

## Missouri Standards for Teacher Education Programs

**Standard 1:** The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of the subject matter meaningful for students.

*Performance Indicators:* The pre-service teacher

- 1.2.1.1 knows the discipline applicable to the certification area(s);
- 1.2.1.2 presents the subject matter in multiple ways;
- 1.2.1.3 uses students' prior knowledge;
- 1.2.1.4 engages students in the methods of inquiry used in the discipline;
- 1.2.1.5 creates interdisciplinary learning.

<b>Exceeds the Standard 3</b>	<b>Meets the Standard 2</b>	<b>Does Not Meet the Standard 1</b>
The pre-service teacher demonstrates a strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) as evidenced by performance in college content coursework as well as lesson preparation, instruction, and ability to make connections among the content, other disciplines, and student background and life experiences.	The pre-service teacher demonstrates an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) as demonstrated through their work in college content courses, lesson preparation and instruction, and ability to make connections among the content, other disciplines, and students' interests and lives.	The pre-service teacher demonstrates only a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding. There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.

**Standard 2:** The pre-service teacher understands how students learn and develop, and provides learning opportunities that support intellectual, social, and personal development of all students.

*Performance Indicators:* The pre-service teacher

1.2.2.1 knows and identifies child/adolescent development;

1.2.2.2 strengthens prior knowledge with new ideas;

1.2.2.3 encourages student responsibility;

1.2.2.4 knows theories of learning.

<p align="center"><b>Exceeds the Standard</b> <b>3</b></p>	<p align="center"><b>Meets the Standard</b> <b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b> <b>1</b></p>
<p>The pre-service teacher consistently applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also strongly support the intellectual, social, and personal development of all students.</p>	<p>The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that strengthen prior knowledge and encourage student responsibility, that generally support the intellectual, social, and personal development of all students.</p>	<p>The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g. paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.</p>

**Standard 3:** The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Performance Indicators:* The pre-service teacher

1.2.3.1 identifies prior experience, learning styles, strengths, and needs;

1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;

1.2.3.3 knows when and how to access specialized services to meet students' needs;

1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

<p align="center"><b>Exceeds the Standard</b> <b>3</b></p>	<p align="center"><b>Meets the Standard</b> <b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b> <b>1</b></p>
<p>The pre-service teacher demonstrates the strong ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. Based on high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages. The candidate demonstrates strong knowledge of when and how to access specialized services.</p>	<p>The pre-service teacher demonstrates an adequate ability to adapt instruction and assessment to meet the diverse needs of learners. High expectations are generally present in classroom activities, with the candidate having knowledge of students' strengths, prior experiences, family culture, and community heritage. Specialized services are frequently accessed.</p>	<p>The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners. Alternatively, the pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominately designed for the whole class. Overt knowledge of when and how to access specialized services is superficial or absent.</p>

**Standard 4:** The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

*Performance Indicators:* The pre-service teacher

- 1.2.4.1 selects and creates leaning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired);
- 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
- 1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

<b>Exceeds the Standard 3</b>	<b>Meets the Standard 2</b>	<b>Does Not Meet the Standard 1</b>
<p>The pre-service teacher is aware of state, district, and national standards and consistently considers those, as well as student needs, when planning lessons. Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways. During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long-and short-term goals and/or instruction to meet student needs.</p>	<p>The pre-service teacher is aware of local, state, and national standards and considers those, along with student needs, when planning short- and long-range curricular goals. Instructional planning and implementation consider individual learning styles and are constructed to build student skills in developmentally appropriate ways. Reflection on the need to constantly evaluate goals and instruction to meet the changing needs of students is usually present.</p>	<p>The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum. Although lessons plans may include references to state knowledge and performance standards, references tend not to be reflected in what K-12 students were actually asked to do. Lessons tend to focus on whole-class instruction.</p>

**Standard 5:** The pre-service teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

*Performance Indicators:* The pre-service teacher

1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;

1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

<p align="center"><b>Exceeds the Standard</b> <b>3</b></p>	<p align="center"><b>Meets the Standard</b> <b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b> <b>1</b></p>
<p>The pre-service teacher consistently uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage students’ development in critical thinking, problem solving, and performance skills. Artifacts reveal the use of a variety of strategies, and reflections clearly establish the candidate’s ability to match specific strategies with the content and/or skills to be taught. The candidate uses student work in the evaluation of a strategy’s impact on student learning.</p>	<p>The pre-service teacher uses and subsequently evaluates the need for a variety of instructional strategies, materials, and technologies to meet students’ needs. Lessons usually reflect critical thinking, problem solving, and performance skills. Although artifacts reveal the use of a variety of strategies, reflection may not always clearly establish the candidate’s ability to match specific strategies with the content and/or skills to be taught.</p>	<p>The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies. There is little or no evidence of either the ability to create learning opportunities that encourage students’ development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught. The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.</p>

**Standard 6:** The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*Performance Indicators:* The pre-service teacher

1.2.6.1 knows motivation theories and behavior management strategies and techniques;

1.2.6.2 manages time, space, transitions, and activities effectively;

1.2.6.3 engages students in decision making.

<p align="center"><b>Exceeds the Standard</b> <b>3</b></p>	<p align="center"><b>Meets the Standard</b> <b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b> <b>1</b></p>
<p>The pre-service teacher provides strong evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self motivation. The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.</p>	<p>The pre-service teacher provides evidence of knowing and applying motivation theories and behavior management strategies and techniques which creates an environment of collaboration, participation, and individualized learning. Positive social interaction and active engagement in learning and self-motivation are usually present. The pre-service candidate helps students set, monitor, and adjust their learning goals and behavior.</p>	<p>The pre-service teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offers little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Maintaining control may be emphasized over student empowerment.</p>

**Standard 7:** The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Performance Indicators:* The pre-service teacher

1.2.7.1 models effective verbal and non-verbal communication skills;

1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication;

1.2.7.3 supports and expands learner expression in speaking, writing, listening and other media;

1.2.7.4 uses a variety of media communication tools.

<p align="center"><b>Exceeds the Standard</b> <b>3</b></p>	<p align="center"><b>Meets the Standard</b> <b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b> <b>1</b></p>
<p>The pre-service teacher uses clear and articulate verbal, nonverbal, and media communications tools in all interactions with students, parents, colleagues and the community. The candidate uses these communication tools and techniques to support the learner’s development of effective communications skills and to foster active inquiry, collaboration, and supportive interaction in the classroom. Use of communication/media technology is appropriate and varied.</p>	<p>The pre-service teacher uses good verbal and nonverbal communication skills and presentation techniques with students, parents, colleagues and others. Media communication is a part of most lessons. Use of communication /media technology is appropriate and varied. The pre-service teacher understands and demonstrates how effective communication skills foster active inquiry, collaboration and supportive interaction in the classroom.</p>	<p>The pre-service teacher demonstrates mediocre personal, oral, and written communication skills, and presentation techniques, including limited media communication. The candidate can describe how these might be used to develop learners’ skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually demonstrating the ability. Interactions with students tend to treat them as all being the same.</p>

**Standard 8:** The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and physical development of the learner.

*Performance Indicators:* The pre-service teacher:

- 1.2.8.1 uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance, monitor, and evaluate student progress and to modify instruction;
- 1.2.8.2.uses assessment strategies to involve learners in self-assessment activities and plans;
- 1.2.8.3 evaluates the effect of class activities on individuals and class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
- 1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly to appropriate audiences.

<b>Exceeds the Standard 3</b>	<b>Meets the Standard 2</b>	<b>Does Not Meet the Standard 1</b>
The pre-service teacher understands and consistently uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. These strategies show a clear understanding of state knowledge/performance standards and their assessment. This candidate consistently uses data from his/her assessment activities to plan instruction and to provide constructive and specific feedback to students, parents, and colleagues. The candidate consciously encourages and supports students' self-assessment as a means to enhancing their own learning and achievement. Student work samples verify candidate's strong assessment knowledge and skills.	The pre-service teacher demonstrates a good knowledge of formal and informal assessments for intellectual, social, and physical development. Evidence of knowledge of state knowledge/performance assessment strategies is present in most lessons. The candidate generally uses information generated from assessments to plan for instruction to foster student growth and for feedback to students, parents, and colleagues. Student work verifies the candidate's knowledge of assessment strategies	The pre-service teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes; alternately, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole class knowledge testing. The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment. There is little or no evidence that the candidate uses information generated from assessments to plan for instruction or to foster student self-assessment or growth. There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or other colleagues. Knowledge and skills tend not to be supported by student work samples

**Standard 9:** The pre-service teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

*Performance Indicators:* The pre-service teacher

1.2.9.1 applies a variety of assessment and problem-solving strategies for reflecting on practice, influences on students’ growth and learning, and the complex interactions between them;

1.2.9.2 uses resources available for professional development

1.2.9.3 practices professional ethical standards

<p align="center"><b>Exceeds the Standard</b> <b>3</b></p>	<p align="center"><b>Meets the Standard</b> <b>2</b></p>	<p align="center"><b>Does Not Meet the Standard</b> <b>1</b></p>
<p>The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to consistently examine and assess the effects of his/her choices and actions on self and others. Candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired). The candidate offers strong evidence the he or she consciously applies professional ethical standards within this reflective process. This reflective practitioner seeks out opportunities to grow professionally.</p>	<p>The pre-service teacher exhibits the ability to think about and articulate his/her own learning, choices, and actions and the effects they have on student learning. The candidate articulates and applies professional ethical standards. Reflections on actions and choices generally yield refinements in leaning and practice and help him/ her grow professionally.</p>	<p>The pre-service teacher does not consistently exhibit the ability to think about and articulate the quality of his/her own learning, choices and actions on student learning. There is evidence that this candidate articulates and applies professional ethical standards to situations posed to her/her; alternately, there may be no evidence that the individual has considered ethical standards. Candidate reflections are primarily descriptive of what occurred. If reflection is used at all, it yields, at most, only minor refinements in learning and practice.</p>

**Standard 10:** The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

*Performance Indicators:* The pre-service teacher

- 1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
- 1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress and seeks appropriate help as needed to solve students' problems;
- 1.2.10.3 seeks opportunities to develop relationships with parents and guardians of students;
- 1.2.10.4 identifies and uses appropriate school personnel and community resources to help students.

<b>Exceeds the Standard 3</b>	<b>Meets the Standard 2</b>	<b>Does Not Meet the Standard 1</b>
The pre-service teacher actively seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners, both formally and informally. The candidate seeks consistently seeks opportunities to access specialized services. The candidate consistently attends school and district activities without being asked to do so.	The pre-service teacher knows colleagues, parents, and educational partners in the school and larger community and has begun to form relationships with each. The relationships are more formal than informal. He/she has some developed relationships with some students. The candidate has knowledge of and often seeks access to specialized services. The candidate attends an occasional school or district activity.	The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher. There is little evidence of building relationships with students. The candidate shows no evidence of going beyond the classroom to connect with others to support students learning, including, but not limited to, parents and colleagues or attending school and district activities. Knowledge of when and how to access specialized services is not evident.

**Standard 11:** The pre-service teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

**Performance Indicators:** The pre-service teacher

- 1.2.11.1: demonstrates an understanding of technology operations and concepts.
- 1.2.11.2: plans and designs effective learning environments and experiences supported by informational and instructional technology.
- 1.2.11.3: implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.
- 1.2.11.4: applies technology to facilitate a variety of effective assessment and evaluation strategies.
- 1.2.11.5: uses technology to enhance personal productivity and professional practice.
- 1.2.11.6: demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

<p><b>Exceeds the Standard</b> <b>3</b></p>	<p><b>Meets the Standard</b> <b>2</b></p>	<p><b>Does Not Meet the Standard</b> <b>1</b></p>
<p>The pre-service teacher demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results</p> <p>Models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources.</p> <p>Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>	<p>The pre-service teacher uses technology resources to engage in ongoing professional development and lifelong learning.</p> <p>Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.</p> <p>Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p>	<p>The pre-service teacher does not use technology resources as a means to empowering learners with diverse backgrounds, characteristics, and abilities; does not overtly consider the issue of equitable access to technology resources for all students.</p> <p>Demonstrates at most a basic (or very limited) knowledge of computer technologies with little recognition of the need to stay abreast of evolving technologies.</p>

**Standard 12:** The pre-service teacher understands that teaching is necessarily a value-laden activity and can reflect on the moral consequences of instructional and curricular decisions. The pre-service teacher:

- 12.1 demonstrates the ability to be a reflective practitioner promoting inquiry into the larger social and moral consequences of the teaching practice.
- 12.2 demonstrates a capacity to teach for social justice which includes treating all students with dignity and respect.
- 12.3 promotes a rigorous academic environment engaging all students in significant interdisciplinary study of subject matter.

<b>Exceeds the Standard 3</b>	<b>Meets the Standard 2</b>	<b>Does Not Meet the Standard 1</b>
The pre-service teacher actively seeks opportunities to promote analytical skills and critical thinking in service to others and values open inquiry and liberal education. The candidate consistently seeks opportunities to access differential instructional methods that are value laden. The pre-service teacher is capable of constructing arguments about their teaching grounded in the ideas and principles of the Rockhurst University Department of Education Conceptual Framework and the MoSTEP Beginning Teacher Standards. He/she can place current instructional practices in broader historical and social context.	The pre-service teacher knows curricular practices and promotes life-long learning. The candidate has knowledge of and often seeks access to the Conceptual Framework in order to be leaders in the service to others. Demonstrates some application of interdisciplinary study. Occasionally demonstrates reflection on decisions and consequences.	The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher and avoids the complexity of the importance of issues that confront teachers daily. The candidate shows no evidence of going beyond the MoSTEP Beginning Teacher Standards. The pre-service teacher engages in little reflection of decisions and consequences.