

Missouri Quality Indicators

Quality Indicator 1: The pre-service teacher **UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S)** within the context of a global society and creates learning experiences that make these aspects of **subject matter** meaningful for students.

- 1.1 *knows the discipline* applicable to the certification area(s); Subject Competencies for Beginning Teachers in Missouri;
- 1.2 presents the subject matter in multiple ways;
- 1.3 uses students' prior knowledge when identifying learning Objectives and choosing instructional strategies;
- 1.4 engages students in the methods of inquiry used in the discipline;
- 1.5 creates interdisciplinary learning.

Quality Indicator 2: The pre-service teacher understands how students learn and develop, and **PROVIDES LEARNING OPPORTUNITIES** that support **INTELLECTUAL, SOCIAL AND PERSONAL DEVELOPMENT** of all students.

- 2.1 *knows and identifies child/adolescent development*;
- 2.2 strengthens prior knowledge with new ideas;
- 2.3 encourages student responsibility;
- 2.4 knows theories of learning.

Quality Indicator 3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **DIVERSE LEARNERS**.

- 3.1 identifies prior experience, learning styles, strengths, and needs;
- 3.2 *designs and implements individualized instruction for students based on prior their experience, learning styles, strengths, and needs*;
- 3.3 knows when and how to access specialized services

- 3.4 to meet students' needs;
- 3.4 connects instruction to students' prior experiences and family, culture, and community.

Quality Indicator 4: The pre-service teacher recognizes the importance of **LONG-RANGE PLANNING AND CURRICULUM DEVELOPMENT** and develops, implements, and evaluates curriculum based upon **student, district, and state performance standards**.

- 4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
- 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
- 4.3 *evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning*.

Quality Indicator 5: The pre-service teacher **USES A VARIETY OF INSTRUCTIONAL STRATEGIES** to encourage students' development of critical thinking, problem solving, and performance skills.

- 5.1 *selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs*;
- 5.2 *engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities*.

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Quality Indicator 6: The pre-service teacher uses an understanding of **INDIVIDUAL AND GROUP MOTIVATION AND BEHAVIOR** to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 6.1 *knows motivation theories and behavior management strategies and techniques;*
- 6.2 manages time, space, transitions, and activities effectively;
- 6.3 engages students in decision making.

Quality Indicator 7: The pre-service teacher **MODELS EFFECTIVE VERBAL, NONVERBAL AND MEDIA COMMUNICATION TECHNIQUES** to foster active inquiry, collaboration, and supportive interaction in the classroom.

- 7.1 *models effective verbal/non-verbal communication skills;*
- 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
- 7.3 supports and expands learner expression in speaking, writing, listening, and other media;
- 7.4 uses a variety of media communication tools.

Quality Indicator 8: The pre-service teacher understands and uses **FORMAL AND INFORMAL ASSESSMENT STRATEGIES** to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- 8.1 *employs a variety of formal and informal assessment techniques* (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
- 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

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Quality Indicator 9: The pre-service teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. This **REFLECTIVE PRACTITIONER** actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

- 9.1 *applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interaction between them;*
- 9.2 *uses resources available for professional development;*
- 9.3 *practices professional ethics.*

Quality Indicator 10: The pre-service teacher **FOSTERS RELATIONSHIPS** with school colleagues, parents, and educational partners in the larger community to support student learning and well being.

- 10.1 *participates in collegial activities designed to make the entire school a productive learning environment;*
- 10.2 *talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as need to solve students' problems;*
- 10.3 *seeks opportunities to *develop relationships with the parents and guardians of students*, and seeks to develop cooperative partnerships in support of student learning and well being;*
- 10.4 *identifies and uses the appropriate school personnel and community resources to help students reach their full potential.*

Quality Indicator 11: The pre-service teacher understands **THEORIES AND APPLICATIONS OF TECHNOLOGY** in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

- 11.1 *Demonstrates an understanding of instructional technology concepts and operations.*
- 11.2 *Plans and designs effective learning environments and strategies for applying informational and instructional technology.*
- 11.3 *Implements curriculum plans that include methods and strategies for *applying informational and instructional technology to maximize student learning*.*
- 11.4 *Uses technological applications to facilitate a variety of effective assessment and evaluation strategies.*
- 11.5 *Uses technology to enhance personal productivity and professional practice.*
- 11.6 *Demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in pre-kindergarten through grade twelve (PK-12) schools and applies that understanding in practice.*