

## Community Builder

Works in a  
Community of  
Practice

Shares innovative practices and revisions to instruction obtained from conducting action research and the use of emerging research.

MTDS Developing Level

## Community Builder

Promotes Diversity  
Sensitivity

Facilitates student exploration of issues from multiple perspectives to foster student development of diversity sensitivity and respect for all.

MTDS Developing Level

## Community Builder

Builds Relationships  
& Culture

Facilitates student discussions and evaluations of classroom/school/community culture to promote understanding of the impacts of culture on relationships and learning.

MTDS Developing Level

## Community Builder

Accesses & Builds  
Systemic Services &  
Supports

Partners with colleagues to create new family-school-community partnerships and/or communications to increase systemic student services/supports.

MTDS Developing Level

## Classroom Manager

**Creates and  
Manages  
a Learning  
Environment**

Evaluates classroom layout and use of organizational strategies to (a) promote student interaction, including the use of various grouping strategies; (b) meet student needs and well-being; (c) minimize disruption; (d) allow teacher movement for monitoring student progress and productivity; (e) increase & manage student productivity; and (f) encourage self-directed student learning

MTDS Developing Level

## Classroom Manager

**Manages Behavior**

Evaluates implementation of the Eight Effective Classroom Practices and uses behavioral data for decision-making

MTDS Developing Level

## Classroom Manager

**Monitors Progress  
Towards Goals**

Gathers and records information about individual and whole class progress towards meeting the learning target during instruction and modifies strategies to meet individual needs

MTDS Developing Level

## Classroom Manager

**Communicates  
Progress  
Towards Goals**

Records and shares evidence of student progress with parents, as well as with students during instruction, based on clear expectations accompanied by success criteria, rubrics, scoring guides, performance analysis, etc.

MTDS Developing Level

## Instructional Designer

Develops  
Research-Based  
Instruction

Develops innovative instruction based on action research that emphasizes essential concepts of content, uses supplementary primary sources, connects to student experience and culture, and meets the unique needs of diverse learners

MTDS Developing Level

## Instructional Designer

Aligns Instruction to  
Goals and  
Curriculum  
Assessments

Aligns strategies & resources to lesson targets and success criteria, which are aligned to state and district standards and assessments

MTDS Developing Level

## Instructional Designer

Selects, Aligns, and  
Curates Strategies  
for Student Learning

Selects and uses instructional strategies, based on individual learner profiles and learning goals

MTDS Developing Level

## Instructional Designer

Uses Data to Make  
Decisions

Designs and adjusts lessons/learning targets in response to ongoing analysis of student needs/performance based on multiple sources of data to promote successful student progress towards meeting learning goals

MTDS Developing Level

## Instructional Designer

Differentiates to Meet  
Unique Student  
Needs

Uses student data to develop personal learning profiles based on level of performance, learning preferences, prior experiences, talents, modifications and accommodations, language, culture, family values, etc. and adjusts instruction to meet individual student needs

MTDS Developing Level

## Instructional Designer

Designs Learning  
Activities, Tasks, and  
Experiences

Designs tasks and activities that include interdisciplinary/global perspectives and/or critical examination of bias to promote critical thinking, learner expression, and/or use of technology to solve problems

MTDS Developing Level

## Instructional Designer

Plans Student  
Progress Monitoring

Plans multiple formal/informal assessment modes and approaches to gather data about the effect of instruction on individual and whole class progress and uses structures for documenting individual student progress towards learning goals (e.g. charts, graphs, tables, checklists, schedules, profiles, etc.)

MTDS Developing Level

## Reflective Learner

Increase Knowledge  
& Skill Through  
Professional  
Learning

Conducts a classroom action research project that includes implementing research-proven strategies and evaluating the effectiveness of instruction for each student based on data/evidence of student progress.

MTDS Developing Level

## Reflective Learner

Engages in On-going Reflective Practice

Provides evidence of reflection on-, in-, and for-practice, directing future instruction by reflecting, monitoring progress, evaluating results and modifying instruction based on the use of action research and student growth data

MTDS Developing Level

## Reflective Learner

Evaluates Effectiveness of Instruction

Evaluates effectiveness of instructional & engagement strategies based on multiple sources of data/student work, and modifies instruction based on the use of comparison data

MTDS Developing Level

## Reflective Learner

Sets Growth Goals

Selects a Missouri Teacher Standard indicator as the focus of a classroom research project, identifies and implements aligned strategies for teacher/student growth, and evaluates progress towards goals

MTDS Developing Level

## Facilitator of Student Thinking & Learning

Advances Critical Thinking and Problem Solving

Facilitates individual and cooperative learning tasks to promote critical thinking and problem-solving skills, including student-generated questioning and risk-taking

MTDS Developing Level

**Facilitator of Student Thinking & Learning**

**Promotes  
Connection of Prior  
Knowledge to New  
Information**

Develops student ability to connect prior knowledge to current instruction by promoting student questioning and challenges to conventional assumptions and standard approaches

MTDS Developing Level

**Facilitator of Student Thinking & Learning**

**Promotes Student  
Use of Technology  
and Media Tools**

Facilitates student understanding of how technology and media communication tools can enhance learning and encourages student use of technology tools for planning or monitoring of learning

MTDS Developing Level

**Facilitator of Student Thinking & Learning**

**Engages Students in  
Content**

Facilitates student learning experiences that combine higher level thinking, engaging qualities of work, and high-yield instructional strategies to engage students intellectually, academically, and/or emotionally in content and in advancing their own learning

MTDS Developing Level

**Facilitator of Student Thinking & Learning**

**Facilitates  
Self-Directed  
Learning**

Provides success criteria, exemplars, feedback on specific criteria, and lists of goals and strategies for student use in evaluating their own work and assists students in setting a learning goal and identifying appropriate strategies for learning based on their own learning profile

MTDS Developing Level

## Facilitator of Student Thinking & Learning

Facilitates Student Inquiry & Research

Facilitates student independent and/or group acquisition and critical evaluation of information/knowledge pertaining to a local or global challenge using discipline-specific standards of evidence and methods of inquiry

MTDS Developing Level

## Facilitator of Student Thinking & Learning

Fosters Student Communication and Expression

Provides opportunities for students to direct their own safe, free, and respectful expression in speaking, writing, listening, and other media that adheres to district policy

MTDS Developing Level

## Professional

Communicates Professionally

Uses communication strategies to communicate across the school-wide community

MTDS Developing Level

## Professional

Understands and Promotes the Profession

Gains awareness of the larger professional community, including regional, state, national, and global professional educational communities and governmental bodies that impact the profession

MTDS Developing Level

Professional

Demonstrates  
Professional Growth  
& Development

**??? Isn't this our TA Journal ???**

Documents new learning, reflections, innovative practices, and modifications to instruction gained from conducting classroom action research and using other emerging research

MTDS Developing Level

Professional

Supports School  
District, Vision,  
Mission, & Goals

Develops a classroom vision that is aligned to the district's vision, mission, and goals & posts (or makes accessible/shares) the vision, mission, and goals in the classroom

MTDS Developing Level