



Since 1991, the University has defined its guiding teacher preparation theme as “**Effective Teachers for a Diverse Society.**” This theme grew out of Harris-Stowe State University’s unique history as an early teacher-training institute, its designation as a historically black college (HBCU), and its tradition of serving first-generation, low-income students. It also emerged in the context of rapidly changing demographics and economics in the region and the University’s unique mandate to meet the needs of the Greater St. Louis Metropolitan Community.



Intrinsic to the conceptual framework is the ongoing monitoring of teacher candidates’ performance in content and teaching competence, impact on P-12 student learning and the enhancement of effective communication and family involvement. The broken line, continuing through the “glyph” depicts the importance of ongoing assessment as it relates to the operation of the unit. As such, the unit identifies 11 roles and four professional dispositions of effective teachers which represent the unit’s vision for the characteristics of professionals it hopes its candidates will develop and strengthen as they progress through the teacher preparation program. The 11 teacher roles are: **master of content, deliverer of content, skilled instructor, user of technology, inclusionary strategist, organizer of learning, diagnostic prescriber, evaluator of student progress, manager of behavior, counselor and communicator with parents.** The major dispositions are **competence, diversity, reflection and professionalism.** The program’s required and elective courses were designed according to the Harris-Stowe State University mission and are in compliance with Missouri State requirements. Furthermore, the program’s curriculum is aligned with Missouri teacher preparation standards (MoSTEP) and the state’s technology curriculum requirements.

The unit has an established strategy to ensure that the information on candidate proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards are collected and analyzed on a continuous basis. The unit works to ensure its assessment system is in alignment with the unit’s conceptual framework, state standards, and professional standards. As candidates progress through their certification program, they are assessed at various transition points as follows:

Unit Assessment System: Transition Point Assessments

Programs	Recruitment (Admission)	Induction (Entry to clinical practice)	Candidacy (Exit from clinical practice)	Exit from Program (Program completion)	Follow-Up (After program completion)
Early Childhood Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Elementary Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Middle School Mathematics Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Middle School Science Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Middle School Social Studies Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Secondary English Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Secondary Mathematics Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Secondary Social Studies Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation
Secondary Unified Science (Biology) Education	C-BASE	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II	Graduate Survey Employer Evaluation