



**Missouri Department of Elementary & Secondary Education
Office of Educator Quality
Missouri Standards for the Preparation of Educators (MoSPE)
The Candidate Column-Missouri Teacher Standards & Quality Indicators**

Standard #1 - Content knowledge 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 aspects of subject matter meaningful and engaging for students.

Quality Indicator 1 – Content Knowledge and Academic Language:

1C1 Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.

Quality Indicator 2 – Student Engagement in Subject Matter:

1C2 Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

Quality Indicator 3 – Disciplinary Research and Inquiry Methodologies:

1C3 Understands how to engage students in the methods of inquiry and research in his or her respective discipline.

Quality Indicator 4 – Interdisciplinary Instruction:

1C4 Can create and implement interdisciplinary lessons that are aligned with standards.

Quality Indicator 5 – Diverse Social and Cultural Perspectives:

1C5 Demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias.

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 that support the intellectual, social, and personal development of all students.

Quality Indicator 1 - Cognitive, Social, Emotional and Physical Development:

2C1 Knows and identifies child/adolescent developmental stages and can apply them to students.



Standard #2 - Student, Learning Growth and Development: (Continued)

Quality Indicator 2- Student Goals:

2C2 Demonstrates knowledge on how to assist students in setting short- and long-term learning goals and self-reflect on their overall growth.

Quality Indicator 3 – Theory of Learning:

2C3 Applies knowledge of learning theory in all aspects of instructional design

Quality Indicator 4 – Differentiated Lesson Design:

2C4 Recognizes diversity and the impact it has on education.

Quality Indicator 5 - Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs:

2C5 Is able to plan lessons and learning activities to address a student’s prior experiences, multiple intelligences, strengths and needs in order to positively impact learning.

Quality Indicator 6 – Language, Culture, Family and Knowledge of Community Values:

2C6 Demonstrates an understanding that instruction should be connected to students’ prior experiences and family, culture, and community.

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 student, district and state standards data.

Quality Indicator 1 – Implementation of Curriculum Standards:

3C1 Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes.

Quality Indicator 2 – Lessons for Diverse Learners:

3C2 Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.

Quality Indicator 3 – Instructional Goals and Differentiated Instructional Strategies:

3C3 Knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives.



Standard #4 - Critical Thinking: The teacher uses a variety of instructional strategies and resources to encourage students' development and critical thinking, problem solving, and performance skills.

Quality Indicator 1- Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking:

4C1 Can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.

Quality Indicator 2 – Appropriate Use of Instructional Resources to Enhance Student Learning:

4C2 Demonstrates knowledge of current instructional resources to support complex thinking and technological skills.

Quality Indicator 3 – Cooperative, Small Group and Independent Learning:

4C3 Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning.

Standard #5 - Positive Classroom Environment: The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

Quality Indicator 1 – Classroom Management, Motivation, and Engagement:

5C1 Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.

Quality Indicator 2 – Management of Time, Space, Transitions, and Activities:

5C2 Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.

Quality Indicator 3 – Classroom, School, and Community Culture:

5C3 Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.



Standard #6 - Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1 – Verbal and Nonverbal Communication:

6C1 Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques.

Quality Indicator 2 - Sensitivity to Culture, Gender, Intellectual and Physical Differences:

6C2 Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student communications.

Quality indicator 3 – Learner Expression in Speaking, Writing, and Other Media:

6C3 Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.

Quality Indicator 4 – Technology and Media Communication Tools:

6C4 Develops skills in using a variety of technology 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 and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1 – Effective Use of Assessments:

7C1 Has knowledge of the development, use and analysis of formal and informal assessments.

Quality Indicator 2 – Assessment Data to Improve Learning:

7C2 Has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.

Quality Indicator 3 – Student- Led Assessment Strategies:

7C3 Describes, explains and analyzes a variety of self and peer assessment strategies, understands the need to prepare students for the demands of particular assessment formats; can set their own learning goals; and is able to teach students to set learning goals.



Standard #7 – Standard Assessment and Data Analysis: (Continued)

Quality Indicator 4 – Effect of Instruction on Individual / Class Learning:

7C4 Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning. The candidate uses analysis of the data to determine the effect of class instruction on individual and whole class learning.

Quality Indicator 5 – Communication of Student Progress and Maintaining Records:

7C5 Can explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.

Quality Indicator 6 – Collaborative Data Analysis:

7C6 Demonstrates a capacity to engage in a collaborative classroom/department/school data analysis process.

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

Quality Indicators 1 – Self- Assessment and Improvement:

8C1 Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.

Quality Indicator 2 – Professional Learning:

8C2 Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.

Quality Indicator 3 – Professional Rights, Responsibilities, and Ethical Practices:

8C3 Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.



Standard #9 – Professional Collaboration: The teacher has effective working relationships with students, families, school colleagues and community members.

Quality Indicator 1 – Induction and Collegial Activities:

9C1 Understands the importance of collegial activities in building a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor to establish relationships in the school, district and community.

Quality Indicator 2 – Collaborating to Meet Student Needs:

9C2 Understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/ supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

Quality Indicators 3 – Cooperative Partnerships in Support of Student Learning:

9C3 Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being.