MoSPE Standards Continuum

ASPIRING TEACHER CANDIDATE	CANDIDATE	EMERGING TEACHER	DEVELOPING TEACHER	PROFICIENT TEACHER	DISTINGUISHED TEACHER
The aspiring teacher candidate …	The teacher candidate…	The emerging teacher…	The developing teacher **also**…	The proficient teacher **also**…	The distinguished teacher **also**…

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 students.

Standard 1 --- Quality Indicator 1: Content Knowledge And Academic Language

ASPIRING TEACHER CANDIDATE	CANDIDATE	EMERGING TEACHER	DEVELOPING TEACHER	PROFICIENT TEACHER	DISTINGUISHED TEACHER
1A1) Demonstrates basic content knowledge as well as academic language of disciplines.	*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.*	*1E1) Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.*	*1D1) Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.*	*1P1) Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.*	*1S1) Has mastery of taught subjects and infuses new research-based content knowledge into instruction continuously.*

Standard 1 --- Quality Indicator 2: Student engagement in subject matter

ASPIRING TEACHER CANDIDATE	CANDIDATE	EMERGING TEACHER	DEVELOPING TEACHER	PROFICIENT TEACHER	DISTINGUISHED TEACHER
1A2) Demonstrates an awareness of teaching methodologies used to engage students in subject matter.	*1C2) Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.*	*1E2) Chooses from multiple sources to engage student interest and activity in the content.*	*1D2) Uses a variety of differentiated instructional strategies which purposefully engages students in content.*	*1P2) Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.*	*1S2) Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.*

Standard 1 --- Quality Indicator 3: Disciplinary Research and Inquiry Methodologies

ASPIRING TEACHER CANDIDATE	CANDIDATE	EMERGING TEACHER	DEVELOPING TEACHER	PROFICIENT TEACHER	DISTINGUISHED TEACHER
Not applicable at Aspiring Teacher Candidate level.	1C3) Understands how to engage students in the methods of inquiry and research in his or her respective discipline.	1E3) Introduces students to various methods of inquiry and research methodologies.	1D3) Employs student-inquiry instructional approaches to build capacity for all students on research methodologies.	1P3) Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.	1S3) Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.

Standard 1 --- Quality Indicator 4: Interdisciplinary instruction					
1M4) Demonstrates an understanding of what constitutes an interdisciplinary instruction.	1C4) Can create and implement interdisciplinary lessons that are aligned with standards.	1E4) Demonstrates the ability to make interdisciplinary content connections during instruction.	1D4) Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.	1P4) Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	1S4) Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Standard 1 --- Quality Indicator 5: Diverse Social and Cultural Perspectives					
1A5) Demonstrates an understanding of cultural diversity and the potential for bias in teaching.	1C5) Demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, while recognizing the potential for bias in his/her representation of the discipline.	1E5) Facilitates students' ability to develop balanced, diverse social and cultural perspectives and recognizes personal bias in lesson design.	1D5) Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.	1P5) Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.	1S5) Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.

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

Standard 2 --- Quality Indicator 1: Cognitive, Social, Emotional and Physical Development

2A1) Demonstrates a basic knowledge of principles of human development.	2C1) Knows and identifies child/adolescent development stages and can apply them to students.	2E1) Knows how to address developmental factors when making instructional decisions.	2D1) Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.	2P1) Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.	2S1) Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.

Standard 2 --- Quality Indicator 2: Student Goals

2A2) Recognizes the need to set short and long-term goals, organize, implement, and self-reflect.	2C2) Demonstrates knowledge on how to assist students in setting short- and long-term learning goals to organize their learning and self-reflect on their overall growth.	2E2) Facilitates students' understanding of taking personal responsibility for their own learning.	2D2) Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.	2P2) Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.	2S2) Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.

Standard 2 --- Quality Indicator 3: Theory of Learning

2A3) Demonstrates a basic knowledge of theories of learning.	2C3) Applies knowledge of the theory of learning in all aspects instructional design	2E3) Applies theories of learning to create well-planned and delivered instruction.	2D3) Implements research-based instruction focused on production of learning for individual students.	2P3) Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.	2S3) Continuously modifies instruction based on their own and emerging research and shares effective practices and modifications with colleagues.

Standard 2 --- Quality Indicator 4: Meeting the Needs of Every Student

2A4) Demonstrates an understanding that students differ in their approaches to learning.	*2C4) Recognizes diversity and the impact it has on education.*	*2E4) Designs and implements instruction that considers the needs of students.*	*2D4) Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.*	*2P4) Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.*	*2S4) Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.*

Standard 2 --- Quality Indicator 5: Prior Experiences, Multiple Intelligences, Strengths and Needs					
2A5) Identifies how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.	2C5) Is able to plan lessons and learning activities to address a student's prior experiences, multiple intelligences, strengths and needs to positively impact learning.	2E5) Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.	2D5) Creates and delivers lessons and instructional activities that address the individual needs of all learners, and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.	2P5) Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.	2S5) Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.

Standard 2 --- Quality Indicator 6: Language, culture, family and knowledge of community values					
2A6) Explains how students' language, culture, family and community impact learning.	2C6) Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community.	2E6) Reviews demographic and biographical data of students to determine the variety of learning needs.	2D6) Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.	2P6) Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.	2S6) Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction/assignments that are related to students' experiences and culture.

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Missouri Department of Elementary and Secondary Education (October 10, 2014). *Missouri Initial Professional Education Competencies (MIPEC).* Jefferson City, MO: Author.
(NOTE: The 16 Quality Indicators in bold and italics have been identified as high leverage indicators by the 100+ school districts who participated in piloting the Missouri Educator Evaluation System (MEES).)

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.

Standard 3 – Quality Indicator 1: Implementation of Curriculum Standards

3A1) Demonstrates an understanding of curriculum, instructional alignment, and national and state 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.*	*3E1) Makes informed decisions about instructional objectives aligned to district mapping and pacing guides.*	*3D1) Consistently delivers a variety learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.*	*3P1) Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.*	*3S1) Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.*

Standard 3 --- Quality Indicator 2: Develop Lessons For Diverse Learners

3A2) Demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs.	*3C2) Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.*	*3E2) Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners*	*3D2) Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.*	*3P2) Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.*	*3S2) Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.*

Standard 3 --- Quality Indicator 3: Analyze Instructional Goals and Differentiated Instructional Strategies

3A3) Demonstrates an understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.	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.	3E3) Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.	3D3) Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.	3P3) Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.	3S3) Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.

Standard #4 Teaching for Critical Thinking

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

Standard 4 --- Quality Indicator 1: Instructional Strategies Leading To Student Engagement In Problem Solving And Critical Thinking

4A1) Identifies instructional strategies that promote critical thinking and problem solving.	*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.*	*4E1) Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.*	*4D1) Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.*	*4P1) Effectively applies a range of instructional techniques that require students to think critically and problem-solve.*	*4S1) Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.*

Standard 4 --- Quality Indicator 2: Appropriate Use Of Instructional Resources To Enhance Student Learning

4A2) Demonstrates the importance of using instructional resources to enhance student learning.	4C2) Demonstrates knowledge of current instructional resources to support complex thinking and technological skills.	4E2) Uses a variety of instructional resources to enhance the teaching and learning process.	4D2) Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.	4P2) Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.	4S2) Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.

Standard 4 --- Quality Indicator 3: Cooperative Learning

4A3) Demonstrates a basic understanding of multiple strategies for effective student engagement.	4C3) Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning.	4E3) Employs individual and collaborative learning activities to promote critical thinking skills.	4D3) Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.	4P3) Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.	4S3) Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.

Standard #5 Positive Classroom Environment for Learning

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.

Standard 5 --- Quality Indicator 1: Classroom management, Motivation and Engagement

5A1) Recognizes principles of 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.*	*5E1) Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.*	*5D1) Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.*	*5P1) Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.*	*5S1) Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.*

Standard 5 --- Quality Indicator 2: Management Of Time, Space, Transitions, And Activities

5A2) Identifies the implications of effective management of time, space, transitions, and activities.	*5C2) Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.*	*5E2) Manages time, space, transitions, and activities in their classroom.*	*5D2) Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.*	*5P2) Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.*	*5S2) Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.*

Standard 5 --- Quality Indicator 3: Classroom, School And Community Culture

5A3) Recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	*5C3) Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.*	*5E3) Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.*	*5D3) Develops a positive culture in the classroom and school to positively affect student relationships and learning.*	*5P3) Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.*	*5S3) Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.*

Standard #6 Utilizing Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 6 --- Quality Indicator 1: Verbal And Nonverbal Communication

6A1) Demonstrates effective verbal and nonverbal communication techniques.	*6C1) Understands the importance of and develops the ability to use effective verbal, nonverbal communication techniques*	*6E1) Uses correct, effective verbal and non-verbal communication skills.*	*6D1) Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.*	*6P1) Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.*	*6S1) Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.*

Standard 6 --- Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual And Physical Differences

6A2) Recognizes the need to be sensitive to student differences in communication.	6C2) Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student communications.	6E2) Is aware of personal bias in regards to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.	6D2) Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	6P2) Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.	6S2) Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.

Standard 6 --- Quality Indicator 3: Learner Expression in Speaking, Writing And Other Media

6A3) Reflects on how effective teachers facilitate learner expression in speaking, writing, listening, and other media.	6C3) Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	6E3) Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	6D3) Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adhering to district policy.	6P3) Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	6S3) Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.

Standard 6 --- Quality Indicator 4: Technology and Media Communication Tools

6A4) Develops skills in using a variety of media communication tools.	6C4) Develops skills in using a variety of technology media communication tools.	6E4) Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.	6D4) Implements instruction that encourages technology and media communication tools use for learning and models those techniques.	6P4) Facilitates the students' effective use of technology and media communication tools.	6S4) Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.

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 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.

Standard 7 --- Quality Indicator 1: Effective Use Of Assessments

7A1) Recognizes the importance of using formative and summative assessment strategies.	*7C1) Has knowledge of the development, use and analysis of formal and informal assessments.*	*7E1) Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.*	*7D1) Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.*	*7P1) Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.*	*7S1) Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.*

Standard 7 --- Quality Indicator 2: Assessment Data To Improve Learning

7A2) Recognizes how data are used to guide informed educational decisions.	*7C2) Has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.*	*7E2) Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.*	*7D2) Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post-test results or similar mechanisms) to inform instructional decisions.*	*7P2) Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.*	*7S2) Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.*

Standard 7 --- Quality Indicator 3: Student-Led Assessment Strategies

7A3) Recognizes the importance of self and peer assessment.	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.	7E3) Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities	7D3) Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.	7P3) Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.	7S3) Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.

Standard 7 --- Quality Indicator 4: Effect of Instruction on Individual/Class Learning

7A4) Recognizes the role of assessment data in showing the effectiveness 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, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.	7E4 Observes the effect of class instruction on individual and whole class learning.	7D4) Collects relevant information and data about current instruction to plan future instruction.	7P4) Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional	7S4) Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.

			strategies.	

Standard 7--- Quality Indicator 5: Communication of Student Progress and Maintaining Records

7A5) Recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.	*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.*	*7E5) Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.*	*7D5) Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.*	*7P5) Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.*	*7S5) Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.*

Standard 7--- Quality Indicator 6: Collaborative Data Analysis Process

7A6) Recognizes the importance of collaboration in the data analysis process.	7C6) Demonstrates a capacity to engage in a collaborative Classroom/department/school data analysis process.	7E6) Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.	7D6) Works in teams to share and analyze data to measure the accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.	7P6) Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.	7S6) Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.

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.

Standard 8 --- Quality Indicator 1: Self-Assessment and Improvement

8A1) Articulates understanding of the importance of reflective practice and continual professional growth.	*8C1) Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.*	*8E1) Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.*	*8D1Consistently engages in reflective practice and consistently applies this to his/her instructional process in order to modify future instruction.*	*8P1) Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.*	*8S1) Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.*

Standard 8 --- Quality Indicator 2: Professional Learning

8A2) Articulates the importance of regular participation in professional learning opportunities.	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.	8E2) Is aware of and utilizes resources available for professional learning.	8D2) Applies knowledge gained from a variety of resources to benefit the learning of students in the classroom.	8P2) Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.	8S2) Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.

Standard 8 --- Quality Indicator 3: Professional Rights, Responsibilities And Ethical Practices

8A3) Recognizes ethical practices and the influence of district policies and school procedures on professional practice.	8C3) Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.	8E3) Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.	8D3) Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.	8P3) Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.	8S3) Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, families, school colleagues and community members.

Standard 9 --- Quality Indicator 1: Roles, Responsibilities, and Collegial Activities

9A1) Identifies strategies for fostering appropriate relationships with peers and school personnel.	*9C1) Understands the importance of collegial activities in building a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.*	*9E1) Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.*	*9D1) Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.*	*9P1) Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.*	*9S1) Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.*

Standard 9 --- Quality Indicator 2: Collaborating with Historical, Cultural, Political, and Social Context to Meet the Needs of Students

9A2) Recognizes the availability of basic services in the school and community to support students and their learning.	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 and others across the system to identify and provide needed services to support individual learners.	9E2) Identifies ways to work with others across the system to provide needed services to support individual learners.	9D2Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs.	9P2) Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.	9S2) Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.

Standard 9 --- Quality Indicator 3: Cooperative Partnerships In Support Of Student Learning

9A3) Recognizes the importance of developing relationships with students, families, and communities 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.*	*9E3) Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.*	*9D3) With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.*	*9P3) Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.*	*9S3) Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.*