New Teacher Center’s 2016 Review of State Policies on New Educator Induction provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

State Policy Review: New Educator Induction

**Missouri**

1. **Educators Served**

   State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

   Missouri law requires every district to operate a “teacher-driven mentor program.” [Missouri Revised Statutes (MRS) 161.375] New teachers are required to “participate in a mentoring program approved and provided by the district for a minimum of two years.” [MRS 168.021]

   Missouri requires new school administrators to participate in a district-provided induction program during their first two years. [5 Code of State Regulations (CSR) 20-400.260]

2. **Mentor Quality**

   State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

   Missouri’s Mentoring Program Standards provide criteria for mentor selection, including a requirement that mentors have a minimum of three years of teaching experience. The following are additional standards-based mentor selection criteria:
   - Have traits such as enthusiasm and a professional commitment;
   - Are committed to self-growth and mentoring;
   - Hold a same or similar position (grade, subject area, same school, same district);
   - Understand broad educational issues as well as specific teaching issues;
   - Have a strong understanding of pedagogy, instructional expertise, and relevant administrative issues; and
   - Are available to mentor (release time, fewer additional assignments).

   Missouri’s Mentoring Program Standards provide guidance on “comprehensive mentor training.” The Standards call for training that: (1) Recognizes mentoring is not evaluation; (2) Includes cognitive coaching skills along with collaborative training; (3) Includes observation and feedback training/skills; (4) Provides an awareness of phases of first-year educators; (5) Provides training on mentoring standards, performance-based evaluation requirements, certification requirements, and local expectations; (6) Includes a catalogue of resources available for beginning educators; (7) Recognizes the need for knowledge and strategies on classroom management; (8) Encourages small districts to form mentoring consortia; (9) Focuses on exemplary teaching and assessment practices; (10) Builds working strategies that encourage problem solving and independent thinking; (11) Provides understanding of student assessments and how educators can utilize them to guide instruction; and (12) Includes self-assessment that identifies whether mentoring is meeting both the mentor’s and protégé’s expectations. The standards do not specifically address ongoing mentor professional development.

   The Mentoring Program Standards state that mentors should be “assigned collaboratively by the administrator and local professional development committee” and be “supported in time/effort by administration and school board.” Further, the standards allow programs to use “a mechanism to end pairing if either mentor or protégé is not satisfied.”

3. **Time**

   State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

   Missouri’s Mentoring Program Standards articulate that mentors and beginning teachers require sufficient time to observe teaching which can be accomplished via release time and schedule coordination.

4. **Program Quality**

   State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

   Missouri’s Mentoring Program Standards provide guidance about key program elements. The standards require systematic, on-going, and individualized support into a new teacher’s community, district, school, and classroom context. They also require classroom observations with pre- and post-conferences and the provision of time for mentor and beginning teacher activities and meetings.
5. **Program Standards**

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

State law required the Missouri Department of Elementary and Secondary Education to develop Mentoring Program Standards for teacher and principal mentoring no later than June 30, 2008. [MRS § 161.375 and 5 CSR 20-400.380] Adopted in May 2008 by the State Board of Education, the standards address mentor selection, training and assignment, provide guidance about key mentoring program elements, and articulate a requirement for a systemic and ongoing program review and evaluation.

6. **Funding**

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state does not provide dedicated funding to support local mentoring programs.

7. **Educator Certification/Licensure**

The state should require beginning educators to complete an induction program to move from an initial teaching license.

State law requires the Missouri State Board of Education to ensure that new teachers “participate in a mentoring program approved and provided by the district for a minimum of two years” as one of the requirements to receive a “career continuous professional certificate.” [MRS § 168.021]

8. **Program Accountability**

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

Missouri Mentoring Program Standards require a systemic and ongoing program review and evaluation by all stakeholders that identifies mentoring outcomes and their measurement, gathers feedback from stakeholders, and includes anonymous exit interviews.

9. **Teaching Conditions**

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.

The state’s teacher-equity plan, approved by the U.S. Department of Education in 2015, includes various strategies to address improving teaching and learning conditions.

**Links**


Missouri Revised Statutes, Section 161.375: [http://www.moga.mo.gov/mostatutes/stathtml/16100003751.HTML](http://www.moga.mo.gov/mostatutes/stathtml/16100003751.HTML)

Missouri Revised Statutes, Section 168.021: [http://www.moga.mo.gov/mostatutes/stathtml/16800000211.HTML](http://www.moga.mo.gov/mostatutes/stathtml/16800000211.HTML)

State Plan to Ensure Equitable Access to Excellent Educators: [http://www2.ed.gov/programs/titleiparta/equitable/mo.html](http://www2.ed.gov/programs/titleiparta/equitable/mo.html)

The Missouri Department of Elementary and Secondary Education reviewed this state summary.

This information is accurate as of February 2016.