Alignment of MoSPE Standards with
Key Concepts of Fontbonne University Conceptual Framework

MoSPE Standards	Fontbonne University's Conceptual Framework Key Concepts							
	Assessment	Collaboration	Diversity	Educational Excellence	Open Communication	Reflection	Responsible Presence	Technology
Standard #1 Content Knowledge and 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.		x	x	x	x	x		
Standard #2 Understanding and Encouraging 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 learner** and support the intellectual, social, and personal development of all students.	x	x	x		x	x		x
Standard #3 Implementing the Curriculum. 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.	x	x	x			x		x
Standard #4 Teaching for Critical Thinking. The teacher uses a **variety of instructional strategies** to encourage students' critical thinking, problem solving, and performance skills including instructional applications.	x	x	x	x	x	x	x	x
Standard #5 Creating a Positive Classroom Learning 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.		x	x		x	x	x	x
Standard #6 Utilizing 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.		x	x		x	x	x	
Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction. 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.	x		x	x		x		x
Standard #8 Professional Practice. 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.	x	x	x	x	x	x	x	
Standard #9 Professional Collaboration. The teacher has **effective working relationships** with students, parents, school colleagues, and community members.	x	x			x	x	x	

Alignment of NBPTS Standards with
Key Concepts of Fontbonne University Conceptual Framework

National Board for Professional Teaching Standards (NBPTS listed as "Propositions") **Alignment with NCATE Standards** (listed by NCATE# & letter)	Assessment	Collaboration	Diversity	Educational Excellence	Open Communication	Reflection	Responsible Presence	Technology
Proposition 1: Teachers are Committed to Students and Their Learning	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*
1b. Candidates are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn.				x		x	x	x
3c. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.	x	x	x	x				
4a. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. Candidates engage all students, including English language learners and students with exceptionalities, through instructional conversation.		x	x	x	x		x	x
Proposition 2: Teachers Know the Subjects They Teach and how to Teach Those Subjects to Students.	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*
1a. Candidates in advanced programs for teachers are recognized experts in the content that they teach.		x		x	x		x	
1b. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning.	x	x	x	x		x	x	x
1c. Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences.	x	x	x	x	x	x	x	x
1g. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.	x	x	x	x	x	x	x	x
4a. Candidates challenge students toward cognitive complexity.		x		x	x	x		
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*
1d. Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.	x		x	x		x	x	x

Proposition 4: Teachers Think Systematically about their Practice and Learn from Experience.	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*
1b. Candidates in advanced programs for teachers are able to critique research and theories related to pedagogy and learning.	x		x	x		x	x	x
1g. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.	x			x		x	x	
2c. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.	x	x		x	x	x	x	x
3b. Candidates reflect on and can justify their own practice. Candidates in advanced programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research.	x	x	x	x		x	x	
4a. Candidates and faculty regularly review candidate assessment data on candidate's ability to work with all students and develop a plan for improving their practice and the institution's programs.	x	x	x	x	x	x	x	
4c. The active participation of candidates from diverse cultures and with different experiences is solicited, valued and promoted in classes, field experiences, and clinical practice. Candidates reflect on and analyze these experiences in ways that enhance their development and growth as professionals.	x	x	x	x	x	x	x	x
Proposition 5: Teachers are Members of Learning Communities.	*x*	*x*	*x*	*x*	*x*	*x*	*x*	*x*
1b. Candidates in advanced programs for teachers share their expertise through leadership and mentoring roles in their school communities.		x	x	x	x	x	x	
1c. Candidates in advance programs for teachers take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.		x		x	x	x	x	
1d. Candidates in advanced programs for teachers collaborate with other professionals to identify and design strategies and interventions that support student learning.	x	x	x	x	x	x	x	x
3c. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each other's practice and the effects on student learning with the goal of improving practice.	x	x	x	x	x	x	x	
4b. Candidates in conventional and distance learning programs interact with professional education faculty, faculty in other units, and school faculty from a broad range of diverse groups.		x	x	x	x		x	
4c. Candidates engage in professional education experiences in conventional and distance learning programs with candidates from the broad range of diverse groups.		x	x	x	x		x	
1g. Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.	x	x	x	x	x	x	x	x