MTDS Suggested Programming Competencies: **Emerging Level II**

Community Builder

Works in a Community of Practice	Course Priority **With a mentor:** Participates in a *community of practice to share evidence of effectiveness and progress towards curricular goals, plan curricular revisions, and discuss meeting student needs.
Accesses & Builds Systemic Services & Supports	**With a mentor:** Identifies and/or accesses *systemic services/supports within the classroom, school, district, and/or community. (Note: Emerging I focuses on classroom & school; Emerging II focuses on district and/or community).

Classroom Manager

Communicates Progress Towards Goals	Uses tools, such as samples of student work, success criteria, rubrics, performance analysis, evidence of performance, etc. to communicate student progress towards learning goals to students, colleagues, and parents.

Instructional Designer

Develops Research-Based Instruction	Course Priority With a mentor: Uses *research-based *lesson planning models/practices to plan lessons that include: (a) lesson targets; (b) *activities, *tasks, and/or experiences; (c) *research-based and/or *evidence-based strategies; and (d) methods for monitoring/communicating student progress towards meeting lesson target. (Note: Learn about in Emerging I; Use in Emerging II)
Plans Student Progress Monitoring	Course Priority Plans formal and informal *assessment strategies and *documentation structures to check and record understanding of *lesson targets during instruction.
Differentiates to Meet Unique Student Needs	Course Priority Designs lesson variations to (a) content; (b) process; (c) product; and/or (d) environment based on *analysis of student needs.
Uses Data to Make Decisions	**With a mentor**: Uses performance and *demographic/biographical data to determine needs of groups of students and plans instruction to meet student needs.

Instructional Designer

Aligns Instruction to Goals, Curriculum, and Assessments	Aligns: (a) *lesson targets to district curriculum and/or state standards; (b) success criteria to *lesson targets; and (c) planning and delivery to assessment of *lesson targets. (Note: Emphasis is on success criteria)

Reflective Learner

Evaluates Effectiveness of Instruction	**With a mentor**, practices analyzing student data to evaluate the effectiveness of instruction.
Sets Growth Goals	**With a mentor,** sets a growth goal based on district evaluation criteria, Missouri Teacher Standards/Growth Guides and/or MTDS Competency Progressions and identifies aligned *research-based and/or *evidence-based strategies to support growth.

Professional

Demonstrates Professional Growth & Development	Participates in induction programming aligned to the state's mentor standards and BTAP guidelines and documents activities and professional growth/development (e.g. mentor logs, professional development plan).
Understands & Promotes the Profession	Develops a personal philosophy of teaching. (Emerging II focuses on the philosophy of teaching for this competency).

End

*Glossary Item