WELCOME TO TEACHING…
AND, WELCOME BACK

Whether you’re stepping into your own classroom for the first time, or you’re a seasoned veteran, there are still lots of things to keep track of when it comes to teaching. This guide is a compilation of relevant information for teachers at any stage of their careers.

Keep this guide handy as a reference for information on certification, mentoring and assessment. You’ll also find information on professionalism, parent-teacher relations, classroom management and other topics that might need a few reminders.

For many of you, this information will be a review, but it’s always good to have a refresher. Information geared toward new teachers, such as working with a mentor, will be toward the front. If you’re nearing retirement, there will be more information toward the back for you. In between, there’s plenty of information that applies to everyone. Information about MSTA’s services is also toward the back.

We hope this is helpful and that you have a great year.
SUCCESS GUIDE FOR TEACHERS

Welcome ................................................................................................................................................................2
Code of Professional Ethics ............................................................................................................................4
Student to teacher ........................................................................................................................................5
Décor tips ........................................................................................................................................................6
Successful evaluations ..................................................................................................................................7
Mentoring ............................................................................................................................................................8
Top 10 to-dos ...................................................................................................................................................10
Classroom management ....................................................................................................................................12
Legal Q & A .....................................................................................................................................................14
Legal issues ......................................................................................................................................................16
Professional files: Five essentials ...................................................................................................................17
Certification .....................................................................................................................................................18
Parent relations ..............................................................................................................................................20
Testing ...............................................................................................................................................................22
Successful subbing .........................................................................................................................................24
Social networking ............................................................................................................................................25
Grant writing ......................................................................................................................................................26
Seek (loan) forgiveness ....................................................................................................................................27
Support for new teachers ...............................................................................................................................28
Success over stress ..........................................................................................................................................29
Be successful to the end ....................................................................................................................................29
Retirement .........................................................................................................................................................30
MSTA member benefits .................................................................................................................................32
Phone and website directory ................................................................................................................................34
Beginning Teacher Assistance Program (BTAP) schedule ..................................................................................35

CONTACTING MSTA

Call MSTA headquarters office toll-free by dialing 800-392-0532. For employment-related legal matters call legal services toll-free at 866-343-6186.

MSTA Headquarters
P.O. Box 458
Columbia, MO 65205
573-442-3127

Visit us online at msta.org.
General email: membercare@msta.org

©2018 MISSOURI STATE TEACHERS ASSOCIATION

MISSION STATEMENT

The Missouri State Teachers Association advocates for and empowers public educators so they can teach.
MSTA’s Code of Professional Ethics

**Student**
We believe our first obligation is to the students entrusted to our care. We believe the purpose of education is to develop each individual for his or her fullest participation in the American democratic society, to pursue truth and to seek excellence. We will accept the responsibility of taking the initiative to eliminate all barriers that prevent full access to this unique education for all.

**Profession**
We believe academic freedom is inherent in, and essential to, the teaching profession.

- We believe that for students to learn, teachers must be free to teach.
- We believe every educator should have a broad general education, a depth of preparation in special areas and a mastery of knowledge and skills.
- We believe an educator should be endowed with a thorough understanding of professional ethics, should possess a zeal for continuous self-improvement and should be imbued with a sense of moral and professional responsibility.

**Community**
We believe every educator has a right and a responsibility to be an informed and active citizen.

- We believe that if school is to relate to the students, teachers must understand the community and the home environment of all students.
- We believe free public education is an integral part of the community it serves, and we shall encourage the development of educational opportunities for all.
- We believe the continuation of our free nation and its strength and well-being are dependent on free public education.

---

**SMSTA**
Get involved with other college students pursuing a degree in education. There are chapters at colleges and universities across the state. You will have the opportunity to network and grow in your chosen profession. Learn more at msta.org/smsta or contact Krista Meyer at kmeyer@msta.org.

**New Professionals**
Are you a teacher in your first seven years of teaching? MSTA is ready to help you through the early years of your career. Each summer there is a special networking opportunity at the New Professionals Training Camp. Teachers have the chance to get away from the classroom and learn from seasoned veterans and share ideas with peers at Bunker Hill in July. Contact Krista Meyer at kmeyer@msta.org for more information about this new group.
After you graduate and walk into your classroom, the world has different expectations. You’re an adult, and you need to conduct yourself differently at your teaching job than you did back in college when you delivered pizzas or served double mocha lattes. Read and follow your district’s guidelines for teacher conduct.

In addition to those rules, here’s a crash course in keeping it professional:

- **Avoid the gossip mill.** It might seem like a harmless way to bond with co-workers, but angering the wrong person can hurt your career. It will also make you look immature, and your co-workers could shun you.
- **Be respectful when discussing religion, politics and other personal beliefs with your colleagues.** They feel as strongly about their beliefs as you do about yours.
- **Don’t discuss your sex life, the sex life of co-workers or anyone else.** Most people don’t want to hear it, and it could result in a sexual harassment complaint.
- **Carefully consider the situation before you jump into romantic involvement with a colleague.** It may be allowed, but that doesn’t make it a good idea.
- **Nothing you post online is truly private, including profiles on Facebook.** Put nothing online that you wouldn’t want your mother, a prospective employer or your students to see.
DÉCOR TIPS ON A SHOESTRING

Your classroom is your home five days a week. Make it a place where you’ll feel comfortable working and your students will feel comfortable learning.

Keep it age- and subject-appropriate
A kindergarten or first-grade classroom should feel warm and inviting. This is your students’ early impression of school. They’re going to be just as nervous as you on that first day. Make it a place they’ll want to walk into.

A high school classroom should be more businesslike, but that doesn’t mean drab. Posters are a good way to decorate inexpensively for nearly any subject — literary quotes for an English classroom, maps for history and geography, the periodic table of the elements for a chemistry lab. If posters get expensive, make your own with quotes from literary or historic figures, scientific diagrams, etc.

Keep it organized
Develop a storage system that will work for your classroom. Put the supplies you need at the beginning of the year in the place that is easiest to access. Rotate your stored items so the end-of-year supplies move gradually forward.

Plastic containers can be easily labeled and stacked, and are more durable than cardboard boxes.

Let your students be the stars
Displaying student work or awards can keep your décor fresh, show off your students’ successes and help your students feel more at home in your classroom.

Keep a record
When you complete a display or other classroom décor project, take a photo so you’ll remember it next time.

Decorating on a budget
- Scout yard sales or thrift stores for items such as furniture or bookends.
- Visit www.freecycle.org to find a group in your area. Freecyclers can post unneeded items they want to find homes for, or request items they are hoping to find. This could be a good place to find secondhand furniture, storage boxes, unused art supplies or even a tank for your classroom goldfish.
- Look for sales or collect coupons for discount stores, craft stores, bookstores, etc. If you try to buy throughout the year, it will mean a less dramatic dent on your wallet.
- Talk to the retirees in your district. Are they going to throw away those old bulletin-board materials? Don’t think of it as scavenging, think of it as recycling.
- Look around your house or your friends’ houses. Does someone have yarn leftover from a knitting hobby that got derailed? It can be used in numerous creative ways. Posters from a theatrical production? Let them dot the walls of your drama or English classroom.
SUCCESSFUL EVALUATIONS

Any time you start a new job, that first evaluation is always the scariest. It doesn’t matter how well you prepared for your career in college or how much you love your students.

Sometimes people make mistakes, or things happen outside of their control. A good evaluator understands this and is interested in how you handle the situation and your reflection on how you might do things differently in the future.

Here are some tips to make sure you’re ready for that first evaluation.

- **Be prepared.** Good lesson plans are a must in teaching. During new teacher orientation, your principal should share the lesson template for your new school. If that isn’t discussed, ask about it. You could also ask veteran teachers at your grade level to share their lesson-plan format with you. This will help you determine what the principal will be expecting if he or she looks at your planning book.

- **Use a variety of evaluative tools.** Students do not need homework every night, but make sure that you use a variety of assessments to justify their grades.

- **Be open to constructive criticism and reflect upon what you can do better.** Your evaluation is intended to make you a better teacher, and becoming a great teacher takes time. If your principal tells you that you need to make some changes, it’s not an indictment of you personally.
SUCCESSFUL MENTORING

A teaching job will introduce you to situations for which no college class could prepare you. To ease the transition, school districts must set up a mentoring program for new teachers. Mentors are there to give guidance and support. Below are some tips for making the most of the experience.

MSTA Connecting Advising Mentoring Partners

MSTA offers a voluntary partnership program outside of and separate from the mandatory school district program. It allows aspiring, new, veteran and retired teachers from around the state to connect with each other and share ideas. Once a month, participants are sent an article with discussion questions. They share their answers and can dialogue with a colleague from a different school district. Go to msta.org/camp for more information.
If you are the mentee...

- **Communicate.** The shared information is confidential by law, so feel free to discuss any professional issue with your mentor.
- **Ask for help when you need it.** Don’t try to handle problems alone if you feel overwhelmed.
- **Meet regularly and prepare questions about teaching techniques, discipline, lesson plans or other professional topics.** Since many districts require you to keep a record of your mentoring experience, record the dates of your meetings and the topics discussed.
- **Sit in some of your mentor’s classes.** State standards require you to observe your mentor. Focus on different elements each time, such as your mentor’s organization methods. Ask yourself why that method works.
- **Get feedback.** The state standard requires your mentor to observe you. Remember, your mentor is there for guidance, not evaluation.
- **Unfortunately, some relationships just don’t work.** If you have problems with your mentor, stay with it for at least a month. If it’s possible to request a new mentor, think it over carefully. A new mentor may not necessarily be a better one — and you risk earning a reputation for being difficult.

If you are the mentor...

**When is a teacher ready to mentor?**
Missouri suggests a minimum of four years of teaching experience or a retired educator. Mentors should exhibit strong instructional skill, be eager to share ideas, and be comfortable with a coaching role.

**How much time should I spend mentoring?**
That depends on district requirements, however it is important to remember mentoring is about support. Support may occur in a formal planned meeting or informally via email, phone calls, or casual chats. New teachers must have a mentor for two years.

**How often will I be meeting with my mentee?**
Frequency depends on needs of new teachers and district requirements and expectations.

- **Guidelines with a first-year/novice teacher:** As much as possible before school starts; daily during the first month of school; two to three times a week during the first semester; at least once a week in the second semester.

**What should we cover in our meetings?**
- School and community culture.
- Communicating with colleagues and parents.
- Curriculum, instruction and assessments.
- Time and classroom management.
- Student interactions, including a system for getting to know students as learners and people, and keeping a professional relationship.
- Balancing personal and professional life.

**What if I don’t get along with my mentee?**
If it just isn’t a good fit, speak to the professional development committee chair or PDC building rep or person in charge of mentoring. The feeling is probably mutual, and it’s better to get someone else than make life miserable for both.

**What if I don’t feel my mentee is doing a good job?**
- Be proactive, initiate a conversation; suggest co-developing a lesson.
- Model good instruction. Have the mentee watch you or another experienced teacher.
- Speak candidly if your mentee shares concerns with you.
- A mentor also has a duty to the district. If you have concerns about a new teacher’s abilities, you should talk to the principal, and suggest he or she do classroom observations.

**What do I need to know about confidentiality?**
The mentor and mentee have a confidential relationship. If that trust is broken, it’s bad news for everyone. The mentor should not share notes with administrators. Mentors can make general suggestions for observations but not specifics unless a mentee is breaking the law or endangering a student.

For more about mentoring, inquire about MSTA’s Mentoring Frameworks at 800-392-0532.
Congratualtions on becoming a teacher! Now, it’s about to become very real very quickly when you walk into a special place called… your classroom! Your new job will be exciting, exhausting, overwhelming, rewarding and so much more all at once. Take this advice from an experienced teacher to help you survive your first day and beyond as a new teacher.
1. **Procedures** – Learn where everything is in the school (restrooms, counselor's office, teacher resource room, library, cafeteria, computer labs, resource rooms, etc.). Get copies of the student and teacher handbooks and read them carefully. Obtain a copy of your grade-level standards. Read these thoroughly and note any specific standards that you do not understand. Learn the names of the teachers and support staff. The school website or teacher webpages are helpful to learn information regarding colleagues and their classrooms, the school and more. Create a list of short, specific and age-appropriate classroom rules. These should be posted inside the classroom. Prepare a list of actions with consequences for students who break the rules (follow the student handbook, if possible). This helps to maintain positive classroom behavior and consistency.

2. **Item organization** – Set up your room. Organize the teacher's and student desks, additional seating areas, location of student and teacher supplies, learning centers, manipulatives, textbooks and other resources, etc. Everything needs its own specific location including trash cans, backpacks, paper trays, library books, pencil sharpener and more.

3. **Paperwork** – Every paper must be "filed" immediately, whether it's in a filing cabinet, on the teacher's desk, in a student-accessible area, recycling bin and so on. Where will you place students’ homework? Graded work? Absentee and homebound work? Notes from parents? Special education and health-related student information (which must be kept confidential)? Labeled trays are helpful for immediate organization. Consider day-of-the-week folders, a labeled file-folder system or a large sorter (shelf with multiple small compartments similar to mail slots).

4. **Displays** – Create display areas for student work on bulletin boards (use basic black or white backgrounds and rotate borders and student work); content-area posters; class rules, emergency procedures and transportation information; menus and announcements; daily objectives; special classes schedule; and more.

5. **Teacher resources** – A seating chart and substitute folder (with emergency lesson plans, student roster, daily schedule, recess procedures, etc.) is essential. A gradebook is another necessary item, whether it's a spiral-bound book or online tool. Either of these may involve recording student names and other information or setting up classes.

6. **Detailed lessons** – Often teachers are surprised at the extensive amount of time it takes to prepare detailed and effective lesson plans. Write your plans for at least the first week. Be sure to include get-to-know-you activities and allow time for classroom rules and procedures discussion. Have copies made for at least the first week. Overplan lessons and include extra activities. This allows for flexibility in time management. Be sure to thoroughly think through each day's objectives and activities. Prepare explanations and easy-to-understand examples. Keep detailed records and notes for improvement. Constant and continued reflection is an important part of improvement as a teacher.

7. **Basic supplies** – Sometimes teachers’ frustrations are the result of students being unprepared. Having extra supplies such as pencils, erasers, notebook paper, tape, stapler, scissors and more on hand keeps the focus on academics instead of on supplies (or lack of).

8. **Personal preparation** – Prepare yourself not only for the first day of school but also the school year. Always arrive early, with a smile and a positive attitude. An upbeat mood and a sense of energy will decrease the severity of setbacks and help encourage creativity. For long-term planning, use a calendar to record all dates (quarter and semester ending dates, field trips and incentives, school activities and more). Create your own personal survival kit to keep at school near your desk area (healthy snacks, mints, bottled water, pain reliever, bandages, safety pins, sunscreen, lip balm, hand sanitizer and wipes, whistle, umbrella). You’ll be so glad to have these items on hand during an emergency or when you’re starving and working late, have an excruciating headache or draw after-school duty bus or pick-up in the rain.

9. **Communicate** – It’s important to communicate with students, parents and colleagues regarding your students. Collaboration between teachers and parents is essential in students’ success. Creating an open path of communication encourages parents to approach you when they have issues or questions, and it gives you the same opportunity to reach out to them. Calling parents or mailing a letter home before the first day of school is a good way to welcome your new students and parents to your classroom. Emails, calls, letters, post cards, newsletters, meetings and even texts are great methods to maintain this communication throughout the year. Include learning objectives and goals, test dates, project due dates and scoring guides, calendars, classroom reminders, student spotlight and more.

10. **Expect success** – Believe in yourself and in students. Treat each person as a valued member of your classroom. Expect each person to contribute to lessons, discussions, group activities and more. When you, the teacher, offer confidence, support and hope to your students, they grow into stronger individuals.

---

Pam Clifton teaches sixth-grade English Language Arts and reading at West County Middle School in West St. Francois Co. R-4.
The biggest challenge I have faced in my career has been managing my classroom. I have read numerous articles and books offering suggestions for management games or discipline systems. However, I have learned that no strategy is effective without some basic attitudes toward classroom management.

What follows are my “trade secrets” of classroom management.

An ounce of prevention…
A lot of misbehavior can be avoided with a few simple preventive measures. Organize your classroom for adequate traffic flow, elbow room and access to supplies. Create strategic seating arrangements and rearrange students often to mix things up.

Arrange your schedule with your unique group in mind. Are they rowdy after lunch? Plan a calm-down activity for that time slot. If possible, schedule your core subjects to take advantage of your students’ most productive hours.

During the introduction to each activity, mention potential problems and have students come up with possible solutions. Plan lessons that are engaging, but not frustrating, and always have extra work for early finishers. In my classroom, we brainstorm a list of “I’m bored” activities and post them on the wall.

More important than how you run your classroom is how you conduct yourself. While every teacher is going to face a little disobedience, those who are beloved by their students tend to get a
little less. Develop a rapport with your students. This does not mean that you are their buddy. Maintain a healthy balance between camaraderie and respect.

**Nip habitual problems**

Some behaviors are hard to stop once you allow them to start. For this reason, it is imperative that you set the tone for your classroom environment in the first days of school.

First, demand students’ attention. Refuse to talk over them. If anyone is talking, whispering or not paying attention, stop mid-word and calmly stare at the offending party until they catch on. When you have everyone’s attention, proceed as though nothing happened. Without saying a word, you have demonstrated your expectations. It won’t take long for students to realize they have little choice but to pay attention. If they choose not to, not only will they “hear” about it from you, but also from their impatient peers.

**Choose your battles**

Before you dish out discipline, ask yourself: Is it disruptive, or just annoying to me? Would a good-natured joke accomplish the same purpose? (“Hmmm. That’s a creative use for a rubber band! Why don’t you see what it can do on my desk?”)

Does the student know what he is doing is wrong? If so, will a “teacher look” or hand on the shoulder accomplish the same as a lecture and punishment? If not, a simple and kind explanation of the rule may do the trick. By reserving a scolding as the last resort, you will save yourself undue stress and preserve the dignity of your students. Further, if you do have to dish out a harsh word or two, it will have that much more impact.

**Keep your purpose in mind**

The goal of discipline is to keep an offense from happening again. If you keep that in mind, it will guide your handling of devious behavior.

I rarely give lunch detention as a punishment to my frequent offenders. I try to dole out a consequence that is instant and logical. Students who shove in the lunch line must sit and wait to be served last.

Try to avoid sending students to the principal’s office except in the case of very serious offenses. You want the students to know that you will handle any behavior that occurs on your watch. You also want a trip down the hall to be a big deal, not a frequent journey.

When developing an effective classroom management plan, attitude is much more important than strategy. If you consistently act with your ultimate goal in mind — to educate students and cause them to love learning — you will likely accomplish it.

Tobi Layton is an MSTA member and teacher in Woodland R-4. This is an abridged version of an article that ran in an earlier publication.

**DISCIPLINE TIPS**

Before devising your classroom discipline system, consider one question: How can I get my students to respect themselves, their peers and me? If respect, simplicity and clarity are at the heart of your discipline plan, you’ll have a much easier year.

**Here are five steps:**

- Study the discipline procedures for your school or district. Know the procedures for assigning detentions, sending students to the office and contacting parents.
- Be clear about your expectations.
- Post a brief list of classroom rules — five or fewer — that are clear and concise. Make sure parents get a copy.
- Consistency and fairness are key. Applying the rules with consistency will earn respect from your students and prevent bad habits from becoming the norm. Make sure punishments are in proportion to the offense.
- Keep your cool when disciplining students. If you are upset, take a few minutes to collect yourself. Remind the student that he or she chose not to follow the rules and must accept the consequences of that choice. Once the incident is over, move on.
LEGAL Q&A

Your legal rights and responsibilities begin the day you enter school and extend to your retirement — so you need to know them. Here are a few common questions and answers for new teachers.

What should I know about my contract?
Your contract is a legally binding document that obligates you and the school district that hired you. Before you sign it, pay close attention to:

- Current placement (step plus hours) on salary schedule.
- Salary amount, payment schedule, benefits (per existing board policy).
- Board policy, especially provisions regarding early release.
- Extra duties that may be required.

What should I know about probationary teachers and non-renewal?
A school board may decide not to renew a probationary teacher’s contract at the end of the school year for any reason or for no reason. The board must provide the teacher with written notice of its decision not to renew the probationary contract on or before April 15. A probationary teacher receiving proper notice of nonrenewal is not entitled to a due-process hearing.

A probationary teacher whom the school district desires to terminate during the school year is entitled under state law to minimal due process, including, in some cases, an opportunity to cure the deficiency or a hearing.

When do I achieve tenure?
Teachers ordinarily achieve tenure in a school district when they begin working on their sixth consecutive contract in the district. Part-time employees accrue tenure in proportion to their weekly hours.

School board policy: Can they do that?
Local school boards have broad discretion to establish policy (including salary and benefits policies) for their districts, and administrators have broad discretion in how they implement those policies. Few laws dictate how they should do their jobs.

However, the school board and the administration must comply with their own written board policies. If board policy does not address the issue, the administrator may well be operating within his or her legal limits.

How do I report an act of violence, bullying or a threat?
Missouri has two easy ways that residents can report incidents of school violence. The Department of Social Services operates a hotline at 1-866-748-7047. The department also takes online reports through its Report It! form at schoolviolencehotline.com.

Information is collected and immediately relayed to the applicable law enforcement agency and school district. The website also has information, resources and promotional materials to help educators and families discuss school violence and bullying.

KEEP ON TOP OF LEGAL ISSUES.

Additional information regarding your employment rights and education-related legal issues can be found at www.msta.org/legal-services.

The Department of Elementary and Secondary Education also offers information about school laws, rules and regulations at dese.mo.gov/schoollaw.

What should I do when there’s trouble?

1. Document, document, document. Any sign of trouble — an accident, confrontation with a colleague or parent, job target, threat of disciplinary action — should be documented at your first opportunity. Write it down. Who was involved or present as a witness? What happened? When and where did it occur? Why did you take the action you did or react in the manner you did? You may never need this information, but it will be there if you have to explain your action later.

2. Go through the chain of command. If you have a disagreement or problem with a co-worker or supervisor, address the issue first with the person directly. The goal is to resolve disputes at the lowest administrative level possible. Your credibility with the next-level administrator will be enhanced if you resist the urge to do an end-run around the chain of command.

3. Call the MSTA Legal Services Department to find out your rights in the situation and suggestions on the best course of action you may take to protect yourself.

The information contained here is for educational purposes only; it does not constitute legal advice, and its use does not create an attorney-client relationship. If you have a confidential legal matter to discuss, please contact the Legal Services Department at 866-343-6186.
When it comes to the reputation and job security of a teacher, the perception held by the community and administration is almost as important as the actual character and actions of the teacher. In addition to making the right decision, it is important to think about how your actions will be perceived by the school and community. Taking steps to help others understand your decision-making process can reduce communication gaps and improve relationships.

Even when you have the best intentions, like giving a student in need a ride home, it’s important to remember that you are putting yourself in a risky position by being alone with a student. While you are simply doing a favor, it leaves you vulnerable to questions and concerns from others as to what your true intentions are.

How students perceive you is also important – standing too close or directly above a student who is sitting down may make the student uncomfortable. Touching a student on the shoulder who has previously expressed his or her discomfort can send the wrong message as well.

Perceptions when communicating also play a key role in reputation. Being careful about your tone and demeanor when having stressful conversations can help maintain a positive work environment and prevent people from assuming the worst about your thoughts and intentions. Understanding, flexibility and compromise can show others you genuinely want to solve the problem at hand. Slowing down the situation and carefully thinking through what you are going to say will help you avoid saying something you might regret. When faced with a difficult decision, being proactive by speaking to your school district about your thought process can show them you are taking the matter seriously and doing your best to help everybody involved.

Making the right decision in a difficult situation comes first, but it is important to think about the repercussions of your decision, and how others might perceive it.
The professional file has several functions: It is a portfolio, a storage space for important documents and a place to stash fond memories. You can use a collapsible file or a small file box for your professional file. Here are five items every teacher should include.

**SUCCESSFUL PERSONAL PROFESSIONAL FILES**

**Evaluations**
Keep copies of any evaluation you receive. If an administrator asks you to sign an evaluation, your signature indicates only that you've read the evaluation and not that you agree with it. If you receive a job target (also called a professional growth plan or a professional improvement plan), you may submit a formal response. Keep a copy of that as well. It's also useful to have a copy of your evaluation cycle, so you can date and mark off events as they occur.

**Contracts, etc.**
Put a copy of every contract you sign into your file. It’s also a good idea to include your district’s salary schedule, your certification papers and your college transcript.

**Positive communication**
Cards and positive notes can be lifesavers if you ever come under fire. It’s always impressive when an educator can produce a file packed with testimonials from satisfied parents and students. Plus, they’re nice to read when you’re having a bad day.

**Required documentation for certification**
Once you receive your Initial Certificate you must meet certain requirements to upgrade to the Career Continuous Certificate. It is suggested to maintain copies of these documents for future reference.

- Keep a copy of your Beginning Teacher Assistance Program letter.
- Document and keep proof you participated in a mentoring program.
- Keep a copy of your professional development log and maintain copies of your yearly professional development plan.

**Legal/liability protection**
If something unusual happens, jot down details while they’re fresh in your mind. For instance, if a parent-teacher conference doesn’t go well, record what happened. Teachers must be lawsuit-conscious, so be prepared by keeping concise, complete records.

If anything happens that triggers liability concerns, make a detailed report that includes the time, date, place, people involved, witnesses and a description of the incident.
Missouri has several ways that individuals can join the education profession. The most prominent methods to earning an initial certificate are below.

**Traditional Route:** A person completes a bachelor’s degree in education, does student teaching, and passes an exit exam.

**Alternative or Innovative Route:** A person with a bachelor’s degree in a content area, such as mathematics, enrolls in a college of education. The teacher works under a two-year provisional certificate while completing about 30 semester hours. To receive certification, the person must also pass an exit exam.

**Temporary Authorization Route:** A person with a bachelor’s degree in a content area takes self-directed courses to meet specified competencies (with a maximum of 24 college credits), teaches for two years while being mentored by the school district and passes at least two exit exams. This person works under a one-year renewable certificate that requires nine semester hours of college credit each year to be renewed.

**American Board for Certification of Teacher Excellence Route:** In 2008, this method was approved for people seeking certification in middle or high school math, U.S. and world history, English/language arts, biology, chemistry, general science, physics and elementary education. Recipients must hold a bachelor’s degree, pass a background check, pass the ABCTE Professional Teaching Knowledge Exam and pass an ABCTE exam in the candidate’s subject area.
Doctorial Route
Individuals with a doctorate degree in a content area (such as mathematics or English) may be issued an initial certificate by passing the 063 professional knowledge: Secondary assessment. For more information please visit the Missouri Educator Gateway. Individuals entering via the doctoral route are not eligible to advance to the career certificate but may renew the initial certificate as often as needed.

What is an initial certificate?
This is a four-year license issued to new college graduates and others with fewer than four years of teaching experience. To maintain this certificate, and apply for a career continuous certificate, you must:
- Complete four years of teaching as defined by the Department of Elementary and Secondary Education.
- Develop and implement a professional-development plan.
- Undergo two years of mentoring.
- Complete 30 contact hours of professional development in four years.
- Participate in a Beginning Teacher Assistance program (BTAP), such as those offered by MSTA. This does not count toward professional development hours.
- Receive a yearly performance evaluation.

What happens after that?
Your district will verify that you have completed the requirements for upgrading your initial certificate to a career continuous certificate. You and the district will jointly complete the application. Applications must be completed within 30 days of the expiration date of classification.

What is a career continuous certificate?
This is a 99-year teaching license that requires an individual to maintain a professional-growth plan, have successful performance-based evaluations, and annually report professional development to DESE. Those who complete two of the three following requirements will be exempt from the professional-growth requirement:
- Complete 10 years of teaching.
- Complete a master’s degree.
- Obtain national certification from an agency recognized by DESE.

What if I’m from out-of-state?
If you have a valid teaching certificate from another state, you can receive a comparable certificate in Missouri from the State Board of Education.

Additional information
American Board for Certification of Teacher Excellence
abcte.org

Department of Elementary and Secondary Education certification site:
dese.mo.gov/educator-quality/certification
Click the ‘view certification status’ tab to check the status of your individual teaching certificate. You’ll need your Social Security number.

Questions?
Call DESE’s Certification Department at 573-751-0051.
Tips for parent-teacher relations
Winning over your students’ parents is just as important as your interaction with their children. Here’s how to get them on your side throughout the year:

1. Before school starts, mail a postcard to each student. Write a bit about yourself and welcome them to your classroom.
2. Send home a questionnaire to ask parents whether they’d like to volunteer and what talents they might be able to offer.
3. Keep the lines of communication open all year. This can be accomplished through email newsletters or a classroom website.
4. Be positive in all interactions with parents. Focus on solutions to problems their children may be having. If parents feel comfortable with you, they will be more receptive to your concerns if things get rocky.

Six tips for productive parent-teacher conferences
1. Plan ahead. Have a general plan of what you’re going to say. Include the student’s academic strengths and needs. Then, propose a plan of action, and be prepared for questions.
2. Be aware of the parents’ needs. Offer flexible time choices. Invite both parents, and be sure to get their names right. Don’t assume Jane Doe’s mother is Mrs. Doe.
3. Be sure not to create a physical barrier between you and the family. Come out from behind your desk for the conference.
4. Share examples of the student’s work. Begin the conference with a warm, positive statement about the child’s abilities, work or interests. Ask students to help select portfolio items.
5. Be deliberate in your comments. Use specific examples, and focus on solutions and goals. Get parental input and emphasize collaboration.
6. Achieve closure. Summarize the actions that you and the parents have agreed to take. End on an optimistic note.
GOOD NEWS FOR BAD GRADES

Q: The parents of a student in my class are angry because of the grade their child received. How can I defuse the situation?
A: Parents will confront you throughout your career, and there is no formula for handling them. Each person and situation is different. However, when it comes to grades and grading practices, there are some strategies you can employ.

Be proactive. Present your grading policy and scale to parents at the beginning of the school year. For those parents who fail to attend back-to-school activities, send the policy home and require a signature be returned for your records. Also, be sure to post the policy in the classroom and, if you have one, on the class website.

Collect data. Require your students to have graded quizzes, tests and major projects initialed or signed by a parent. Make a copy of these documents for your records before allowing students to keep them.

Report regularly. Most teachers have grade-book software that makes updates a breeze. Print grade reports on a regular schedule for parents, and require their signatures in return.

Follow up. Inevitably, more than one student will fail to return a signed quiz, test or grade report. Be sure to call parents when this occurs. Work with parents to determine how similar situations should be handled in the future.

Consult your administrator. Make your principal aware of students who are falling short of your expectations. The best way to get an administrator in your corner is to inform him or her of your efforts with students and parents.

Admittedly, a regimen like the one outlined here can be a lot of work. But once students and parents become accustomed to the structure, you’ll find that communication about grades will become a more positive experience for you and for them.

If this advice comes too late for your work with a particular parent this year, immediately consult your administrator. Once you’ve solicited his or her help to appease the angry parents, consider designing a plan to prevent similar episodes. You’ll be grateful you did!
Missouri students participate in end-of-year assessments administered online. Designated grades include performance events in the test (see chart below). Performance tasks can take three to four hours to complete. Missouri has separate testing requirements for the K-8 and high school levels. Please consult with your district testing coordinator for further information.

**MAP procedures**

The MAP tests will be given to students in grades three through eight in math and English language arts. Students in grades five and eight will take the science MAP.

Students with severe disabilities take the MAP-Alternate, or MAP-A. This assessment is not a pencil-and-paper exam, but is based on a portfolio that evaluates a student’s success in learning everyday living skills. A student’s Individualized Education Plan team decides whether students will take this test. The MAP-A also applies to high school students who qualify. These students undergo their math assessment in grade 10, and their English language arts and science assessments in grade 11.

The state’s annual testing window takes place every spring. Testing windows are sometimes extended at the state level due to unusual circumstances such as inclement weather.

Student performance is reported in terms of four performance (or achievement) levels that describe a pathway to proficiency. Each achievement level represents standards of performance for each assessed content area; achievement levels describe what students can do in terms of the content and skills on the assessment. The performance standards and indicators are used to generate a district’s Annual Performance Review (APR). This is the means of accountability for districts within MSIP 5.

**End-of-course assessments**

High school students undergo testing, but the program is tied to courses taken, rather than grade level. English language arts and math EOCs will assess student progress toward the Missouri Learning Standards.

<table>
<thead>
<tr>
<th>THE MAP BY GRADE LEVEL AND SUBJECT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Math performance tasks</td>
</tr>
<tr>
<td>English language arts</td>
</tr>
<tr>
<td>English language arts performance tasks</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Science performance tasks</td>
</tr>
<tr>
<td>MAP-A</td>
</tr>
</tbody>
</table>

Information current as of the 2018-19 school year. SOURCE: DESE

End-of-course exams are given to students in the following classes, on dates specified by DESE:
- Algebra 1
- Algebra 2 (for students who take Algebra 1 prior to high school)
- Biology (available at district cost)
- English 2 (English 1 available at district cost)
- Geometry (available at district cost)
- Government (no cost)
- American history (available at district cost)
- Physical Science (available at district cost)
Algebra 1 and biology will include a performance event. English 2 students will again have a writing prompt session. These tests are designed for three- to four-hour periods, but will not be timed and teachers may give students additional time to finish if necessary.

All tests have an estimated time ranging from 55-110 minutes. Assessments are administered online. DESE’s testing vendor, Data Recognition Corporation (DRC), will administer, score, and report all Spring 2019 Grade-Level Assessments.

District test coordinators will receive students’ raw scores so that teachers can factor results into students’ course grades. DESE recommends student scores count for 10 to 25 percent of their course grades, but advises districts to establish a policy on how the scores should be considered in grading.

School districts must ensure that students take the EOC exams, but DESE has not established a passing score. Passage of the tests will not be a graduation requirement.

**End-of-high-school assessments**

EOHS assessments will be administered for English and mathematics. DESE has no intention to make graduation dependent on any test.

Visit [dese.mo.gov/college-career-readiness/assessment](dese.mo.gov/college-career-readiness/assessment) for full information, including test dates, examiner training, updated assessment resources and the revised MSIP5 High School Assessment Plan.
SUCCESSFUL SUBBING

If you’re the teacher …

There will be times when you must be absent. Provide your substitute with a folder that includes the following:

- A schedule with the names of students who must leave the classroom regularly for speech therapy, to take medication, etc. Be sure to include the names and schedules of classroom aides and volunteers.
- Class list and seating charts.
- Absentee procedures
- Detailed lesson plans and the location of all materials needed.
- Extra work for students who finish assignments early.
- Classroom rules and discipline procedures.
- A list of dependable students who can help with errands.
- Name and location of a teacher to call upon for assistance.
- Building floor plan, including the location of restrooms.
- Emergency procedures.

If you’re the substitute …

If you’re the sub, here are a few tips on how to make your day more effective.

- Keep a file on each of the schools in which you sub. Include rule books, a school map, copies of hall passes and discipline referral forms.
- Arrive early. Review the lesson plans, and locate books, handouts, hall passes, lunch cards and bathrooms before the students arrive. Check the equipment you’ll be using.
- Get organized. Create a five- to 10-minute mini-lesson that covers the work students will be doing.
- Check the room for management systems. If you understand the teacher’s system, use it. If not, use your own.
- Keep a three-ring binder of teaching reproducibles and activities. If students finish their work early, pull out one of your lessons or worksheets. Preparation prevents chaos.
- Learn the names of a few students right away. They will be able to help if something goes wrong.
- Leave the teacher a detailed note of what you did during the day. In this note, ask the teacher to request you as a sub in the future.
Employers in many professions pay close attention to staffers’ digital footprints, but teachers can fall into a special category. Educators are often held to a higher community standard than the average working stiff, and need to take extra care to make sure their social networking activities are up to snuff.

Here are some tips to creating a positive online presence:

1. Check the policies for your school or district. Before you do anything, make sure it falls within the rules.
2. Know your privacy settings. Most websites offer varying levels of privacy for users. Facebook, for example, allows users several levels of privacy for each photo, status update or other posting, from “everyone,” to “friends only.” Users can even customize postings to be visible only to certain people on their friends list.
3. Be careful about what you post. Even at the strongest privacy settings, your postings could still become visible to others. Someone could see your posting via a friend’s account if that friend uses her laptop or phone in a public place. If you want to complain about your coworkers or brag about how many tequila shots you did last night, don’t do it on any online network.
4. Know your friends. Some websites, like LinkedIn, are geared for purely professional networking, while others, like Facebook, are designed more for personal use but can have professional applications. Consider why you have joined a certain site and manage your contacts and activities accordingly.
5. Don’t “friend” your students. There are ways to involve your students in social networking, such as setting up a classroom blog or wiki that is visible to everyone. Some teachers have set up a Facebook fan page for their classroom that allows them to communicate with students and parents. But again, make sure you check your local board policy before creating anything on social networks that includes your student.
6. Once you set your privacy filters, log out of your account and search for yourself. Make sure that what you see is what you want to be visible. Also you should regularly search for yourself on Google or other search engines.
7. Practice good social-networking hygiene. Revisit your account settings periodically. Check what you’ve posted. Are you still happy with it? If not, remove photos or videos that do not represent how you want to be seen. Remember: If you wouldn’t want your boss or your grandmother to see it, take it down.
Do you have a great idea, but lack the materials, equipment or resources to make it happen? Grants are a great way to make your dreams come true. The trick is writing a winning application.

Here are six tips for successful grant applications:

1. Read the full application. Make a list of everything you’ll need to complete it — budget information, administrator approval, etc.
2. Make sure your idea is fully developed. Define the project and its purpose.
3. Answer the following questions:
   - Is there a need for this program?
   - Why should it be supported?
   - Who will benefit? What are the expected outcomes?
   - Are the objectives measurable?
   - How will they be evaluated?
   - Is the project replicable?
   - How will information gleaned from the project be shared?
4. Put a fresh spin on an existing idea.
5. Show innovation, creativity and educational soundness.
6. Write persuasively, logically and with clarity.

Budget matters
Most grant applications will ask for a budget of your project. Here’s what you need to do:

- Provide an outline of anticipated expenses.
- Show costs with respect to grant limits.
- Remember that detailed budgets accompany well-planned projects.

Cross your Ts
- Proofread your application before submitting. Spelling and grammar count!
- Acquire appropriate signatures.
- Proofread your application again. Reading it aloud can be a good way to catch mistakes.
- Postmark your submission by the deadline.

Are you unsure of where to look for grants?

- Grant Wrangler, Grants for K-12 Schools: grantwrangler.com
- Check with your local service organizations, organizations related to your content area, corporate foundations, etc.
SEEK (LOAN) FORGIVENESS

It’s no secret that your first few years of teaching will be a little lean financially.
Teachers should be aware of all of their options when it comes to repaying their student loans. There are multiple federal programs that make repaying student loans a little less painful on your bank account.

**Perkins Loan Teacher Cancellation**
Teachers can have 100 percent of this loan canceled if they work full time for an academic year:
- In a school serving children from low-income families; or
- As a special-education teacher; or
- Teaching math, science, bilingual education, foreign languages or any other field determined to have a shortage of qualified teachers.

**Forgiveness for FFEL or Direct Loan programs**
“Highly qualified” educators teaching math or science at the secondary level, or special-education at the elementary level may be eligible for up to $17,500 in loan forgiveness.
“Highly qualified” teachers in other subjects may be eligible for up to $5,000 in loan forgiveness.
To participate, teachers must work for five years in a school that has been designated as “low-income.”
For complete information and eligibility requirements, visit FederalStudentAid.ed.gov/tc

**Public Service Loan Forgiveness**
Public Service Loan Forgiveness (PSLF) Program forgives the remaining balance on your Direct Loans after you have made 120 qualifying monthly payments under a qualifying repayment plan while working full time for a qualifying employer.
Qualifying employment for the PSLF Program is not about the specific job that you do for your employer. Rather, it is about who your employer is. Employment with the following types of organizations qualifies for PSLF:
- Government organizations at any level (federal, state, local or tribal)
- Not-for-profit organizations are tax-exempt under Sec. 501(c)(3) of the Internal Revenue Code
- Other types of not-for-profit organizations that provide certain types of qualifying public services.
NEW TEACHERS SUPPORT SERVICES

Start your career with support from MSTA. These tools are available for new teachers:

**Beginning Teacher Assistance Program (BTAP)**
MSTA helps new teachers fulfill their certification requirements with its Beginning Teacher Assistance Program. These take place in day-long sessions in several locations around the state, or in month-long online programs that allow you to network with others. Register for both at msta.org/events. To see a list of on-site BTA Programs throughout the year, visit the Events section of msta.org.

MSTA also offers workshops throughout the year and free workshops at our state convention. We also offer an online professional-learning program.

**Professional Development Plan (PDP) assistance**
Your mentor is probably the best source for answering your PDP questions. However, if you have additional questions, your MSTA field representative can help. Visit msta.org for names and phone numbers, or call 800-392-0532.

**Professional Learning Opportunities**
MSTA offers a variety of workshops throughout the year and free workshops at our state convention. New this year MSTA will offer online professional learning for MSTA members and BTAP participants. Visit our website msta.org or contact membercare@msta.org for more details.

**MSTA website**
Our website is open 24/7 with information about our services, education news, grants and awards, podcasts and more. Visit us at msta.org.

**Mentor training**
MSTA offers mentor-training workshops to districts on request. You may request a workshop at 800-392-0532.
SUCCESS OVER STRESS

Keeping burnout at bay requires a commitment to practices that put your needs first. Following are a few tips from mental health experts and Missouri teachers.

- Write about your stressors, anxieties and fears in a private journal.
- Exercise every day.
- Seek support from other teachers. Mentors and experienced teachers can offer advice and suggestions; new teachers can empathize with your plight.
- Every once in a while, take a short break from the “required” curriculum to discuss a topic that you particularly enjoy. It will be refreshing for you and your students.
- Get a good night’s sleep and avoid grading papers right before bed. Give your mind time to relax from the day before trying to go to sleep.
- Take time to laugh. Keep copies of your favorite comic strip, a cartoon calendar or other things that make you laugh at hand. Thumb through them when you need some comic relief.
- Take up a non-school activity that you can do for an hour or two a week. You’re going to be busy your first year, but look for something that you can do to turn off “teacher mode.” Think of painting, drawing, a pottery class, gardening and other hobbies.
- Be prepared. The best way to deal with stress is to prevent it from happening. Don’t keep tasks until the last minute, be proactive in classroom management and you’ll have a much easier year.

BE SUCCESSFUL TO THE END

Students get restless at the end of the year. They’re looking forward to their summer vacations and turning their attention to the outdoors as the weather gets warmer. It can be difficult to keep them on task. Here are a few tips to help you end the year smoothly:

- Keep your students to a routine as much as possible. If they know you’re serious about teaching until the end of the year, they’ll be more likely to learn until the end of the year.
- Keep students involved. Call them by name when presenting a lesson, ask them to explain the concept you just presented to the rest of the class, or have them write down three questions about the topic you’re studying.
- Keep the pace fast. It’s harder for students to sit and listen to long lectures at this time of year. Consider lessons that would benefit from this restlessness, such as outdoor projects.
- Be kind to yourself. Don’t assign a lot of work that has to be graded and entered and recorded. This will make it easier for you to finish all those last-minute things that come with wrapping up the year.
- Hang in there — and take some time during the summer to relax.
Two organizations provide retirement benefits for most of Missouri’s public school employees. The Public School Retirement System, or PSRS, represents teachers, counselors and other certificated employees. The Public Education Employee Retirement System, PEERS, represents custodians, secretaries, bus drivers and others who are not certificated. Teachers in the St. Louis City and Kansas City 33 school districts have their own system.

Who’s in charge of PSRS/PEERS?
PSRS/PEERS is run by a Board of Trustees. Four of the trustees are elected by members of the system and serve four-year terms. The other three are appointed by the governor.

How does it work?
The PSRS/PEERS Board of Trustees votes on contribution rates every year. Rates may change based on actuarial reports. PSRS members and their employers each contribute 14.5 percent. PEERS members and their employers contribute 6.86 percent. Members receive a statement every fall showing their account balance.

Do I also get Social Security?
Most PSRS/PEERS members do not have Social Security taxes withheld from their earnings, therefore they do not receive Social Security benefits. As of July 2010, certain employees must pay two-thirds of their retirement contributions into PSRS and the remaining portion into Social Security. Check with your district to see where you fall.
Not that I don’t love teaching, but when can I retire?

There are three ways to get eligibility:
- At age 60 with at least five years of service.
- After 30 years of service, regardless of age.
- When you meet the Rule of 80, which means the sum of your age, plus years of service equals at least 80.

Members can also seek early retirement if they are at least age 55, with at least five years of service, or have at least 25 years of service. Benefits for early retirement are calculated with an age-reduced formula.

I have a question that’s not answered here.

PSRS/PEERS offers Pre-Retirement Planning Seminars for members who are within five years of retirement. These are held throughout the state and at PSRS headquarters in Jefferson City. Visit psrs-peers.org/PSRS/PreRetentionSeminars.htm for more information. PSRS also offers individual retirement counseling in-person and online. For more information, or to register, call PSRS at 800-392-6848.

For your own reference, the PSRS/PEERS website has extensive information about eligibility, calculating benefits, payment options and more. Here are some helpful spots on their site:
- PSRS Member Handbook:
  psrs-peers.org/PSRS/handbook.htm
- PSRS FAQ:
  psrs-peers.org/PSRS/NewMemberFAQs.htm
- PEERS Member Handbook:
  psrs-peers.org/PEERS/handbook.htm
- PEERS FAQ:
  psrs-peers.org/PEERS/NewMemberFAQs.htm

Once you retire you can stay involved with MSTA by joining the Retired Missouri State Teachers Association.

msta.org/rmsta
WE CAN HELP YOU SUCCEED

Here are a few reasons to join Missouri’s most successful education organization.

**Liability insurance**
As part of regular membership, you are covered with $2 million worth of professional liability insurance. It protects you if you are sued as a result of activities conducted in your professional capacity. And it provides coverage for both damages and payment of legal fees arising from most civil and some criminal lawsuits.

As part of your dues, your protection is enhanced with a $10,000 accidental death and dismemberment policy that covers you for accidents that occur anytime, anywhere.

**Legal services**
MSTA’s Legal Services Department and statewide network of attorneys provide you with accurate, confidential answers to your legal questions. We back our members in hearings with school boards, in meetings with administrators and in court. Call 866-343-6186.

**Legislative advocacy**
MSTA is among the most effective lobbies in Jefferson City. Our lobbyists are in the Capitol every day the legislature is in session. They are working for increased funding for education and better pay and benefits for educators.

**Salary and negotiation services**
MSTA’s skilled salary consultants are experts in school finance, with extensive experience in working with budgets, the foundation formula and school boards. We can provide your CTA with the tools and support to organize and negotiate better salaries and benefits — including bargaining information.

**Personal identity coverage**
Coverage includes 24/7 customer claims service, income protection, expense reimbursement, identity-restoration services and more should you become a victim of identity theft.
Discounts and deals
Your membership includes travel discounts, low-interest credit cards, and more. Visit msta.org/discounts

Professional Learning
We help you keep up with the latest trends in a rapidly changing profession. Our Beginning Teacher Assistance Programs take place at locations throughout the state and online, offering you optimal convenience. The annual state convention is an array of workshops, speakers and exhibits, and is free to members. Workshops are available for individual districts throughout the year. New this year, MSTA is pleased to offer an online professional learning program to meet personalized professional development needs.

Information
MSTA’s award-winning magazine, School & Community, is mailed to members quarterly. In addition, many newsletters, guidebooks and other publications are available to members.

MSTA’s website, msta.org, is updated regularly with news stories, podcasts, blogs and the latest educational resources. You can also take workshops and register for events online.

Weekly Bytes is an e-newsletter members automatically receive. It includes updates and information from MSTA, education news, announcements and professional development reminders.

Social networking
MSTA is also active in social networking. We maintain pages on Facebook, and offer up-to-the-minute info on our Twitter feed. Find us on Facebook at facebook.com/missouriteachers. To follow us on Twitter, visit twitter.com/msta.

Affordable dues
Membership in MSTA costs only $219 per year for full-time professional educator members.
First-time members and professional educator members employed half time or less pay $124.
Our dues do not automatically increase annually; MSTA’s Assembly of Delegates must approve any dues increases.
Associate member dues are $90; retired members, $25, or $250 for a life membership; student members, $0.

For information about any of these services, call MSTA’s toll-free number at 800-392-0532, or visit msta.org.
I NEED...  
(a guide to websites and phone numbers for teachers)

Help with a problem at school.
Call your MSTA Field Coordinator at 800-392-0532.

Help with a legal contract question.
Call MSTA’s legal services toll free at 866-343-6186.

To know the status of my certification.
Visit the Department of Elementary and Secondary Education certification website at desemo.gov/educator-quality/certification or call the DESE certification office at 573-751-0051.

To attend a Beginning Teacher Assistance Program.
Visit msta.org/events for information about our BTAP both online and in-person, or call our professional learning department at 800-392-0532.

Information about my retirement plan or contributions.
Visit the website for the Public School Retirement System (PSRS/PEERS) at psrs-peers.org, or call 800-392-6848.

To report an act of violence, bullying or a threat:
Call the Department of Social Services hotline at 866-748-7047, or visit schoolviolencehotline.com.
### Onsite dates and locations

<table>
<thead>
<tr>
<th>Date</th>
<th>City</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/31/18</td>
<td>North Callaway</td>
<td>Auxvasse Elementary</td>
</tr>
<tr>
<td>8/2/18</td>
<td>Sikeston</td>
<td>Alternative School</td>
</tr>
<tr>
<td>8/6/18</td>
<td>Clinton</td>
<td>Middle School Media Center</td>
</tr>
<tr>
<td>8/7/18</td>
<td>Cape Girardeau</td>
<td>Central Office</td>
</tr>
<tr>
<td>8/7/18</td>
<td>Lebanon</td>
<td>Lebanon School District</td>
</tr>
<tr>
<td>8/8/18</td>
<td>Charleston</td>
<td>Elementary Library</td>
</tr>
<tr>
<td>8/9/18</td>
<td>Poplar Bluff</td>
<td>Administration Building</td>
</tr>
<tr>
<td>9/7/18</td>
<td>Sedalia</td>
<td>State Fair Community College</td>
</tr>
<tr>
<td>9/14/18</td>
<td>Jefferson City</td>
<td>Lincoln University</td>
</tr>
<tr>
<td>9/17/18</td>
<td>Springfield</td>
<td>Drury University</td>
</tr>
<tr>
<td>9/18/18</td>
<td>Lake Ozark</td>
<td>Columbia College Lake Ozark Campus</td>
</tr>
<tr>
<td>9/21/18</td>
<td>St. Joseph</td>
<td>Missouri Western University</td>
</tr>
<tr>
<td>9/28/18</td>
<td>Bolivar</td>
<td>Southwest Baptist University</td>
</tr>
<tr>
<td>10/3/18</td>
<td>Marshall</td>
<td>Marshall High School</td>
</tr>
<tr>
<td>10/5/18</td>
<td>Hannibal</td>
<td>Hannibal-LaGrange University</td>
</tr>
<tr>
<td>10/8/18</td>
<td>West Plains</td>
<td>Missouri State University</td>
</tr>
<tr>
<td>3/1/19</td>
<td>Springfield</td>
<td>Evangel University</td>
</tr>
<tr>
<td>3/8/19</td>
<td>Jefferson City</td>
<td>Lincoln University</td>
</tr>
<tr>
<td>4/5/19</td>
<td>Columbia</td>
<td>MSTA headquarters</td>
</tr>
</tbody>
</table>

### Beginning Teacher Assistance Program (BTAP)

Teachers new to the field of education receive an Initial Professional Certificate (IPC) which is valid for four years from the date of issuance. Within the four years of holding this certification, teachers must complete the following requirements before upgrading to a Continuous Career Professional Certificate (CCPC):

- Four years of state-approved teaching experience
- 30 contact hours of school district-approved professional development
- At least two years of participation in a mentoring program established by your local school board
- Participation in a district-approved professional development plan
- Participation in your district’s Performance-Based Teacher Evaluation (PBTE)
- Participation in a beginning teacher assistance program (BTAP) designed for teachers in their first or second year of teaching

MSTA has been providing Beginning Teacher Assistance Programs to new teachers since 1998. Two options are offered: one day onsite or a four-week online course. Either opportunity fulfills the Department of Elementary and Secondary Education requirements. Online BTAPs are offered monthly: August 2018–June 2019.

**BTAP pricing:**
- $50 for MSTA members
- $75 for non-MSTA members

**BTAP schedule:**
- Registration: 8-8:30 a.m.
- Program: 8:30 a.m.-3:30 p.m. 
  *with a break for lunch*

For more information on BTAPs or to register, visit: [www.msta.org/professional-learning/btap/](http://www.msta.org/professional-learning/btap/) or call MSTA Member Care at 800-392-0532
Join educators from across the state to gain powerful ideas for your classroom and career.

Convention workshops are recognized by LearningForward-MO as High-Quality Professional Learning.

“The MSTA convention was extremely beneficial for me as a high school ELA teacher. I cultivated effective behavior management, intervention strategies, planning an engaging unit of instruction, and learning through whole body movement. As teachers, we are life-long learners and this convention helps facilitate our teaching in the classroom. This convention is relevant to today’s teachers because it addresses the special technologically savvy and unconventional student population that we teach to each day.”

– Haylee Pulcini, Clinton High School educator

John Antonetti
Convention Keynote
Nov. 9, 2018

John Antonetti has been called a “teacher’s teacher,” and is best known for his work with schools and districts throughout North America on student engagement, writing, rigor and relevance, and high-yield best practices.

Learn more at convention.msta.org