

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				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
1C1) The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline	1N1) The new teacher demonstrates breadth and depth of content knowledge in the fields to be taught, demonstrates accuracy during classroom practice, and communicates the meaning of academic language in his/her discipline to students.	1D1) The developing teacher knows the discipline applicable to curriculum standards (local, state, national) and delivers accurate content learning experiences. The developing teacher treats content as not a fixed body, but is complex and ever evolving and is able to research content needed to teach effectively and with fidelity. The developing teacher incorporates academic language into learning activities.	1P1) The proficient teacher expands his/her knowledge applicable to curriculum standards. He/she infuses new information into instructional units and lessons. The proficient teacher displays solid knowledge of the important concepts of the discipline and how these relate to one another. The proficient teacher enables students to use academic language related to their discipline with ease.	1S1) The distinguished teacher has mastery of the subject(s) he/she teaches including a deep understanding of the history, structure and real-world applications of the subject. He/she infuses knowledge into instruction continuously and uses this continuing acquisition of knowledge to contribute to the field's professional learning society or the school/district through research or curriculum development. The distinguished teacher enables students to communicate effectively using academic language.
Standard 1 --- Quality Indicator 2: Engaging students in subject matter				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
1C2) The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1N2) The new teacher draws from multiple sources to gather knowledge of student level of understanding in order to engage student interest / activity in the content.	1D2) The developing teacher uses knowledge of student level of understanding to select a variety of differentiated instructional strategies to purposefully engage students and advance student content knowledge.	1P2) The proficient teacher uses specific instructional strategies to advance each individual student's learning in the content area.	1S2) The distinguished teacher facilitates student-directed learning activities, individual and collaborative, to deepen student knowledge and understanding in the content area.

Standard 1 --- Quality Indicator 3: Disciplinary research and inquiry methodologies				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
1C3) The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.	1N3) The new teacher develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught and uses/models those methodologies at a basic level.	1D3) The developing teacher engages students in the methods of inquiry/research methodologies used in the discipline (as is developmentally appropriate to content/grade level).	1P3) The proficient teacher teaches his/her students to fully use the methods of inquiry and standards of evidence used in the discipline and requires students to acquire and critically evaluate information/knowledge on their own and in groups (as is developmentally appropriate to content/grade level) by using those inquiry methods.	1S3) The distinguished teacher consistently employs student-inquiry instructional approaches that build capacity for all students to design and conduct research individually and in teams using standards of evidence in the field – in developmentally appropriate ways.
Standard 1 --- Quality Indicator 4: Interdisciplinary instruction				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
1C4) The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.	1N4) The new teacher demonstrates the ability to make interdisciplinary content connections during instruction.	1D4) The developing teacher implements meaningful learning experiences that require students to apply disciplinary knowledge to real world problems with interdisciplinary themes.	1P4) The proficient teacher develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	1S4) The distinguished teacher connects current interdisciplinary themes to his/her 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	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
1C5) The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.	1N5) The new teacher facilitates students' ability to develop balanced, diverse social and cultural perspectives that expand student understanding of local and global issues surrounding disciplinary content while recognizing the potential for bias in his/her representation of the discipline.	1D5) The developing teacher designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline while critically examining bias in representations of the discipline.	1P5) The proficient teacher builds background knowledge from a variety of perspectives and engages students in the kind of questioning and challenging of conventional assumptions and standard approaches to the discipline that is critical to fostering innovation, solving global challenges, and assuring a healthy democracy	1S5) The distinguished teacher facilitates student action to address real-world problems related to the discipline that improve 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				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
2C1) The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.	2N1) The new teacher understands students' cognitive, social, emotional, and physical development that influences learning and knows how to address these factors when making instructional decisions.	2D1) The developing teacher applies models of child/adolescent growth and development to guide his/her understanding of how young people mature and ranges of individual variation within each domain and uses this knowledge make instructional decisions.	2P1) The proficient teacher assesses individual performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, and physical) that leads to the next level of development.	2S1) The distinguished teacher shares effective practices with colleagues to assess individual performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, and physical) that leads to the next level of development.
Standard 2 --- Quality Indicator 2: Student Goals				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
2C2) The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.	2N2) The new teacher encourages student responsibility through establishment of clear expectations.	2D2) The developing teacher encourages students to be responsible by helping them set goals.	2P2) The proficient teacher assists students to set short- and long-term goals, organize, implement, and self-reflect in the classroom.	2S2) The distinguished teacher has a mastery of knowing how to help learners work productively and cooperatively with each other to achieve learning goals and is an instructional leader in effective goal setting.

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

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
2C3) The teacher candidate applies knowledge of the theory of learning.	2N3) The new teacher applies theories of learning by intentionally aligning planned instruction with delivered instruction.	2D3) The developing teacher applies theories of learning by differentiating instruction to meet individual student needs.	2P3) The proficient teacher continuously applies theories of learning in instruction and stays current on research-based learning theories and applies them in the classroom.	2S3) The distinguished teacher continuously applies theories of learning in instruction, stays current on research-based learning theories, applies them in the classroom, models and/or shares effective learning and teaching alignments with other teachers.

Standard 2 --- Quality Indicator 4: Meeting the needs of every student

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
2C4) The teacher candidate recognizes diversity and the impact it has on education.	2N4) The new teacher acknowledges differences in others and is self-aware of his or her own limitations related to fostering an effective learning environment.	2D4) The developing teacher respects and values each student with whom they work.	2P4) The proficient teacher establishes an inviting and nurturing educational environment.	2S4) The distinguished teacher cultivates the unique skills and talents of every child. The distinguished teacher creates a trusting relationship with students that engages them in learning and encourages them to ask questions, take risks and enjoy learning.

Standard 2 --- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
2C5) The teacher candidate is aware that students' prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.	2N5) The new teacher identifies students' prior experiences, learning styles, multiple intelligences, strengths and needs when designing and implementing lessons.	2D5) The developing teacher creates lessons and instructional activities that recognize the individual needs of all learners and variation in prior knowledge/experiences, learning styles, multiple intelligences, strengths, and needs.	2P5) The proficient teacher meets every child where they are- developmentally, cognitively, physically, affectively, and plans instruction that will engage the student and help them to move forward in their learning and development as informed by district/state guidelines.	2S5) The distinguished teacher shares with others ways to meet every student where they are, provides clear, accurate instruction that advances each student's learning of the curriculum as established by district/state guidelines, employs authentic strategies for students to become more successful learners and excites interest in students so they want to learn more about the subject being taught.
Standard 2 --- Quality Indicator 6: Language, culture, family and knowledge of community values				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
2C6) The teacher candidate shows an understanding that instruction should be connected to students' prior experiences and family, culture, and community.	2N6) The new teacher modifies instruction to reflect his/her understanding of how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.	2D6) The developing teacher anticipates and responds to differentiated learning needs by reviewing demographic and biographical data of students.	2P6) The proficient teacher creates a learning community in which individual differences are respected, uses approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community and teaches respect for all students.	2S6) The distinguished teacher seeks to understand students' families, culture, and communities through mutual communication and connects instruction to students' experiences while creating a trusting environment by employing multicultural strategies, teaching tolerance, (multicultural strategies, prejudice reduction) and draws explicit connections during instruction and assignments that are related to students' experiences and culture.

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				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
3C1) The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.	3N1) The new teacher uses state and district curriculum guidelines and students' prior knowledge to make informed decisions about instructional objectives and plans keeping with district curriculum map/pacing guides and selects and creates learning experiences that are appropriate for state and district curriculum and assessments.	3D1) The developing teacher consistently formulates a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.	3P1) The proficient teacher is able to evaluate the appropriateness of a curriculum, anticipates content, skill gaps, and/or misconceptions of the student, and aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments.	3S1) The distinguished teacher 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				
Candidate	New Teacher	Developing Teacher:	Proficient Teacher	Distinguished Teacher
3C2) The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.	3N2) The new teacher develops and implements lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	3D2) The developing teacher consistently formulates and implements lessons and activities based on available resources, the need of diverse learners, multiple assessment data, and ongoing analysis of student performance based on multiple assessment data and an analysis of student needs.	3P2) The proficient teacher selects, implements and evaluates a variety of instructional strategies based on multiple assessment data and an analysis of student needs.	3S2) The distinguished teacher demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data and an analysis of student needs.

Standard 3 --- Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies				
Candidate	New Teacher	Developing Teacher:	Proficient Teacher	Distinguished Teacher
3C3) The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.	3N3) The new teacher can evaluate lesson plans relative to long and short-term instructional goals and identify differentiated instructional strategies and content to meet student needs and enhance learning.	3D3) The developing teacher consistently evaluates lesson plans relative to long- and short-term instructional goals and selects differentiated instructional strategies and content to meet student needs and enhance learning.	3P3) The proficient teacher evaluates lesson plans relative to long- and short-term goals and adjusts instructional goals and modifies instructional strategies, content, and adjusts time to meet students' needs and enhance learning.	3S3) The distinguished teacher demonstrates leadership for the evaluation of long- and short-term instructional goals to modify instructional strategies, content, and adjust time to meet students' needs and enhance learning.

Standard #4 Teaching for critical thinking

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

Standard 4 --- Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
4C1) The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.	4N1) The new teacher selects various types of instructional strategies and appropriate resources to achieve instructional goals and meet student needs and engages students in active learning that promotes the development of critical thinking and problem solving skills.	4D1) The developing teacher assures student growth by keeping students motivated engaged and focused with frequent instructional opportunities for students to use higher order and problem solving skills	4P1) The proficient teacher effectively and consistently applies a range of instructional techniques that require students to think critically and problem solve.	4S1) The distinguished teacher moves fluently through a range of instructional techniques that keep students motivated, engaged and focused to think critically and problem solve, allowing them to assume responsibility for their own learning. The teacher can serve as a leader by offering constructive assistance and modeling the use of instructional strategies, materials and technology that maximize student learning.

Standard 4 --- Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
4C2) The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.	4N2) The new teacher uses a variety of instructional resources to enhance the teaching and learning process.	4D2) The developing teacher consistently selects and uses developmentally appropriate instructional resources to enhance individual student academic performance and technological literacy.	4P2) The proficient teacher effectively selects and uses developmentally appropriate instructional resources to enhance individual student academic performance and technological literacy.	4S2) The distinguished teacher implements and applies instructional resources which promote student engagement in analysis, synthesis, interpretation, and creation of original products and can apply research on teaching and learning with technology to enhance their own teaching and of others.

Standard 4 --- Quality Indicator 3: Cooperative learning

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
<p>4C3) The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.</p>	<p>4N3) The new teacher identifies opportunities to employ individual and collaborative learning activities.</p>	<p>4D3) The developing teacher uses a variety of learning situations, such as independent, small group and whole class and creates guidelines for modeling individual and collaborative learning activities to help students define roles, strengthen social ties, and improve communication and collaborative skills.</p>	<p>4P3) The proficient teacher effectively combines flexible and varied independent, collaborative and whole-class learning situations to maximize student understanding and learning and applies grouping strategies to help students interact with people from different cultures and backgrounds.</p>	<p>4S3) The distinguished teacher models and mentors others on the use of flexible and varied independent, collaborative and whole-class learning situations that maximize student understanding and learning and increased interaction with people from different cultures and backgrounds.</p>

Standard #5 Creating a positive classroom environment for learning

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 5 --- Quality Indicator 1: Classroom management, motivation, and engagement				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
5C1) The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.	5N1) The new teacher understands the relationship between motivation and engagement strategies and techniques.	5D1) The developing teacher demonstrates an understanding of the relationship between motivation and engagement strategies and techniques in most classroom situations.	5P1) The proficient teacher consistently uses and builds upon the relationship between motivation and engagement strategies.	5S1) The distinguished teacher evaluates current research on the relationship between motivational and engagement theories and strategies then self-selects and implements strategies while evaluating their effectiveness.
Standard 5 --- Quality Indicator 2: Managing time, space, transitions, and activities				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
5C2) The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.	5N2) The new teacher understands the value of managing time, space, transitions, and activities while considering student engagement.	5D2) The developing teacher engages students through the effective management of time, space, transitions, and activities.	5P2) The proficient teacher continuously uses effective management of time, space, transitions, and activities creating an environment that ensures student engagement.	5S2) The distinguished teacher organizes, allocates, and manages time, space, transitions and activities which cause all students to be self-directed and take ownership of learning.
Standard 5 --- Quality Indicator 3: Classroom, School and Community Culture				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
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.	5N3) The new teacher learns the culture of the school and community and how to use it to influence student relationships in building an effective classroom learning environment.	5D3) The developing teacher utilizes the culture of the classroom and school to establish a classroom environment which positively affects student relationships and learning.	5P3) The proficient teacher incorporates the culture of the classroom, school and community in establishing a classroom environment which maximizes positive student relationships and learning.	5S3) The distinguished teacher actively engages students in discussing and evaluating the culture of the classroom, school and community and their impact on 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				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
6C1) The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques	6N1) The new teacher uses correct, effective verbal and non-verbal communication skills.	6D1) The developing teacher consistently uses correct, effective verbal and non-verbal communication skills.	6P1) The proficient teacher fosters correct, effective verbal and nonverbal communication in their classroom through modeling and instructional practices. The teacher uses or develops strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.	6S1) The distinguished teacher facilitates correct, effective verbal and nonverbal communication in their school and community.

Standard 6 --- Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences				
Candidate	New 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 students' communications.	6N2) The new teacher demonstrates sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	6D2) The developing teacher examines their own bias, 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 helps students develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond.	6S2) The distinguished teacher promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
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Standard 6 --- Quality Indicator 3: Learner expression in speaking, writing and other media				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
6C3) The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.	6N3) The new teacher supports and expands learner expression in speaking, writing, listening, and other media.	6D3) The developing teacher provides opportunity for safe, free expression in speaking, writing, listening, and other media.	6P3) The proficient teacher develops students who direct their own safe, free and respectful expression in speaking, writing, listening, and other media.	6S3) The distinguished teacher promotes respect, safe and free expression in the school and the larger school community.
Standard 6 --- Quality Indicator 4: Technology and media communication tools				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
6C4) The candidate develops skills in using a variety of media communication tools.	6N4) The new teacher demonstrates knowledge and understanding of technology and media communication tools.	6D4) The developing teacher models knowledge and understanding of technology and media communication tools.	6P4) The proficient teacher facilitates the students' effective use of technology and media communication tools.	6S4) The distinguished teacher mentors 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, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

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

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
7C1) The teacher candidate describes, develops, analyzes and implements formal and informal assessments.	7N1) The new teacher demonstrates the ability to create a variety of formal and informal student assessments to address specific learning goals, including modifications for students with special needs.	7D1) The developing teacher effectively uses multiple assessment modes and approaches that are aligned with learning goals (objectives), including modifications for students with special needs, to assess student learning before, during and after instruction.	7P1) The proficient teacher 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) The distinguished teacher identifies every student’s beginning knowledge/skill level and monitors each individual’s development during and after each instructional unit.

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

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
7C2) The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.	7N2) The new teacher uses data information and assessment results to improve learning activities.	7D2) The developing teacher can review trend data and show growth in learning through comparison student work, of pre-/post- test results or similar mechanisms to ensure that the individual student and the whole class are advancing.	7P2/7S2) The proficient/distinguished teacher has clearly defined learning goals using tools such as rubrics, scoring guides, performance analyses, etc., that identify the knowledge and skills they intend for their students to acquire and uses those in the instructional process to help the student understand the objectives, set personal goals and learn.	

Standard 7 --- Quality Indicator 3: Student led Assessment Strategies				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
7C3) The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such 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.	7N3) The new teacher demonstrates an understanding of how students can be taught and value assessing their own and other's learning and performance and prepares students for the demands of particular assessment formats.	7D3) The developing teacher uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities to help students become aware of their learning behaviors, strengths, needs and progress.	7P3) The proficient teacher purposefully teaches his/her students how to think about and monitor their own learning, including setting personal goals, by providing timely descriptive feedback.	7S3) The distinguished teacher can model for others how to provide timely descriptive feedback, frequently engaging students in establishing personal learning goals and 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				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
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	7N4) The new teacher observes the effect of class instruction on individual learning and the class as a whole, collecting information through observation of classroom interactions, higher order questioning, and analysis of student work and uses this information to plan future instruction.	7D4) The developing teacher observes the effect of class instruction on individual learning and the class as a whole, collecting information through observation of classroom interactions, higher order questioning, and analysis and uses this information to modify instruction.	7P4) The proficient teacher engages in ongoing assessment of progress of individual students as well as the whole class and uses this information to make decisions about modifying instruction.	7S4) The distinguished teacher can model for others the use of seamless assessment throughout the instructional process to gather data about individual and class achievement and to use that information continuously to monitor and advance each individual's learning of instructional objectives.

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

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
7C5) The teacher candidate explains 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.	7N5) The new teacher maintains confidential, useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents and families, or other colleagues.	7D5) The developing teacher maintains confidential, useful records of student work and performances and can communicate/provide evidence of student progress, knowledgeably and responsibly, based on appropriate indicators to students, parents and families, or other colleagues.	7P5) The proficient teacher maintains clear, confidential, useful, records of student performance and uses multiple data points to detail student achievement and elicits and uses feedback from colleagues and stakeholders.	7S5) The distinguished teacher is able to mentor colleagues in the process of effective communication techniques and records management.

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

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
7C6) The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.	7N6) The new teacher participates in the department/grade level/school data analyses process.	7D6) The developing teacher works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform grade-department level and/or school-wide decisions.	7P6) The proficient teacher works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform his/her instruction.	7S6) The distinguished teacher helps to establish and/or maintain professional learning communities to share and analyze data to measure accomplishment of curricular goals and plans for curricular modification.

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				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
8C1) The teacher candidate reflects on teaching practices to refine his/her instructional process	8N1) The new teacher applies a variety of self-assessment and problem-solving strategies for reflecting on their practice, their influence on students' growth and learning, and the complex interactions between them and applies to his/her instructional process and results and uses reflections to modify future instruction.	8D1) The developing teacher consistently engages in reflective practice and consistently applies his/her instructional process and results and uses reflections to modify future instruction.	8P1) The proficient teacher 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 and reflects on his/her instructional process and results and uses reflections to direct future instruction, monitor progress and evaluate results.	8S1) The distinguished teacher serves as a mentor, teaching colleagues how to engage in reflective practice and provides leadership in the use of, policies about, and training for use of assessment data and other sources of information about student performance in school and/or district.
Standard 8 --- Quality Indicator 2: Professional Learning				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
8C2) The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities	8N2) The new teacher utilizes resources available for professional learning.	8D2) The developing teacher applies knowledge gained from a variety of sources to the benefit of students in the classroom.	8P2) The proficient teacher shares expertise with colleagues to the benefit of students in multiple classrooms.	8S2) The distinguished teacher provides leadership at the school and district levels in evaluating, procuring and creating resources for professional learning and also actively participates in professional learning in the larger professional community.

Standard 8 --- Quality Indicator 3: Professional rights, responsibilities and ethical practices				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
8C3) The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.	8N3) The new teacher understands the influence of district policies and school procedures on classroom structure.	8D3) The developing teacher aligns his/her classroom practices with district policies and school procedures.	8P3) The proficient teacher is able to assist colleagues and mentor novice teachers in consistently implementing classroom practices with an understanding of the importance and impact of supporting policies and procedures.	8S3) The distinguished teacher takes a leadership role in advocating for and framing policies and procedures.

Standard #9 Professional collaboration

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

Standard 9 --- Quality Indicator 1: Roles, Responsibilities, and Collegial Activities				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
9C1) The teacher candidate observes and reflects upon the importance of collegial activities designed to build 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.	9N1) The new teacher works with a mentor on all standards in order to build a shared mission, vision, values and goals, monitor and evaluate progress toward these goals, develop an understanding of curriculum and staff development at the school and the district levels, and begins to develop relationships in the school and community.	9D1) The developing teacher participates in building a school-wide shared mission, vision, values and goals, monitors and evaluates progress toward these goals, participates in curriculum and staff development, and works with her/her trained mentor to strengthen relationships in the school and community.	9P1) The proficient teacher actively participates in building a school-wide shared mission, vision, values and goals, monitors and evaluates progress toward these goals, participates in curriculum and staff development, and participates in mentor training and relationship building efforts in the school, district and community	9S1) The distinguished teacher takes a leadership role in building a school-wide shared mission, vision, values and goals and is able to act as a trained mentor to assist with relationship building efforts in the school and community for the benefit of students.

Standard 9 --- Quality Indicator 2: Collaborating with historical, cultural, political and social context to meet the needs of students				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
9C2) The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.	9N2) The new teacher implements school-based systems to address student needs, works with a mentor to assist the larger professional community and knows how to work with others across the system to identify and provide needed services to support individual learners.	9D2) The developing teacher 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 as well as with others across the system to identify and provide needed services to support individual learners.	9P2) The proficient teacher consistently works with colleagues and administrators at the school level to develop strategic, school-based systems to address student needs, is a school leader who works with the larger professional community, and knows how to work with others across the system to identify and provide needed services to support individual learners.	9S2) The distinguished teacher takes a leadership role in working with colleagues and administrators at the school and district level to develop school and district-based systems to address student needs, expands this leadership in working with the larger professional community and knows 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				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Teacher
9C3) The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.	9N3) The new teacher seeks opportunities to develop relationships and cooperative partnerships with students, families and communities in support of student learning and well-being.	9D3) The developing teacher works with colleagues and administrators at the school and district level to cultivate partnerships with students, families and communities in support of student learning and well-being.	9P3) The proficient teacher consistently engages with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.	9S3) The distinguished teacher takes an active leadership role with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.