Missouri Teacher Standards

Introduction
The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. Thus these standards recognize that teachers continuously develop knowledge and skills. Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher’s knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Content knowledge, including varied perspectives aligned with appropriate instruction.
The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. [SB 291 Section 161.380.2 (3)
The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior.]

Quality Indicator 1: Content knowledge and academic language
Quality Indicator 2: Student engagement in subject matter
Quality Indicator 3: Disciplinary research and inquiry methodologies
Quality Indicator 4: Interdisciplinary instruction
Quality Indicator 5: Diverse social and cultural perspectives

Standard #2 Student Learning, Growth and Development
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. [SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Quality Indicator 1: Cognitive, social, emotional and physical development
Quality Indicator 2: Student goals
Quality Indicator 3: Theory of learning
Quality Indicator 4: Differentiated lesson design
Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
Quality Indicator 6: Language, culture, family and knowledge of community

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Standard #3 Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs. [SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]

Quality Indicator 1: Implementation of curriculum standards
Quality Indicator 2: Develop lessons for diverse learners
Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies

Standard #4 Critical Thinking

The teacher uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills including instructional resources. [SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process.]

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking
Quality Indicator 2: Appropriate use of instructional resources to enhance student learning
Quality Indicator 3: Cooperative, small group and independent learning

Standard #5 Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. [SB 291 Section 161.380.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Quality Indicator 1: Classroom management, motivation, and engagement
Quality Indicator 2: Managing time, space, transitions, and activities
Quality Indicator 3: Classroom, school and community culture
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Standard #6 Effective Communication
The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom. [SB 291 Section 161.380.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Verbal and nonverbal communication
Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences
Quality Indicator 3: Learner expression in speaking, writing and other media
Quality Indicator 4: Technology and media communication tools

Standard #7 Student Assessment and Data Analysis
The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop. [SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Quality Indicator 1: Effective use of assessments
Quality Indicator 2: Assessment data to improve learning
Quality Indicator 3: Student-led assessment strategies
Quality Indicator 4: Effect of instruction on individual/class learning
Quality Indicator 5: Communication of student progress and maintaining records
Quality Indicator 6: Collaborative data analysis

Standard #8 Professionalism
The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Self-assessment and improvement
Quality Indicator 2: Professional learning
Quality Indicator 3: Professional rights, responsibilities and ethical practices

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Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members. [SB 291 Section 161.380.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Induction and collegial activities
Quality Indicator 2: Collaborating to meet the needs of students
Quality Indicator 3: Cooperative partnerships in support of student learning
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The Professional Continuum of the Missouri Teacher: The following descriptions apply to all indicators found in the standards:

<table>
<thead>
<tr>
<th>Candidate: #C#</th>
<th>New Teacher: #N#</th>
<th>Developing Teacher: #D#</th>
<th>Proficient Teacher: #P#</th>
<th>Distinguished Teacher: #S#</th>
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<tr>
<td>This level describes the performance expected of a potential teacher preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.</td>
<td>This level describes the performance expected of a new teacher as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in a classroom of their own.</td>
<td>This level describes the performance expected of a teacher early in their assignment as the teaching, content, knowledge, and skills that he/she possesses continue to develop as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.</td>
<td>This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</td>
<td>This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as a leader in the school, district, and the profession.</td>
</tr>
</tbody>
</table>

Indicator Terminology:
- Demonstrate knowledge
- Can create/implement
- Understand/reflect
- Aware of/recognize
- Observe/identify
- Develop ability to
- Describe/ explain

Indicator Terminology:
- Demonstrate
- Communicate
- Identify/select
- Use/implement
- Develop/create
- Facilitate
- Explore/learn
- Apply

Indicator Terminology:
- Incorporate
- Apply
- Engage
- Develop/design
- Actively participate
- Realize
- Implement
- Advance

Indicator Terminology:
- Expand/engage
- Analyze/Assess
- Adjust
- Display/Present
- Enable/assist
- Build
- Anticipate
- Establish/select

Indicator Terminology:
- Mentor/Model
- Lead/share
- Connect/promote
- Employ
- Contribute
- Has Mastery of
- Cultivate/Foster
- Research

Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology

Coding of standards:
- First Number= the # of the standard
- Second letter = the developmental category of the teacher (C=Candidate; N=New; D=Developing; P=Proficient; S=Distinguished)
- Third # = the sequential # of the quality indicator for that teaching category in that standard

[Example 1D4 = Standard #1; Developing Teacher; Quality Indicator 4]

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