LINDENWOOD
School of Education

The Missouri Standards for the
Preparation of Educators (MoSPE)

Missouri Teacher Standards
Portfolio Standards and Artifacts Course Matrix

Revised: August 2015

Acknowledgments
A special acknowledgement is extended to the staff of the Lindenwood University School of Education for their contributions throughout the entirety of this project.
Dear Student:

Welcome to the Lindenwood University School of Education Teacher Candidate Portfolio Standards Matrix. This document has been prepared to guide you through the requirements of the electronic standards portfolio. The Educator Preparation Program Portfolio at Lindenwood University is based upon the nine Missouri Teacher Standards from the Missouri Department of Elementary and Secondary Education. In addition a tenth standard was added to address research and theory. You will also see the themes of the Lindenwood University School of Education Teacher Education Conceptual Framework throughout your coursework and within this matrix. In particular, the information contained within this document will be of vital assistance when writing your reflective statements. This matrix matches the artifacts with the appropriate education courses. As you begin your educator preparation program, you will simultaneously begin the work of creating your portfolio. As you continue through the program, your work will become organized and goal-driven. By the time you complete student teaching you will have a fully documented description of your professional growth and achieved competence in the complex act called teaching.

Dr. Cynthia Bice, Dean for the School of Education
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Scaffolding to MoPTA: Rationales and Reflections

The new performance assessment for student teachers (Missouri Preservice Teacher Assessment or MOPTA) has forced Lindenwood faculty to rethink the student teaching experience. The MoPTA requires in-depth written responses to prompts as well as creation of artifacts during student teaching. For more information about this state-mandated assessment, please see this website:

http://mega.ets.org/test-takers/mopta/build-submit-tasks/requirements

Teacher candidates no longer have time to complete a portfolio demonstrating their knowledge of the MoSPE standards during student teaching. The portfolio will now be completed during coursework, with the MoPTA as the culminating project during student teaching.

Each student is required to demonstrate and write about their understanding of the Missouri teacher standards. In order to do this, students should supply an artifact for each standard. This artifact will be an assignment, assessment, or activity completed in the course. Students will write, as a course assignment, a reflective essay about the artifact and the standard. This essay is called a rationale/reflection or R/R. The rationale and reflection articulates the importance of the entire standard for the certification area and a description of the artifact and its relation to the standard. Students should submit a rationale and reflection for each standard, as opposed to each quality indicator for each standard. Each rationale/reflection will be written as a course assignment and graded by a professor. A matrix of the assigned R/R and corresponding classes are listed later in this document.

This is different from the previous process of writing one page rationales and reflections for each individual indicator (36 total). However, the standard, in its entirety, must be addressed, so the documents will be longer than one page. Students should be specific and use vocabulary from the standard. It should be clear what the artifact is, and students should analyze the strengths and weaknesses of the artifact (s). This will both prepare students for the rigorous writing requirements of MoPTA and prepare students for the new teacher evaluation system, which uses the MOSPE standards and indicators.

Lindenwood University, and all other educator preparation programs in the state of Missouri, are responsible for demonstrating that all candidates have the skills and knowledge articulated in the teacher standards. The portfolio is used at Lindenwood as one source of evidence of this. As such, every candidate must complete a rationale/reflection for all nine Missouri teacher standards.
Writing Rationale/Reflections in Courses

The portfolio matrix articulates which standards are associated with which courses. Suggested artifacts are also provided, although each professor has the freedom to create his or her own activities and assignments. Each professor should note the artifacts in the syllabus, and the rationale/reflection must be an assignment noted in the syllabus. It is very important that anyone teaching a course on the matrix assign the rationale/reflection. This spreads the burden to only one standard per class, and students will not be overwhelmed with the entire portfolio at any one time.

The draft of the rationale/reflections should be turned in on Blackboard as a Turnitin assignment. Turnitin will identify if students try to use the work of others. Students should revise the rationale/reflection at least once using instructor feedback. This document offers many resources to students writing rationale/reflections.

Once the rationale/reflection has been revised, students should upload their final draft to Foliotek, along with the artifact. Students should remove the names of any students, cooperating teachers, districts, etc. from the artifacts and R/Rs. This is in preparation for MoPTA.

Professors should note within Foliotek (either through a comment or an evaluation with a set due date) their approval of the rationale/reflection. At the conclusion of coursework and prior to student teaching, teacher candidates need a rationale/reflection and corresponding artifact(s) for all standards. There is not time to complete rationale/reflections, MoPTA, and student teaching. Rationale/reflections are a program requirement.
Artifacts

For each rationale/reflection, students must also upload at least one artifact. Artifacts are assignments, activities, assessments, any document that demonstrates proficiency in the skills and knowledge outlined in that standard. For some standards, more than one artifact may be necessary. There is no need to create an artifact specifically for the rationale/reflection; students should already have the artifact from the activities required in your class. An artifact may also be a certificate of attendance from a professional development workshop or conference, an agenda from a K-12 meeting attended or observed, etc.

The student’s choice of artifacts is at the discretion of your professor. Some professors will require specific artifacts from the class, and others will let you choose. This depends on the course. Each professor may have differing course assignments. Some large assignments, such as a unit plan, may be enough to satisfy an entire standard. Other standards may require multiple artifacts. The artifacts on the matrix are suggestions, not requirements.

Rationale/reflections are evaluated based on the content of the writing, not on the quality of the artifact. However, the artifact(s) must be uploaded into Foliotek. Please remember to delete mention of student names, school names, teacher names, and any other identifying information in your artifacts and rationale/reflections.
Matrix of Courses and Assigned Standards

For a complete list of each standard and all associated quality indicators, please see this website [https://dese.mo.gov/sites/default/files/TeacherStandards.pdf](https://dese.mo.gov/sites/default/files/TeacherStandards.pdf). Artifacts listed are suggestions.

<table>
<thead>
<tr>
<th>The teacher candidate . . .</th>
<th>Suggested Artifacts</th>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle School</th>
<th>Secondary/K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.</td>
<td>Unit plan  Inquiry or experiential learning lesson plan  Research paper</td>
<td>EDU 30600  EDU 50600</td>
<td>EDU 31300  EDU 55300  EDU 31900  EDU 51900</td>
<td>Methods Course</td>
<td>Methods Course</td>
</tr>
<tr>
<td>2. Understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and supports the intellectual, social, and personal development of all students.</td>
<td>IEP Case Study  IDEA chart or development matrix  Research paper or presentation  Article review  IRIS module</td>
<td>EDU 20200  EDU 50200  OR  EDU 34100  EDU 54100</td>
<td>EDU 20200  EDU 50200  OR  EDU 34100  EDU 54100</td>
<td>EDU 20200  EDU 50200  OR  EDU 34100  EDU 54100</td>
<td>EDU 20200  EDU 50200  OR  EDU 34100  EDU 54100</td>
</tr>
<tr>
<td>3. Recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.</td>
<td>Lesson Plan/unit plan  Group assessment project  Journal entries from practicum or tutoring log</td>
<td>EDU 30500  EDU 50300</td>
<td>EDU 30500  EDU 50300</td>
<td>EDU 30700/30710  EDU 50700/50710</td>
<td>EDU 30700/30710  EDU 50700/50710</td>
</tr>
<tr>
<td>4. Uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills including instructional resources.</td>
<td>Lesson plan  Feedback from professor/peers on lesson taught  Contextual Factors Chart</td>
<td>EDU 32200  EDU 52100/52210 0</td>
<td>EDU 32200  EDU 52100/52210 0</td>
<td>EDU 32100  EDU 52100/52110</td>
<td>EDU 32100  EDU 52100/52110</td>
</tr>
<tr>
<td>5. Uses an understanding of individual</td>
<td>Classroom Management</td>
<td>EDU 34400</td>
<td>EDU 34400</td>
<td>EDU 34300</td>
<td>EDU 34300</td>
</tr>
</tbody>
</table>
and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

<table>
<thead>
<tr>
<th></th>
<th>Plan</th>
<th>EDU 52100/54410</th>
<th>EDU 52100/54410</th>
<th>EDU 52100/54310</th>
<th>EDU 52100/54310</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>Host teacher/ professor observation feedback Investigative responses papers Parent Communication</td>
<td>EDU 38000 EDU 52100/54410</td>
<td>EDU 38000 EDU 52100/54410</td>
<td>EDU 38000 EDU 52100/54310</td>
</tr>
<tr>
<td>7.</td>
<td>Understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction to enable students to grow and develop.</td>
<td>Midterm test Lesson plan/unit plan with rubric</td>
<td>EDU 40400 EDU 51800/ EDU 58400</td>
<td>EDU 40400 EDU 51800/ EDU 58400</td>
<td>EDU 40400 EDU 51800/ EDU 58400</td>
</tr>
<tr>
<td>8.</td>
<td>Is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher seeks out opportunities to grow professionally in order to improve learning for all students.</td>
<td>Scholarly article summary/critique Presentation of scholarly article Artifact showing attendance at PD event or membership in professional organization Code of ethics Board Meeting Reflection</td>
<td>EDU 10000 EDU 50000</td>
<td>EDU 10000 EDU 50000</td>
<td>EDU 10000 EDU 50000</td>
</tr>
<tr>
<td>9.</td>
<td>Has effective working relationships with students, parents, school colleagues, and community members.</td>
<td>Instructional Resources Chart for placement school Observational log/journal</td>
<td>EDU 11100 EDU 50000</td>
<td>EDU 11100 EDU 50000</td>
<td>EDU 11100 EDU 50000</td>
</tr>
</tbody>
</table>
Foliotek

Foliotek is the online portfolio management system used by the School of Education. Students in teacher education, leadership, and counseling use Foliotek for storage and evaluation of portfolios. In teacher education, Foliotek is used to request an observation or practicum placement, store important documents such as assessment scores and background checks, and house the student’s portfolio.

Students access Foliotek through their EDU professor’s Blackboard shell. Students should NOT go to www.foliotek.com to create an account. A Foliotek account can only be created by accessing a Blackboard. If students are not currently enrolled in an EDU course or are in between semesters, they can access Foliotek through the Blackboard community.

Documents uploaded to Foliotek can be viewed by Department of Teacher Education faculty, advisors, the Field and Clinical Office, and School of Education administrators. Comments posted in Foliotek can also be viewed by all of these individuals.

As students progress through the program, they should upload documents to their student teaching application. For example, in EDU 21501/51500 students will complete the Missouri Educator Profile. They should immediately upload their results to Foliotek. Assessment results are only available for download for a limited period of time. Saving these documents in Foliotek will ensure they are safely stored and can be accessed as needed by the advisor and student.

For a timeline of assessments, please see the last pages of this document.
Directions for Joining the Teacher Education Organization on Blackboard

This organization will keep you informed about the student teaching application and certification assessment requirements.

1. Go to the Lindenwood home page. Click Blackboard, then Access Blackboard.

2. Log in with your username and password (same as your lionmail).

3. Click the community tab at the top.

4. Type “student teachers” into the search box on the left.

5. Click the arrow next to the organization and then click enroll.

The access code is MOPTA. Use all capital letters.
How to Upload a Rationale/Reflection in Foliotek

*Foliotek works best in Chrome or Firefox. Internet Explorer is not recommended.*

1. Click the Foliotek link from your professor’s Blackboard shell.
2. Click Rationale/Reflection from the left menu.

3. Choose the standard assigned in that class.

4. Click the standard (note that it is time and date stamped when the files were uploaded). In the example below, no files have yet been uploaded.
6. Click “add file” and browse to find your rationale/reflection. Remember to follow the same process for uploading artifacts. All artifacts should be uploaded. If you are uploading large files with pictures, you may want to compress your documents to save file space. Foliotek has instructions for how to do this.

7. When you are ready to submit to your professor for a grade . . . click “evaluations” under the tools menu.

8. Choose the correct standard, and click “submit my work.”

9. Your professor will receive an email that you have submitted that standard for review. The professor will complete the rubric. You will receive an email when it has been scored.

10. Access the score under the “completed” tab in Foliotek.

11. Anything that has been uploaded to the student teaching application or other areas of Foliotek are viewable by faculty (including your advisor), the certification officer, and the Field and Clinical Experiences Office.
<table>
<thead>
<tr>
<th>MoSPE Standard</th>
<th>Effective and Consistent</th>
<th>Limited/Vague</th>
<th>Minimal/Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale:</strong> Owning the Standard</td>
<td>The writer restates the standard in his or her own words and articulates the importance of the entire standard for his or her certification area.</td>
<td>The writer does not address all elements of the standard equally. The standard is loosely connected to the writer’s certification area.</td>
<td>The writer’s certification area is not mentioned. Restatement of standard is inaccurate or missing a part of the standard.</td>
</tr>
<tr>
<td><strong>Rationale:</strong> Context of artifact</td>
<td>The writer describes the artifact(s) and the context, including the assignment and course. The reader does not need to open the artifact to understand what it is and the purpose.</td>
<td>The writer is not clear about details of the artifact such as if the lesson plan was actually taught. An outsider with no knowledge of the class would be confused.</td>
<td>No context for the artifact is given. Reader must open the artifact and read in detail to make any sense of the R/R.</td>
</tr>
<tr>
<td><strong>Rationale:</strong> Alignment of Artifact</td>
<td>The writer justifies the alignment of the artifact(s) with the standard using specific examples.</td>
<td>The writer explains why the artifact was chosen in general terms with little to no examples. Reader has to open artifact to understand.</td>
<td>The writer assumes the reader knows why the artifact was chosen and gives no attempt at explanation.</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Analysis of Artifact</td>
<td>The writer analyzes the strengths and concerns of the artifact(s) in light of the standard and best practices with citations, as appropriate for the course.</td>
<td>Analysis is surface-level. Analysis may wander off topic of the standard. Few best practices or research-based methods are mentioned.</td>
<td>The writer makes little to no attempt at analyzing the artifact. No best practices or research-based methods are mentioned.</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Growth and Goals</td>
<td>The writer understands his or her growth as a teacher and sets appropriate goals.</td>
<td>The writer proposes vague goals. Growth discussed is not fully connected to standard.</td>
<td>The writer does not mention growth or goals in reflection.</td>
</tr>
<tr>
<td><strong>Artifact</strong></td>
<td>Artifact is present and verifies the statements made in the rationale and reflection. Artifact(s) represents entire standard.</td>
<td>Artifact is present and verifies the statements made in the rationale and reflection.</td>
<td>Artifact is missing or does not contain what is claimed in R/R.</td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>The writing is engaging and concise with few errors. The writing flows, and the sentences vary.</td>
<td>The writer makes errors, but they do not interfere with meaning.</td>
<td>Errors are so frequent that they interfere with meaning.</td>
</tr>
</tbody>
</table>
How to Write a Rationale/Reflection Step by Step

1. Copy and paste the standard and indicators at the top of the document.
2. List the artifact(s) you are using. You will need to upload both the rationale/reflection and the artifact into your Foliotek account.
3. Note your name, the course, the instructor, and the date in the header.
4. For the first sentence of the rationale, put the standard in your own words.
5. Explain why the standard is important to your specific certification level/area.
6. Justify why this artifact aligns with the standards. Describe the artifact in light of the standard. Give some context including how the artifact was created (individually, in a group), the purpose of the assignment, if it was a simulation or field experience activity, etc. Specific details explicitly connected to the standard will strengthen the rationale.
7. Repeat step 6 if you have multiple artifacts. Remember to use a transition. Note at the beginning of the rationale that you are using multiple artifacts to meet the standard. If you have an individual artifact aligned with each indicator, say so.
8. A strong rationale from a teacher candidate near the end of his or her program should also connect the artifact to best practice or educational theory. The teacher candidate should be able to defend his or her choices for an artifact, i.e. why cooperative learning was used in a lesson plan. Justifying instructional decisions is a major component of MoPTA.
9. For the reflection, note the strengths and weaknesses of the artifact, again focusing on the standard. What did you learn from creating this artifact? Here is the place to discuss how the lesson or activity went if it was implemented with K-12 students. If there are pieces of the standard or indicators not entirely met by the artifact, discuss what you will do in the future.
10. Read the rationale/reflection out loud, correcting any mistakes or awkward wording. Make sure the R/R is divided into paragraphs.
11. Highlight each piece of the standard/indicator, then highlight where in the rationale/reflection you discuss that phrase. Make sure you are mirroring the language in the standard. Do not make the reader assume the connection.
General Steps for Working with the Standards

It is all about what you know and can do

By: Mary Baker

THINK AND TALK BEFORE YOU WRITE

1. Do you know what the standard is asking of you?
   - Can you paraphrase the standard?
   - Do you understand the importance of the standard for teachers?
   - Do you understand the relationship between the standard and its indicators?
   - Can you explain how this standard leads to student learning?

2. Can you “do” this standard? Artifacts
   - What artifacts in this course can you use to support your ability to execute this standard? (some instructors will specify which ones to use, others will leave this up to you)
   - How many artifacts will you need to address every indicator for this standard? (depends on the instructor)
   - Can you highlight the part of the artifact that matches the indicator closely?

ORGANIZE AND PLAN BEFORE YOU WRITE

3. Do you have a plan to this essay? (mind map, cluster, outline, jot list...)
   - What order makes the best sense? You can answer the indicators in whatever order works best for you.
   - What key words from standard and indicators are you using in the essay?
   - Where are you placing the student learning statements?

START THE DRAFTING WITH THESE POINTS IN MIND

4. Did I place the standard in my own words?
   - I must prove I understand what is required from me in this standard.
   - I must tie it to my content and my artifacts.
   - I must understand the importance of all teachers to be able to execute this standard.

5. For each indicator and artifact, am I detailed enough with my description and analysis?
   - I need to describe the artifact enough that the marker doesn’t really have to look at the artifact at all.
   - I need to be specific enough that a teacher of any content or grade level would understand the basics of the artifact. (address the parts of the artifact that directly support the standard/indicators)
   - I will spend most of my time analyzing how this artifact, indeed, shows my growing competency with this standard.
   - I will use the appropriate terminology that all teachers share in this career.

6. How do I end this essay?
   - Just my restating of the introduction shows a weakness in my writing.
   - I must have an “Amen” to end.
      - last artifact ties back to the standard
      - student learning accomplished under this standard
      - reflect on your growth and future work

Prove to your instructor that you know how to teach your students and you can teach your students.
Remember that each instructor will be the marker of the standards assigned to that class.
Remember what your reader is demanding of you.
Standard 1 “Look Fors”  
By: Marie Fero

Standard #1 Content knowledge aligned with appropriate instruction.  
The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Translation: pre-service teachers (you) explain “how” they understand the main concepts, structures, and ways to deliver learning, and make children think in whatever subject is being taught.

Pre-service teachers will show how they make learning experiences meaningful and engaging for all students through the incorporation of these aspects.

[SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior.]

This means that you are prepared to teach the content, and that you have a firm grasp of what you are teaching. Being well-prepared creates a positive learning environment, thus less off-task behaviors by students.

Quality Indicator 1: Content knowledge and academic language
   a. know your stuff and explain WHY you know your stuff
   b. Use the academic language (vocabulary) of the subject you are teaching, and state that you indeed do so. Definition of academic language:

Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are language demands that teachers need to consider as they plan to support student learning of content. These language demands include vocabulary, language functions, syntax, and discourse.

Quality Indicator 2: Student engagement in subject matter

This is tough to write up if you haven’t already taught the lesson you are describing. The best thing to do in this case is to use the content of the lesson, and describe how you hope to engage students in learning through your various objectives/activities.

If you have taught the lesson, make sure to explain exactly how it engaged students in learning through examples of student reaction to the material, etc.
Quality Indicator 3: Disciplinary research and inquiry methodologies:

This refers to research in the subject area that you used to create your artifact, along with the methods of inquiry you employed with children in order to elicit responses based on critical thinking, not just yes and no answers. How did the lesson make them think? Make decisions?

Quality Indicator 4: Diverse social and cultural perspectives:

Describe how your artifact addresses diverse and cultural perspectives of students. Are you including ELL students? Some students do not have words or concepts in their languages that correspond to words in English. How are you addressing this issue? If you are doing a unit on families, are you addressing types of families, including same-sex couples, etc? The bottom line is to make sure that you are teaching to the whole child, while addressing all of the accompanying diversities found in your classroom.
Lindenwood Teacher Education Checklist

<table>
<thead>
<tr>
<th>To Do List</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Join Blackboard Community <a href="http://www.lindenwood.edu/newsletter1/blackboard.pdf">http://www.lindenwood.edu/newsletter1/blackboard.pdf</a></td>
</tr>
<tr>
<td>✓ Sign up for Teacher Ed Newsletter <a href="http://custapp.marketvolt.com/Form/c1ZfAsFxGa/Signup/">http://custapp.marketvolt.com/Form/c1ZfAsFxGa/Signup/</a></td>
</tr>
<tr>
<td>✓ Purchase Foliotek (through Blackboard)</td>
</tr>
<tr>
<td>✓ Family Care Safety Background Check (MO Placements) <a href="http://health.mo.gov/safety/fcsr/">http://health.mo.gov/safety/fcsr/</a></td>
</tr>
<tr>
<td>✓ Illinois State Police Background Check (IL Placements) <a href="http://www.isp.state.il.us/crimhistory/chri.cfm">http://www.isp.state.il.us/crimhistory/chri.cfm</a></td>
</tr>
<tr>
<td>✓ Write Rationale/Reflection for each class; upload R/R and artifact to Foliotek <a href="http://www.lindenwood.edu/education/teacherEd/docs/matrix.pdf">http://www.lindenwood.edu/education/teacherEd/docs/matrix.pdf</a></td>
</tr>
<tr>
<td>✓ Missouri Educator Profile</td>
</tr>
</tbody>
</table>
| ✓ Missouri General Education Assessment (MoGEA, [undergrad only]). Cut Scores:
  - English: 186
  - Writing: 167
  - Math, Science, Social Studies: 183 |

<table>
<thead>
<tr>
<th>Cost</th>
<th>When to do this</th>
<th>Date Completed*</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>Week #2 of EDU 100/500 *Starting Fall 2015</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>Week #2 of EDU 100/500 *Starting Fall 2015</td>
<td></td>
</tr>
<tr>
<td>$59</td>
<td>Week #3 of EDU 100/500 *Starting Fall 2015</td>
<td></td>
</tr>
<tr>
<td>$12</td>
<td>When requesting observation/practicum placement-Wk #3 of EDU 100/500</td>
<td></td>
</tr>
<tr>
<td>$16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>At the end of each course listed on Matrix</td>
<td></td>
</tr>
<tr>
<td>$22</td>
<td>EDU 21500/51500 or before student teaching application</td>
<td></td>
</tr>
<tr>
<td>$49 for all $25 for a single subtest</td>
<td>Within first two years at Lindenwood (undergraduate only)</td>
<td></td>
</tr>
</tbody>
</table>

*Date uploaded to Foliotek
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Cost</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Substitute Certificate from DESE (6-8 weeks processing)</td>
<td>$50 application fee $44.80 fingerprints</td>
<td>Upon successful completion of 60 college credit hours</td>
</tr>
<tr>
<td><a href="http://www.lindenwood.edu/education/teacherEd/studentTeachingApplication.html">http://www.lindenwood.edu/education/teacherEd/studentTeachingApplication.html</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Missouri Content Assessment</td>
<td>Varies, most are $77, elementary $110</td>
<td>One year before student teaching semester</td>
</tr>
<tr>
<td>Cut Score: 220</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.mo.nesinc.com/Content/Docs/MEGA_Requirements.pdf">http://www.mo.nesinc.com/Content/Docs/MEGA_Requirements.pdf</a></td>
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</tr>
<tr>
<td>✓ Maintain 3.0 GPA in all Education and content courses,</td>
<td>Cost to send transcript from all other institutions</td>
<td>Certification and student teaching application requirement</td>
</tr>
<tr>
<td>including any transfer courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ For MAT students, the GPA requirement includes undergraduate content courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ 2.75 cumulative GPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Submit Application for Student Teaching</td>
<td>none</td>
<td>Jan. 30 for Fall Aug. 30 for Spring</td>
</tr>
<tr>
<td><a href="http://www.lindenwood.edu/education/teacherEd/studentTeachingApplication.html">http://www.lindenwood.edu/education/teacherEd/studentTeachingApplication.html</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Missouri Preservice Teacher Assessment</td>
<td>$275</td>
<td>During student teaching; deadlines set by ETS</td>
</tr>
<tr>
<td><a href="http://mega.ets.org/test-takers/mopta/build-submit-tasks">http://mega.ets.org/test-takers/mopta/build-submit-tasks</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Apply for Missouri Teacher Certification</td>
<td></td>
<td>Upon successful completion of student teaching</td>
</tr>
<tr>
<td><a href="https://k12apps.dese.mo.gov/webLogin/login.aspx">https://k12apps.dese.mo.gov/webLogin/login.aspx</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated July 2015

*Date uploaded to Foliotek