese.mo.gov.

(B) Amended Complaints.

1. Petitioner may amend the complaint without the



hearing officer's leave five (5) business days before the hearing. Within five (5) business days of the hearing, petitioner shall amend the complaint only if leave is requested and granted by the hearing officer. A copy of the amended complaint shall be attached to the motion for leave.

(C) Motions.

1. Either party may file a motion to request a delay of the hearing, if the party shows good cause, which may include pending criminal charge(s) as referenced in section 168.071.4, RSMo. The hearing officer has discretion to continue the hearing date upon notice to the parties.

2. Either party may file a motion for a protective order to close records or the hearing. The motion shall include a description of what information the party will be presenting that the party believes should be closed. The motion shall cite to the legal authority under which the board may close the record or hearing or provide a showing that the closure is in the best interest of a child. A party should file this motion at least twenty-four (24) hours before the start of the hearing; however, a party may make an oral motion at the hearing.

3. Either party may file a motion to hold a hearing by videoconference. A party should file this motion at least ten (10) business days before the start of the hearing.

4. Either party may file a motion for a witness to appear by telephone or video conference. A party should file this motion at least three (3) business days before the start of the hearing.

5. The hearing officer will entertain other motions as necessary.

(D) Videoconference Hearings.

1. The hearing officer may hold hearings via a videoconference platform. The hearing officer will contact the parties if the hearing is to be held in this manner.

(E) Burden of Proof.

1. The party bringing the action shall have the burden of proof and will present evidence first.

(F) Exhibits.

1. The parties are required to send exhibits to the hearing officer and the opposing parties at least five (5) business days in advance of the hearing. If the hearing is to be held via videoconference, each party is responsible for providing all exhibits to all parties of record and the hearing officer electronically.

(G) Certificate Holder.

1. The certificate holder shall –

A. Have a reasonable opportunity to defend him or herself at the hearing and have the right to testify in his or her own behalf; and

B. Have the right to a public hearing, unless one (1) party files a motion for protective order as outlined in paragraph (6) (C)2., above.

(8) Settlements and Surrenders.

(A) Settlements.

1. The board may informally dispose of a case through an agreed settlement.

(B) Voluntary Surrenders.

1. The board may accept a certificate holder's voluntary surrender if the certificate holder is found guilty of a crime involving moral turpitude or a felony or in any other circumstances approved by the board.

AUTHORITY: sections 161.092, 168.011, 168.071, and 168.081, RSMo 2016, and section 168.021, RSMo Supp. 2021. This rule previously filed as 5 CSR 80-800.300. Emergency rule filed March 22, 1999, effective April 1, 1999, expired Sept. 27, 1999. Original rule filed*

March 22, 1999, effective Sept. 30, 1999. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Moved to 5 CSR 20-400.230, effective Aug. 16, 2011. Amended: Filed Oct. 27, 2021, effective May 30, 2022.

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; and 168.081, RSMo 1963, amended 1984, 2002, 2014.*

5 CSR 20-400.240 Deletion of Certificates of License to Teach

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state under the provisions of section 168.021.1, RSMo and to establish requirements and qualifications for those certificates and cause those certificates to be revoked, suspended, invalidated or deleted in a manner provided in section 168.071, RSMo. This rule establishes procedures for action by the State Board of Education.

(1) A certificate holder requesting deletion of a certificate(s) of license to teach and/or endorsement(s) must submit a notarized statement in the form required by the State Board of Education specifically requesting the deletion(s).

(2) In the event the individual is employed to teach in any public school in Missouri, the board of education of the employing school district must formally approve and consent, by majority vote, to the deletion sought by the teacher. Upon written verification by the district superintendent that the teacher has not taught within the last three (3) years in the specific subject matter area for which deletion is requested, approval of the local board of education is not required.

(3) Applicants applying for reissuance of their certificate(s) of license to teach and/or endorsement(s) which have been deleted pursuant to the rules promulgated by the state board will be required to meet, in full, the certification requirements that are in effect at the time the new application is made.

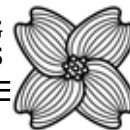
AUTHORITY: sections 161.092, 168.011 and 168.081, RSMo 1994 and 168.021 and 168.071, RSMo Supp. 1998. This rule previously filed as 5 CSR 80-800.310. Emergency rule filed March 22, 1999, effective April 1, 1999, expired Sept. 27, 1999. Original rule filed March 22, 1999, effective Sept. 30, 1999. Moved to 5 CSR 20-400.240, effective Aug. 16, 2011.*

**Original authority: 161.092, RSMo 1963, amended 1973; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998; and 168.081, RSMo 1963, 1984.*

5 CSR 20-400.250 Certificate of License to Teach Content Areas

(Rescinded August 30, 2019)

AUTHORITY: sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2011, and section 168.011, RSMo 2000. This rule previously filed as 5 CSR 80-800.350. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan.



18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.250, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Rescinded: Filed Jan. 17, 2019, effective Aug. 30, 2019.

5 CSR 20-400.260 Certificate of License to Teach Classifications

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the classification of certificates of license to teach.

PUBLISHER'S NOTE: The secretary of state has determined that the publication of the entire text of the material which is incorporated by reference as a portion of this rule would be unduly cumbersome or expensive. This material as incorporated by reference in this rule shall be maintained by the agency at its headquarters and shall be made available to the public for inspection and copying at no more than the actual cost of reproduction. This note applies only to the reference material. The entire text of the rule is printed here.

(1) Certificates of license to teach are issued and renewed by the State Board of Education (board) pursuant to the certification requirements found in 5 CSR 20-400.500–5 CSR 20-400.700.

(2) If a certificate of license to teach is renewed, except for a substitute, provisional, or temporary authorization certificate of license to teach, the effective date of renewal will be the date of expiration of the certificate of license to teach, providing that the application for renewal and supporting materials are received by the Department of Elementary and Secondary Education (department) prior to or on the expiration date.

(A) If the renewal of the certificate of license to teach is received by the department within eleven (11) months of the expiration date of the certificate or a shorter time if specified in the rules promulgated by the board, the effective date of renewal will be the certificate's expiration date.

(3) Certificates of license to teach may be issued pursuant to the rules promulgated by the board, to individuals in the following classifications:

(A) Initial Professional Classification (IPC); and/or

(B) Career Continuous Professional Classification (CCPC) (doctoral applicants are ineligible to advance to the CCPC level).

(4) For the purpose of this rule, contact hours are defined as follows:

(A) Sixty (60) minutes of professional development are equal to one (1) contact hour;

(B) One (1) hour college credit is equal to fifteen (15) contact hours of professional development; or

(C) One (1) professional micro-credential is equal to fifteen (15) contact hours of professional development.

(5) Initial Professional Classification (IPC) –

(A) A four (4) year IPC classification will be issued to applicants who meet the certification requirements and possess less than four (4) years of state-approved teaching experience;

(B) During the valid dates of the IPC classification, the

certificate holder shall complete the following requirements:

1. Verification of four (4) years of state-approved teaching experience;

2. Develop and implement a professional development plan of at least thirty (30) contact hours, approved by the employing school district, to include clearly stated goals for improvement and enrichment;

3. Participate in a mentoring program for a minimum of two (2) school years as defined in 5 CSR 20-400.380, the guidelines for which shall be established by the local board of education;

4. Participate in a beginning teacher assistance program as defined in 5 CSR 20-400.385 to include, but not be limited to, assistance in classroom management, instructional strategies, and ongoing support; and

5. Participate in the district's Performance-Based Teacher Evaluations (PBTEs) as defined in 5 CSR 20-400.375; and/or

(C) Individuals who have not been employed in a school setting may renew their certificate upon completion of the following:

1. Submission of an application; and

2. Employment by a Missouri public school district and documentation of completion of a plan to complete twenty-four (24) contact hours of professional development within six (6) months prior to or after returning to an educational position or completion of a two or three semester hour course relevant to the individuals growth as a professional educator.

(6) Career Continuous Professional Classification (CCPC) –

(A) A CCPC classification will be issued to an applicant upon completion and verification of the following:

1. Four (4) years of state-approved teaching experience;

2. The development and implementation of a professional development plan of at least thirty (30) contact hours approved by the employing school district to include clearly stated goals for improvement and enrichment;

3. Participation in a mentoring program for a minimum of two (2) school years as defined in 5 CSR 20-400.380, the guidelines for which shall be established by the local board of education;

4. Participation in a beginning teacher assistance program as defined in 5 CSR 20-400.385, to include, but not be limited to, assistance in classroom management, instructional strategies, and ongoing support; and

5. Participation in the district's PBTEs as defined in 5 CSR 20-400.375;

(B) The CCPC classification is continuous upon verification by the employing school district that the certificate holder has completed fifteen (15) contact hours of professional development per school year; and

(C) The CCPC holder is exempt from the fifteen (15) contact hours of professional development, if the holder has a local professional development plan in place with the school and at least two (2) of the following:

1. Ten (10) years of state-approved teaching experience;

2. A master's degree from an accredited college or university; and/or

3. Certification from the National Board for Professional Teaching Standards, or for school psychologists, the certificate of nationally certified school psychologist issued by the National Association of School Psychologists (NASP).

(7) Any level of a Missouri professional classification shall be extended for a teacher whose service is interrupted due to a reduction in force (RIF) or military service.



(8) The local district and teacher shall submit, on an upgrade application form provided by the department, a request for renewal and/or continuation of a particular classification level; verification that the teacher has completed the requirements of a particular classification level and/or the request for advancement to the next classification level.

(9) Any certificate holder denied certification by the board pursuant to this rule may appeal the decision pursuant to the rules promulgated by the board.

(10) Any certificate holder's disagreement with the school district's verification of requirements for the classification levels shall be dealt with through an appeal process developed by the school district's local board of education.

(11) Approved teaching experience, as described in the rules promulgated by the board, must be in Missouri public schools, schools approved or accredited by the state education agency in states other than Missouri, or in nonpublic schools accredited by one (1) of the six (6) regional accrediting associations for schools and colleges or other schools accredited by a department-approved accrediting agency which incorporate standards that include a two- (2-) year mentoring program as defined in 5 CSR 20-400.380, professional development plans for faculty, in-service training for faculty, beginning teacher assistance program as defined in 5 CSR 20-400.385, and PBTEs as defined in 5 CSR 20-400.375. Teaching experience must be contracted and at least half-time. Substitute teaching or serving as a teacher's aide, paraprofessional, or assistant will not be counted as teaching experience.

(12) Provisional certificates of license to teach may be issued to an individual for two (2) years and may be extended upon a showing of good cause. Provisional certificates of license to teach may be issued in the following situations:

(A) A two- (2-) year provisional certificate of license to teach may be issued to an individual who has completed the academic requirements for a certificate of license to teach, but has not taken or passed the exit assessment(s) designated by the board; or

(B) A two- (2-) year provisional certificate of license to teach may be issued to an individual who has been admitted into a state-approved post-baccalaureate or alternative professional education program at a Missouri institution of higher education and is actively engaged in coursework to satisfy the requirements of the program; or

(C) A two- (2-) year provisional certificate of license to teach may be issued to an individual who has completed a teacher preparation program and is generally within twelve (12) semester hours of completion of the certification requirements as set forth in 5 CSR 20-400.500–5 CSR 20-400.600.

(13) Administrator certificates of license to teach may be issued to an individual and renewed pursuant to 5 CSR 20-400.610–5 CSR 20-400.630.

(14) Student services certificates of license to teach may be issued to an individual and renewed pursuant to 5 CSR 20-400.640–5 CSR 20-400.650.

(15) Substitute certificates of license to teach may be issued to an individual for four (4) years pursuant to 5 CSR 20-400.220.

(16) Career education certificates of license to teach may be issued to an individual and renewed pursuant to 5 CSR 20-400.660–5 CSR 20-400.690.

(17) Adult education and literacy certificates of license to teach may be issued to an individual and may be renewed pursuant to 5 CSR 20-400.700.

(18) Temporary authorization certificates of license to teach may be issued to an individual for one (1) year and may be renewed pursuant to 5 CSR 20-400.180.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.128, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2021. This rule previously filed as 5 CSR 80-800.360. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended: Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed Oct. 25, 2001, effective June 30, 2002. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan. 18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.260, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Amended: Filed Sept. 22, 2021, effective May 30, 2022.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.128, RSMo 1969, amended 1983; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.270 Fees

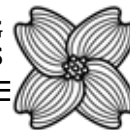
PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the fees assessed.

(1) The State Board of Education (board) shall establish fees sufficient to recover costs of processing and issuing certificates of license to teach. All applicants for a certificate of license to teach shall submit the approved application accompanied by the required fee.

(2) All fees are nonrefundable.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012. This rule previously filed as 5 CSR 80-800.370. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Moved to 5 CSR 20-400.270, effective Aug. 16, 2011. Amended: Filed Dec. 3, 2012, effective June 30, 2013.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011; 168.081, RSMo 1963, amended 1984, 2002; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*



5 CSR 20-400.280 Required Assessments for Professional Education Certification in Missouri
(Rescinded August 30, 2019)

AUTHORITY: sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2012, and sections 168.011, 168.405, and 168.409, RSMo 2000. This rule previously filed as 5 CSR 80-800.380. Original rule filed April 26, 2000, effective Nov. 30, 2000. Amended: Filed March 27, 2001, effective Oct. 30, 2001. Amended: Filed March 1, 2002, effective Sept. 30, 2002. Amended: Filed Aug. 13, 2002, effective March 30, 2003. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Amended: Filed June 30, 2005, effective Jan. 30, 2006. Amended: Filed April 4, 2007, effective Nov. 30, 2007. Amended: Filed Jan. 18, 2008, effective Sept. 30, 2008. Amended: Filed Jan. 30, 2009, effective Aug. 30, 2009. Amended: Filed Feb. 1, 2010, effective Sept. 30, 2010. Moved to 5 CSR 20-400.280, effective Aug. 16, 2011. Amended: Filed Feb. 28, 2012, effective Oct. 30, 2012. Amended: Filed Oct. 12, 2012, effective May 30, 2013. Rescinded: Filed Jan. 17, 2019, effective Aug. 30, 2019.

5 CSR 20-400.290 Procedure for Potential Candidates for Missouri Certificate of License to Teach with a Criminal History to Petition the State Board of Education for Background Clearance

PURPOSE: This rule outlines the procedure for a potential candidate for Missouri certificate of license to teach with a criminal history to petition the State Board of Education for a professional background clearance.

(1) Potential candidates for a Missouri certificate of license to teach who are currently enrolled in professional education courses in conjunction with state-approved teacher preparation programs may petition the State Board of Education (board) for provisional clearance of their background, enabling possible issuance of a Missouri certificate of license to teach upon completion of their teacher preparation program and pursuant to the rules promulgated by the board.

(2) A potential candidate may apply to petition the board for background clearance by completing and submitting the background check form. The form is provided by the board and may be obtained by writing the Educator Certification Section of the Department of Elementary and Secondary Education (DESE) at PO Box 480, Jefferson City, MO 65102, or the form may be downloaded from the Internet. The form contains the following:

(A) Applicant's full name, date of birth and Social Security number;

(B) Applicant's residential address;

(C) Details regarding teaching certificates or similar titles and/or other professional licenses or similar titles held, including but not limited to disciplinary actions, denials, restrictions, revocations, voluntary surrenders, suspensions, reprimands and/or investigations;

(D) Details regarding being found guilty, plea of guilty, receipt of a suspended imposition of sentence or entering a plea of *nolo contendere* for any violation of any laws of a state, the United States or any other country, other than a traffic violation; and

(E) Details regarding any pending complaints and/or investigations before any regulatory board or agency.

(3) A potential candidate wishing to petition the board shall request and obtain documentation of current enrollment in a professional education course in conjunction with a state-approved teacher preparation program from the designated official of the institution.

(4) A potential candidate wishing to petition the board for background clearance shall request that each state or United States territory regulatory entity in which a professional license including a certificate of license to teach is held or has ever been held to submit verification of certification or licensure directly to DESE, including information regarding any disciplinary action.

(5) The background check form is not considered officially filed with the board until it has been determined by the board or DESE staff to be complete and the application is submitted on the forms provided by the board, signed and accompanied by two (2) full sets of fingerprints with the appropriate fee as set by the Missouri State Highway Patrol (Highway Patrol) and/or the Federal Bureau of Investigation (FBI) and any other applicable forms and/or fees. All information should be received by the board within ninety (90) days of the date of the application.

(A) The applicant is responsible for submitting the fingerprints in the manner acceptable to the Highway Patrol and/or FBI and the payment of any fees required by the Highway Patrol and/or FBI.

AUTHORITY: sections 161.092, 168.021, 168.071 and 168.081, RSMo Supp. 2004 and 168.011, RSMo 2000. This rule previously filed as 5 CSR 80-800.400. Original rule filed Jan. 19, 2000, effective Aug. 30, 2000. Amended: Filed Sept. 12, 2003, effective April 30, 2004. Amended: Filed Sept. 22, 2004, effective April 30, 2005. Moved to 5 CSR 20-400.290, effective Aug. 16, 2011.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003; and 168.081, RSMo 1963, amended 1984, 2002.*

5 CSR 20-400.300 Procedures and Standards for Approval of Professional Education Programs in Missouri
(Rescinded October 30, 2020)

AUTHORITY: sections 161.092 and 168.021, RSMo Supp. 2005 and 161.097 and 161.099, RSMo 2000. This rule was previously filed as 5 CSR 80-800.015 and 5 CSR 80-805.015. Original rule filed Sept. 29, 1986, effective Jan. 12, 1987. Amended: Filed Aug. 1, 1988, effective Nov. 25, 1988. Amended: Filed April 25, 1990, effective Sept. 28, 1990. Amended: Filed Oct. 31, 1996, effective June 30, 1997. Amended: Filed Dec. 23, 1998, effective Aug. 30, 1999. Amended: Filed July 28, 2000, effective Feb. 28, 2001. Amended: Filed Sept. 24, 2002, effective April 30, 2003. Amended: Filed April 5, 2004, effective Nov. 30, 2004. Amended: Filed July 14, 2006, effective Feb. 28, 2007. Moved to 5 CSR 20-400.300, effective Aug. 16, 2011. Rescinded: Filed March 20, 2020, effective Oct. 30, 2020.

5 CSR 20-400.310 Basic Education Competencies Required Prior to Admission to Approved Teacher Education Programs in Missouri
(Rescinded October 30, 2020)

AUTHORITY: sections 161.092, 168.021, and 168.400, RSMo Supp. 2012, and section 168.011, RSMo 2000. This rule was previously



filed as 5 CSR 80-800.050 and 5 CSR 80-805.020. Original rule filed Aug. 15, 1983, effective Dec. 12, 1983. Emergency amendment filed Sept. 2, 1988, effective Sept. 13, 1988, expired Nov. 24, 1988. Amended: Filed Aug. 1, 1988, effective Nov. 25, 1988. Amended: Filed Oct. 1, 1991, effective March 9, 1992. Amended: Filed Dec. 19, 1995, effective July 30, 1996. Moved to 5 CSR 20-400.310, effective Aug. 16, 2011. Amended: Filed Aug. 28, 2012, effective March 30, 2013. Rescinded: Filed March 20, 2020, effective Oct. 30, 2020.

5 CSR 20-400.320 Innovative and Alternative Professional Education Programs

(Rescinded October 30, 2020)

AUTHORITY: sections 161.097 and 168.011, RSMo 2000 and 161.092, 168.021 and 168.081, RSMo Supp. 2005. This rule previously filed as 5 CSR 80-805.030. Original rule filed Oct. 25, 2001, effective June 30, 2002. Amended: Filed April 27, 2006, effective Nov. 30, 2006. Moved to 5 CSR 20-400.320, effective Aug. 16, 2011. Rescinded: Filed March 20, 2020, effective Oct. 30, 2020.

5 CSR 20-400.330 Clinical Experience Requirements for Candidates in Professional Education Programs

PURPOSE: This rule establishes clinical experience requirements for candidates in professional education programs approved by the State Board of Education in all baccalaureate degree granting four- (4-) year colleges and universities in Missouri.

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

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

(B) Board. Missouri State Board of Education;

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

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

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

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

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

(H) Mentor. An experienced teacher, administrator, or other school professional with appropriate certification who provides

support to a beginning educator by providing instruction, coaching, counseling, or other assistance in the performance of his/her duties and responsibilities;

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

(J) Teacher assistant. An individual who is serving in a classroom under the supervision of a certificated teacher with responsibilities comparable to a certificated teacher in a public school or accredited nonpublic school setting.

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

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

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

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

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

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

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

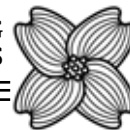
AUTHORITY: sections 161.092, 161.097, 161.099, and 168.400, RSMo 2016, and section 168.021, RSMo Supp. 2019. This rule previously filed as 5 CSR 80-805.040. Original rule filed Sept. 24, 2002, effective April 30, 2003. Moved to 5 CSR 20-400.330, effective Aug. 16, 2011. Amended: Filed Jan. 14, 2020, effective Sept. 30, 2020.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 161.097, RSMo 1985, amended 2014; 161.099, RSMo 1993; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018; and 168.400, RSMo 1985, amended 1990, 2002.*

5 CSR 20-400.340 Administrative Procedures for the Teacher Education Scholarship Program

(Rescinded March 30, 2013)

AUTHORITY: sections 160.276, 160.278, 160.281, and 160.283, RSMo 2000. This rule previously filed as 5 CSR 80-850.010. 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. Moved to 5 CSR 20-400.340, effective Aug. 16, 2011. Rescinded: Filed Aug. 28, 2012,



effective March 30, 2013.

5 CSR 20-400.350 Administrative Procedures for the Minority Teaching Scholarship Program
(Rescinded March 30, 2013)

AUTHORITY: sections 161.415, 161.418, 161.421, and 161.424, RSMo 1994. This rule previously filed as 5 CSR 80-850.015. Emergency rule filed July 19, 1995, effective July 29, 1995, expired Nov. 25, 1995. Original rule filed May 24, 1995, effective Jan. 30, 1996. Moved to 5 CSR 20-400.350, effective Aug. 16, 2011. Rescinded: Filed Aug. 28, 2012, effective March 30, 2013.

5 CSR 20-400.360 Missouri Critical Teacher Shortage Forgivable Loan Program
(Rescinded December 30, 2021)

AUTHORITY: sections 161.092 and 168.600, RSMo 2000. This rule previously filed as 5 CSR 80-850.025. Original rule filed June 28, 2001, effective Jan. 30, 2002. Moved to 5 CSR 20-400.360, effective Aug. 16, 2011. Rescinded: Filed May 14, 2021, effective Dec. 30, 2021.

5 CSR 20-400.370 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, school 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 Grant Program shall submit an application and *District Career Ladder Plan* (DCLP) to the department annually by April 30 of each year.

(4) Upon receipt of the school district’s career ladder application, the department will review plans for eligibility to participate in the program. The department will evaluate the local district’s career ladder plan to determine compliance with applicable statutes and standards and procedures established in the Criteria for Local District Career Ladder Plans (Appendix A).

(5) The department will notify school districts of necessary modifications, eligibility, or denial.

(6) Each approved district shall identify participating teachers through the October cycle of the Core Data/MOSIS Collection System provided by the department.

(7) Upon receipt of the Core Data information, the department will review the list of participating teachers and calculate the state portion of the career ladder salary supplement.

(8) The department will schedule the appropriate reimbursement for Career Ladder Stages I, II, and III, payments to occur in June, in concert with the regular payment of foundation program funds, contingent upon appropriations.

(9) Eligible districts receiving career ladder salary supplements shall pay to each teacher an amount specified in the district application not to exceed the maximum amounts for Stages I, II, and III as 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 of the changes, 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.

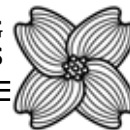


APPENDIX A

**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 (department) 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 meet the qualifications and responsibilities as established as specific criteria for Stage I, II, and III (section 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 criteria used for awarding payment be directly and obviously related 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 (section 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 (section 168.505.1, RSMo).
- III. Each career ladder stage shall contain specific qualifications, responsibilities, and volunteer efforts to be completed by the educator prior to payment (section 168.500.2, RSMo). These qualifications shall include:
 - A. Appropriate years of teaching experience in Missouri public schools for each stage (section 168.500.2(5), RSMo).
 - At Stage I, the teacher shall have two (2) years of Missouri teaching experience, complete the required beginning teacher assistance program, participate in two (2) years of mentoring (section 168.400.4, RSMo), and show evidence of acceptable performance on all of the criteria on the most recent final evaluation instrument.
 - At Stage II, the teacher shall have three (3) years of Missouri teaching experience, and show evidence of acceptable performance on all of the criteria on the most recent final evaluation instrument.
 - At Stage III, the teacher shall have five (5) years of Missouri teaching experience, and show evidence of acceptable performance on all of the criteria on the most recent final evaluation instrument;
 - B. A clearly defined level of performance relative to the district's Performance Based Teacher Evaluation process;
 - 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;
 - D. Appropriate certification in subject area for each teacher;
 - E. Full-time regular length contract; and
 - 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 sections 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. Educators shall complete a minimum of fifty (50) clock hours at Stage I, seventy-five (75) clock hours at Stage II, and one hundred (100) clock hours at Stage III in an approved responsibility or volunteer effort. Responsibilities and volunteer efforts shall be detailed in the teacher's Career Development Plan. Such additional responsibilities and volunteer efforts should occur outside of the compensated hours and duties, and include but not be limited to:



- Participating in teacher externships as provided in section 168.025, RSMo;
- Serving as a coach, supervisor, or organizer of any extracurricular activities for which the teacher does not already receive additional compensation;
- Serving as a mentor or cooperating teacher for new teachers for which the teacher does not already receive additional compensation;
- Serving as a mentor for students, whether in a formal or informal capacity;
- Providing high quality tutoring or additional learning opportunities to students;
- Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications;
- Receiving additional teacher training or certification outside of that offered by the school district; and
- Other (with description of how this responsibility or voluntary effort directly and obviously relates 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).

V. The local school district shall show evidence of teacher, administrator, and patron involvement in the development of the DCLP.

VI. 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.

VII. The DCLP shall contain procedures for appealing decisions made regarding approval or denial of application and placement on the career ladder (section 168.500.2(6), RSMo), including the right to substantive and procedural appeals of the local comprehensive, performance-based evaluation process. Procedures shall include, but not necessarily be limited to, the following:

- A. An opportunity to have the decision reviewed by the superintendent of schools; and
- B. An opportunity for the local board of education to review the superintendents decision.

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.

VIII. The DCLP shall contain provisions for recognition of teacher mobility from one (1) participating district to another within this state (section 168.500.5, RSMo).

The department will periodically review local district plans and will collect information from local districts regarding the career ladder process. The local district will report data on its Career Ladder Grant Program to the department upon request. 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.



AUTHORITY: sections 168.500–168.515, RSMo 2016 and Supp. 2022. This rule previously filed as 5 CSR 80-850.030. 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. Moved to 5 CSR 20-400.370, effective Aug. 16, 2011. Amended: Filed Aug. 25, 2022, effective April 30, 2023.*

**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.*

5 CSR 20-400.375 Districts Effectively Evaluating Educators

PURPOSE: The growth and learning of children is the primary responsibility of those who teach in our classrooms and lead our schools. Student growth and learning can be observed and measured. Educators, in partnership with students, parents, and community, are accountable for ensuring the improvement of student achievement. Effective educator evaluation systems promote the improvement of professional practice resulting in the improvement of student performance.

(1) Pursuant to section 168.128, RSMo, the board of education of each school district shall maintain a comprehensive, performance-based evaluation for each teacher employed by the district. It is required that these evaluations shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. With the primary goal of improving educator quality to promote high levels of student learning, the Department of Elementary and Secondary Education (department) establishes the following principles of effective evaluation:

(A) The evaluation process should use research-based performance targets aligned with state model teacher and leader standards;

(B) The evaluation process should establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;

(C) The evaluation process should be aligned with the probation period for the educator as specified in state law and provide for the accurate and appropriate accumulation of performance data;

(D) The evaluation process should use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;

(E) The evaluation process should assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;

(F) The evaluation process should be designed to ensure that evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate, and reliable; and

(G) The evaluation process should be designed to guide district decisions regarding determinations of status, recognition, development, interventions, and policies that impact student learning in the system.

(2) These essential principles outlined here are the overall framework of Missouri’s model Educator Evaluation System. School districts not electing to adopt the state model shall align their local evaluation process to these same principles and shall submit their process to the department for review and approval.

AUTHORITY: section 161.092, RSMo Supp. 2013, and section 168.128, RSMo 2000. Original rule filed Oct. 29, 2013, effective April 30, 2014.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013 and 168.128, RSMo 1969, amended 1983.*

5 CSR 20-400.380 Mentoring Program Standards

PURPOSE: This rule clarifies the standards for school districts and charter schools mentoring programs.

(1) A successful school district and charter school mentoring program shall include, but may not be limited to, the standards listed below:

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

1. Introduces school district and charter school policies, procedures, and mission (educator and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.);

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

3. Encourages membership and participation in professional organizations at school district and charter school levels and state/national levels;

4. Addresses issues of diversity and equity;

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

6. Includes school district and charter school initiatives and parental feedback; and

7. Defines professional, educational, and school district and charter school acronyms;

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

1. Identifies all stakeholders;

2. Identifies mentoring characteristics, outcomes, assessment tools, and timelines;

3. Gathers regular systematic, qualitative and quantitative feedback from mentor, mentee, and administrators to determine if mentoring is working;

4. Is based on a foundation of best practices;

5. Requires independent/anonymous 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 – as evidenced by trend data; and

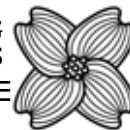
7. Is included in broader Professional Development program evaluation (locally and on Missouri School Improvement Program (MSIP) reviews);

(C) An individualized plan for beginning educators that aligns with the school district’s and charter school’s goals and needs that –

1. Is aligned with a school district and charter school evaluation tool that is aligned with the Essential Principles of Effective Evaluation as evidenced by Screen 18a of the Core Data System;

2. Is a systematic and specific two- (2-) year mentoring and professional growth plan that identifies priority indicators for beginning educators;

3. Aligns with a school district and charter school 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 non-evaluative mentor observations that are guided by needs identified by mentor and mentee. Observations should include pre- and post- observation conferences, including reflective questions;
7. Encourages structured experiences and expectations for all new educators (planning time, meeting time, time management, etc.);
8. Establishes opportunities for mentees to observe master educators; and
9. Plans for completion of a required Beginning Teacher Assistance Program (BTA) aligned with the BTA guidelines;
 - (D) Collaborative selection of and support for mentors.
 1. Current or retired educators selected to be mentors should –
 - A. Have a minimum of four (4) years of experience;
 - B. Exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues;
 - C. Be committed to continuous learning, reflection, and mentoring;
 - D. Hold or have held a same or similar position/job or grade/subject area (in- or out-of-building/school district and charter school);
 - E. Understand broad educational issues as well as specific teaching/education issues; and
 - F. Have a strong understanding of pedagogy and instructional expertise in content area(s);
 2. School districts and charter schools shall –
 - A. Create mentor and mentee collaboration time (release time, common planning time, fewer additional assignments);
 - B. Require mentor and mentee pairs to be collaboratively assigned by administrator(s) and local professional development committee member(s) with input from grade-level or department chair; and
 - C. Support the mentoring process in time/effort by administration and school board;
 - (E) Comprehensive mentor training and support that –
 1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and mentee (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 school districts and charter schools 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;
 12. Includes self-assessment and reflection that identifies

whether mentoring is meeting both the mentor's and mentee's expectations; and

13. Describes and provides a template for the mentor's log – a written record of observations/meetings that includes dates and times signed by both the mentor and mentee;

(F) A complete list of responsibilities for the mentor, beginning educator, 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 by –

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

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

3. Providing a minimum of four (4) class periods each year for mentor release time to coach, observe, and meet;

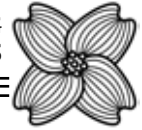
4. Providing a minimum of four (4) opportunities for mentees to observe master educators each year; and

5. Providing release time to attend professional conferences, trainings, and meetings.



APPENDIX A

TOPIC	Beginning Educator	Mentor or Professional Development Committee (PDC)	Administrator	School District, Charter School, PDC, and School Board	College or University	DESE, Regional Service Centers, Associations, and Others
MENTOR SELECTION		PDC collaboratively assists in selection and pairing	Administrator collaboratively assists in selection and pairing	PDC collaboratively assists in selection and pairing		Source of content specific mentors
MENTOR TRAINING		Mentor attends training; PDC responsible for arranging on-going mentoring training	Attends mentor training and supports mentor and mentee	Provides policy and support for ongoing mentor training program	Provides awareness or expectation for graduates and may provide training for mentors	Provides on-going regional training for mentors with cognitive coaching support
INITIAL CONTACT	Seeks contact prior to beginning of school year	Contacts mentee and welcomes him/her to community. Confirms first meeting (date/time)	Contacts mentee 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 program	
COMMUNICATION	Seeks support and assistance with mentor and colleagues	Follows through on contacts and individualizes topics for mentee	Assures mentor and mentee communicate regularly	May provide school district wide and charter schoolwide opportunities for mentors and mentees	May provide minimum annual contact for 1 st & 2 nd year educators	Supports communication between colleges and new educators
CONFIDENTIALITY	Maintains confidentiality at all times and appreciates assistance	Maintains confidentiality at all times and reinforces trust	Appreciates mentor/mentee confidentiality and does not undermine effort	Remains neutral party		
DOCUMENTATION OF PROFESSIONAL DEVELOPMENT	Maintains log/list of inservice, professional workshops, reading, collaborative development projects, and organizational activities	Reviews documentation	Reviews formal professional growth plan	Keeps required documentation for beginning educators and mentors for verification purposes	May collect data on strength or weakness of first-year educators	May assist in data collection and review
PROFESSIONAL GROWTH PLAN (Tied to Model Teacher/Leader Standards)	Maintains and regularly evaluates personal growth plan; shares with mentor	Assists in development of the professional growth plan and encourages growth and career advancement	Supports new educators' professional growth plans	Mentee and support team complete end-of-year school district and charter school checklist or assessment	May provide on-going or advanced coursework/ growth opportunities	Provides models and workshop opportunities
MENTOR PROGRAM SUPPORT	Network in and outside school district and charter school	Network in and outside school district and charter school	Supports time for observation, collaboration, and compensation (Observation outside of school district and charter school may be needed)	Formalizes written guidelines, mentor time, and resources	Offer support to graduates from any Missouri college	Develops rules and standards. Develop on-going mentor training/support and networking opportunities
EVALUATION OF MENTORING PROGRAM	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 2016. This rule previously filed as 5 CSR 80-850.045. Original rule filed Oct. 29, 2002, effective June 30, 2003. Rescinded and readopted: Filed Jan. 18, 2008, effective Sept. 30, 2008. Moved to 5 CSR 20-400.380, effective Aug. 16, 2011. Amended: Filed Oct. 28, 2016, effective June 30, 2017.*

**Original authority: 160.720, RSMo 2002, amended 2004; 161.092, RSMo 1963 amended 1973, 2002, 2003, 2013, 2014; and 161.375, RSMo 2007.*

5 CSR 20-400.385 Beginning Teacher Assistance Program

PURPOSE: Section 168.400, RSMo, and section 168.021.1, RSMo, establish the completion of a beginning teacher assistance program (BTAP) as a requirement of certification. This rule establishes minimum requirements for an effective BTAP. A well-designed and implemented BTAP with ongoing support will improve practice, helping new educators have the skills and knowledge to positively impact student achievement.

(1) All teachers seeking to upgrade their teaching certificate are required to complete a beginning teacher assistance program (BTAP) planned with assistance from a Missouri teacher education preparatory program and provided by an education association, regional service center, school district, or charter school. The BTAP is designed for teachers in either their first or second year of teaching. The program shall include but not be limited to the topics listed below:

- (A) Classroom Manager and Community Builder –
 1. Classroom management techniques;
 2. Time, space, transitions, and activities management;
 and
 3. Awareness of diverse classroom, school, and community cultures;
- (B) Instructional Designer and Facilitator of Student Thinking and Learning –
 1. Effective instruction;
 2. Clear learning goals and/or objectives;
 3. Student voice and choice; and
 4. Teaching and learning activities with high student engagement;
- (C) Professional –
 1. Communicates professionally –
 - A. Effective communication with students, mentors, colleagues, and parents/guardians;
 - B. Verbal and nonverbal communication techniques;
 and
 - C. Effective use of technology and social media for communication; and
 2. Understands education-related law –
 - A. Certification requirements;
 - B. Professional rights and responsibilities; and
- (D) Reflective Learner –
 1. Self-assessment; and
 2. Professional learning.

(2) According to the Missouri Professional Learning Guidelines for Student Success, effective professional learning typically extends over a relatively long period of time, which could be six (6) to twelve (12) months or longer. This extended time allows many opportunities for the practice of new knowledge and skills, reflecting on practice, receiving support via coaching, observing other teachers, collaborating with grade-alike or content-like teachers, and making adjustments to meet the

needs of students in the classroom. The professional learning program must provide ongoing support during the years of BTAP, which is defined as a minimum of quarterly meetings throughout the first and second year.

AUTHORITY: sections 161.092 and 168.400, RSMo 2016, and section 168.021, RSMo Supp. 2023. Original rule filed Oct. 31, 2016, effective June 30, 2017. Amended: Filed March 11, 2024, effective Oct. 30, 2024.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024; and 168.400, RSMo 1985, amended 1990, 2002, 2024.*

5 CSR 20-400.390 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. This rule previously filed as 5 CSR 80-850.050. Original rule filed Nov. 23, 1993, effective July 10, 1994. Moved to 5 CSR 20-400.390, effective Aug. 16, 2011.*

**Original authority: 160.530, RSMo 1993.*

5 CSR 20-400.400 School Board Member Orientation and Training

(Moved to 5 CSR 20-100.340)

5 CSR 20-400.410 Robert C. Byrd Honors Scholarship Program

(Rescinded May 30, 2022)

AUTHORITY: sections 161.092, RSMo Supp. 2005 and 178.430, RSMo 2000. This rule previously filed as 5 CSR 80-860.010. Original rule filed Oct. 15, 1990, effective March 14, 1991. Amended: Filed Aug. 15, 2005, effective March 30, 2006. Moved to 5 CSR 20-400.410, effective Aug. 16, 2011. Rescinded: Filed Oct. 27, 2021, effective May 30, 2022.

5 CSR 20-400.420 Urban Flight and Rural Needs Scholarship Program

(Rescinded March 30, 2013)

AUTHORITY: sections 161.092 and 173.232, RSMo Supp. 2007. This rule previously filed as 5 CSR 80-860.050. Original rule filed Jan. 18, 2008, effective Aug. 30, 2008. Moved to 5 CSR 20-400.420, effective Aug. 16, 2011. Rescinded: Filed Aug. 28, 2012, effective March 30, 2013.

5 CSR 20-400.440 Procedures and Standards for Approval and Accreditation of Professional Education Programs in Missouri

PURPOSE: The State Board of Education is authorized to grant certificates of license to be a professional educator in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule provides procedures and standards for approval and accreditation of educator preparation programs in Missouri.

PUBLISHER’S NOTE: The secretary of state has determined that publication of the entire text of the material that is incorporated by reference as a portion of this rule would be unduly cumbersome or expensive. This material as incorporated by reference in this rule shall be maintained by the agency at its headquarters and shall be made available to the public for inspection and copying at no more than the actual cost of reproduction. This note applies only to the reference material. The entire text of the rule is printed here.

(1) Missouri Standards for the Preparation of Educators (MoSPE).

(A) Educator preparation programs in Missouri shall be approved and accredited according to the *Missouri Standards for the Preparation of Educators (MoSPE)* (June 2020), hereby incorporated by reference and made a part of this rule, as published by the Department of Elementary and Secondary Education, Educator Preparation, PO Box 480, Jefferson City, MO 65102-0480, and available at its website at <https://dese.mo.gov/educator-quality/educator-preparation/mo-standards-preparation-educators> and at <https://dese.mo.gov/governmental-affairs/dese-administrative-rules/incorporated-reference-materials>. This rule does not incorporate any subsequent amendments or additions.

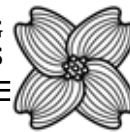
(B) Beginning September 30, 2023, educator preparation programs in Missouri shall be approved and accredited according to the *Missouri Standards for the Preparation of Educators (MoSPE)* (May 2023), hereby incorporated by reference and made a part of this rule, as published by the Department of Elementary and Secondary Education, Educator Preparation, PO Box 480, Jefferson City, MO 65102-0480, and available at its website at <https://dese.mo.gov/educator-quality/educator-preparation/mostandards-preparation-educators> and at <https://dese.mo.gov/governmental-affairs/dese-administrative-rules/incorporated-reference-materials>. This rule does not incorporate any subsequent amendments or additions.

(2) For the purpose of this rule, the official definition for all terms will be those articulated in MoSPE unless the context clearly indicates otherwise.

(3) Initial Provider Approval.

(A) An educational entity seeking initial approval to offer educator preparation programs and to recommend successful completers of those programs for certification in the state of Missouri shall submit an application portfolio to the Department of Elementary and Secondary Education (department). Requests to offer initial teacher preparation and advanced educator preparation programs must be submitted separately. Applications portfolios should include the following elements:

1. A completed department-approved application form declaring the level (e.g., initial or advanced) and specific programs the entity is requesting authority to offer. The list of programs should denote the type – traditional or alternative – of



each intended program;

2. A letter of authorization to offer postsecondary programming in Missouri or a current certificate to operate from the state department overseeing higher education;

3. An attestation that entity is in full good standing in every state in which it is currently offering educator preparation programs (e.g., not on probation);

4. A description of the administrative structure of the proposed provider to include, at a minimum –

A. Individual responsible for all programs offered by the entity (e.g., dean, unit leader);

B. Individual responsible for submitting recommendations for certification and who will serve as the primary contact with the department on issues related to certification (e.g., certification officer);

C. Individual who will serve as the primary contact with the department on issues related to field experiences (e.g., director of clinical experiences);

D. Individual who will serve as the primary contact with the department on issues related to the continuous improvement processes of the entity, including but not limited to the Annual Performance Reports for Educator Preparation Providers (e.g., assessment director);

5. A description of the entity's plan for supervising clinical experiences, including student teaching in Missouri public schools;

6. A description of the entity's plan to develop lasting collaborative partnerships with at least some Missouri local educational agencies;

7. Documented evidence of the entity's history of preparing effective educators. If the applying entity has no previous experience with educator preparation, evidence of success with another professional preparation program that includes some sort of clinical experiences may be submitted;

8. Evidence of appropriate curriculum. For each proposed certification program (e.g., Elementary Education, Mathematics (9-12)), the following documents must be submitted:

A. A matrix, submitted on a department-approved form, indicating the course(s) to be used to meet each of the certification requirements; and

B. An official university syllabus for each course listed on the matrix; and

9. An attestation, signed by the entity's chief academic officer, that the institution understands, and agrees to abide by, all statutes and regulations that apply to educator preparation in Missouri, including but not limited to the Missouri Standards for the Preparation of Educators (MoSPE) and the Rules of the Department of Elementary and Secondary Education.

(B) After review, the department will recommend to the State Board of Education (board) that the application should be approved or denied. The board will determine whether or not the applying entity will be granted the authority to provide educator preparation in Missouri.

(C) The authority to provide initial teacher preparation and advanced educator preparation will be granted separately.

(D) Approved providers are only authorized to offer programs that have been explicitly approved by the department and, as appropriate, the Department of Higher Education and Workforce Development.

(E) Should a Missouri-approved educator preparation provider wish to add a specific preparation program in an area of certification not previously approved, the following documents must be submitted to the department:

1. A completed department-provided application form indicating the certification areas the provider would like to

add;

2. A matrix, submitted on a department-approved form, indicating the course(s) to be used to meet each of the certification requirements; and

3. An official university syllabus for each course listed on the matrix.

(4) Accreditation.

(A) Upon receiving initial approval, an educator preparation provider must annually submit data consistent with the rules and regulations promulgated by the board. These and other available data are used by the department to generate annual performance reports.

(B) The commissioner shall review the annual performance reports and may request additional information before recommendations are made to the board.

(C) Based upon a review of available information, the commissioner shall recommend to the board that an educator preparation provider be accredited, provisionally accredited, or unaccredited.

1. In addition to data provided by annual performance reports, any failure to comply with the rules promulgated by the board, and the guidelines developed by the department to execute those rules, may also inform the commissioner's recommendation.

2. The commissioner shall not recommend the removal of accreditation of providers not afforded an opportunity for a hearing according to the provisions of Chapter 536, RSMo.

(D) Informed by the commissioner's recommendation, the board will annually make an accreditation determination of accredited, provisionally accredited, or unaccredited, for each educator preparation provider in Missouri, with decisions about initial teacher preparation and advanced educator preparation being made separately.

(E) The commissioner may authorize an interim review of an educator preparation program in accordance with the rules and regulations promulgated by the board. As a result of the review, and upon the recommendation of the commissioner, the board may revoke the approval and accreditation thereby removing an educator preparation program's authorization to recommend candidates for certification.

(F) Should the board remove accreditation from any educator preparation provider, the commissioner shall notify the program of the decision and inform the educator preparation provider with reasons for the decision.

AUTHORITY: sections 161.092 and 161.099, RSMo 2016, and section 161.097, RSMo Supp. 2024. Original rule filed Aug. 28, 2012, effective March 30, 2013. Amended: Filed March 20, 2020, effective Oct. 30, 2020. Amended: Filed Feb. 9, 2023, effective Sept. 30, 2023. Amended: Filed March 4, 2025, effective Sept. 30, 2025.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 161.097, RSMo 1985, amended 2014, 2022; and 161.099, RSMo 1993.*

5 CSR 20-400.450 Missouri Advisory Board for Educator Preparation (MABEP)

PURPOSE: There is hereby established within the Department of Elementary and Secondary Education (department) the "Missouri Advisory Board for Educator Preparation" (MABEP). MABEP shall advise the State Board of Education and the Coordinating Board for Higher Education as provided in this section and foster meaningful and substantial collaboration and transparency



among all stakeholders in the interest of improving the quality of teacher preparation in Missouri.

(1) The Missouri Advisory Board for Educator Preparation (MABEP) shall be comprised of sixteen (16) members, who shall be appointed as follows: five (5) members to be appointed by the State Board of Education (board) upon the recommendation of the commissioner of elementary and secondary education, three (3) members selected by the commissioner of elementary and secondary education, five (5) members to be selected by the Coordinating Board for Higher Education (coordinating board) upon the recommendation of the commissioner of higher education, and three (3) members to be selected by the commissioner of higher education. The commissioners of elementary and secondary education and higher education shall serve as ex officio members and thus shall not vote on matters before MABEP.

(A) The composition of MABEP shall consist of the following:

1. One (1) practicing certificated public school teacher who has served as a cooperating teacher, selected by the board upon the recommendation of the commissioner of elementary and secondary education;

2. One (1) practicing certificated public school administrator with direct responsibility for the evaluation of educators, selected by the board upon the recommendation of the commissioner of elementary and secondary education;

3. One (1) practicing human resource director or administrator for a public school district with direct responsibility for hiring, selected by the board upon the recommendation of the commissioner of elementary and secondary education;

4. One (1) practicing certificated public school teacher who has served as a mentor for new teachers selected by the board upon the recommendation of the commissioner of elementary and secondary education;

5. One (1) practicing certificated superintendent of a public school, selected by the board upon the recommendation of the commissioner of elementary and secondary education;

6. One (1) representative of the public, to be appointed by the commissioner of elementary and secondary education. This representative shall not currently be a member of a local school board of education or educator preparation governing board, nor ever have been employed as a public school educator, or in a professional position at any post-secondary education program;

7. One (1) employee of the Department of Elementary and Secondary Education (department) whose responsibilities include educator preparation and/or certification, selected by the commissioner of elementary and secondary education;

8. One (1) additional member, who shall be an elementary and/or secondary teacher, as provided for by section 161.097, RSMo;

9. One (1) faculty member within an approved educator preparation provider, selected by the coordinating board upon the recommendation of the commissioner of higher education;

10. One (1) leader of an educator preparation provider for a public four- (4-) year university, selected by the coordinating board upon the recommendation of the commissioner of higher education;

11. One (1) leader of an educator preparation provider for a public community college, selected by the coordinating board upon the recommendation of the commissioner of higher education;

12. One (1) leader of an educator preparation provider of an independent college or university, selected by the coordinating board upon the recommendation of the commissioner of

higher education;

13. One (1) representative at-large from higher education, selected by the coordinating board of higher education upon the recommendation of the commissioner of higher education;

14. One (1) student enrolled in an approved educator preparation provider of a public or independent institution, selected by the commissioner of higher education;

15. One (1) employee of the Department of Higher Education and Workforce Development with responsibility for the approval of degree programs, selected by the commissioner of higher education; and

16. One (1) additional member, who shall be a higher education faculty member, as provided for by section 161.097, RSMo.

(B) The duties and responsibilities of the MABEP shall include, but not be limited to, the following:

1. Meet with the commissioners of elementary and secondary education and higher education to discuss policy issues and proposed changes to standards and practices related to educator preparation programs;

2. Make recommendations to the commissioners of elementary and secondary education and higher education regarding the criteria and procedures for evaluation and approval of educator degree programs and educator preparation programs within the state;

3. Facilitate communication by inviting subject matter and educator preparation experts and constituencies with an interest in developing highly-effective educators to meet with the MABEP for the purpose of identifying, reviewing, and promoting best practices and standards in educator preparation and professional development;

4. Present annually to the board and coordinating board to discuss matters of mutual interest in the area of educator preparation as presented by the rotating chairs of MABEP; and

5. Maintain a record of deliberations for the purpose of keeping constituent groups with an interest in the maintenance of quality education preparation programs informed of issues and recommendations.

(C) MABEP shall meet at least two (2) times annually, but may meet more frequently if requested by either board, the commissioner of elementary and secondary education, or the commissioner of higher education. MABEP shall be chaired by the commissioner of elementary and secondary education (or designee) and the commissioner of higher education (or designee) on an alternating basis.

AUTHORITY: section 161.092, RSMo 2016, and section 161.097, RSMo Supp. 2025. Original rule filed April 22, 2014, effective Dec. 30, 2014. Amended: Filed June 13, 2025, effective Jan. 30, 2026.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014, and 161.097, RSMo 1985, amended 2014, 2022.*

5 CSR 20-400.500 Application for Certificate of License to Teach

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the procedures for application for a certificate of license to teach.

(1) An applicant for a Missouri certificate of license to teach who possesses good moral character and has successfully



completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or earned a doctoral degree may be granted an initial Missouri certificate of license to teach in their major area of study, subject to the specific content area certification requirements established by the State Board of Education (board), which can be found in 5 CSR 20-400.500–5 CSR 20-400.700.

(2) Applications for a Missouri certificate of license to teach shall be submitted on the forms provided by the department, accompanied by the appropriate fee, and may be obtained by writing the Educator Certification Section of the department at PO Box 480, Jefferson City, MO 65102-0480 or downloading from the Internet.

(3) An application is not considered officially filed with the board until it has been determined by the board or the department staff to be complete and the application is submitted on the forms provided by the department, signed, and accompanied by two (2) full sets of fingerprints with the appropriate fee as set by the Missouri State Highway Patrol (Highway Patrol) and/or the Federal Bureau of Investigation (FBI) and any other applicable forms and/or fees. All information should be received by the department within ninety (90) days of the date of the application.

(A) The applicant is responsible for submitting the fingerprints in the manner acceptable to the Highway Patrol and/or FBI and the payment of any fees required by the Highway Patrol and/or FBI.

(4) The applicant shall submit verification of certification or licensure directly to the department, including information regarding any disciplinary action from each state or United States' territory regulatory entity in which a professional license, including a certificate of license to teach, is held or has been held.

(5) An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the department must comply with the following additional criteria in addition to any requirements specific to the content area for which the applicant seeks certification:

(A) The applicant must possess a baccalaureate degree from a regionally accredited college or university;

(B) The applicant must possess a grade point average of 3.00 or higher in professional education;

(C) The applicant must request and obtain the recommendation of the designated certification official from a baccalaureate or higher-level educator preparation program approved by the department; and

(D) The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department.

(6) An applicant for a Missouri certificate of license to teach who possesses a valid certificate of license to teach from another state and who possesses good moral character may be granted a Missouri certificate of license to teach.

(7) An applicant for a Missouri certificate of license to teach who has successfully obtained certification by the National Board for Professional Teaching Standards (NBPTS), or for school psychologists, the certificate of nationally certified school

psychologists issued by the National Association of School Psychologists (NASP), and possesses good moral character may be granted a Missouri certificate of license to teach in their area of NBPTS or NASP certification most closely aligned with the current areas of certification approved by the board. The certificate of license to teach will be an initial student services classification or a career continuous student services classification if the applicant possesses four (4) years of student services experience.

(8) An applicant for an initial Missouri certificate of license to teach who has earned a doctoral degree from an institution of higher education accredited by a regional accreditation agency including, but not limited to, the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) must comply with the following additional criteria:

(A) The applicant must have completed and provide documentation of a doctoral degree earned in an area of study for which an initial professional certificate (IPC) of license to teach may be issued;

(B) The applicant must achieve a score equal to or in excess of the qualifying score on the pedagogy assessment approved by the department for the specific grade levels as defined in the rules promulgated by the board. The official score report shall be submitted to the department; and

(C) The applicant may only be granted an IPC level certificate of license to teach in their major area of study pursuant to the rules promulgated by the board. A career continuous professional level certificate of license to teach will not be issued.

(9) An applicant for an initial Missouri certificate of license to teach in the area of personal finance, banking, or financial responsibility who has earned a bachelor's degree, or higher degree, from an institution of higher education accredited by a regional accreditation agency including, but not limited to, the Higher Learning Commission of the NCA must comply with the following additional criteria:

(A) The applicant must provide documentation of a valid degree being conferred and achieve a score equal to or in excess of the qualifying score on the assessment designated by the board. The official score report shall be submitted to the department;

(B) Comply with the professional experience requirements specific to the particular content area for which certification is sought as set forth in rules 5 CSR 20-400.500–5 CSR 20-400.700; and

(C) The applicant may only be granted an initial career education level of certificate of license to teach in the field of personal finance.

(10) The board may grant additional professional certificates of license to teach to a certificate holder as follows:

(A) The applicant may take the appropriate content knowledge or specialty area exit assessment(s) for certification and must achieve a score equal to or in excess of the qualifying score on the content knowledge or specialty area exit assessment(s) as defined in 5 CSR 20-400.440 and 5 CSR 20-400.500 to 5 CSR 20-400.700;

(B) If the board has not designated a content knowledge or specialty area exit assessment(s) for a particular certification area or grade level or the applicant chooses not to take the appropriate content knowledge or specialty area exit assessment(s), the applicant must meet the specific content area certification requirements found in 5 CSR 20-400.500 to 5



CSR 20-400.700; or

(C) Applicants who seek to add a Library Media Specialist K-12 certificate must meet the requirements of (10)(A), above, and must also complete a three- (3-) semester hour course in each of the following areas:

1. Foundations of Librarianship;
2. Library Media Administration;
3. Developing and Managing Collections; and
4. Organizing Information.

(11) Following review by the department the applicant shall be informed of the decision regarding the application for certificate of license to teach.

(12) The holder of a certificate of license to teach shall ensure that the department has their current legal name and address.

(A) A holder of a certificate of license to teach whose name is changed shall notify the department within ninety (90) days of the name change and provide a copy of the appropriate documents verifying the name change.

(B) A holder of a certificate of license to teach whose address has changed shall inform the department of the change within ninety (90) days of the effective date of the change.

(13) Regardless of the certification pathway, any applicant for an initial certification to teach in Elementary Education must demonstrate proficiency in the teaching of reading by passing the State Board of Education-approved Elementary reading exam.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.405, and 168.409, RSMo 2016, and sections 168.021 and 168.400, RSMo Supp. 2024. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed Nov. 2, 2020, effective May 30, 2021. Amended: Filed March 15, 2021, effective Oct. 30, 2021. Amended: Filed Dec. 10, 2024, effective July 30, 2025.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.510 Certification Requirements for Teacher of Early Childhood Education (Birth – Grade 3)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Early Childhood Education.

(1) An applicant for a Missouri certificate of license to teach Early Childhood Education (Birth – Grade 3) who possesses good moral character may be granted an initial Missouri certificate of license to teach Early Childhood Education (Birth – Grade 3) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Early Childhood Education (Birth – Grade 3):

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education

(department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess a grade point average to meet the following specifications:

A. A grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or

B. For applicants graduating from a baccalaureate program who do not meet the appropriate content area grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the State Board of Education (board) to qualify for forgiveness of a disqualifying content area grade point average. Such satisfactory score shall be higher than the Missouri qualifying score;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:

- A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
- B. U.S. History, three (3) semester hours; and
- C. U.S. Government, three (3) semester hours;

(B) Professional Requirements Effective until August 1, 2025. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation program for the following topics:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment –

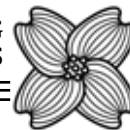
- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-Based Decision-Making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving; and
- F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Cultural Diversity; and
- F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

- A. Consultation and Collaboration; and



B. Legal/Ethical Aspects of Teaching;
4. Content Knowledge for Teaching and Teaching and Learning Strategies for the Young Child (minimum requirement of thirty (30) semester hours) –

- A. Early Childhood Principles –
 - (I) Child Development;
 - (II) Play-Based and Inquiry-Based Learning;
 - (III) Observing and Assessing Young Children; and
 - (IV) Language Acquisition; and

B. Methods of Teaching and Differentiated Instruction in the following integrated areas:

(I) Early Literacy (minimum of six (6) semester hours) to address curriculum, explicit and systematic instruction, and assessment of –

- (a) Language acquisition;
- (b) Phonological and phonemic awareness;
- (c) Phonics;
- (d) Vocabulary;
- (e) Fluency;
- (f) Comprehension; and
- (g) Writing process using authentic text and purposes;

- (II) Math;
- (III) Health;
- (IV) Science;
- (V) Nutrition;
- (VI) Social Studies;
- (VII) Music;
- (VIII) Safety;
- (IX) Movement;
- (X) Art; and
- (XI) Drama;

5. Home-School-Community Relations (minimum requirement of six (6) semester hours) –

- A. Families as Educational Partners;
- B. Family Engagement; and
- C. Linking Families with Community Resources;

6. Program Management (minimum requirement of six (6) semester hours) –

- A. Program Administration and Management;
- B. Health, Nutrition, and Safety of Young Children; and
- C. Environmental Organization and Design;

(C) Professional Requirements Effective August 1, 2025. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation program for the following topics:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment –

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-Based Decision-Making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving; and
- F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;

- E. Cultural Diversity; and
- F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

- A. Consultation and Collaboration; and
- B. Legal/Ethical Aspects of Teaching; and

4. Content Knowledge for Teaching and Teaching and Learning Strategies for the Young Child (minimum requirement of thirty (30) semester hours) –

- A. Early Childhood Principles –
 - (I) Child Development;
 - (II) Play-Based and Inquiry-Based Learning;
 - (III) Observing and Assessing Young Children; and
 - (IV) Language Acquisition; and

B. Methods of Teaching and Differentiated Instruction in the following integrated areas:

(I) Early Literacy (minimum of six (6) semester hours) to address the following topics:

- (a) Phonological and Phonemic Awareness;
- (b) Phonics;
- (c) Fluency;
- (d) Vocabulary;
- (e) Reading Comprehension;
- (f) Reading Difficulties;
- (g) Literacy Curriculum and Instruction;
- (h) Literacy Assessment;
- (i) Application of Assessment Data;
- (j) Writing Instruction;
- (k) Family and Community Literacies and Partnerships; and

- (l) Student Engagement in Literacy;
- (II) Math;
- (III) Health;
- (IV) Science;
- (V) Nutrition;
- (VI) Social Studies;
- (VII) Music;
- (VIII) Safety;
- (IX) Movement;
- (X) Art; and
- (XI) Drama;

5. Home-School-Community Relations (minimum requirement of six (6) semester hours) –

- A. Families as Educational Partners;
- B. Family Engagement; and
- C. Linking Families with Community Resources; and

6. Program Management (minimum requirement of six (6) semester hours) –

- A. Program Administration and Management;
- B. Health, Nutrition, and Safety of Young Children; and
- C. Environmental Organization and Design; and

(D) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (1)(D)1.–2., to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates



observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2022. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed June 22, 2018, effective Jan. 30, 2019. Amended: Filed Nov. 2, 2020, effective May 30, 2021. Amended: Filed Feb. 10, 2023, effective Sept. 30, 2023.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.520 Certification Requirements for Teacher of Elementary Education (Grades 1-6)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Elementary Education (Grades 1 – 6).

(1) An applicant for a Missouri certificate of license to teach Elementary Education (Grades 1-6) who possesses good moral character may be granted an initial Missouri certificate of license to teach Elementary Education (Grades 1-6) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Elementary Education (Grades 1-6):

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess a grade point average to

meet the following specifications:

A. A grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or

B. For applicants graduating from a baccalaureate program who do not meet the appropriate content area grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the State Board of Education (board) to qualify for forgiveness of a disqualifying content area grade point average. Such satisfactory score shall be higher than the Missouri qualifying score;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:

A. English Composition, two (2) courses, each a minimum of two (2) semester hours;

B. U.S. History, three (3) semester hours; and

C. U.S. Government, three (3) semester hours;

(B) Professional Requirements Effective until August 1, 2025. A minimum of thirty-six (36) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation program for the following topics:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment –

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Cultural Diversity; and

F. Education Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

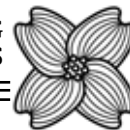
A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. Content Knowledge for Teaching and Teaching and Learning Strategies (minimum requirement of twenty-one (21) semester hours) –

A. At a minimum, the teaching method competencies shall include –

(I) Elementary Literacy (minimum total of twelve (12) semester hours) – to address curriculum, explicit and



systematic instruction, and assessment of –
 (a) Language acquisition;
 (b) Phonological and phonemic awareness;
 (c) Phonics;
 (d) Vocabulary;
 (e) Fluency;
 (f) Comprehension; and
 (g) Writing process using authentic text and

purposes;

(II) Mathematics (minimum of six (6) total semester hours);

(III) Science; and
 (IV) Social Science; and

B. Integration of the following areas:

(I) Art;
 (II) Music;
 (III) Health and Physical Education; and
 (IV) Technology in Education;

(C) Professional Requirements Effective August 1, 2025. A minimum of thirty-six (36) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation program for the following topics:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment –

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management; and

E. Cultural Diversity; and

F. Education Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. Content Knowledge for Teaching and Teaching and Learning Strategies (minimum requirement of twenty-one (21) semester hours) –

A. At a minimum, the teaching method competencies shall include –

(I) Elementary Literacy (minimum total of twelve (12) semester hours) – to address the following topics:

(a) Phonological and phonemic awareness;

(b) Phonics;

(c) Fluency;

(d) Vocabulary;

(e) Reading Comprehension;

(f) Reading Difficulties;

(g) Literacy Curriculum and Instruction;

(h) Literacy Assessment;

(i) Application of Assessment Data;

(j) Writing Instruction;

(k) Family and Community Literacies and Partnerships; and

(l) Student Engagement in Literacy;

(II) Mathematics (minimum of six (6) total semester hours);

(III) Science; and

(IV) Social Science; and

B. Integration of the following areas:

(I) Art;

(II) Music;

(III) Health and Physical Education; and

(IV) Technology in Education; and

(D) Field and Clinical Experiences (ten (10) semester hours).

Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2022. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed June 22, 2018, effective Jan. 30, 2019. Amended: Filed Nov. 2, 2020, effective May 30, 2021. Amended: Filed Feb. 10, 2023, effective Sept. 30, 2023.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.530 Certification Requirements for a Teacher of Middle School Education (Grades 5–9)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Middle School Education.



(1) An applicant for a Missouri certificate of license to teach Middle School Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Middle School Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Middle School Education:

(A) General Requirements. An applicant for a Missouri certificate of license to teach who has successfully completed an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) must comply with the following additional criteria:

1. The applicant must possess a baccalaureate degree from a regionally accredited college or university;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess a grade point average of 2.5 or higher in the specific content area for which certification is sought;
4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.440. The official score shall be submitted to the department;
5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and
6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:
 - A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
 - B. U.S. History, three (3) semester hours; and
 - C. U.S. Government, three (3) semester hours;

(B) Professional Requirements Effective until August 1, 2025. A minimum of forty-five (45) semester hours in professional education. Competency must be demonstrated in the following areas listed to the satisfaction of the educator preparation provider:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment –
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-Based Decision Making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving; and
 - F. English Language Learning;
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –
 - A. Psychological Development of the Child and Adolescent;
 - B. Psychology/Education of the Exceptional Child;
 - C. Differentiated Learning;
 - D. Classroom Management;
 - E. Cultural Diversity; and
 - F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching; and
- C. Middle School Philosophy and Organization;

4. Middle School Literacy (minimum of six (6) semester hours) to include coursework in methods of teaching reading and writing in the content area, and to include instructional interventions for students with reading deficits; and

5. Content Knowledge for Teaching (minimum requirement of twenty-four (24) semester hours). Subject area certification in grades five through nine (5-9) will be granted upon the basis of a minimum of twenty-four (24) semester hours with appropriate distribution as determined by the educator preparation provider and/or the department, in one (1) of the following areas:

- A. Agricultural Education (5-9);
- B. Business Education (5-9);
- C. Technology and Engineering (5-9);
- D. Language Arts (5-9);
- E. Mathematics (5-9);
- F. Science (5-9);
- G. Social Science (5-9);
- H. Speech/Theatre (5-9); and

I. Computer Science (5-9), to include the following competencies:

(I) Apply computer science and computational thinking skills in adaptable and effective ways;

(II) Examine and use different computing devices by understanding their hardware and software, and how simplified models (abstractions) affect their use. Explore how these devices use logic to input, process, store, and output data, and apply problem-solving methods to fix system issues;

(III) Show how computing devices share and organize data through networks and the internet and examine security measures and protocols while considering the balance between safety and ease of use;

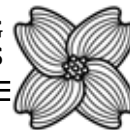
(IV) Gather and organize digital data in the right formats, use tools to visualize and process it, create models to identify patterns, understand real-world situations, and make predictions based on improved ideas;

(V) Create, test, and improve programs by developing step-by-step solutions, using variables and control structures, writing reusable code, following organized development practices, and using appropriate programming languages and tools to write, debug, and refine programs; and

(VI) Examine how computing systems affect human behavior, culture, fairness, and social interactions, and evaluate the positive and negative impacts of technology on society, considering safety, laws, and ethical issues.

(C) Professional Requirements Effective August 1, 2025. A minimum of forty-five (45) semester hours in professional education. Competency must be demonstrated in the following areas to the satisfaction of the educator preparation program:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment –
 - A. Curriculum and Instructional Planning;
 - B. Instructional Strategies and Techniques in Content Area Specialty;
 - C. Assessment, Student Data, and Data-Based Decision-Making;
 - D. Strategies for Content Literacy;
 - E. Critical Thinking and Problem Solving; and
 - F. English Language Learning;
2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –
 - A. Psychological Development of the Child and



Adolescent;

- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Cultural Diversity; and
- F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching; and
- C. Middle School Philosophy and Organization;

4. Middle School Literacy (minimum of six (6) semester hours). Candidates demonstrate the skills and knowledge necessary to support the development of student literacy. At a minimum, coursework must address the following topics:

- A. The core components of reading, including phonemic awareness, phonics, fluency, comprehension, morphology, syntax, and vocabulary;
- B. Oral and written language development;
- C. Identification of reading deficiencies, dyslexia, and other language difficulties;
- D. The selection and use of reading curricula and instructional materials;
- E. The administration and interpretation of assessments;
- F. The translation of assessment results into effective practice in the classroom specific to the needs of students; and
- G. Methods of teaching reading and writing in the content area; and

5. Content Knowledge for Teaching (minimum requirement of twenty-four (24) semester hours). Subject area certification in grades five through nine (5-9) will be granted upon the basis of a minimum of twenty-four (24) semester hours with appropriate distribution as determined by the educator preparation program and/or the department, in one (1) of the following areas:

- A. Agricultural Education (5-9);
- B. Business Education (5-9);
- C. Technology and Engineering (5-9);
- D. Language Arts (5-9);
- E. Mathematics (5-9);
- F. Science (5-9);
- G. Social Science (5-9); and
- H. Speech/Theatre (5-9); and

(D) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, and 168.405, RSMo 2016, and sections 168.021, 168.400, and 168.409, RSMo Supp. 2025. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed Nov. 2, 2020, effective May 30, 2021. Amended: Filed Feb. 10, 2023, effective Sept. 30, 2023. Amended: Filed Dec. 10, 2024, effective July 30, 2025. Amended: Filed June 13, 2025, effective Jan. 30, 2026.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024, 2025; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985, amended 2025.*

5 CSR 20-400.540 Certification Requirements for Teacher of Secondary Education (Grades 9–12)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Secondary Education.

(1) An applicant for a Missouri certificate of license to teach Secondary Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Secondary Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Secondary Education:

(A) General Requirements –

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri;

2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;

3. The applicant must possess a grade point average of 2.5 or higher in the specific content area for which certification is sought;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:



A. English Composition, two (2) courses, each a minimum of two (2) semester hours;

B. U.S. History, three (3) semester hours; and

C. U.S. Government, three (3) semester hours;

(B) Professional Requirements Effective until August 1, 2025.

A minimum requirement of thirty-six (36) semester hours in professional education. Competency must be demonstrated in the following topics to the satisfaction of the educator preparation institution:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment –

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content

Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Cultural Diversity; and

F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. Secondary Literacy (minimum of six (6) semester hours), to include coursework specific to teaching reading and writing in the content area for which certification is sought, and to include instructional interventions for students with reading deficits;

(C) Professional Requirements Effective August 1, 2025. A minimum requirement of thirty-six (36) semester hours in professional education. Competency must be demonstrated in the following topics to the satisfaction of the educator preparation institution:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment –

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content

Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Cultural Diversity; and

F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. Secondary Literacy (minimum of six (6) semester hours). Candidates demonstrate the skills and knowledge necessary to support the development of student literacy. At a minimum, coursework must address the following topics:

A. The core components of reading, including phonemic awareness, phonics, fluency, comprehension, morphology, syntax, and vocabulary;

B. Oral and written language development;

C. Identification of reading deficiencies, dyslexia, and other language difficulties;

D. The selection and use of reading curricula and instructional materials;

E. The administration and interpretation of assessments;

F. The translation of assessment results into effective practice in the classroom specific to the needs of students; and

G. Methods of teaching reading and writing in the content area; and

(D) Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(2) In addition to the requirements specified in subsections (1) (A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Agriculture may be granted an initial Missouri certificate of license to teach Agriculture subject to completion of at least fifty-three (53) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) A minimum of forty-five (45) semester hours shall be completed from paragraphs (2)(A)1.-7. –

1. Animal Science, minimum of three (3) semester hours;

2. Agronomy, minimum of three (3) semester hours;

3. Agricultural Business, minimum of three (3) semester



hours;

4. Agricultural Economics, minimum of three (3) semester hours;

5. Agricultural Mechanics, minimum of three (3) semester hours;

6. Horticulture, minimum of three (3) semester hours; and

7. Electives (27 semester hours) Must include twelve (12) semester hours from sections 1.–6. and fifteen (15) semester hours of other agriculture-related coursework; and

(B) A minimum of eight (8) semester hours shall be completed from paragraphs (2)(B)1.–7. –

1. Methods of Teaching Vocational Agriculture;

2. Program Planning;

3. Developing and Supervising Occupational Experience Programs –

A. Ownership (Entrepreneurship); and

B. Placement;

4. Developing and Using Instruction Materials and Teaching Aids;

5. Supervising Student Organizations;

6. Teaching Agriculture Mechanics; and

7. Planning and Conducting Adult Programs for Young and Adult Farmers.

(3) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Business may be granted an initial Missouri certificate of license to teach Business subject to completion of at least thirty-nine (39) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Accounting, six (6) semester hours;

(B) Economics, six (6) semester hours;

(C) Business/Consumer Related Law, three (3) semester hours;

(D) Business Communications, three (3) semester hours;

(E) Management, three (3) semester hours;

(F) Marketing, three (3) semester hours;

(G) Computer/Emerging Technology, six (6) semester hours;

(H) Electives, three (3) semester hours; and

(I) Administration of Business and Marketing Education Programs, three (3) semester hours.

(4) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Driver Education who is certified in another elementary, middle school, or secondary teaching field may be granted an initial Missouri certificate of license to teach Driver Education subject to completion of at least twelve (12) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Introduction to Safety Education, three (3) semester hours;

(B) Driver Task Analysis, three (3) semester hours;

(C) Developing Vehicle Operation Skills and Competencies, three (3) semester hours; and

(D) Developing Classroom Knowledge, three (3) semester hours.

(5) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach English may be granted an initial Missouri certificate of license to teach English subject to completion of at least thirty-three (33) semester hours in the following content knowledge areas and demonstration of competency to

the satisfaction of the educator preparation institution:

(A) Composition and Rhetoric (to include a course in the teaching of writing), twelve (12) semester hours;

(B) Study of the English Language (to include modern grammar, history of the language, and/or dialects), six (6) semester hours;

(C) American Literature (to include at least one (1) major unit or module in literature for adolescents and one (1) in literature of ethnic groups), six (6) semester hours;

(D) English and/or World Literature, six (6) semester hours; and

(E) Elective English Credits, three (3) semester hours.

(6) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Journalism may be granted an initial Missouri certificate of license to teach Journalism subject to completion of at least thirty-three (33) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) News Writing and Reporting, six (6) semester hours;

(B) Editing, three (3) semester hours;

(C) Communications Law, three (3) semester hours;

(D) Mass Communications Theory, three (3) semester hours;

(E) Scholastic Publications, three (3) semester hours; and

(F) Electives – Photography, Graphics, Advertising, Broadcasting, History of Journalism, Mass Media and Society, News Media Experience, and other related areas, fifteen (15) semester hours –

1. News media experience (e.g., professional news media, college publications, etc.) must be included in the program on a credit or noncredit basis.

(7) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Marketing may be granted an initial Missouri certificate of license to teach Marketing subject to completion of at least thirty-six (36) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Management or Business Administration, three (3) semester hours;

(B) Economics, six (6) semester hours;

(C) Electives from Business, Management, or Entrepreneurship, nine (9) semester hours;

(D) Marketing (suggested areas: Distribution, Financing, Marketing-Information Management, Promotion, Selling, Product/Service Management, International Marketing, and E-commerce Marketing), fifteen (15) semester hours; and

(E) Coordination of Cooperative Education, three (3) semester hours.

(8) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Mathematics must also –

(A) Be in possession of a baccalaureate or higher degree, from a regionally accredited college or university, in Mathematics; or

(B) Have completed at least thirty-three (33) semester hours in mathematics-related coursework, with at least twenty-four (24) hours addressing all of the following six (6) areas, with demonstration of competency to the satisfaction of the educator preparation institution:

1. Algebra;

2. Geometry;



3. Trigonometry;
4. Pre-Calculus;
5. Calculus; and
6. Statistics.

(9) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Biology may be granted an initial Missouri certificate of license to teach Biology subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) History/Philosophy of Science and Technology, three (3) semester hours;

(B) A minimum of twenty (20) hours in Biology, which must include –

1. Cell Biology;
2. Plant Form and Function;
3. Animal Form and Function;
4. Genetics;
5. Evolution; and
6. Biology Electives; and

(C) A minimum of twelve (12) additional hours in Science, which includes –

1. Chemistry;
2. Physics;
3. Earth Science; and
4. Environmental Science.

(10) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Chemistry may be granted an initial Missouri certificate of license to teach Chemistry subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) History/Philosophy of Science and Technology, three (3) semester hours;

(B) A minimum of twenty (20) hours in Chemistry, which must include –

1. Inorganic Chemistry;
2. Analytical Chemistry;
3. Organic Chemistry;
4. Physical Chemistry;
5. Biochemistry; and
6. Chemistry Electives; and

(C) A minimum of twelve (12) additional hours in Science, which includes –

1. Biology;
2. Physics;
3. Earth Science; and
4. Environmental Science.

(11) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Earth Science may be granted an initial Missouri certificate of license to teach Earth Science subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) History/Philosophy of Science and Technology, three (3) semester hours;

(B) A minimum of twenty (20) hours in Earth Science, which must include –

1. Astronomy;
2. Meteorology;
3. Geology/Physical Geography; and
4. Earth Science Electives; and

(C) A minimum of twelve (12) additional hours in Science, which includes –

1. Chemistry;
2. Biology;
3. Physics; and
4. Environmental Science.

(12) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Physics may be granted an initial Missouri certificate of license to teach Physics subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) History/Philosophy of Science and Technology, three (3) semester hours;

(B) A minimum of twenty (20) hours in Physics, which must include –

1. Mechanics;
2. Electricity and Magnetism;
3. Heat, Sound, and Light;
4. Atomic or Modern Physics; and
5. Physics Electives; and

(C) A minimum of twelve (12) additional hours in Science, which includes –

1. Chemistry;
2. Biology;
3. Earth Science; and
4. Environmental Science.

(13) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Social Science may be granted an initial Missouri certificate of license to teach Social Science subject to completion of at least thirty-nine (39) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) U.S. History, twelve (12) semester hours;

(B) World History, nine (9) semester hours;

(C) Political Science (State and U.S. Government), six (6) semester hours;

(D) Economics, three (3) semester hours;

(E) Geography, three (3) semester hours; and

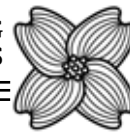
(F) Behavioral Science (Sociology, Anthropology, or Psychology), six (6) semester hours.

(14) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Speech and Theatre may be granted an initial Missouri certificate of license to teach Speech and Theatre subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Speech, twelve (12) semester hours (must include three (3) semester hours of debate);

(B) Theatre, twelve (12) semester hours; and

(C) Electives (from Speech, Theatre, and/or Mass Communications), six (6) semester hours.



(15) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Technology and Engineering may be granted an initial Missouri certificate of license to teach Technology and Engineering subject to completion of at least thirty-six (36) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

- (A) Communication Technology, six (6) semester hours;
- (B) Energy and Power, six (6) semester hours;
- (C) Materials and Processes Technology, six (6) semester hours;
- (D) Organization and Administration, six (6) semester hours; and
- (E) Electives, twelve (12) semester hours.

(16) As of July 1, 2025, in addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach General Science may be granted an initial Missouri certificate of license to teach General Science subject to completion of at least thirty-five (35) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation provider:

- (A) History/Philosophy of Science and Technology, three (3) semester hours; and
- (B) A minimum of thirty-two (32) hours in General Science, which must include –
 - 1. Chemistry;
 - 2. Biology;
 - 3. Physics;
 - 4. Earth Science;
 - 5. Astronomy; and
 - 6. Environmental Science.

(17) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Computer Science (Grades 9-12) must either 1) have been awarded a baccalaureate or higher degree in Computer Science (or a closely related field) by a college or university that has been accredited by a U.S. Department of Education recognized accrediting agency, or 2) have completed at least thirty (30) hours in coursework in Computer Science and demonstrated, to the satisfaction of the educator preparation provider, mastery of the following competencies:

- (A) Take actions to foster an inclusive computing culture;
- (B) Collaborate with others around computing tasks;
- (C) Communicate effectively and appropriately around computing;
- (D) Recognize and define computational problems;
- (E) Develop and use abstractions to address computing challenges;
- (F) Create, test, and refine computational artifacts;
- (G) Demonstrate an understanding of the function of various hardware and software components;
- (H) Explain how abstractions impact implementation and use of hardware and software components;
- (I) Evaluate how these components use logic and interact to input, process, store, and output information, and apply systematic troubleshooting strategies to diagnose and resolve system problems;
- (J) Model how computing devices communicate and organize data through networks and the internet;
- (K) Analyze cybersecurity measures and protocols while balancing security requirements with system usability;

(L) Collect and store digital data using appropriate formats and structures;

(M) Apply visualization and transformation techniques to process data;

(N) Develop representative models to analyze patterns, understand real-world phenomena, and generate accurate predictions based on refined hypotheses;

(O) Design, implement, and analyze programs through an iterative process by developing algorithms, using variables and control structures, creating modular code, and applying systematic program development practices (e.g., generalizable patterns, Application Programming Interfaces libraries, integrated development environments, etc.) while using appropriate programming languages and technologies to code, debug, and review solutions;

(P) Analyze how computing systems influence human behaviors, cultural norms, equity and access, and social interactions; and

(Q) Evaluate computing's societal impacts through the lenses of safety, legal frameworks, and ethical considerations, examining both beneficial and detrimental effects on society.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, and 168.405, RSMo 2016, and sections 168.021, 168.400, and 168.409, RSMo Supp. 2025. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed Jan. 15, 2019, effective Aug. 30, 2019. Amended: Filed Nov. 2, 2020, effective May 30, 2021. Amended: Filed Aug. 27, 2021, effective March 30, 2022. Amended: Filed Feb. 10, 2023, effective Sept. 30, 2023. Amended: Filed March 11, 2024, effective Oct. 30, 2024. Amended: Filed Dec. 10, 2024, effective July 30, 2025. Amended: Filed June 13, 2025, effective Jan. 30, 2026.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024, 2025; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985, amended 2025.*

5 CSR 20-400.550 Certification Requirements for Teacher of K-12 Education

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach K-12 Education.

(1) An applicant for a Missouri certificate of license to teach K-12 Education who possesses good moral character may be granted an initial Missouri certificate of license to teach K-12 Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to K-12 Education:

- (A) General Requirements –
 - 1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri;
 - 2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;



3. The applicant must possess a grade point average of 2.5 or higher in the specific content area for which certification is sought;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:

A. English Composition, two (2) courses, each a minimum of two (2) semester hours;

B. U.S. History, three (3) semester hours; and

C. U.S. Government, three (3) semester hours;

(B) Professional Requirements. A minimum requirement of twenty-six (26) semester hours in professional education. Competency must be demonstrated in the following topics listed to the satisfaction of the educator preparation institution:

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment –

A. Curriculum and Instructional Planning;

B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;

E. Critical Thinking and Problem Solving; and

F. English Language Learning;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Cultural Diversity; and

F. Educational Psychology;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

A. Consultation and Collaboration; and

B. Legal/Ethical Aspects of Teaching; and

4. Literacy (minimum of three (3) semester hours) to include coursework in methods of teaching reading and writing in the content area for which certification is sought.

5. Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings. Such field and clinical experiences shall include experiences at both the elementary and the secondary level.

A. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). The early field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the

classroom teacher.

B. Mid-Level Field Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

C. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(2) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Art may be granted an initial Missouri certificate of license to teach Art subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Design – Composition, three (3) semester hours;

(B) Drawing, three (3) semester hours;

(C) Painting, three (3) semester hours;

(D) Graphics (such as Printmaking, Photography, and Serigraphy), three (3) semester hours;

(E) Ceramics, three (3) semester hours;

(F) Sculpture, three (3) semester hours;

(G) Fibers (such as Weaving, Macramé, and Fiber Sculpture), three (3) semester hours;

(H) History, Theory, Criticism in the Visual Arts, three (3) semester hours;

(I) Instructional Techniques for Art K-12, three (3) semester hours; and

(J) Electives, three (3) semester hours.

(3) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Dance may be granted an initial Missouri certificate of license to teach Dance subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Ballet Technique, six (6) semester hours;

(B) Contemporary Technique, six (6) semester hours;

(C) Other Techniques, to include Tap, Jazz, Yoga, Folk, Ballroom, six (6) semester hours;

(D) Dance Theory, three (3) semester hours;

(E) Dance Composition, three (3) semester hours; and

(F) Elective from paragraphs 1-4 below, six (6) hours:

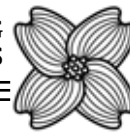
1. Anatomy and Kinesiology;

2. Ethnology (dance in other cultures);

3. Music for Dance; or

4. Somatics (body-mind techniques).

(4) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Family and Consumer Sciences may be granted an initial Missouri certificate of license to teach Family and



Consumer Sciences subject to completion of at least thirty-three (33) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Program Development and Professional Practice, two (2) semester hours;

(B) Career and Technical Student Organizations, one (1) semester hour;

(C) Nutrition, Health, and Wellness (including Health Issues and Concepts as well as Scientific Principles Related to Food Preparation), six (6) semester hours;

(D) Family and Consumer Resource Management, twelve (12) semester hours (including three (3) semester hours each in Personal Finance; Family and Consumer Resource Management; Housing and Environment; and Textiles, Apparel, and Fashion);

(E) Human Development and Parenting, six (6) semester hours; and

(F) Family and Interpersonal Relationships, six (6) semester hours.

(5) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach World Languages may be granted an initial Missouri certificate of license to teach World Languages subject to completion of at least thirty (30) semester hours in the language to be taught, or twenty-seven (27) semester hours plus two (2) or more earned units of high school credit in that language. Additionally, the applicant must complete a minimum of fifteen (15) semester hours in upper-level courses with no more than six (6) of those semester hours in history/culture and demonstrate competency to the satisfaction of the educator preparation institution.

(6) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Health may be granted an initial Missouri certificate of license to teach Health subject to completion of at least thirty-six (36) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Human Anatomy-Physiology, three (3) semester hours;

(B) Nutrition, three (3) semester hours;

(C) Drug Education, three (3) semester hours;

(D) Personal Health, three (3) semester hours;

(E) Mental Health, three (3) semester hours;

(F) Family Life/Sex Education, three (3) semester hours;

(G) Safety and First Aid, three (3) semester hours;

(H) Community Health, three (3) semester hours;

(I) Instructional Techniques in Health K-12, three (3) semester hours; and

(J) Electives in Health, nine (9) semester hours.

(7) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license for Library Media Specialist may be granted an initial Missouri certificate of license for Library Media Specialist subject to completion of at least thirty (30) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) Content Knowledge for Teaching –

1. Foundations of Librarianship, three (3) semester hours;

2. Library Media Administration, three (3) semester hours;

3. Developing and Managing Collections, three (3) semester

hours;

4. Organizing Information, three (3) semester hours;

5. Reference Sources and Services, three (3) semester hours;

6. Action Research in School Libraries, three (3) semester hours;

7. Children's, Adolescent, or Young Adult Literature, three (3) semester hours;

8. Library Systems and Information Technologies, three (3) semester hours; and

9. Curriculum and the Media Center, three (3) semester hours;

(B) Field and Clinical Experiences (three (3) semester hours) –

1. Culminating Clinical Experiences. This librarian internship builds upon the classroom experiences and provides the intern an opportunity to lead and direct specific activities. The intern is an active participant in the daily operations of the library media center including working with students, faculty, staff, and stakeholders while under the supervision of an on-site supervisor. The clinical experience should include collaborating with other educators to support student learning.

(8) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Music may be granted an initial Missouri certificate of license to teach Music subject to completion of at least forty-five (45) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) For applicants for a Missouri license to teach Vocal Music –

1. Music Theory, History, and Choral Arranging, fifteen (15) semester hours;

2. Piano (or proficiency) and Applied Voice, nine (9) semester hours;

3. Choral Conducting, Techniques, and Literature, twelve (12) semester hours;

4. Choral Ensemble, three (3) semester hours; and

5. Methods/Techniques of Teaching Pre-K/Elementary, and Middle School/Secondary Music, six (6) semester hours;

(B) For applicants for a Missouri license to teach Instrumental Music –

1. Music Theory, History, and Instrumentation/Arranging, fifteen (15) semester hours;

2. Piano (or proficiency) and Applied Major Instrument, nine (9) semester hours;

3. Instrumental Conducting, Techniques, and Literature, twelve (12) semester hours;

4. Instrumental Ensemble, three (3) semester hours; and

5. Methods/Techniques of Teaching Pre-K/Elementary, and Middle School/Secondary Music, six (6) semester hours.

(9) In addition to the requirements specified in subsections (1)(A)-(C) of this rule, an applicant for a Missouri certificate of license to teach Physical Education may be granted an initial Missouri certificate of license to teach Physical Education subject to completion of at least fifty-one (51) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

(A) History and Philosophy, three (3) semester hours;

(B) Anatomy-Physiology, three (3) semester hours;

(C) Kinesiology, three (3) semester hours;

(D) Physiology of Exercise, three (3) semester hours;

(E) Assessment in Physical Education, three (3) semester



hours;

- (F) Health Related Fitness/Wellness, three (3) semester hours;
- (G) Lifetime Activities and Dance, three (3) semester hours;
- (H) Adapted Physical Education, three (3) semester hours;
- (I) Psychological/Sociological Aspects of Physical Education, three (3) semester hours;
- (J) Motor Development/Motor Learning, three (3) semester hours;
- (K) First Aid, CPR, and Care of Activity/Sport Injuries, six (6) semester hours;
- (L) Movement and Rhythms, three (3) semester hours;
- (M) Team/Individual Sports Instruction, three (3) semester hours;
- (N) Instructional Techniques in Physical Education K-12, six (6) semester hours; and
- (O) Nutrition, three (3) semester hours.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.405, and 168.409, RSMo 2016, and sections 168.021 and 168.400, RSMo Supp. 2024. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed Nov. 2, 2020, effective May 30, 2021. Amended: Filed Dec. 10, 2024, effective July 30, 2025.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.560 Certification Requirements for Teacher of Special Education

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Special Education.

(1) An applicant for a Missouri certificate of license to teach Special Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Special Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education:

(A) General Requirements –

1. A baccalaureate degree from a college or university having an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department) or from a college or university having an educator preparation program approved by the state education agency in states other than Missouri;
2. The applicant must have a recommendation from the designated official at a baccalaureate or higher-level educator preparation program approved by the department;
3. The applicant must possess a grade point average to meet the following specifications:
 - A. A grade point average of 3.00 or higher in professional education and the specific content area for which certification is sought; or
 - B. For applicants graduating from a baccalaureate program who do not meet the appropriate content area grade point average requirements, competency may otherwise be demonstrated by achievement of exit assessment scores greater than or equal to a score deemed satisfactory by the State Board

of Education (board) to qualify for forgiveness of a disqualifying content area grade point average. Such satisfactory score shall be higher than the Missouri qualifying score;

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.440. The official score shall be submitted to the department;

5. The applicant must complete the professional requirements as determined by the recommending educator preparation program, which may exceed these minimum requirements; and

6. Individuals who completed an educator preparation program outside of the United States shall provide documentation of completion of coursework in the following:

- A. English Composition, two (2) courses, each a minimum of two (2) semester hours;
- B. U.S. History, three (3) semester hours; and
- C. U.S. Government, three (3) semester hours.

(2) An applicant for a Missouri certificate to teach Blind and Low Vision (Birth – Grade 12) students who possess a baccalaureate degree from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Blind and Low Vision (Birth – Grade 12) students subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

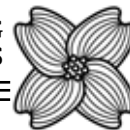
1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment –

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-Based Decision-Making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving;
- F. English Language Learning;
- G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction); and

H. Transition Processes, including Career Education or Career Readiness.

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Behavior Intervention Strategies;
- F. Cultural Diversity;
- G. Anatomy, Physiology, and Diseases of the Eye;
- H. Language Development of the Exceptional Child;
- I. Orientation and Mobility Training;
- J. Educational Psychology;
- K. Conservation and Use of Limited Vision; and
- L. Visual Aids and Appliance Usage.



3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching;
- C. Tiered Systems for Supporting Instruction and Behavior;
- D. Families as Educational Partners;
- E. Family Engagement;
- F. Linking Families with Resources; and
- G. Individualized Education Plans and the Special Education Process;

4. Teaching and Learning Strategies –

A. Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;

- B. Reading and Writing Braille;
- C. Children’s Literature;
- D. Language Arts;
- E. Science;
- F. Social Science;
- G. Instructional and Assistive Technology; and
- H. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(3) An applicant for a Missouri certificate to teach Deaf and Hard of Hearing (Birth – Grade 12) students who possesses a baccalaureate degree from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Deaf and Hard of Hearing (Birth – Grade 12)

students subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment –

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-Based Decision-Making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving;
- F. English Language Learning;
- G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction); and
- H. Transition Processes, including Career Education or Career Readiness.

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Behavior Intervention Strategies;
- F. Cultural Diversity;
- G. Educational Psychology;
- H. Psychology of Deafness;
- I. Language Development of the Exceptional Child;
- J. Aural Rehabilitation;
- K. Amplification Systems;
- L. Audiology;
- M. Anatomy and Physiology of Auditory and Speech Mechanisms; and
- N. Manual Communications.

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching;
- C. Tiered Systems for Supporting Instruction and Behavior;
- D. Families as Educational Partners;
- E. Family Engagement;
- F. Linking Families with Resources; and
- G. Individualized Education Plans and the Special Education Process.

4. Teaching and Learning Strategies –

A. Literacy (three (3) courses required, minimum total of nine (9) semester hours). To include coursework in reading and writing, and to include instructional interventions for students with reading deficits;

- B. Teaching and Facilitating Language;
- C. Teaching Speech to Students Who Are Deaf;
- D. Children’s Literature;
- E. Language Arts;
- F. Science;



G. Social Science;
H. Instructive and Assistive Technology; and
I. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits;

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(4) An applicant for a Missouri certificate to teach Early Childhood Special Education (Birth–Grade 3) who possesses a baccalaureate degree from a college or university having an educator preparation program approved by the department, or from a college or university having an education program approved by the state education agency in states other than Missouri may be granted an initial Missouri certificate of license to teach Early Childhood Special Education (Birth–Grade 3) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements Effective until August 1, 2025. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment –

A. Curriculum and Instructional Planning;
B. Instructional Strategies and Techniques in Content Area Specialty;
C. Assessment, Student Data, and Data-Based Decision-Making;

D. Critical Thinking and Problem Solving;
E. English Language Learning; and

F. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction).

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;

C. Differentiated Learning;

D. Classroom Management;

E. Behavior Intervention Strategies;

F. Cultural Diversity; and

G. Educational Psychology.

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

A. Consultation and Collaboration;

B. Legal/Ethical Aspects of Teaching;

C. Tiered Systems for Supporting Instruction and Behavior;

D. Families as Educational Partners;

E. Family Engagement;

F. Linking Families with Resources; and

G. Individualized Education Plans and the Special Education Process.

4. Teaching and Supporting Learning of the Young Child –

A. Early Childhood Principles –

(I) Child Development;

(II) Play-Based and Inquiry-Based Learning;

(III) Observing and Assessing Young Children;

(IV) Language Acquisition; and

(V) Alternative and Augmentative Communication;

B. Methods of Teaching and Differentiated Instruction in the following integrated areas (minimum requirement of fifteen (15) hours):

(I) Early Literacy (minimum of six (6) semester hours) to address curriculum, explicit and systematic instruction, and assessment of –

(a) Language acquisition;

(b) Phonological and phonemic awareness;

(c) Phonics;

(d) Vocabulary;

(e) Fluency;

(f) Comprehension; and

(g) Writing process using authentic text and purposes;

(II) Math;

(III) Health;

(IV) Science;

(V) Nutrition;

(VI) Social Studies;

(VII) Music;

(VIII) Safety;

(IX) Movement;

(X) Art;

(XI) Drama; and

(XII) Instructional and Assistive Technology.

5. Program Management –

A. Program Administration and Management;

B. Health, Nutrition, and Safety of Young Children;

C. Environmental Organization and Design; and

D. Procedural Safeguards;

(B) Professional Requirements effective August 1, 2025. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed.



1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationship among curriculum, instruction, and assessment –

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-Based Decision-Making;
- D. Critical Thinking and Problem Solving;
- E. English Language Learning; and
- F. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction).

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Behavior Intervention Strategies;
- F. Cultural Diversity; and
- G. Educational Psychology.

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching;
- C. Tiered Systems for Supporting Instruction and Behavior;
- D. Families as Educational Partners;
- E. Family Engagement;
- F. Linking Families with Resources; and
- G. Individualized Education Plans and the Special Education Process.

4. Teaching and Supporting Learning of the Young Child –

- A. Early Childhood Principles –
 - (I) Child Development;
 - (II) Play-Based and Inquiry-Based Learning;
 - (III) Observing and Assessing Young Children;
 - (IV) Language Acquisition; and
 - (V) Alternative and Augmentative Communication;
- B. Methods of Teaching and Differentiated Instruction in the following integrated areas (minimum requirement of fifteen (15) hours):

(I) Early Literacy (minimum of six (6) semester hours) to address the following topics:

- (a) Phonological and Phonemic Awareness;
- (b) Phonics;
- (c) Fluency;
- (d) Vocabulary;
- (e) Reading Comprehension;
- (f) Reading Difficulties;
- (g) Literacy Curriculum and Instruction;
- (h) Literacy Assessment;
- (i) Application of Assessment Data;
- (j) Writing Instruction;
- (k) Family and Community Literacies and Partnerships; and

- (l) Student Engagement in Literacy;
- (II) Math;
- (III) Health;
- (IV) Science;

- (V) Nutrition;
- (VI) Social Studies;
- (VII) Music;
- (VIII) Safety;
- (IX) Movement;
- (X) Art;
- (XI) Drama; and
- (XII) Instructional and Assistive Technology.

5. Program Management –

- A. Program Administration and Management;
- B. Health, Nutrition, and Safety of Young Children;
- C. Environmental Organization and Design; and
- D. Procedural Safeguards; and

(C) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings. Such field and clinical experiences shall meet the minimum hours required in paragraphs (4)(C)1.–3., to include experiences in each of the three (3) different age levels (Infant/Toddler, Pre-K/Kindergarten, and Kindergarten – Grade 3).

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe, respond to specific class assignments, and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(5) An applicant for a Missouri certificate of license to teach students with Mild/Moderate Cross-Categorical Disabilities (Kindergarten – Grade 12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with Mild/Moderate Cross-Categorical Disabilities (Kindergarten – Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements Effective until August 1, 2027. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed –

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships



among curriculum, instruction, and assessment –

- A. Curriculum and Instructional Planning;
- B. Instructional Strategies and Techniques in Content Area Specialty;
- C. Assessment, Student Data, and Data-Based Decision-Making;
- D. Strategies for Content Literacy;
- E. Critical Thinking and Problem Solving;
- F. English Language Learning;
- G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);
- H. Transition Processes, including Career Education or Career Readiness;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

- A. Psychological Development of the Child and Adolescent;
- B. Psychology/Education of the Exceptional Child;
- C. Differentiated Learning;
- D. Classroom Management;
- E. Behavior Intervention Strategies;
- F. Cultural Diversity;
- G. Educational Psychology; and
- H. Language Development of the Exceptional Child;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

- A. Consultation and Collaboration;
- B. Legal/Ethical Aspects of Teaching;
- C. Tiered Systems for Supporting Instruction and Behavior;
- D. Families as Educational Partners;
- E. Family Engagement;
- F. Linking Families with Resources; and
- G. Individualized Education Plans and the Special Education Process; and

4. Teaching and Learning Strategies –

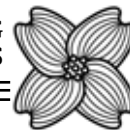
- A. Literacy (a minimum total of twelve (12) semester hours) to address specialized instruction in curriculum, explicit and systematic instruction, assessment, and intensive intervention of –
 - (I) Language acquisition;
 - (II) Phonological and phonemic awareness;
 - (III) Phonics;
 - (IV) Vocabulary;
 - (V) Fluency;
 - (VI) Comprehension; and
 - (VII) Writing process using authentic text and purposes;
- B. Science;
- C. Social Science;
- D. Instructional and Assistive Technology; and
- E. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits;

(B) Professional Requirements Effective August 1, 2027. A minimum of forty-five (45) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed –

- 1. Engaging in professional learning and practice within ethical guidelines in order to address and advocate for student

academic achievement and functional performance.

- A. Candidates practice within ethical guidelines and legal policies and procedures including federal, state, and case law pertaining to serving students with disabilities (e.g., Individuals with Disabilities Education Act (IDEA), Family Educational Rights and Privacy Act (FERPA)).
- B. Candidates demonstrate the knowledge and skills needed to advocate (e.g., in the development of an Individualized Education Program (IEP), at local, state, and/or national levels) for improved academic and functional outcomes for individuals with disabilities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
- C. Candidates create a plan of professional learning for themselves based upon ongoing analysis of student academic and functional learning; self-reflection; and professional standards, research, and contemporary practices;
 - 2. Understanding and addressing each individual’s developmental and learning needs.
 - A. Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized academic and functional strengths and needs of students with disabilities.
 - B. Candidates use their knowledge and understanding of diverse factors that influence development and learning (including differences related to individual, family, language, culture, and community, including disabilities) to plan and implement academic and functional learning environments and experiences.
 - C. Candidates apply their understanding of an individual’s development and learning needs through writing a sample Individualized Education Program (IEP) that includes all legally required components;
 - 3. Demonstrating subject matter content and specialized curricular knowledge that supports student access to the general education curriculum.
 - A. Candidates demonstrate a foundational understanding of academic content in the general education curriculum to inform their programmatic (e.g., services, continuum of placement considerations) and instructional decisions of individuals with disabilities.
 - B. Candidates design and implement specially designed instruction to provide access to the general education curriculum for students with disabilities.
 - C. Candidates design an instructional plan to meet the needs of the student that can be implemented with fidelity across environments by the assigned professionals (e.g., general educator, paraprofessional).
 - D. Candidates take a minimum of twelve (12) hours of literacy-related coursework in which they address the following competencies.
 - (I) Candidates demonstrate the knowledge and skills necessary to develop curriculum, implement instruction, assess student skills, and devise appropriate interventions surrounding language acquisition.
 - (II) Candidates demonstrate the knowledge and skills necessary to develop curriculum, implement instruction, assess student skills, and devise appropriate interventions supporting student development of phonological and phonemic awareness.
 - (III) Candidates demonstrate the knowledge and skills necessary to develop curriculum, implement instruction, assess student skills, and devise appropriate interventions supporting student understanding of phonics.



(IV) Candidates demonstrate the knowledge and skills necessary to develop curriculum, implement instruction, assess student skills, and devise appropriate interventions supporting student development of vocabulary.

(V) Candidates demonstrate the knowledge and skills necessary to develop curriculum, implement instruction, assess student skills, and devise appropriate interventions supporting student development of reading fluency.

(VI) Candidates demonstrate the knowledge and skills necessary to develop curriculum, implement instruction, assess student skills, and devise appropriate interventions supporting student development of reading comprehension.

(VII) Candidates demonstrate the knowledge and skills necessary to develop curriculum, implement instruction, assess student skills, and devise appropriate interventions supporting student development of the writing process.

E. Candidates implement appropriate instructional and assistive technology to address the particular needs of specific students.

F. Candidates take a minimum of six (6) hours of mathematics-related coursework in which they demonstrate the knowledge and skills necessary to use evidence-based practices to appropriately modify curriculum, implement instruction, assess student skills, devise appropriate interventions to address student deficits, identify and apply appropriate accommodations, and demonstrate appropriate content knowledge in the following areas:

(I) Numbers and Operations;

(II) Algebraic Thinking;

(III) Geometry and Measurement; and

(IV) Data Analysis and Probability;

4. Using assessment to understand the learner and the learning environment for data-based decision making. Candidates analyze and interpret sample evaluation results (including multiple measures of student learning, behavior, and the classroom environment) to write a sample review of existing data, an evaluation component, or summary report.

A. Candidates collaboratively engage in data-based decision making (e.g., select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment) to evaluate and support classroom and school-based systems of intervention for students with and without disabilities.

B. Candidates collaboratively engage in data-based decision making (e.g., select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable) to contribute to eligibility determination for special education services.

C. Candidates use a variety of assessments (e.g., including student self-assessment) to collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate to inform both short- and long-term planning, and make ongoing adjustments to individualized instruction;

5. Supporting learning of academic and functional skills.

A. Candidates apply their knowledge to interpret assessment data from multiple sources to appropriately plan and guide instruction to meet rigorous academic and non-academic (including behavior) content and goals for each individual.

B. Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning for all students.

C. Candidates use explicit, systematic instruction and differentiation to teach content, strategies, and skills, including behavioral skills, to improve student outcomes.

D. Candidates demonstrate the ability to identify and implement effective instructional grouping (e.g., whole group, small group, flexible grouping, and individual instruction) in the development and execution of specially designed instruction;

6. Supporting social, emotional, and behavioral growth.

A. Candidates use research-supported behavioral strategies (e.g., create structure, use predictable routines, active supervision, etc.) to create safe, caring, respectful, and productive learning environments for individuals with disabilities.

B. Candidates demonstrate use of a range of research-supported preventative and responsive practices documented to support individuals' social, emotional, and educational well-being (e.g., preventative practices, de-escalation, conflict management, self-regulation).

C. Candidates demonstrate ability to collect and systematically use data from a variety of sources to identify the purpose or function served by target behavior to plan and evaluate behavioral interventions, including generalization to other environments. Topics covered must include, but are not limited to –

(I) Defining of function-based thinking, antecedents, consequences, reinforcement, punishment;

(II) Using both indirect (e.g., rating scales, family/teacher/student interviews) and direct (e.g., A-B-C data collection, scatterplots, other measures that require direct observation of behavior) measures of data;

(III) Conducting functional behavior assessments, including defining measurable/observable behaviors, collecting and graphing behavioral data;

(IV) Using functional behavior assessments to write behavioral goals and behavioral intervention plans;

(V) Using data to inform Manifestation Determination decisions; and

7. Collaborating with team members.

A. Candidates are prepared to demonstrate communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective IEP and other student level meetings, to build team capacity and jointly address students' instructional and behavioral needs. Topics covered but not limited to –

(I) Parent and Colleague Collaboration;

(II) Writing IEP;

(III) Preparing IEP Agenda; and

(IV) Informing general education teachers of their role specific to the IEP.

B. Candidates are prepared to collaborate and coordinate with families, professionals, and community agencies in a culturally responsive manner to implement the IEP and other related programs that support individuals with and without disabilities in achieving measurable outcomes, to identify and access necessary resources, and to support transition planning.

C. Candidates are prepared to collaborate with, mentor, and facilitate the work of other professionals in the classroom (e.g., paraprofessionals, interpreters, related service providers); and

(C) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings.



Such field and clinical experiences shall include experiences at both the elementary and the secondary level.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time.

(6) An applicant for a Missouri certificate to teach students with Severe Developmental Disabilities (Grades K-12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with Severe Developmental Disabilities subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed –

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships among curriculum, instruction, and assessment –

A. Curriculum and Instructional Planning;
B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment, Student Data, and Data-Based Decision-Making;

D. Strategies for Content Literacy;
E. Critical Thinking and Problem Solving;
F. English Language Learning;

G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);

H. Transition Processes, including Career Education or Career Readiness; and

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;
C. Differentiated Learning;

D. Classroom Management;
E. Behavior Intervention Strategies;
F. Cultural Diversity;
G. Educational Psychology;
H. Physical and Psychological Considerations of the Developmentally Disabled;
I. Language Development of the Exceptional Child;
J. Adaptive, Self-Help, and Mobility Skills;
K. Managing Physical and Health Problems;
L. Alternative and Augmentative Communication Skills;

and

M. Alternative and Functional Skills Assessment;
3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

A. Consultation and Collaboration;
B. Legal/Ethical Aspects of Teaching;
C. Tiered Systems for Supporting Instruction and Behavior;

D. Families as Educational Partners;
E. Family Engagement;
F. Linking Families with Resources; and
G. Individualized Education Plans and the Special Education Process;

4. Teaching and Learning Strategies –

A. Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;

B. Children’s Literature;
C. Language Arts;
D. Science;
E. Social Science;
F. Instructional and Assistive Technology; and
G. Mathematics (two (2) courses required, minimum of six

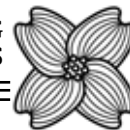
(6) total semester hours) to include instructional interventions for students with mathematics deficits; and

(B) Field and Clinical Experiences (minimum requirement of ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the student through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings.

1. Early Field Experiences (one (1) semester hour with a minimum of thirty (30) clock hours). This limited field experience includes placements in which candidates observe students, support teachers, and respond to specific class assignments. The candidate may work with students individually and/or in small groups as requested and under the supervision of the classroom teacher.

2. Mid-Level Experiences (one (1) semester hour with a minimum of forty-five (45) clock hours). The mid-level experience occurs between the initial placement and the culminating clinical experiences. At the mid-level, candidates continue to observe; respond to specific class assignments; and work with students individually, in small groups, and in whole class settings as requested and under the supervision of the classroom teacher.

3. Culminating Clinical Experiences (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The culminating experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have



the opportunity and responsibility to lead the class over an extended period of time.

(7) An applicant for a Missouri certificate to teach students with Severe Developmental Disabilities (Grades K-12) who possesses a baccalaureate degree in Special Education from a college or university having an educator preparation program approved by the department or from a college or university having an educator preparation program approved by the state agency in states other than Missouri may be granted an initial Missouri certificate of license to teach students with Severe Developmental Disabilities subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) Professional Requirements. A minimum of sixty (60) semester hours of professional preparation. Competency must be demonstrated to the satisfaction of the educator preparation institution for each topic listed –

1. Content Planning and Delivery. Candidates are prepared with a deep knowledge of and understand the relationships between curriculum, instruction, and assessment –

A. Curriculum and Instructional Planning;
B. Instructional Strategies and Techniques in Content Area Specialty;

C. Assessment and Student Data;
D. Strategies for Content Literacy;
E. Critical Thinking and Problem Solving;
F. English Language Learning;

G. Evaluation of Abilities and Achievement (instruction in interpretation of individualized intelligence tests, formal and informal diagnostic procedures, and in perspective instruction); and

H. Career Education or Career Readiness;

2. Individual Student Needs. Candidates build a robust knowledge of learners and the learning environment –

A. Psychological Development of the Child and Adolescent;

B. Psychology/Education of the Exceptional Child;
C. Differentiated Learning;
D. Classroom Management;
E. Behavior Management;
F. Cultural Diversity;

G. Physical and Psychological Considerations of the Developmentally Disabled;

H. Language Development of the Exceptional Child;

I. Perceptual Motor Training;
J. Managing Physical and Health Problems;
K. Non-Verbal Communication Skills; and

L. Functional Skills Measurement;

3. Schools and the Teaching Profession. Candidates fully understand the role of schools and schooling as well as the professional responsibilities of teachers, including a means of professional growth –

A. Consultation and Collaboration; and
B. Legal/Ethical Aspects of Teaching;

4. Teaching and Learning Strategies (minimum requirement of twenty-eight (28) semester hours) –

A. Elementary Literacy (three (3) courses required, minimum total of nine (9) semester hours) to include coursework in reading and writing, and to include instructional interventions for students with reading deficits;

B. Children's Literature;
C. Language Arts;
D. Science;

E. Social Science to include Geography and Economics;

F. Art;

G. Music;

H. Adapted Physical Education;

I. Technology in Education; and

J. Mathematics (two (2) courses required, minimum of six (6) total semester hours) to include instructional interventions for students with mathematics deficits; and

5. Field and Clinical Experiences (ten (10) semester hours). Field and clinical experiences should be appropriate to the progress of the candidate through the program and should be supervised through a close partnership of highly qualified professionals in appropriate school settings –

A. Early and Mid-Level Field Experiences (two (2) semester hours). This field experience must be in a regular classroom setting prior to the culminating field experience –

(I) Persons certificated in Behaviorally Disordered, Mentally Handicapped, Physical and Other Health Impairments, or Learning Disabled may meet this clinical experiences requirement by the satisfactory completion of at least three (3) semester hours of Practicum with Deaf and Hearing Impaired students;

B. Culminating Clinical Experience (eight (8) semester hours with a minimum of twelve (12) weeks in one (1) placement). The experience refers to placements typically in the final sequence leading up to and including student teaching. Candidates actively participate and complete regular assignments, work with students as requested, and under the supervision of the classroom teacher(s) and/or other specialists. The clinical experience must include opportunities to collaborate with other educators to support student learning. The following activities should be included:

(I) Teaching severely developmentally disabled students;

(II) Interpretation of individualized intelligence tests, formal and informal diagnostic procedures, and in prescriptive instruction; and

(III) Practical application of behavior management techniques.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, and 168.405, RSMo 2016, and sections 168.021, 168.400, and 168.409, RSMo Supp. 2025. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed June 21, 2018, effective Jan. 30, 2019. Amended: Filed Nov. 2, 2020, effective May 30, 2021. Amended: Filed Feb. 10, 2023, effective Sept. 30, 2023. Amended: Filed Oct. 22, 2025, effective May 30, 2026.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024, 2025; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985, amended 2025.*

5 CSR 20-400.570 Certification Requirements for English Language Learners (Kindergarten – Grade 12)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach English Language Learners.

(1) An applicant for a Missouri certificate of license to teach



English Language Learners (ELL) who possesses good moral character may be granted an initial Missouri certificate of license to teach ELL subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to ELL:

(A) General Requirements –

1. A valid Missouri permanent or professional certificate of license to teach.

(B) Professional Requirements –

1. Psychology/Education of the Exceptional Child, including the gifted, three (3) semester hours;

2. Literacy (minimum of six (6) semester hours) to include coursework in methods of teaching reading and writing, and to include instructional interventions for students with reading deficits; and

3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the Missouri Department of Elementary and Secondary Education (department).

(C) Content Knowledge for Teaching (minimum requirement of eighteen (18) semester hours) –

1. Linguistics and English Linguistics;

2. Language and Culture or Sociolinguistics;

3. Second Language Acquisition;

4. Instructional Techniques for Teaching English Language Learners;

5. Curriculum for Teaching English Language Learners; and

6. Assessment Strategies for English Language Learners.

(D) Field and Clinical Experiences (three (3) semester hours) –

1. Culminating Clinical Experience. A supervised clinical experience in which the candidates acquire experience in planning for and working with ELL students in various instructional settings in both elementary and secondary schools. The clinical experience should include collaborating with other educators to support student learning.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2013. Original rule filed Oct. 29, 2013, effective May 30, 2014.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013; 168.081, RSMo 1963, amended 1984, 2002; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.580 Certification Requirements for Gifted Education (Kindergarten – Grade 12)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Gifted Education.

(1) An applicant for a Missouri certificate of license to teach Gifted Education who possesses good moral character may be granted an initial Missouri certificate of license to teach Gifted

Education subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Gifted Education:

(A) General Requirements –

1. A valid Missouri permanent or professional certificate of license to teach; and

2. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the Missouri Department of Elementary and Secondary Education (department);

(B) Content Knowledge for Teaching (Minimum requirement of fifteen (15) semester hours) –

1. A Survey of Gifted and Talented Education;

2. Programming Planning and Development: An Understanding of Administration and Supervision of Gifted Programs;

3. Screening, Assessing, and Evaluating Gifted Students;

4. Curriculum and Instruction for the Gifted; and

5. Meeting the Affective Needs of Gifted Students; and

(C) Culminating Clinical Experience. A supervised clinical experience in which candidates acquire experience in planning for and working with gifted students in various instructional settings in both elementary and secondary schools. The clinical experience should include collaboration with other educators to support student learning.

(2) The requirements of this rule shall become effective August 1, 2024.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2023. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed Jan. 10, 2024, effective July 30, 2024.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.590 Certification Requirements for Elementary Mathematics Specialist (Grades 1 – 6)

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to serve as Mathematics Specialist.

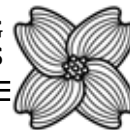
(1) An applicant for a Missouri certificate of license to serve as an Elementary Mathematics Specialist who possesses good moral character may be granted an initial Missouri certificate of license to serve as an Elementary Mathematics Specialist subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to certificates of license for Elementary Mathematics Specialists:

(A) General Requirements –

1. A valid Missouri permanent or professional certificate of license to teach;

2. Two (2) years of successful mathematics teaching experience;

3. A recommendation from the designated certification



official from an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department); and

4. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;

(B) Professional Requirements (minimum of twenty-four (24) semester hours beyond initial certification) –

1. Mathematical Content Knowledge –

A. Mathematics Knowledge – concepts, structures, skills, and processes of school mathematics from an advanced perspective including number/operation; geometry/measurement; algebra; probability and statistics; and

B. Specialized Mathematics Knowledge of Teaching – mathematics that relates to helping students understand school mathematics, often referred to as Mathematics Knowledge for Teaching (MKT);

2. Pedagogical Content Knowledge (PCK) for Mathematics –

A. Understanding of how students and adults learn mathematics;

B. Effective teaching strategies for supporting mathematics learning;

C. Curriculum trajectories, materials, standards, and methods for aligning curriculum systems; and

D. Evaluation of mathematical abilities and achievement including formal and informal diagnostic procedures and in prescriptive instruction;

3. Foundations of Leadership –

A. Effective communication strategies within and outside school;

B. Professional development expertise ability to plan, develop, implement, and evaluate learning environments for educators;

C. Ability to establish and nurture professional communities of learners – students, parents, and educators; and

D. Informed about and contribute to policy and professional organization work related to teaching and learning mathematics; and

4. Field and Clinical Experiences (three (3) semester hours) –

A. Culminating Clinical Experience. A supervised clinical placement in which candidates acquire experience working with a full range of students and educators in various professional development settings.

(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2013. Original rule filed Oct. 29, 2013, effective May 30, 2014.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013; 168.081, RSMo 1963, amended 1984, 2002; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.600 Certification Requirements for Literacy Specialist (Kindergarten–Grade 12)

PURPOSE: The State Board of Education is authorized to grant

certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Special Reading.

(1) An applicant who possesses good moral character may be granted an initial Missouri certificate of license to serve as a Literacy Specialist subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements:

(A) General Requirements –

1. A valid Missouri permanent or professional certificate of license to teach;

2. Two (2) years of classroom teaching experience;

3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the Missouri Department of Elementary and Secondary Education (department); and

4. A recommendation from the designated certification official from an educator preparation provider approved by the department;

(B) Professional Requirements Effective through August 31, 2027 –

1. Child Psychology (requirement may be met upon completion of at least three (3) semester hours of combined course, Child and Adolescent Psychology);

2. Adolescent Psychology (requirement may be met upon completion of at least three (3) semester hours of combined course, Child and Adolescent Psychology);

3. Psychology/Education of the Exceptional Child (including the Gifted); and

4. Evaluation of Abilities and Achievement (instruction in interpretation of individualized, formative, and summative assessments, eligibility procedures, and assessment to support evidence-based instruction);

(C) Content Knowledge for Teaching (a minimum of eighteen (18) semester hours) –

1. Reading (minimum of twelve (12) semester hours with at least two (2) graduate-level courses required; one (1) of these courses shall be in Analysis and Correction of Reading Disabilities);

2. Language Acquisition and Development or Language Development of the Exceptional Child;

3. Behavior Intervention Strategies; and

4. Counseling Techniques (to include communication skills with exceptional children and families of exceptional children);

(D) Field and Clinical Experiences Culminating Clinical Experiences (six (6) semester hours).

1. Culminating Clinical Experience. A supervised clinical experience in which candidates acquire experience in planning for and working with students experiencing reading difficulties. The experience must include various instructional settings in both elementary and secondary schools. The clinical experience should require demonstrated competency in the diagnosis and remediation of reading and related difficulties. Candidates must demonstrate proficiency in establishing an environment that promotes learning. The clinical experience should include collaborating with other educators to support learning;

(E) Professional Requirements Effective September 1, 2027. The candidate must have completed at least eighteen (18) hours in coursework related to literacy instruction. Coursework must draw from courses not included in initial teacher



certification programs (e.g., Elementary Education, Early Childhood Education). In the context of that coursework, the candidate must demonstrate, to the satisfaction of the educator preparation provider, mastery of the following competencies:

1. Demonstrate advanced knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the Literacy Specialist in schools. Areas of demonstrated knowledge must include –

A. Reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades, and its relationship with other aspects of literacy;

B. Writing development (e.g., text organization, craft), writing processes (e.g., generating ideas, revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing), and their relationships with other aspects of literacy; and

C. Language (e.g., language acquisition, structure of language, conventions of standard English), vocabulary acquisition (e.g., background knowledge) and use, speaking, listening, viewing, visually representing, and its relationships with other aspects of literacy;

2. Use foundational knowledge to design and evaluate literacy curricula to meet the needs of all learners, especially those who experience difficulty with literacy (including dyslexia) and gifted learners. To this end, candidates should –

A. Design, implement, and evaluate small-group and individual explicit, evidence-based literacy instruction for learners;

B. Collaborate with teachers to implement effective literacy practices;

C. Use narrative, information/explanatory, opinion, persuasive, and argumentative texts to meet the literacy needs of the whole class and groups of students in the academic disciplines and other subject areas and when learning to read, write, listen, speak;

D. Use systematic instructional practices that provide adequate scaffolding to meet the literacy needs of individual and small groups of students;

E. Provide opportunities for student choice and engagement with a variety of print and digital materials;

F. Foster a positive climate that supports a literacy-rich learning environment;

G. Ensure literacy instruction integrates multiple cultural, linguistic, socioeconomic, and readiness levels, including diverse perspectives and authors; and

H. Use differentiated strategies to support the varied needs of all learners;

3. Demonstrate an understanding of the appropriate uses of assessments and the ability to implement them. To this end, candidates should –

A. Demonstrate an understanding of the purposes, attributes, formats, strengths/limitations (including inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge to using assessment tools;

B. Use assessment results to inform instruction and evaluate interventions;

C. Assist teachers in their understanding and use of assessment results;

D. Collaborate with colleagues to administer, interpret, and use data for decision-making about student assessment, instruction, intervention, and evaluation;

E. Communicate student assessment, instruction, intervention, and evaluation to stakeholders;

F. Use multiple forms of assessment (e.g., formative, summative, observational) and progress monitoring tools that are sensitive to each student's learning profile to measure literacy progress; and

G. Employ valid, reliable, and appropriate assessments; and

4. Demonstrate the ability to be reflective literacy professionals. To this end, candidates will –

A. Use their leadership and facilitation skills to support teachers, students, families, and communities;

B. Exhibit critical selection and use of literacy research, policy, and practice;

C. Lead professional literacy learning experiences in implementing assessments and instructional practices; and

D. Collaborate with families, administrators, and teachers to create literacy plans and interventions appropriate for all students; and

(F) Field-Based Experiences.

1. Candidates must complete a minimum of eighty (80) student contact hours in supervised practical/clinical experiences. Settings may include a candidate's own classroom, a literacy clinic, other schools, or community settings. Candidates must engage in the following experiences:

A. Intervention work with both elementary (K–6) students and older (7–12) students;

B. Working with both individual students and small groups;

C. Assessing students' literacy skills; and

D. Implementing instructional plans.

2. In addition, candidates must have at least an additional twenty (20) hours completing the following tasks that support face-to-face work with students:

A. Collaborating with colleagues to develop, reflect on, and study teaching practices;

B. Analyzing data;

C. Identifying literacy strengths and needs;

D. Setting instructional goals;

E. Developing literacy intervention plans;

F. Creating supportive literacy learning environments;

and

G. Assessing the impact of interventions on student learning.

3. While completing field-based experiences, candidates must receive supervision, including observation (in-person, computer-assisted, or video analysis) and ongoing feedback, from supervisors who understand literacy processes, have literacy content knowledge, and demonstrate effective use of appropriate literacy assessment practices and evidence-based instructional strategies.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, and 168.405, RSMo 2016, and sections 168.021, 168.400, and 168.409, RSMo Supp. 2025. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed June 13, 2025, effective Jan. 30, 2026.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024, 2025; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985, amended 2025.*



5 CSR 20-400.610 Certification Requirements for Initial Administrator Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Initial Administrator Certificate.

(1) An applicant for a Missouri Initial Administrator Certificate (School Leader, Kindergarten-Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (School Leader, Kindergarten-Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Initial Administrator Certificate (School Leader, Kindergarten-Grade 12):

(A) Professional Requirements. An Initial Administrator Certificate (School Leader, Kindergarten-Grade 12) valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. A permanent or professional Missouri teaching certificate of license to teach;
2. A minimum of three (3) years of classroom teaching experience approved by the Missouri Department of Elementary and Secondary Education (department);
3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;
4. Completion of a course in Psychology/Education of the Exceptional Child;
5. Completion of a master's degree in educational leadership from a regionally accredited college or university or the equivalent thereof from another educational leadership program meeting approval of the department; and
6. Recommendation for certification from the designated official of a regionally accredited college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of building level administrators which includes at least twenty-six (26) semester hours of approved graduate credit, or an equivalent thereof which is approved by the department, in education courses focused upon administration and supervision of the school. The approved graduate credit shall include:

A. Coursework must be at the graduate level and fall within the following five (5) domains –

- (I) Visionary School Leadership;
- (II) Instructional School Leadership;
- (III) Managerial School Leadership;
- (IV) Relational School Leadership; and
- (V) Innovative School Leadership; and

B. Knowledge and/or competency in each of the following areas:

- (I) Visionary Leadership –
 - (a) Understands the importance of a vision and can demonstrate how it relates to the context and culture of the school community;
 - (b) Understands and can communicate the importance of all stakeholders knowing the collective mission, vision, and core values; and
 - (c) Understands and can demonstrate how multiple

sources of data are connected to a mission, vision, core values, and the legal and ethical handling of information;

(II) Instructional Leadership –

(a) Understands standards and can demonstrate how they apply to horizontal and vertical alignment of local curricula and content areas;

(b) Understands a variety of research-based instructional practices and can demonstrate how to appropriately match learning content;

(c) Understands and engages in meaningful feedback related to teacher professional growth;

(d) Understands and demonstrates how to assess student learning using a variety of formal and informal assessments;

(e) Engages in and demonstrates meaningful observation and feedback related to effective instructional practice;

(f) Understands and can demonstrate multiple strategies for analyzing data to inform the instructional process; and

(g) Understands the principles of adult learning and demonstrates how these help develop teacher capacity;

(III) Managerial Leadership –

(a) Knows and can demonstrate how a safe and functional school facility and grounds support student learning;

(b) Understands and can demonstrate how to evaluate routines, procedures, and schedules support the school environment;

(c) Understands the tools and can demonstrate the skills required to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation;

(d) Understands and can demonstrate the necessity of establishing and communicating clear expectations, guidelines, and procedures, which respect the rights of all staff and students;

(e) Understands and can demonstrate the role of observation, feedback, and intervention for improving or removing personnel;

(f) Is knowledgeable of and can reflectively evaluate and communicate legal and ethical requirements regarding personnel records and reports;

(g) Understands and can communicate the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities; and

(h) Understands and can communicate how non-fiscal resources support school goals and priorities;

(IV) Relational Leadership –

(a) Knows how and why analysis of student demographics is used to determine the overall diversity of a school and can explain its impact on the teaching and learning process;

(b) Understands and can communicate the in-school and out-of-school strategies and resources available to support the welfare of each student;

(c) Understands and can demonstrate how to build positive relationships in support of student learning and well-being;

(d) Understands and can demonstrate the components of building effective relationships with staff and cultivating ethical behaviors in others;

(e) Understands and can demonstrate how to develop a culture of support and respect among staff;

(f) Serves as a teacher leader and understands and demonstrates the importance of promoting teacher leadership;



(g) Understands and can communicate a variety of strategies and legal implications for building relationships with families; and

(h) Recognizes the importance of and can demonstrate how to build positive relationships with other community stakeholders; and

(V) Innovative Leadership –

(a) Recognizes and can apply the knowledge, skills, and best practices that support continuous professional growth;

(b) Understands and has the capacity to develop professional networks as a key element of professional growth;

(c) Understands the importance of reflection and demonstrates a commitment to ongoing learning;

(d) Understands and can demonstrate the importance of feedback for improving performance;

(e) Understands and can demonstrate how time management is a key factor for maintaining a focus on school priorities;

(f) Recognizes and can demonstrate that beliefs based on new knowledge and understandings are used as a catalyst for change; and

(g) Demonstrates flexibility by being willing to vary an approach when circumstances change, and models ethical personal conduct;

(B) Field and Clinical Experiences (three (3) semester hours with a minimum of three hundred (300) clock hours) –

1. Major Clinical Experience (defined as an emphasis in either an elementary or secondary school placement). The major clinical experience in school leadership includes placements in which candidates have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The experience will provide the candidate with the opportunity to lead and direct specific activities. Candidates are active participants completing required assignments, and, as requested, working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors. The candidate must log a total of two hundred (200) clock hours in the major experience, divided into the required number of hours per leadership domain as specified in the Missouri Standards for Professional Educators (MoSPE); and

2. Minor Clinical Experience (defined as an emphasis in either an elementary or secondary school placement). The minor clinical experience in school leadership includes placements for candidates to be active participants completing required assignments and, as requested, working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors. This includes placements in which candidates have the opportunity to observe the importance and implementation of a school's vision, mission, and goals; focus on teaching and student learning; effective management of organizational systems; importance of collaborating with families and stakeholders; maintaining ethical standards and integrity; and the role of continuous improvement through professional development. The candidate must log a total of fifty (50) clock hours in the minor experience, divided into the required number of hours per leadership domain as specified in the Missouri Standards for Professional Educators (MoSPE). The remaining fifty (50)

clock hours will be at the discretion of the program and candidate and will be divided among the leadership domains.

(2) An applicant for a Missouri Initial Administrator Certificate (Career and Technical Education Administrator, Grades 7-12) who possesses good moral character may be granted an Initial Administrator Certificate (Career and Technical Education Administrator, Grades 7-12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career and Technical Education Administrator, Grades 7-12:

(A) Professional Requirements. An Initial Administrator Certificate (Career and Technical Education Administrator, Grades 7-12), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. A permanent or professional education or career and technical education (CTE) Missouri teaching certificate of license to teach;

2. A minimum of three (3) years of career and technical education or secondary subject area teaching experience approved by the department;

3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.320 and 5 CSR 20-400.440. The official score shall be submitted to the department;

4. Completion of a course in Psychology/Education of the Exceptional Child;

5. Completion of a master's degree in educational leadership from a regionally accredited college or university or the equivalent thereof from another educational leadership program meeting approval of the department and which included knowledge and/or competency in each of the five (5) domains identified for the Initial Administrator Certificate (Career and Technical Education Administrator, Grades 7-12); and

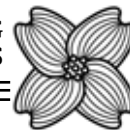
6. Recommendation for certification from the designated official of a regionally accredited college or university or other educational leadership program approved by the department. This recommendation shall be based upon the completion of a planned program for preparation of career and technical education administrators focused upon administration and supervision of an area career center. Individuals who possess an initial secondary school, middle school, or K-12 school leader certificate and have a minimum of three (3) years of building-level administrator experience must complete a two- (2-) year CTE administrator mentoring program and a minimum of nine (9) graduate credit hours of CTE administration consisting of CTE foundations, CTE administration, and CTE finance. Individuals who possess an initial secondary school, middle school, or K-12 school leader certificate without three (3) years of building-level leaders experience, must complete a two- (2-) year CTE administrator mentoring program, and a minimum of fifteen (15) graduate credit hours of CTE administration consisting of CTE foundations, CTE administration, CTE finance, CTE organization and administration, and a CTE administrative internship (three hundred (300) clock hours).

A. Coursework must be at the graduate level and fall within the following five (5) domains:

(I) Visionary Leadership –

(a) Understands the importance of a vision and can demonstrate how it relates to the context and culture of the school community;

(b) Understands and can communicate the importance of all stakeholders knowing the collective mission, vision, and core values;



(c) Understands and can demonstrate how multiple sources of data are connected to a mission, vision, and core values and the legal and ethical handling of information;

(d) Knows the importance of utilizing employment trends and forecasting data to improve and expand CTE programming;

(e) Understands the importance of using a program evaluation instrument that leads to high quality CTE; and

(f) Understands how the history and philosophy of CTE impacts leadership in CTE;

(II) Instructional Leadership –

(a) Understands standards and can demonstrate how they apply to horizontal and vertical alignment of local curricula and content areas;

(b) Understands a variety of research-based instructional practices and can demonstrate how to appropriately match learning content;

(c) Understands and engages in meaningful feedback related to teacher professional growth;

(d) Understands and demonstrates how to assess student learning using a variety of formal and informal assessments;

(e) Engages in and demonstrates meaningful observation and feedback related to effective instructional practice;

(f) Understands and can demonstrate multiple strategies for analyzing data to inform the instructional process;

(g) Understands the principles of adult learning and can demonstrate how these help develop teacher capacity;

(h) Understands the process of CTE curriculum development and implementation utilizing business/industry/workforce partners with the importance of assessing performance and industry credentials;

(i) Ensures CTE instruction entails Career Technical Student Organizations (CTSO) components (e.g., technical, academic, workplace, personal skills); and

(j) Implements instructional goals, assessment methods, and work-based learning by utilizing business/industry/workforce partners to address workforce needs;

(III) Managerial Leadership –

(a) Knows and can demonstrate how a safe and functional school facility and grounds supports student learning;

(b) Understands and can demonstrate how routines, procedures, and schedules support the school environment;

(c) Understands the tools and can demonstrate the skills required to determine key attributes of effective personnel and the legal and ethical decisions impacting evaluation;

(d) Understands and can demonstrate the necessity of establishing and communicating clear expectations, guidelines, and procedures which respect the rights of all staff and students;

(e) Understands and can demonstrate the role of observation, feedback, and intervention for improving or removing personnel;

(f) Is knowledgeable of and can reflectively evaluate and communicate legal and ethical requirements regarding personnel records and reports;

(g) Understands and can communicate the legalities of how a school budget works and the major sources of revenue available to support school goals and priorities;

(h) Understands and can communicate how non-fiscal resources support school goals and priorities;

(i) Utilizes a program evaluation instrument to develop, evaluate, expand, and improve local CTE programs,

including CTSOs and business, industry, and workforce partnerships;

(j) Assesses stakeholder needs for CTE program budget development, implementation, and oversight;

(k) Understands CTE financial management, including funding mechanisms, financial management system, CTE grants and requirements, and CTE financial coding;

(l) Understands the impact of local, state, and federal legislation on CTE program management; and

(m) Develops teacher and staff capacity to monitor budgets, implement program standards and curriculum, meet certification requirements, follow school policies, and manage CTSOs;

(IV) Relational Leadership –

(a) Knows how and why analysis of student demographics is used to determine the overall diversity of a school and can demonstrate its impact on the teaching and learning process;

(b) Understands and can communicate the in-school and out-of-school strategies and resources available to support the welfare of each student;

(c) Understands and can demonstrate how to build positive relationships in support of student learning and well-being;

(d) Understands and can demonstrate the components of building effective relationships with staff and cultivating ethical behaviors in others;

(e) Understands and can demonstrate how to develop a culture of support and respect among staff;

(f) Serves as a teacher leader and understands and demonstrates the importance of promoting teacher leadership;

(g) Understands and can communicate a variety of strategies and legal implications for building relationships with families;

(h) Recognizes the importance of and can demonstrate building positive relationships with other community stakeholders;

(i) Understands and can demonstrate the importance of building positive relationships with other community stakeholders, especially with CTE advisory committees and business/industry/workforce partners;

(j) Understands the unique needs of a CTE teacher who transitions from business/industry/workforce to the classroom; and

(k) Understands and can demonstrate the importance of building positive relationships with legislators and state agency staff; and

(V) Innovative Leadership –

(a) Recognizes and can apply the knowledge, skills, and best practices that support continuous professional growth;

(b) Understands and has the capacity to develop the need for professional networks as a key element of professional growth;

(c) Understands the importance of reflection and demonstrates a commitment to ongoing learning;

(d) Understands and can demonstrate the importance of feedback for improving performance;

(e) Understands and can demonstrate how time management is a key factor for maintaining a focus on school priorities;

(f) Recognizes and can demonstrate that beliefs based on new knowledge and understandings are used as a catalyst for change;

(g) Demonstrates flexibility by being willing to vary an approach when circumstances change, and models ethical



personal conduct;

(h) Recognizes and demonstrates how business/industry/workforce partnerships influence or accelerate CTE program enhancement; and

(i) Understands and can communicate the unique professional development needs of a CTE teacher who transitions from business/industry/workforce to the classroom; and

(B) Field and clinical experience (three (3) semester hours with a minimum of three hundred (300) clock hours) and completion of a two- (2-) year CTE administrator mentoring program developed by the recommending institution.

1. The field and clinical experience and CTE administrator mentoring program in CTE administration shall include placements in which candidates have the opportunity to observe the importance and implementation of a school's vision, mission, and goals, focus on teaching and student learning, effective management of organizational systems, importance of collaborating with families and stakeholders, maintaining ethical standards and integrity, and the role of continuous improvement through professional development. The experience will provide the candidate with the opportunity to lead and direct specific activities. Candidates are active participants completing required assignments and, as requested, working with students, faculty, staff, and stakeholders while under the supervision of the on-site and preparation program supervisors. The candidate must log a total of three hundred (300) clock hours in the major experience, divided into the required number of hours per leadership domain as specified in the Missouri Standards for Professional Educators (MoSPE).

(3) An applicant for a Missouri Initial Administrator Certificate (Special Education Director, Kindergarten-Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Special Education Director, Kindergarten-Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Special Education Director, Kindergarten-Grade 12:

(A) Professional Requirements. An Initial Administrator Certificate (Special Education Director, Kindergarten-Grade 12), valid for a period of four (4) years from the effective date on the certificate, will be issued to applicants meeting the following requirements:

1. The applicant shall hold a valid Missouri permanent or professional principal or school leader certificate; and

2. The applicant shall have completed the department's approved Special Education Director micro-credentials.

(4) An applicant for a Missouri Initial Administrator Certificate (Superintendent, Kindergarten-Grade 12) who possesses good moral character may be granted an Initial Administrator Certificate (Superintendent, Kindergarten-Grade 12) subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Superintendents:

(A) Professional Requirements. An Initial Administrator Certificate, valid for a period of four (4) years from the date of issuance, will be issued to applicants meeting the following requirements:

1. A permanent or professional Missouri certificate of license to teach;

2. A minimum of three (3) years of experience as a building- or district-level administrator at a public or accredited

nonpublic school;

3. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department;

4. Completion of a course in Psychology/Education of the Exceptional Child; and

5. Completion of an educational specialist or advanced degree program in educational leadership and recommendation from the designated official of a regionally accredited college or university or other education leadership program approved by the department which shall include:

A. Coursework must be at the graduate level and fall within the following five (5) domains of district-level leadership –

(I) Visionary Leadership;

(II) Instructional Leadership;

(III) Managerial Leadership;

(IV) Relational Leadership; and

(V) Innovative Leadership;

B. Knowledge and/or competency in each of the following areas:

(I) Visionary Leadership –

(a) Knows the importance of a vision and how it relates to the core values and culture of the district;

(b) Understands the importance of all stakeholders knowing the collective mission, vision, and core values;

(c) Understands how multiple sources of data are connected to a mission, vision, and core values;

(II) Instructional Leadership –

(a) Understands how standards apply to horizontal and vertical alignment of local curricula and content areas;

(b) Understands a variety of research-based instructional practices and how to appropriately match them to learning content;

(c) Understands legal implications impacting instruction and ensures meaningful feedback related to effective teacher and leader practice;

(d) Understands the importance of assessing student learning using a variety of formal and informal assessments;

(e) Understands the importance of multiple strategies for analyzing data to inform the instructional process; and

(f) Understands the principles of adult learning and how these help develop principal and teacher capacity;

(III) Managerial Leadership –

(a) Knows how safe and functional district facilities and grounds support student learning;

(b) Understands how routines, protocols, procedures, policies, and technology support the district environment;

(c) Understands tools used to determine key attributes of effective personnel;

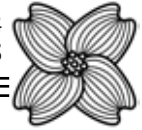
(d) Understands the necessity of establishing and communicating clear expectations, guidelines, policies, and procedures respecting the rights of all staff and students;

(e) Understands the role of observation, feedback, documentation, and intervention for improving or removing personnel and the legal and ethical decisions in creating an effective educator evaluation process;

(f) Is knowledgeable of requirements regarding personnel records, laws, and reports;

(g) Understands the statutory requirements that affect how a district budget works and the major sources of revenue to support district goals and priorities; and

(h) Understands the statutory requirements that



affect how non-fiscal resources support district goals and priorities;

(IV) Relational Leadership –

(a) Knows how and why analysis of student demographics is used to determine the overall diversity of a district and its impact on the teaching and learning process;

(b) Understands the legal implications of in-district and out-of-district strategies and resources available in supporting the well-being of each student;

(c) Understands how to build positive and ethical relationships in support of student learning and well-being;

(d) Understands the importance of building effective, ethical relationships with all staff;

(e) Understands how to develop a culture of support and respect among staff and in the community;

(f) Serves as a district leader and understands the importance of building leadership capacity in a district;

(g) Understands a variety of strategies for building relationships and working cooperatively with the board; and

(h) Recognizes the impact the larger political, social, economic, legal, and cultural issues can have on educational issues in the school district; and

(V) Innovative Leadership –

(a) Recognizes knowledge, skills, and best practices to support continuous professional growth;

(b) Understands the need for professional networks as a key element of professional growth;

(c) Understands the importance of reflection and a commitment to ongoing learning;

(d) Understands the importance of feedback for improving performance;

(e) Understands how time management is a key factor for maintaining a focus on district priorities;

(f) Recognizes that beliefs based on new knowledge, understandings, and technology are used as a catalyst for change;

(g) Understands the need to be flexible and willing to vary an approach when circumstances change; and

C. Directed field experiences in superintendency of at least three (3) semester hours.

(5) The requirements of this rule shall become effective August 31, 2023.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2024. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed June 13, 2019, effective Jan. 30, 2020. Amended: Filed June 24, 2022, effective Feb. 28, 2023. Amended: Filed May 15, 2024, effective Nov. 30, 2024.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.620 Certification Requirements for Transition Administrator Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application

for each of the various areas of certification within the Transition Administrator Certificate.

(1) An applicant for a Missouri Transition Administrator Certificate who possesses good moral character may be granted a Transition Administrator Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Transition Administrator Certificates:

(A) The Transition Administrator Certificate, valid for a period of six (6) years from the effective date on the certificate, will be issued upon completion and verification of the following:

1. For applicants seeking a Transition Administrator Certificate for School Leader (Grades K-12); Career and Technical Education Administrator (Grades 7-12); and Special Education Director (Grades K-12) –

A. Four (4) years of administrator experience approved by the Missouri Department of Elementary and Secondary Education (department);

B. Participation in two (2) years of district-provided mentoring (during the first two (2) years of administrator experience);

C. The development, implementation, and completion of a professional development plan of at least one hundred twenty (120) contact hours of professional development based on standards and quality indicators as required by the State Board of Education (board), or eight (8) semester hours of graduate credit toward an advanced degree in educational leadership, reading/literacy, or curriculum/instruction, or a combination of credits/professional development, or successful completion of three (3) department-approved micro-credentials based on the department's leadership development system; and

D. Successful participation in an annual performance-based administrator evaluation.

(2) The requirements of this rule shall become effective September 1, 2021.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2020. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed Jan. 14, 2021, effective July 30, 2021.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.630 Certification Requirements for Career Continuous Administrator Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Continuous Administrator Certificate.

(1) An applicant for a Missouri Career Continuous Administrator Certificate who possesses good moral character may be granted a Career Continuous Administrator Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the



following additional certification requirements specific to Career Continuous Administrator Certificates:

(A) The Career Continuous Administrator Certificate for School Leader (Grades K-12), Career and Technical Education Administrator (Grades 7-12), or Special Education Director (Grades K-12) will be issued upon completion and verification of the following:

1. Completion of an educational specialist degree or higher from a regionally accredited college or university. Such degree must be in educational leadership, reading/literacy, or curriculum/instruction or successful completion of fifteen (15) Missouri Department of Elementary and Secondary Education (department) approved micro-credentials based on the department’s leadership development system;
2. Successful participation in an annual performance-based building level administrator evaluation;
3. Participation in thirty (30) contact hours of professional development annually;
4. Four (4) years of administrator experience approved by the department; and
5. Participation in two (2) years of district-provided mentoring (during the first two (2) years of administrator experience);

(B) The holder of a Career Continuous Administrator Certificate for School Leader (Grades K-12), Career and Technical Education Administrator (Grades 7-12), or Special Education Director (Grades K-12) is exempt from the thirty (30) contact hours of professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:

1. Ten (10) years of administrator experience approved by the department;
2. Completion of an educational specialist degree or higher from a regionally accredited college or university. Such degree must be in educational leadership, reading/literacy, or curriculum/instruction;
3. Certification from a nationally recognized professional administrator organization approved by the State Board of Education (board); and/or
4. Completion of the department’s Leadership Development System micro-credentials;

(C) The Career Continuous Administrator Certificate for applicants seeking a Career Continuous Administrator Certificate for Superintendent (Grades K-12) will be issued upon completion and verification of the following:

1. Four (4) years of district-level administrator experience approved by the department;
2. Participation in one (1) year of district-provided mentoring (during the first year of superintendent experience);
3. The development, implementation, and completion of a professional development plan of at least one hundred twenty (120) contact hours of professional development based on standards and quality indicators as required by the board, or eight (8) semester hours of graduate credit toward a doctorate degree in educational leadership, or a combination of credits/professional development; and
4. Successful participation in an annual performance-based evaluation;

(D) The Career Continuous Administrator Certificate for Superintendent (Grades K-12) will remain valid based upon verification by the employing school district that the certificate holder –

1. Participated in a performance-based evaluation; and
2. Completed thirty (30) contact hours of professional development, or two (2) semester hours of graduate credit

toward a doctorate degree in educational leadership, or a combination of professional development and graduate credit each year; and

(E) The holder of a Career Continuous Administrator Certificate for Superintendent (Grades K-12) is exempt from the thirty (30) contact hours of annual professional development if the holder has a local professional development plan in place with the school and meets the following:

1. Ten (10) years of district level administrator experience approved by the department;
2. A doctorate degree in educational leadership from a regionally accredited college or university; and
3. Certification from a nationally recognized professional administrator organization approved by the board.

(2) The requirements of this rule shall become effective September 1, 2021.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2020. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed Jan. 14, 2021, effective July 30, 2021.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.640 Certification Requirements for Initial Student Services Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Initial Student Services Certificate.

(1) An applicant for a Missouri Initial Student Services Certificate, valid for a period of four (4) years, may be granted an Initial Student Services Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional requirements:

(A) The Initial Student Services Certificate for Career Education Counselor, valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. The applicant must have secured a Career Education Counselor position in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification for the applicant;

2. The applicant must either –
A. Possess a bachelor’s degree in education from an educator preparation program approved by the Missouri Department of Elementary and Secondary Education (department); or

B. Possess a permanent or professional or a career education certificate of license to teach; and

3. Completion of a minimum of a master’s degree from an accredited institution in one (1) of the following areas: education, school counseling, counseling, rehabilitation counseling, vocational evaluation, counseling psychology,



or a closely-related mental health discipline; and complete additional graduate coursework specific to school counseling, as designated by the recommending certification official approved by the department, including a supervised internship or field experience of at least three hundred (300) hours in an appropriate school setting;

(B) The Initial Student Services Certificate for School Counselor (Grades K-12), valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. Recommendation for certification from the designated official of a counselor preparation program approved by the department;

2. Completion of a course in Psychology/Education of the Exceptional Child; and

3. The applicant must possess either –

A. Completion of a master's degree with a major emphasis in school counseling from a college or university meeting approval of the department, based upon the completion of a planned program of at least forty-two (42) semester hours of approved graduate credit courses in counseling with at least twelve (12) semester hours focused upon counseling in the elementary and secondary schools –

(I) Knowledge and/or competency in each of the following areas:

(a) Student Development –

- I. Human Growth and Development;
- II. Counseling Theories and Interventions;
- III. Helping Relationships;
- IV. Social and Cultural Diversity;
- V. Appraisal of Student Growth and Achievement;

and

VI. Career Development and Planning;

(b) Program Implementation –

- I. Structural Components;
- II. Program Components;
- III. Technology; and
- IV. Program, Personnel, and Results Evaluation;

(c) Professional Relationships –

- I. Interpersonal Skills;
- II. Collaboration;
- III. Consultation Theories and Strategies; and
- IV. School and Community Involvement;

(d) Leadership and Advocacy –

- I. Personal Well-Being;
- II. Leadership and Professionalism;
- III. Student Advocacy;
- IV. Program Leadership; and
- V. School Climate and Culture;

(e) Ethical and Professional Conduct –

- I. Ethical Standards;
- II. Professional Standards;
- III. District and School Policies; and
- IV. Legal Requirements; and

(II) Field and Clinical Experience (three (3) semester hours minimum of three hundred (300) clock hours of which two hundred (200) clock hours will be in a major area (elementary or secondary); fifty (50) clock hours in a minor area (elementary or secondary); and the remaining fifty (50) clock hours will be at the discretion of the program and candidate) –

(a) Culminating Clinical Experience. This refers to elementary and secondary school placement(s) in which candidates actively participate and complete class assignments and work with students as requested while under the supervision of a school counselor. The candidate should experience a wide

range of class settings and have opportunities to collaborate with the supervising school counselor, preparation program supervisors, and/or other stakeholders working to improve student learning; or

B. A master's degree or higher degree in education, school counseling, counseling, counseling psychology, rehabilitation counseling, or a closely-related mental health discipline; and completed additional graduate coursework specific to school counseling, as designated by the recommending certification official of a counselor preparation program approved by the department; along with the following:

(I) Possess a bachelor's degree in education from a educator preparation program approved by the department; or

(II) Complete a curriculum in teaching methods and practices, classroom management, and the psychology of the exceptional child, as specified by the recommending certification officer of a counselor preparation program approved by the department; and

(III) Field and Clinical Experience (minimum of three hundred (300) clock hours of which two hundred (200) clock hours will be in a major area (elementary or secondary); fifty (50) clock hours in a minor area (elementary or secondary); and the remaining fifty (50) clock hours will be at the discretion of the program and candidate) –

(a) Culminating Clinical Experience. This refers to elementary and secondary school placement(s) in which candidates actively participate and complete class assignments and work with students as requested while under the supervision of a school counselor. The candidate should experience a wide range of class settings and have opportunities to collaborate with the supervising school counselor, preparation program supervisors, and/or other stakeholders working to improve student learning; and

4. Must achieve a score equal to or in excess of the qualifying score of any assessment(s) required by the State Board of Education (board). The official score report shall be submitted to the department;

(C) The Initial Student Services Certificate for School Psychological Examiner (Kindergarten – Grade 12), valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. The applicant shall hold a valid Missouri professional teaching certificate or student services certificate of license to teach as an elementary or secondary school counselor;

2. Completion of a master's degree from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education in one (1) of the following areas:

- A. Counseling Psychology;
- B. Educational Psychology;
- C. School Counseling; and
- D. Education;

3. Recommendation for certification from the designated official of an approved Psychological Examiner preparation program;

4. Completion of a course in Psychology/Education of the Exceptional Child;

5. The applicant must achieve a score equal to or in excess of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department; and

6. A minimum of twenty-four (24) semester hours of professional preparation at the graduate level with competencies demonstrated in all areas listed to the satisfaction



of an approved preparation program –

A. Course Areas –

(I) Psychological Development: Child, Adolescent, or Developmental Psychology;
 (II) Psychology of Education;
 (III) Statistical Methods;
 (IV) Psychology of Personality or Psychodiagnostics;
 (V) Psychological Tests and Measures for the Analysis of Student Performance;

(VI) Individual Intelligence Tests; and

(VII) Individual Diagnostic Assessments (other than the Wechsler Scales and the Stanford-Binet Intelligence Scale);

B. Competencies –

(I) Applying Methods and/or Techniques of Interpretation of Tests;

(II) Analyzing and Identifying Differences to include tiered systems for supporting instruction and behavior;

(III) Interpreting Formal and Informal Diagnostic Assessments and Applying to Guide Interventions;

(IV) Utilizing Knowledge of Classroom Environment, Psychological Principles, and Data to assist in the development of student educational plans;

(V) Applying Diagnostic Inter-viewing Techniques;

(VI) Collaborating and Consulting with Other Professionals to Identify Instructional Strategies;

(VII) Administering and Interpreting the Wechsler Scales, the Stanford-Binet Intelligence Scale, and other psychoeducational instruments; and

(VIII) Providing services consistent with ethical, legal, and professional standards; and

C. Field and Clinical Experiences (minimum of one hundred fifty (150) clock hours) –

(I) Culminating Clinical Experience. This culminating clinical experience must be in an educational setting with children and youth of school age while under the supervision of a certified School Psychological Examiner or School Psychologist. The culminating clinical experience must include the administration and interpretation of individual intelligence tests, formal and informal diagnostic procedures, and the application of the information to develop instructional strategies;

(D) The Initial Student Services Certificate for School Psychologist, valid for a period of four (4) years from the effective date of the certificate, will be issued to those persons meeting the following requirements:

1. Completion of a specialist or higher degree with a major emphasis in school psychology from an approved School Psychologist preparation program;

2. Recommendation for certification from the designated official of a School Psychologist preparation program approved by the department;

3. A minimum of sixty (60) semester hours of professional preparation at the graduate level with competencies demonstrated in all areas listed to the satisfaction of an approved School Psychologist preparation program –

A. Psychological Foundations –

(I) Biological Bases of Behavior;

(II) Human Learning;

(III) Social and Cultural Bases of Behavior;

(IV) Child and Adolescent Development;

(V) Individual Differences, including human exceptionalities; and

(VI) Developmental Psychology;

B. Educational Foundations –

(I) Instructional Design; and

(II) Organization and Operations of Schools;

C. Interventions/Problem Solving –

(I) Diverse Methods and Models of Assessment;

(II) Linked to Direct Interventions; and

(III) Linked to Indirect Interventions;

D. Statistics and Research Methodologies –

(I) Statistics;

(II) Research and Evaluation Methods; and

(III) Measurement; and

E. Professional School Psychology –

(I) History and Foundations of School Psychology;

(II) Legal and Ethical Issues;

(III) Professional Issues and Standards;

(IV) Alternative Models for Delivery of School Psychological Services;

(V) Emergent Technologies; and

(VI) Roles and Functions of the School Psychologist;

4. Competencies –

A. Data-Based Decision Making and Accountability.

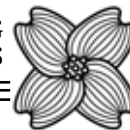
School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs;

B. Consultation and Collaboration. School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others;

C. Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills;

D. Interventions and Mental Health Services to Develop Social and Life Skills. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health;

E. School-Wide Practices to Promote Learning. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain



effective and supportive learning environments for children and others;

F. Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery;

G. Family-School Collaboration Services. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children;

H. Diversity in Development and Learning. School psychologists have knowledge of individual diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery;

I. Research and Program Evaluation. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels;

J. Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills; and

K. Information and Technology. Demonstrate an understanding of information sources and technology relevant to their work;

5. The applicant must achieve a score equal to or in excess

of the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440. The official score shall be submitted to the department; and

6. Field and Clinical Experiences (minimum of one (1) year or one thousand two hundred (1,200) clock hours) –

A. Culminating Clinical Experience. This culminating clinical experience must be a planned program of experiences and supervised internship designed to achieve these competencies as part of an approved graduate degree program in school psychology. At least half of the internship must be completed in an educational setting. This internship experience will include opportunities to demonstrate skills learned in all coursework.

(2) The requirements of this rule shall become effective August 1, 2019.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2020. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed June 22, 2018, effective Jan. 30, 2019. Amended: Filed Aug. 31, 2020, effective March 30, 2021.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.650 Certification Requirements for Career Continuous Student Services Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Continuous Student Services Certificate.

(1) An applicant for a Career Continuous Student Services Certificate who possesses good moral character may be granted a Career Continuous Student Services Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Continuous Student Services Certificates:

(A) The Career Continuous Student Services Certificate will be issued upon completion and verification of the following:

1. Four (4) years of experience approved by the Missouri Department of Elementary and Secondary Education (department) in specific area of Student Services Certification;

2. Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience);

3. The development, implementation, and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree;

4. Successful participation in an annual performance-based evaluation; and

5. For a Student Services Certificate – Speech-Language Pathologist, possession of a valid, unencumbered, undisciplined Missouri license in Speech-Language Pathology from the Missouri Board of Registration for the Healing Arts;

(B) The Career Continuous Student Services Certificate will



remain valid upon verification of the following:

1. Continued participation in a performance-based evaluation;

2. Completion of twenty (20) contact hours of professional development annually; and

3. For a Student Services Certificate – Speech-Language Pathology, possession of a valid, unencumbered, undisciplined Missouri license in Speech-Language Pathology from the Missouri Board of Registration for the Healing Arts;

(C) The Career Continuous Student Services Certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:

1. For the Career Continuous Student Services – Career Education Counselor Certificate –

A. Ten (10) years of Career Education Counselor experience approved by the department;

B. An education specialist degree in School Counseling or a closely related field; and/or

C. Certification from a nationally recognized professional counseling organization approved by the State Board of Education (board);

2. For the Career Continuous Student Services – School Counselor (K-12) Certificate –

A. Ten (10) years of School Counselor experience approved by the department;

B. An education specialist degree or higher in School Counseling or a closely related field; and/or

C. Certification from a nationally recognized professional School Counselor organization approved by the board;

3. For the Career Continuous Student Services – School Psychological Examiner Certificate –

A. Ten (10) years of School Psychological Examiner experience approved by the department;

B. An education specialist degree in School Psychology or a closely related field; and/or

C. Certification from a nationally recognized professional School Psychology organization approved by the board;

4. For the Career Continuous Student Services – School Psychologist Certificate –

A. Ten (10) years of School Psychologist experience approved by the department;

B. An education specialist degree in School Psychology or a closely related field; and/or

C. Certification from a nationally recognized professional School Psychology organization approved by the board; and

5. For the Career Continuous Student Services – Speech-Language Pathologist (Birth-Grade 12) Certificate –

A. Ten (10) years of Speech-Language Pathologist experience approved by the department;

B. An education specialist degree in Speech-Language Pathology or a closely related field; and/or

C. Certification from a nationally recognized professional Speech-Language Pathology organization approved by the board.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2024. Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed May 15, 2024, effective Nov. 30, 2024.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990,*

2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985.

5 CSR 20-400.660 Certification Requirements for Career Education (Secondary) 7-12 Certificates

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Education (Secondary) Certificates.

(1) An applicant for a Career Education (Secondary) 7-12 Certificate who possesses good moral character may be granted a Career Education (Secondary) 7-12 Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Education (Secondary) Certificates:

(A) General Requirements –

1. The applicant must submit a joint application verifying contracted employment from a Missouri educational institution; and

2. One (1) of the following –

A. Verification of a bachelor’s degree or higher in an area appropriate for the subject area being taught, and any combination of the following experiences obtained within the most recent ten (10) years that equal four thousand (4,000) hours of total experience approved by the Missouri Department of Elementary and Secondary Education (department):

(I) Related occupational experience; and

(II) Related career and technical education (CTE)

teaching experience at the postsecondary/adult level or an out-of-state school district (a school year equals two thousand (2,000) hours); or

B. Verification of an associate’s degree in an area appropriate for the subject area being taught, and any combination of the following experiences obtained within the most recent ten (10) years that equal five thousand (5,000) hours of total experience approved by the department:

(I) Related occupational experience; and

(II) Related career and technical education (CTE)

teaching experience at the postsecondary/adult level or an out-of-state school district (a school year equals two thousand (2,000) hours); or

C. Verification of any combination of the following experiences obtained within the most recent ten (10) years (only for Health Sciences and Skilled Technical Sciences areas) that equal six thousand (6,000) hours of total experience approved by the department:

(I) Related occupational experience; and

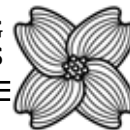
(II) Related career and technical education (CTE)

teaching experience at the postsecondary/adult level or an out-of-state school district (a school year equals two thousand (2,000) hours); and

3. Applicants for the specific area of Reserve Officers’ Training Corps (ROTC) must submit a notarized letter from the appropriate branch of the armed services indicating that applicant is an approved Junior ROTC instructor; and

(B) Professional Requirements –

1. Verification of coursework in education not to exceed eighteen (18) credit hours to include competencies appropriate for the certification area in: Curriculum; Methods; Assessment; Psychology/Education of the Exceptional Child; Foundations/Implementation; and Coordination of Cooperative Education;



(C) Certificate Titles and Specific Requirements for Each Specific Area of Career Education Certification –

1. Family Consumer Sciences and Human Services –

- A. Apparel and Textiles;
- B. Barber (requires professional licensing);
- C. Cosmetologist (requires professional licensing);
- D. Culinary Arts –

(I) For a Culinary Arts Certificate, candidates must satisfy the requirements of at least one (1) of the following:

(a) Satisfaction of the General Requirements and Professional Requirements in subsections (1)(A)-(B) of this rule and a valid ServSafe® Manager Certificate; or

(b) Satisfaction of the requirements below –

I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences; and

II. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years and a valid ServSafe® Manager Certificate;

E. Family and Consumer Sciences Related Careers Cooperative Education;

- F. Food and Beverage/Restaurant Operations Manager;
- G. Food Production, Management, and Related Services;
- H. Hospitality Administration/Management, General;
- I. Housing and Home Environments;
- J. Human Development/Adult Development and Aging –

(I) A Human Development/Adult Development and Aging certificate requires a minimum of an associate's degree;

K. Human Development/Child Care –

(I) A Human Development/Child Care certificate requires a minimum of an associate's degree;

2. Applicants for a Family and Consumer Sciences Career Education Certificate of license to teach in the specific area of Human Development/Child Care and Human Development/Adult Development and Aging must have a minimum of an associate's or higher degree in an area appropriate for the subject area being taught and comply with subsections (1)(A)-(B) general and professional requirements. Applicants in the areas of Apparel and Textiles; Barber; Cosmetologist; Culinary Arts; Family and Consumer Sciences Related Careers Cooperative Education; Food and Beverage/Restaurant Operations Manager; Food Production, Management, and Related Services; Hospitality, Administration/Management, General; and Housing and Home Environments must comply with subsections (1)(A)-(B) general and professional requirements;

3. Health Sciences –

A. Dental Assistant (requires professional licensing/certification);

B. Emergency Medical Technology/Technician (requires professional licensing/certification);

C. Health Aide or Health Services Assistant (requires professional licensing/certification);

D. Health Information/Medical Records Technology (requires professional licensing/certification);

E. Medical Assistant (requires professional licensing/certification);

F. Medical Laboratory Assistant (requires professional licensing/certification);

G. Medical Transcriptionist (requires professional licensing/certification); and

H. Pharmacy Technician/Assistant (requires professional licensing/certification);

I. Secondary Practical Nursing (requires professional licensing/certification); and

J. Sports Medicine (requires professional licensing/certification);

4. The applicant for a Health Sciences Career Education Certificate of license to teach must comply with the general and professional requirements from paragraph (1)(C)3. and the following:

A. Applicant must provide a valid authorization from the applicable accrediting agency certifying that applicant meets requirements to teach in the subject area and student level of the instructional program; and

B. Applicant must provide documentation of a valid, unencumbered, undisciplined professional license (if applicable for instructional area to be taught);

5. Skilled Technical Sciences –

A. Certificate Titles –

(I) Aircraft Mechanic/Technician, Powerplant (requires professional licensing);

(II) Airframe Mechanic/Technician, Airframe (requires professional licensing);

(III) Animation, Interactive Technology, Video Graphics, and Special Effects;

(IV) Auto/Automotive Body Repairer;

(V) Auto/Automotive Mechanic/Technician;

(VI) Aviation Management;

(VII) Building/Property Maintenance and Manager;

(VIII) Cabinet Maker and Millworker;

(IX) Carpenter;

(X) Geographic Information Science and Cartography;

(XI) Commercial Photography;

(XII) Computer and Information Systems Security/Auditing/Information Assurance;

(XIII) Computer Game Programming;

(XIV) Computer Maintenance Technology/Technician;

(XV) Computer Programming/Programmer, General;

(XVI) Computer Systems Networking and Telecommunications;

(XVII) Construction/Building Technology/Technician;

(XVIII) Construction/Heavy Equipment/Earthmoving

Equipment Operation;

(XIX) Crisis/Emergency/Disaster Management;

(XX) Diesel Engine Mechanic and Repairer;

(XXI) Drafting, General;

(XXII) Electrical and Electronics Equipment Installer and Repairer, General;

(XXIII) Electrician;

(XXIV) Fire Science/Firefighting;

(XXV) Graphic and Printing Equipment Operator, General;

(XXVI) Graphic Design, Commercial Art, and Illustration;

(XXVII) Heating, Air Conditioning, and Refrigeration Mechanic and Repairer;

(XXVIII) Heavy Equipment Maintenance and Repairer;

(XXIX) Industrial Technology/Technician;

(XXX) Laser and Optical Technology/Technician;

(XXXI) Criminal Justice Technology;

(XXXII) Machinist/Machine Technologist;

(XXXIII) Marine Maintenance and Ship Repairer;

(XXXIV) Mason and Tile Setter;

(XXXV) Motorcycle Mechanic and Repairer;

(XXXVI) Plumbing Technology/Plumber;

(XXXVII) Prepress/Desktop Publishing and Digital Imaging Design;



(XXXVIII) Radio and Television Broadcasting Technology/Technician;

(XXXIX) Remote Aircraft Pilot;

(XL) Small Engine Mechanic and Repairer;

(XLI) Truck and Bus Driver/Commercial Vehicle Operator;

(XLII) Web Page, Digital/Multimedia and Information Resources Design;

(XLIII) Welder/Welding Technologist; and

(XLIV) Water Quality and Wastewater Treatment Management and Recycling Technology/Technician;

6. The applicant for a Skilled Technical Sciences Career Education certificate of license to teach must comply with subsections (1)(A)-(B) general and professional requirements and the following:

A. The applicant must provide documentation of a valid, unencumbered, undisrupted license (if applicable for instructional area to be taught);

7. The applicant for a ROTC Career Education certificate of license to teach must comply with subsections (1)(A)-(B) general and professional requirements; and

8. The applicant for a Special Needs Career Education certificate of license to teach must comply with the general and professional requirements from subsections (1)(A)-(B) and the following:

A. Possession of a bachelor’s degree or higher from a college or university approved by the department;

B. A valid professional classification Missouri certificate of license to teach in one (1) of the following areas: elementary education, middle school, math (Grades 9-12), English (Grades 7-12), industrial arts, technology education, counseling, special education, or career education; and

C. The applicant must provide documentation/transcripts of completion of a course in Methods of Teaching Disabled Students or a methods course appropriate to the disability area(s) of their employment.

(2) An applicant for a Career Education (Secondary) Missouri certificate of license to teach Personal Finance who possesses good moral character may be granted a Career Education (Secondary) Missouri certificate of license to teach Personal Finance subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Personal Finance:

(A) General Requirements –

1. The applicant must submit a joint application verifying contracted employment from a Missouri school district;

2. Verification of a bachelor’s degree or higher in an area appropriate for the subject area being taught, and four thousand (4,000) hours of related occupational experience obtained within the most recent ten (10) years and approved by the department; and

3. Completion of the assessment(s) required by the State Board of Education (board) with a score equal to or greater than the Missouri qualifying score. The official score must be submitted to the department.

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2024.* Original rule filed Oct. 29, 2013, effective May 30, 2014. Amended: Filed Feb. 21, 2020, effective Oct. 30, 2020. Amended: Filed Oct. 27, 2021, effective May 30, 2022. Amended: Filed May 15, 2024, effective Nov. 30, 2024.

*Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014;

168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985.

5 CSR 20-400.670 Certification Requirements for Career Education (Adult) Certificate

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Education (Adult) Certificate.

(1) An applicant for a Career Education (Adult) Certificate who possesses good moral character may be granted a Career Education (Adult) Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to Career Education (Adult) Certificates:

(A) General Requirements –

1. The applicant must submit a joint application verifying contracted employment from a Missouri educational institution; and

2. One (1) of the following:

A. Verification of a bachelor’s degree or higher in an area appropriate for the subject area being taught, and any combination of the following experiences obtained within the most recent ten (10) years that equal four thousand (4,000) hours of total experience approved by the Missouri Department of Elementary and Secondary Education (department):

(I) Related occupational experience; and

(II) Related career and technical education (CTE) teaching experience at the postsecondary/adult level or an out-of-state school district (a school year equals two thousand (2,000) hours); or

B. Verification of an associate’s degree in an area appropriate for the subject area being taught, and any combination of the following experiences obtained within the most recent ten (10) years that equal five thousand (5,000) hours of total experience approved by the department:

(I) Related occupational experience; and

(II) Related CTE teaching experience at the postsecondary/adult level or an out-of-state school district (a school year equals two thousand (2,000) hours); or

C. Verification of any combination of the following experiences obtained within the most recent ten (10) years (only for Health Sciences and Skilled Technical Sciences areas) that equal six thousand (6,000) hours of total experience approved by the department:

(I) Related occupational experience; and

(II) Related CTE teaching experience at the postsecondary/adult level or an out-of-state school district (a school year equals two thousand (2,000) hours);

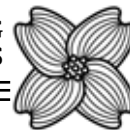
(B) Professional Requirements –

1. Verification of coursework in education not to exceed fifteen (15) credit hours to include competencies appropriate for the certificate area in: Curriculum; Methods; Assessment; and Foundations/Implementation; and

(C) Certificate Titles and Specific Requirements for Each Specific Area of Career Education Certification –

1. Agricultural Education –

A. Agricultural Education;



- B. Agricultural Business;
- C. Agricultural Mechanics;
- D. Agricultural Production;
- E. Agricultural Processing;
- F. Agricultural Resources;
- G. Agricultural Service/Supplies;
- H. Forestry; and
- I. Horticulture;
- 2. Business Education –
- A. Career Business Education;
- 3. Family Consumer Sciences and Human Services –
- A. Apparel and Textiles;
- B. Barber (requires professional licensing);
- C. Career Family and Consumer Sciences;
- D. Cosmetologist (requires professional licensing);
- E. Culinary Arts –
- (I) For a Culinary Arts Certificate, candidates must satisfy the requirements of at least one (1) of the following:
 - (a) Satisfaction of the General Requirements and Professional Requirements in subsections (1)(A)-(B) of this rule and a valid ServSafe® Manager Certificate; or
 - (b) Satisfaction of the requirements below:
 - I. Bachelor of Science Degree in Home Economics Education, Family and Consumer Sciences Education, or Vocational Family Consumer Sciences; or possession of a valid Missouri professional teaching certificate in the area of Family and Consumer Sciences;
 - II. Two thousand (2000) hours of department-approved, related occupational experience from the most recent ten (10) years; and
 - III. A valid ServSafe® Manager Certificate;
 - F. Dietetic Services;
 - G. Food and Beverage/Restaurant Operations Manager;
 - H. Food Production, Management, and Related Services;
 - I. Hospitality Administration/Management, General;
 - J. Housing and Home Environments;
 - K. Human Development/Adult Development and Aging;
 - L. Human Development/Child Care; and
 - M. Massage Therapy (requires professional licensing);
- 4. The applicant for a Family and Consumer Science Career Education Certificate of license to teach in the specific area of Human Development/Child Care and Human Development/Adult Development and Aging must have a minimum of an associate or higher degree in an area appropriate for the subject area being taught and comply with subsections (1) (A)-(B). Applicants in the areas of Apparel and Textiles; Career Family and Consumer Sciences; Culinary Arts; Food and Beverage/Restaurant Operation Manager; Food Production, Management, and Related Services; and Housing Environments must comply with subsections (1)(A)-(B);
- 5. Health Sciences –
- A. Dental Assistant (requires professional licensing/certification);
- B. Dental Hygienist (requires professional licensing);
- C. Diagnostic Medical Sonography Technician (requires professional licensing);
- D. Emergency Medical Technology/Technician (requires professional licensing/certification);
- E. Funeral Service and Mortuary Science (requires professional licensing);
- F. Health Professions and Related Sciences, Other;
- G. Health Unit Coordinator/Ward Clerk;
- H. Licensed Practical Nursing (requires professional licensing);
- I. Medical/Clinical Assistant (requires professional licensing/certification);
- J. Medical Laboratory Technician (requires professional licensing/certification);
- K. Medical Radiologic Technology/Technician (requires professional licensing);
- L. Medical Record Technology/Technician (requires professional licensing/certification);
- M. Medical Transcription (requires professional licensing/certification);
- N. Nursing Assistant/Aide;
- O. Occupational Therapy Assistant (requires professional licensing);
- P. Pharmacy Technician/Assistant (requires professional licensing/certification);
- Q. Physical Therapy Assistant (requires professional licensing/certification);
- R. Psychiatric/Mental Health Services Technician (requires professional licensing/certification);
- S. Registered Nursing Training (requires professional licensing);
- T. Respiratory Therapy Technician (requires professional licensing);
- U. Sign Language Interpreter (requires professional licensing/certification);
- V. Substance Abuse/Addiction Counseling (requires professional licensing/certification); and
- W. Surgical Technology/Technologist (requires professional licensing);
- 6. The applicant for a Health Sciences Career Education Certificate of license to teach must comply with subsections (1) (A)-(B) and the following:
 - A. Applicant must provide a valid authorization from the applicable accrediting agency certifying that applicant meets requirements to teach in the subject area and student level of the instructional program; and
 - B. Applicant must provide documentation of a valid, unencumbered, undisciplined professional license (if applicable for instructional area to be taught);
- 7. Marketing Education –
- A. Marketing;
- 8. Skilled Technical Sciences –
- A. Certification Titles –
- (I) Aircraft Mechanic/Technician, Powerplant (requires professional licensing);
- (II) Airframe Mechanic/Technician, Airframe (requires professional licensing);
- (III) Architectural Engineering Technology/Technician;
- (IV) Auto/Automotive Body Repairer;
- (V) Auto/Automotive Mechanic/Technician;
- (VI) Automotive Engineering Technology/Technician;
- (VII) Aviation Management;
- (VIII) Aviation Systems and Avionics Maintenance Technology/Technician (requires professional licensing);
- (IX) Biomedical Engineering-Related Technology/Technician;
- (X) Building/Property Maintenance and Manager;
- (XI) Cabinet Maker and Millworker;
- (XII) Carpenter;
- (XIII) Geographic Information Science and Cartography;
- (XIV) Chemical Technology/Technician;
- (XV) Civil Engineering/Civil Technology/Technician;
- (XVI) Commercial Photography;
- (XVII) Communications Systems Installer and Repairer;
- (XVIII) Computer Installer and Repairer;



- (XIX) Computer Maintenance Technology/Technician;
- (XX) Construction Equipment Operator;
- (XXI) Construction/Building Technology/Technician;
- (XXII) Crisis/Emergency/Disaster Management;
- (XXIII) Diesel Engine Mechanic and Repairer;
- (XXIV) Drafting, General;
- (XXV) Electrical and Electronics Equipment Installer and Repairer, General;
- (XXVI) Electrical and Power Transmission Installer, General;
- (XXVII) Electromechanical Technology/Technician;
- (XXVIII) Fire Protection and Safety Technology/Technician;
- (XXIX) Fire Science/Firefighting;
- (XXX) Graphic and Printing Equipment Operator, General;
- (XXXI) Graphic Design, Commercial Art, and Illustration;
- (XXXII) Heating, Air Conditioning, and Refrigeration Mechanic and Repairer;
- (XXXIII) Heavy Equipment Maintenance and Repairer;
- (XXXIV) Industrial Design;
- (XXXV) Industrial Electronics Installer and Repairer;
- (XXXVI) Industrial Machinery Maintenance and Repairer;
- (XXXVII) Instrumentation Technology/Technician;
- (XXXVIII) Ironworking/Ironworker;
- (XXXIX) Laser and Optical Technology/Technician;
- (XL) Criminal Justice Technology;
- (XLI) Machinist/Machine Technologist;
- (XLII) Major Appliance Installer and Repairer;
- (XLIII) Manufacturing Technology;
- (XLIV) Marine Maintenance and Ship Repairer;
- (XLV) Mason and Tile Setter;
- (XLVI) Mechanical Engineering/Mechanical Technology/Technician;
- (XLVII) Motorcycle Mechanic and Repairer;
- (XLVIII) Nuclear Engineering Technology/Technician;
- (XLIX) Occupational Safety and Health Technology/Technician;
- (L) Painter and Wall Coverer;
- (LI) Pipefitting/Pipefitter and Sprinkler Fitter;
- (LII) Plumbing Technology/Plumber;
- (LIII) Quality Control Technology/Technician;
- (LIV) Radio and Television Broadcasting Technology/Technician;
- (LV) Robotics Technology/Technician;
- (LVI) Sheet Metal Worker;
- (LVII) Small Engine Mechanic and Repairer;
- (LVIII) Truck, Bus, and Other Commercial Vehicle Operator (requires professional licensing);
- (LIX) Upholsterer;
- (LX) Water Quality and Wastewater Treatment Technology/Technician; and
- (LXI) Welder/Welding Technologist; and

9. The applicant for a Skilled Technical Sciences career education certificate of license to teach must comply with subsections (1)(A)-(B) and the following:

A. Applicant must provide documentation of a valid, unencumbered, undisciplined copy of their professional license (if applicable for instructional area to be taught).

AUTHORITY: sections 161.092, 168.011, 168.071, 168.081, 168.400, 168.405, and 168.409, RSMo 2016, and section 168.021, RSMo Supp. 2024. Original rule filed Oct. 29, 2013, effective May 30, 2014.*

Amended: Filed Oct. 27, 2021, effective May 30, 2022. Amended: Filed May 15, 2024, effective Nov. 30, 2024.

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013, 2014, 2018, 2020, 2022, 2024; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013, 2014; 168.081, RSMo 1963, amended 1984, 2002, 2014; 168.400, RSMo 1985, amended 1990, 2002, 2024; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.680 Certification Requirements for Career Education (Secondary/Adult) Certificates

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Education (Secondary/Adult) Certificate.

(1) An applicant for a Career Education (Secondary/Adult) Certificate, valid for a period of four (4) years, may be granted a Career Education (Secondary/Adult) Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional requirements:

(A) Applicants for a Career Services Coordinator (Secondary/Adult) Career Education Certificate, valid for a period of four (4) years from the effective date of the certificate, will be issued such a certificate subject to the following requirements:

1. The applicant must have secured a Career Services Coordinator position in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification for the applicant; and

2. The applicant must possess a bachelor's degree or higher degree in a business-related field or human resources.

(B) Applicants for an Adult Education Supervisor (Secondary/Adult) Career Education Certificate, valid for a period of four (4) years from the effective date of the certificate, will be issued such a certificate subject to the following requirements:

1. The applicant must have secured employment in their area of professional/technical preparation and/or training and the employing school district or postsecondary institution must request and endorse certification; and

2. The applicant must possess a bachelor's degree or higher.

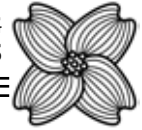
(2) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2013. Original rule filed Oct. 29, 2013, effective May 30, 2014.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013; 168.081, RSMo 1963, amended 1984, 2002; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.690 Certification Requirements for Career Continuous Career Education Certificate

PURPOSE: The State Board of Education is authorized to grant



certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for each of the various areas of certification within the Career Continuous Career Education Certificate.

(1) An applicant for a Career Continuous Career Education (CCCE) Certificate who possesses good moral character may be granted a CCCE Certificate subject to the certification requirements found in 5 CSR 20-400.500 and the following additional certification requirements specific to CCCE certificates:

(A) CCCE Certificate will be issued to an applicant upon completion and verification of the following:

1. Four (4) years of teaching experience approved by the Missouri Department of Elementary and Secondary Education (department);

2. The development, implementation, and completion of a professional development plan of at least ninety (90) contact hours of professional development relating to the specific career education subject area for which the educator seeks certification and approved by the local district to include clearly stated goals for improvement and enrichment;

3. Participation in a mentoring program for a minimum of two (2) years, the guidelines for which shall be established by the local district;

4. Annual participation in the district's performance-based teacher evaluation (PBTE) program; and

5. For applicants for a Career Continuous Career Education Certificate in Secondary Education, verification of participation in a Beginning Career Education Teacher's Assistance Program. The assistance may include retraining, internship, counseling, and in-service training;

(B) The CCCE is continuous upon verification by the employing school district that the certificate holder has participated in the district's PBTE program and completed thirty (30) contact hours of professional development relating to the specific career education subject area for which the educator seeks certification each school year.

1. Individuals possessing a CCCE who do not complete thirty (30) contact hours of professional development each school year may, within two (2) years, make up the missing hours. The individual must first meet the thirty (30) hour requirement for the current year and then count the excess hours as make-up hours.

2. A CCCE becomes inactive if the individual does not make up the requisite hours within two (2) school years.

3. A CCCE may be reactivated by the individual by completing twenty-four (24) contact hours of professional development within six (6) months prior to or after the reactivation of the certificate. Failure of the individual to complete the twenty-four (24) contact hours within six (6) months will result in the certificate becoming inactive.

(C) The CCCE holder is exempt from the thirty (30) contact hours of professional development, if the holder has a local professional development plan in place with the school and at least two (2) of the following:

1. Ten (10) years of teaching experience approved by the department;

2. A master's degree from an accredited college or university; and/or

3. Certification from the National Board for Professional Teaching Standards.

(2) The requirements of this rule shall become effective August

1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2013. Original rule filed Oct. 29, 2013, effective May 30, 2014.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013; 168.081, RSMo 1963, amended 1984, 2002; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*

5 CSR 20-400.700 Certification Requirements for Adult Education and Literacy

PURPOSE: The State Board of Education is authorized to grant certificates of license to teach in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule outlines the requirements for application for a certificate of license to teach Adult Education and Literacy.

(1) An applicant for an initial Missouri certificate of license to teach Adult Education and Literacy who possesses good moral character may be granted an initial Missouri certificate of license to teach Adult Education and Literacy, valid for a period of four (4) years, subject to the certification requirements found in 5 CSR 20-400.500 and the following additional requirements specific to an initial Adult Education and Literacy Certificate:

(A) Professional Requirements –

1. A bachelor of arts or bachelor of science degree from a college or university approved by the Missouri Department of Elementary and Secondary Education (department);

2. Successful completion of a pre-certification workshop authorized by the department no later than three (3) months after hire date; and

3. Completion and submission of any required pre- and/or post-workshop activity to the department;

(2) Career Continuous Adult Education and Literacy Certificate –

(A) A Career Continuous Adult Education and Literacy Certificate may be issued to an applicant upon submission of an application for such certification and verification of the following:

1. Four (4) years of teaching experience approved by the department;

2. Participation in a two (2) year mentoring program with an experienced teacher of Adult Education and Literacy;

3. Participation in any required workshops;

4. Participation in sixty (60) hours of professional development in addition to required workshops;

5. Participation in an annual performance-based teacher evaluation (PBTE); and

6. Accumulation of a minimum of one hundred (100) Adult Education and Literacy instructional hours per year during the four (4) years of state approved teaching experience; and

(B) A Career Continuous Adult Education and Literacy Certificate holder is exempt from the twenty (20) contact hours of professional development, if the holder has a local professional development plan in place with the school and at least two (2) of the following:

1. Ten (10) years of teaching experience approved by the department;

2. Accumulation of a minimum of one hundred (100) Adult



Education and Literacy instructional hours per year during the ten (10) years of state approved teaching experience; and/or
3. A masters degree from an accredited college or university.

(3) The requirements of this rule shall become effective August 1, 2017.

AUTHORITY: sections 168.011, 168.405, and 168.409, RSMo 2000, and sections 161.092, 168.021, 168.071, 168.081, and 168.400, RSMo Supp. 2013. Original rule filed Oct. 29, 2013, effective May 30, 2014.*

**Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013; 168.011, RSMo 1963, amended 1984; 168.021, RSMo 1963, amended 1973, 1984, 1988, 1990, 1998, 2000, 2003, 2008, 2009, 2011, 2013; 168.071, RSMo 1963, amended 1973, 1978, 1984, 1988, 1993, 1998, 2002, 2003, 2011, 2013; 168.081, RSMo 1963, amended 1984, 2002; 168.400, RSMo 1985, amended 1990, 2002; 168.405, RSMo 1985; and 168.409, RSMo 1985.*