



# Teacher Standards

MISSOURI'S EDUCATOR EVALUATION SYSTEM



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**Standard #1 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 these aspects of subject matter meaningful and engaging for students.

<b>Standard 1 --- Quality Indicator 1: Content knowledge and academic language</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
1C1) The teacher candidate...  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) The emerging teacher...  Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also...  Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also...  Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also...  Has mastery of taught subjects and infuses new research-based content knowledge into instruction continuously.
<b>Standard 1 --- Quality Indicator 2: Student engagement in subject matter</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
1C2) The teacher candidate...  Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1E2) The emerging teacher...  Chooses from multiple sources to engage student interest and activity in the content.	1D2) The developing teacher also...  Uses a variety of differentiated instructional strategies which purposefully engages students in content.	1P2) The proficient teacher also...  Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.	1S2) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
1C3) The teacher candidate...  Understands how to engage students in the methods of inquiry and research in his or her respective discipline.	1E3) The emerging teacher...  Introduces students to various methods of inquiry and research methodologies.	1D3) The developing teacher also...  Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.	1P3) The proficient teacher also...  Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.	1S3) The distinguished teacher also...  Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.

**Standard 1 --- Quality Indicator 4: Interdisciplinary instruction**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
1C4) The teacher candidate...  Can create and implement interdisciplinary lessons that are aligned with standards.	1E4) The emerging teacher...  Demonstrates the ability to make interdisciplinary content connections during instruction.	1D4) The developing teacher also...  Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.	1P4) The proficient teacher also...  Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	1S4) The distinguished teacher also...  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**

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
<p>1C5) The teacher candidate...</p> <p>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.</p>	<p>1E5) The emerging teacher...</p> <p>Facilitates students' ability to develop balanced, diverse social and cultural perspectives and recognizes personal bias in lesson design.</p>	<p>1D5) The developing teacher also...</p> <p>Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.</p>	<p>1P5) The proficient teacher also...</p> <p>Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.</p>	<p>1S5) The distinguished teacher also...</p> <p>Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improve their community and/or world.</p>

## 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.

<b>Standard 2 --- Quality Indicator 1: Cognitive, social, emotional and physical development</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
2C1) The teacher candidate...  Knows and indentifies child/adolescent development stages and can apply them to students.	2E1) The emerging teacher...  Knows how to address developmental factors when making instructional decisions.	2D1) The developing teacher also...  Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.	2P1) The proficient teacher also...  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) The distinguished teacher also...  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.
<b>Standard 2 --- Quality Indicator 2: Student goals</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
2C2) The teacher candidate...  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) The emerging teacher...  Facilitates students' understanding of taking personal responsibility for their own learning.	2D2) The developing teacher also...  Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.	2P2) The proficient teacher also...  Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.	2S2) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
2C3) The teacher candidate...  Applies knowledge of the theory of learning in all aspects instructional design	2E3) The emerging teacher...  Applies theories of learning to create well-planned and delivered instruction.	2D3) The developing teacher also...  Implements research-based instruction focused on production of learning for individual students.	2P3) The proficient teacher also...  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) The distinguished teacher also...  Continuously modifies instruction based on their own and emerging research and shares effective practices and modifications with colleagues.

**Standard 2 --- Quality Indicator 4: Differentiated lesson design**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
2C4) The teacher candidate...  Recognizes diversity and the impact it has on education.	2E4) The emerging teacher...  Designs and implements instruction that considers the needs of students.	2D4) The developing teacher also...  Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.	2P4) The proficient teacher also...  Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.	2S4) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
2C5) The teacher candidate...	2E5) The emerging teacher...	2D5) The developing teacher also...	2P5) The proficient teacher also...	2S5) The distinguished teacher also...
Is able to plan lessons and learning activities to address a student's prior experiences, multiple intelligences, strengths and needs to positively impact learning.	Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.	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.	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.	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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
2C6) The teacher candidate...	2E6) The emerging teacher...	2D6) The developing teacher also...	2P6) The proficient teacher also...	2S6) The distinguished teacher also...
Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community.	Reviews demographic and biographical data of students to determine the variety of learning needs.	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.	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.	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.

### 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.

#### Standard 3 --- Quality Indicator 1: Implementation of curriculum standards

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
3C1) The teacher candidate...  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) The emerging teacher...  Makes informed decisions about instructional objectives aligned to district mapping and pacing guides.	3D1) The developing teacher also...  Consistently delivers a variety learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.	3P1) The proficient teacher also...  Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.	3S1) The distinguished teacher also...  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: Lessons for diverse learners

Candidate	Emerging Teacher	Developing Teacher:	Proficient Teacher	Distinguished Teacher
3C2) The teacher candidate...  Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.	3E2) The emerging teacher...  Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners	3D2) The developing teacher also...  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) The proficient teacher also...  Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.	3S2) The distinguished teacher also...  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: Instructional goals and differentiated instructional strategies**

Candidate	Emerging Teacher	Developing Teacher:	Proficient Teacher	Distinguished Teacher
<p>3C3) The teacher candidate...</p> <p>Knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives.</p>	<p>3E3) The emerging teacher...</p> <p>Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.</p>	<p>3D3) The developing teacher also...</p> <p>Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.</p>	<p>3P3) The proficient teacher also...</p> <p>Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.</p>	<p>3S3) The distinguished teacher also...</p> <p>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.</p>

## Standard #4 Critical Thinking

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

<b>Standard 4 --- Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
4C1) The teacher candidate...  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) The emerging teacher...  Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	4D1) The developing teacher also...  Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.	4P1) The proficient teacher also...  Effectively applies a range of instructional techniques that require students to think critically and problem-solve.	4S1) The distinguished teacher also...  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.
<b>Standard 4 --- Quality Indicator 2: Appropriate use of instructional resources to enhance student learning</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
4C2) The teacher candidate...  Demonstrates knowledge of current instructional resources to support complex thinking and technological skills.	4E2) The emerging teacher...  Uses a variety of instructional resources to enhance the teaching and learning process.	4D2) The developing teacher also...  Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.	4P2) The proficient teacher also...  Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.	4S2) The distinguished teacher also...  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, small group and independent learning**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
4C3) The teacher candidate...  Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning.	4E3) The emerging teacher...  Employs individual and collaborative learning activities to promote critical thinking skills.	4D3) The developing teacher also...  Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.	4P3) The proficient teacher also...  Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.	4S3) The distinguished teacher also...  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

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.

<b>Standard 5 --- Quality Indicator 1: Classroom management techniques</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
5C1) The teacher candidate...	5E1) The emerging teacher...	5D1) The developing teacher also...	5P1) The proficient teacher also...	5S1) The distinguished teacher also...
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.	Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction..	Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction..
<b>Standard 5 --- Quality Indicator 2: Management of time, space, transitions, and activities</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
5C2) The teacher candidate...	5E2) The emerging teacher...	5D2) The developing teacher also...	5P2) The proficient teacher also...	5S2) The distinguished teacher also...
Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.	Manages time, space, transitions, and activities in their classroom.	Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.	Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
5C3) The teacher candidate...  Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.	5E3) The emerging teacher...  Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.	5D3) The developing teacher also...  Develops a positive culture in the classroom and school to positively affect student relationships and learning.	5P3) The proficient teacher also...  Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.	5S3) The distinguished teacher also...  Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.

## Standard #6 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

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
6C1) The teacher candidate...  Understands the importance of and develops the ability to use effective verbal, nonverbal communication techniques.	6E1) The emerging teacher...  Uses correct, effective verbal and non-verbal communication skills.	6D1) The developing teacher also...  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) The proficient teacher also...  Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.	6S1) The distinguished teacher also...  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

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
6C2) The teacher candidate...  Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student communications.	6E2) The emerging teacher...  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) The developing teacher also...  Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	6P2) The proficient teacher also...  Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.	6S2) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
6C3) The teacher candidate...  Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	6E3) The emerging teacher...  Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	6D3) The developing teacher also...  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) The proficient teacher also...  Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	6S3) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
6C4) The teacher candidate...  Develops skills in using a variety of technology media communication tools.	6E4) The emerging teacher...  Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.	6D4) The developing teacher also...  Implements instruction that encourages technology and media communication tools use for learning and models those techniques.	6P4) The proficient teacher also...  Facilitates the students' effective use of technology and media communication tools.	6S4) The distinguished teacher also...  Either mentors, or assists students in mentoring, members of the school and community in the use of 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 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

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
7C1) The teacher candidate...	7E1) The emerging teacher...	7D1) The developing teacher also...	7P1) The proficient teacher also...	7S1) The distinguished teacher also...
Has knowledge of the development, use and analysis of formal and informal assessments.	Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.	Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.	Identifies student’s prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.	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

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
7C2) The teacher candidate...	7E2) The emerging teacher...	7D2) The developing teacher also...	7P2) The proficient teacher also...	7S2) The distinguished teacher also...
Has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.	Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.	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.	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.	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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
7C3) The teacher candidate...  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) The emerging teacher...  Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities	7D3) The developing teacher also...  Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.	7P3) The proficient teacher also...  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) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
7C4) The teacher candidate...  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) The emerging teacher...  Observes the effect of class instruction on individual and whole class learning.	7D4) The developing teacher also...  Collects relevant information and data about current instruction to plan future instruction.	7P4) The proficient teacher also...  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 strategies.	7S4) The distinguished teacher also...  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.

**Standard 7 --- Quality Indicator 5: Communication of student progress and maintaining records**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
7C5) The teacher candidate...  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) The emerging teacher...  Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.	7D5) The developing teacher also...  Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.	7P5) The proficient teacher also...  Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.	7S5) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
7C6) The teacher candidate...  Demonstrates a capacity to engage in a collaborative classroom/department/school data analysis process.	7E6) The emerging teacher...  Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.	7D6) The developing teacher also...  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) The proficient teacher also...  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) The distinguished teacher also...  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 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.

### Standard 8 --- Quality Indicator 1: Self-Assessment and improvement

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
8C1) The teacher candidate...  Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.	8E1) The emerging teacher...  Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.	8D1) The developing teacher also...  Consistently engages in reflective practice and consistently applies this to his/her instructional process in order to modify future instruction.	8P1) The proficient teacher also...  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) The distinguished teacher also...  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

Candidate	Emerging Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
8C2) The teacher candidate...  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) The emerging teacher...  Is aware of and utilizes resources available for professional learning.	8D2) The developing teacher also...  Applies knowledge gained from a variety of resources to benefit the learning of students in the classroom.	8P2) The proficient teacher also...  Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.	8S2) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
8C3) The teacher candidate...  Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.	8E3) The emerging teacher...  Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.	8D3) The developing teacher also...  Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.	8P3) The proficient teacher also...  Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.	8S3) The distinguished teacher also...  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.

<b>Standard 9 --- Quality Indicator 1: Induction and collegial activities</b>				
<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
<p>9C1) The teacher candidate...</p> <p>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.</p>	<p>9E1) The emerging teacher...</p> <p>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.</p>	<p>9D1) The developing teacher also...</p> <p>Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.</p>	<p>9P1) The proficient teacher also...</p> <p>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.</p>	<p>9S1) The distinguished teacher also...</p> <p>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.</p>

**Standard 9 --- Quality Indicator 2: Collaborating to meet student needs**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
9C2) The teacher candidate...  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) The emerging teacher...  Identifies ways to work with others across the system to provide needed services to support individual learners.	9D2) The developing teacher also...  Works 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) The proficient teacher also...  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) The distinguished teacher also...  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**

<b>Candidate</b>	<b>Emerging Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Teacher</b>
9C3) The teacher candidate...  Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being.	9E3) The emerging teacher...  Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.	9D3) The developing teacher also...  With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.	9P3) The proficient teacher also...  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) The distinguished teacher also...  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.