

FONTBONNE UNIVERSITY
TEACHER EDUCATION UNIT

Missouri Standards for Professional Educators (MoSPE)

Candidates seeking initial teaching certification will demonstrate competencies in the following Missouri Standards for Professional Educators. To more clearly define the intent of each, please see your instructor for more information.

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.

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 #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 #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 resources.

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.

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.

Standard #7: Use of Student Achievement 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.

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

COMMITMENTS OF THE RESPONSIBLE EDUCATOR

I. PROFESSIONAL COMMITMENTS

1. Exhibit **enthusiasm** for teaching as a profession and articulate a personal vision of educational goals
2. **Participate** in class and field experiences in a manner befitting a professional educator
3. Develop and **refine standard oral and written communications** skills that positively reflect upon the profession
4. Effectively **communicate, collaborate, and cooperate** with colleagues, parents, and the larger educational community
5. Respect the **privacy** of students and the **confidentiality** of information as required by law
6. Accept and use **feedback for professional growth** and development
7. Exhibit **self-management, planning, and organizational skills** needed to complete tasks by required deadlines.

II. ACADEMIC COMMITMENTS

8. Exhibit **enthusiasm** for the discipline(s) to be taught
9. Exhibit solid **knowledge of content**
10. Adhere to tenets of **academic honesty and integrity**
11. **Connect academics to everyday life**
12. Keep **abreast of new ideas** and trends in the discipline(s) and in the profession

III. INSTRUCTIONAL COMMITMENTS

13. Use **reflection** as an ongoing impetus to improvement of instruction
14. Show **respect** for the diverse talents of all learners
15. Show **sensitivity** to community, cultural, and gender differences in implementing instruction
16. Keep **abreast of new ideas**, resources and trends in instructional methodology
17. Use **assessment** as a means of fostering student growth and to promote self-assessment as a tool of learning
18. **Value all aspects of a child's well-being** (cognitive, emotional, social, and physical)
19. Value **planning**, but understand the need for **flexibility**
20. Integrate **technology** throughout the curriculum
21. Use student **strengths as a basis for growth** and student **errors as opportunities for learning**.

National Board for Professional Teaching Standards

The 5 Core Propositions

(NBPTS)

Graduate candidates seeking a master's degree at Fontbonne University will demonstrate competencies in these core propositions. To further understand the multiple dimensions of each of the core propositions, please see the document, "What Teachers Should Know and Be Able to Do" at the website listed below, beginning on page 8.
http://www.nbpts.org/UserFiles/File/what_teachers.pdf

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.