

# 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:

<p><b>Candidate: #C#)</b> 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.</p>	<p><b>New Teacher: #N#)</b> 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.</p>	<p><b>Developing Teacher: #D#)</b> 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.</p>	<p><b>Proficient Teacher: #P#)</b> 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.</p>	<p><b>Distinguished Teacher: #S#)</b> 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.</p>
<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge</li> <li>• Can create/implement</li> <li>• Understand/reflect</li> <li>• Aware of/recognize</li> <li>• Observe/identify</li> <li>• Develop ability to</li> <li>• Describe/ explain</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Communicate</li> <li>• Identify/select</li> <li>• Use/implement</li> <li>• Develop/create</li> <li>• Facilitate</li> <li>• Explore/learn</li> <li>• Apply</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Incorporate</li> <li>• Apply</li> <li>• Engage</li> <li>• Develop/design</li> <li>• Actively participate</li> <li>• Realize</li> <li>• Implement</li> <li>• Advance</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Expand/engage</li> <li>• Analyze/Assess</li> <li>• Adjust</li> <li>• Display/Present</li> <li>• Enable/assist</li> <li>• Build</li> <li>• Anticipate</li> <li>• Establish/select</li> </ul>	<p><b>Indicator Terminology:</b></p> <ul style="list-style-type: none"> <li>• Mentor/Model</li> <li>• Lead/share</li> <li>• Connect/promote</li> <li>• Employ</li> <li>• Contribute</li> <li>• Has Mastery of</li> <li>• Cultivate/Foster</li> <li>• Research</li> </ul>
<p><b>Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology</b></p>				

## 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]