Overview

The Missouri Teacher Standards, as part of the Missouri Standards for Professional Educators (MoSPE), were adopted by DESE in June 2011.

- 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 as well as lifelong 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.

- 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.

Developmental Standards of Levels

The Missouri Teacher Standards address the following five (5) developmental levels: candidate, new teacher, developing teacher, proficient teacher, and distinguished teacher. (Information about the descriptions for all five developmental levels is on the DESE website.)

- Candidate: 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.

- New Teacher: This level describes the performance expected of a new teacher as he/she enters the profession in a new assignment. The base knowledge and skills are applied as he/she begins to teach and advance student growth and achievement in a classroom of his/her own.

- Developing Teacher: This level describes the performance expected of a teacher early in his/her assignment as he/she begins to develop and advance student growth and achievement in a classroom of his/her own.

- Proficient Teacher: 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.

- Distinguished Teacher: 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.

Standards, Quality Indicators, and Characteristics

This document contains the nine (9) standards, the quality indicators (QI) under each standard, and characteristics of effective teachers who are proficient in each standard.

The Nine Teacher Standards
- Standard 1: Content and Instruction
- Standard 2: Development and Diversity
- Standard 3: Curriculum and Planning
- Standard 4: Critical Thinking
- Standard 5: Classroom Environment
- Standard 6: Communication
- Standard 7: Assessment
- Standard 8: Professionalism
- Standard 9: Collaboration

Standard #1: Content and Instruction

Standard 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 Indicators
- QI1: Content Knowledge and Academic Language
- QI2: Student Engagement in Subject Matter
- QI3: Disciplinary Research and Inquiry Methodologies
- QI4: Interdisciplinary Instruction
- QI5: Diverse Social and Cultural Perspectives
### Standard #2: Development and Diversity

**Standard**

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.

**Quality Indicators**

- Q1: Cognitive, Social, Emotional and Physical Development
- Q2: Student Goals
- Q3: Theory of Learning
- Q4: Differentiated Lesson Design
- Q5: Prior Experiences, Multiple Intelligences, Strengths, and Needs
- Q6: Language, Culture, Family, and Knowledge of Community Values

### Standard #3: Curriculum and Planning

**Standard**

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 Indicators**

- Q1: Implementation of Curriculum Standards
- Q2: Lessons for Diverse Learners
- Q3: Instructional Goals and Differentiated Instructional Strategies

### Standard #4: Critical Thinking

**Standard**

The teacher uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills.

**Quality Indicators**

- Q1: Instructional Strategies Leading to Student Engagement in Problem Solving and Critical Thinking
- Q2: Appropriate Use of Instructional Resources to Enhance Student Learning
- Q3: Cooperative, Small Group, and Independent Learning

### Standard #5: Classroom Environment

**Standard**

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 Indicators**

- Q1: Classroom Management Techniques
- Q2: Management of Time, Space, Transitions, and Activities
- Q3: Classroom, School, and Community Culture

### Standard #6: Communication

**Standard**

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 Indicators**

- Q1: Verbal and Nonverbal Communication
- Q2: Sensitivity to Culture, Gender, Intellectual, and Physical Differences
- Q3: Learner Expression in Speaking, Writing and Other Media
- Q4: Technology and Media Communication Tools

### Standard #7: Assessment

**Standard**

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 Indicators**

- Q1: Effective Use of Assessments
- Q2: Assessment Data to Improve Learning
- Q3: Student-Led Assessment Strategies
- Q4: Effect of Instruction on Individual/Class Learning
- Q5: Communication of Student Progress and Maintaining Records
- Q6: Collaborative Data Analysis

### Standard #8: Professionalism

**Standard**

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**

- Q1: Self-Assessment and Improvement
- Q2: Professional Learning
- Q3: Professional Rights, Responsibilities, and Ethical Practices

### Standard #9: Collaboration

**Standard**

Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues, and community members.

**Quality Indicators**

- Q1: Induction and Collegial Activities
- Q2: Collaborating to Meet Student Needs
- Q3: Cooperative Partnerships in Support of Student Learning