



# Exploring & Aspiring

Program Design Guidance for Teacher Career Pathway Programs

- K-12 Teaching Career Pathway Courses
- College and University Pre-Preparation Survey Courses

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## **Dedication**

*MTDS is dedicated to Missouri teachers*

## **Missouri Teacher Development System (MTDS)**

### **Emerging I Program Design Guidance**

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John Antonetti, National Consultant, Author, and Speaker

Mike Rutherford, National Consultant, Author, and Speaker

## ***Welcome to the Missouri Teacher Development System (MTDS)***

In 2016, teams from around the state began designing the Missouri Teacher Development System (MTDS). *The system promotes teaching as a profession with career advancement based on teacher knowledge and skill.* The MTDS framework provides progression of growth and learning through competency-based learning outcomes for teachers in all career phases with:

- (a) learning organized within the context of roles teachers hold;
- (b) concepts progressed incrementally across the career; and
- (c) teacher empowerment, networking, and advocacy explicitly promoted.

MTDS was developed through on-going collaborative partnerships between Missouri's Department of Elementary and Secondary Education (DESE), Regional Professional Development Centers (RPDCs), Missouri State Teachers Association (MSTA), Missouri National Educator's Association (MNEA), Missouri Teacher Leaders, as well as with representatives from school districts and higher education. The project also received support and guidance from national experts John Antonetti and Mike Rutherford.

MTDS is modeled after the successful Missouri Leadership Development System (MLDS) and directly aligns to the Missouri Teacher Evaluation System. As of July, 2021, MTDS Programming is being developed and implemented by all of Missouri's Regional Professional Development Centers (RPDCs). You can learn more about current MTDS programming in your region at [mo-mtds.net](https://mo-mtds.net) or contact your Regional Professional Development Center (RPDC) for more information.

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## Purpose of Guide

This guide provides information about the Missouri Teacher Development System (MTDS) framework, which is a career-spanning progression of learning for teachers. Its intent is to promote and support the creation of competency-based teacher learning based on the common understandings and shared vocabulary found within the MTDS framework. Programs developed from the MTDS framework would include efforts to hold true to the system's foundational tenets of increasing teacher empowerment, teacher networking, and increasing teacher capacity as change agents. Increases in teacher self-efficacy and reflective practice are expected outcomes of all MTDS services and programming. Teacher self-efficacy is directly related to teacher resilience, decreased levels of burn-out, increases in job satisfaction, and teacher retention.

Programs developed from MTDS competencies should begin with a deep understanding of the system foundational theories of adult learning and the concept of progressing teacher learning across the career. Additionally, understanding of the system components would be expected. This guidance document provides a brief overview of the framework theories and components, however, more information can be obtained at [mo-mtds.net](http://mo-mtds.net), and you are encouraged to contact your regional MTDS Teacher Development Specialist for more information about using the framework for teacher learning opportunities.

## MTDS System Overview

**Vision:** All Missouri teachers receive career-spanning personal and collaborative teacher growth and learning, which promotes teaching as a profession and leads to teaching excellence.

**Mission:** Elevate teaching as a profession and empower all teachers to improve learning for each student

### Goals

1. Provide effective professional development to increase teacher knowledge and skill of teaching.
2. Promote career-progression and advancement opportunities based on teacher capacity related to level of knowledge and skills of teaching.
3. Promote and provide opportunities for teacher networking, voice & choice, and professional community connections.

## Effective Professional Learning

### Sustained in Duration

- Learning occurs across months and years rather than days or hours.
- Learning is continuous across the entire career and connects to teacher standards and evaluation (Darling-Hammond, Hyler, et al., 2017)

### Job-Embedded

- Action Research (Croft et al., 2010)
- Student Work Analysis(Croft et al., 2010)
- Lesson Study(Croft et al., 2010)
- Collaborative Teams (Kraft & Papay, 2018)
- Coaching (Darling-Hammond, Burns et al., 2017)
- Mentoring (Garcia & Weiss, 2019e)

Learning occurs during the workday & directly connects to the work of teaching.

### Based in Adult Learning Theory

The system is created to support learning that leads to transformational changes in teacher practice. Program designers and facilitators should recognize teachers as self-directed learners who bring their prior experiences into the learning process (Chen). Designers and facilitators understand how transformational learning often involves disorientation, which results from

reflective self-assessment leading to identification of areas of needed growth and the understanding of the need to change (Mezirow; Taylor; Cueva; Chen).

The MTDS supports learning as a process of moving into knowledge communities of increasing complexity (Bruffee). MTDS promotes learning structures designed to build trust through talking within a safe environment that fosters acceptance of the uncomfortable nature of not knowing something and supports learners as they obtain new understanding (Taylor).

As a system providing developmental stage learning, it is important to understand the acculturation process occurring as teachers' learning progresses. Teachers in similar career stages, working in the same zone of proximal development (Vygotsky), develop their own conversation within their own peer-community (Bruffee).

MTDS programs welcome the whole learner and provide opportunities for learners to express themselves through multiple modalities, including imagery, movement, arts, theater, and music. (Dirkx, 2006, p. 22). Designers and facilitators acknowledge the complexities of teaching and support learners through challenging times and celebrate together in times of success. Program designers recognize learning as a relationship and understand the importance of caring for the whole learner (Dirkx, 2003).

MTDS designers and facilitators recognize the importance of cultural awareness in adult learning programs.

## Self-Efficacy & Reflective Practice

The Missouri Teacher Development System recognizes the importance of continually building teacher capacity. Expected transformations to teacher capacity include demonstration of having gained new perspectives, changes in professional practices, and the development of new skills associated with increases in awareness gained with progression through system levels (Hoggan).

## Transformational Learning

### Individual Experience

Teachers are self-directed and learn best when their experience is recognized and utilized (Chen).

### Collaboration

We learn when we can talk to each other through a process of acculturation through progressive knowledge communities (Bruffee)

### Critical Reflection

Growth and change is often disorienting and painful (Cueva)...Reflection is the trigger (Chen).

### Holistic Orientation

"Nurturing soul is an attempt to embrace the messiness and disorder that is adult learning, to enter more fully and more authentically into the matters of the heart" (Dirkx).

### Cultural Awareness (Cueva)

- Respectful Engagement
- Sharing Power
- Talking Story
- Embracing Learning through Laughter

Most MTDS programs are long-term, cohort-style learning experiences, which promote: (a) state and regional teacher collaboration; (b) job-embedded learning that includes the application of skills within classrooms/schools during the experience; (c) teacher self-efficacy; and teacher reflective practice.

Programs offered at each career-stage include level-specific learning experiences designed to increase teacher self-efficacy by:

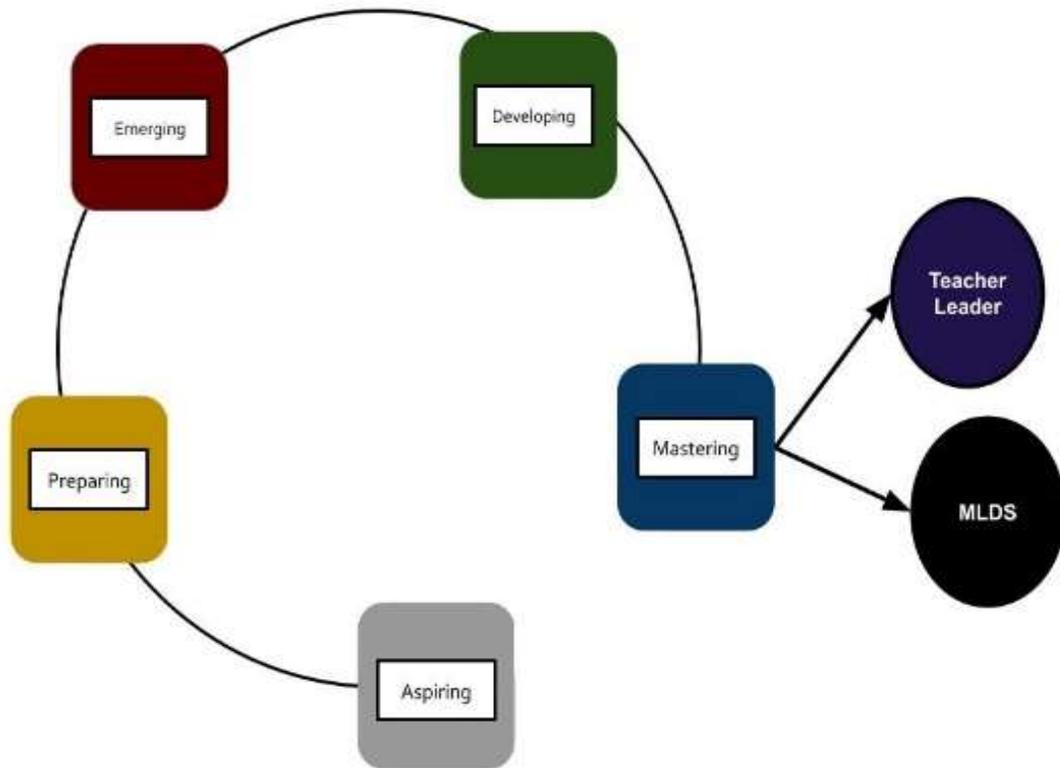
- *Connecting teachers* to supports through networks, associations, Regional Professional Development Center Consultants, and other educational experts.
- *Promoting ongoing learning* in specific teacher competencies to strengthen teachers' technical skills and knowledge of the content of teaching with emphasis on classroom management, instructional strategies, and student engagement.
- *Increasing the capacity of teachers* as researchers, reflective practitioners, and leaders of their own learning;
- *Expanding teacher roles* by including programs that foster teacher leadership and professional advocacy;
- *Rewarding high-quality teachers* by providing regional and statewide recognition of advancement of career-stage, competency-based learning.

The MTDS promotes long-term, cohort-style learning opportunities designed to provide high quality professional learning as defined by the Every Student Succeeds Act (ESSA, Sec. 8101, 2015), using methods that:

- ✓ focus on deepening teachers' content knowledge and instructional practices.
- ✓ function as a coherent part of a school's improvement efforts...so teachers can implement the knowledge and practices they learn in their classrooms.
- ✓ occur in collaborative and collegial learning environments in which teachers participate in professional learning and together grapple with issues related to new content and instructional practices.
- ✓ provide authentic activities rooted in teachers' inquiry and reflection about practice within the context of the curriculum and students they teach.
- ✓ link to analysis of teaching and student learning, including the formative use of assessment data.
- ✓ are supported by coaching, modeling, observations, and feedback. (Darling-Hammond, et al., 2016)

# MTDS Career Levels

Teacher growth and development is on-going and career-spanning. MTDS offers six levels encountered by teachers over the course of their career. As a competency-based system, movement across levels occurs through teacher acquisition of level-specific knowledge, skills, and abilities. Each level progresses learning towards mastery of thirty competencies of teaching.

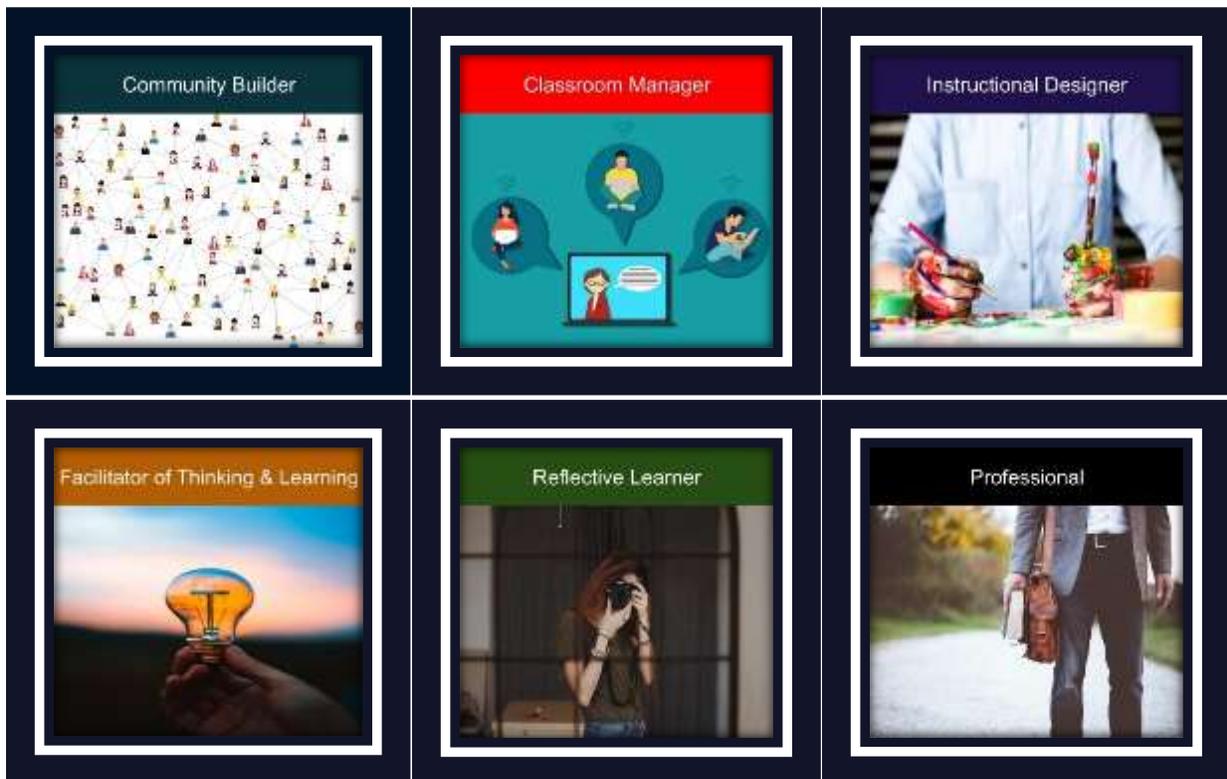


Career Level	Description
Exploring & Aspiring	Career Pathway Investigation
Preparing	Formal Training Leading to Certification
Emerging	Early Career Foundations
Developing	Career Growth
Mastering	Career Expansion
Leading	Career Advocacy and Leadership

## Domains of Teaching

As teachers gain new knowledge, skills, and abilities through learning and experience, their capacity builds progressively during their career. However, classroom, school and community roles teachers assume do not change regardless of career phase or level. MTDS has identified six teacher roles to represent the MTDS domains of teaching. Each domain presents a lens from which to view key aspects of the work of teaching.

A Teacher is a(n)...



## Competencies

The MTDS provides a curated set of thirty teaching competencies representing the work of teaching with each a set of knowledge, skills, and abilities held by effective teachers. For context, MTDS competencies are organized by domain, providing the likely lens of the teacher as they engage in specific aspects of the work of teaching (competencies).

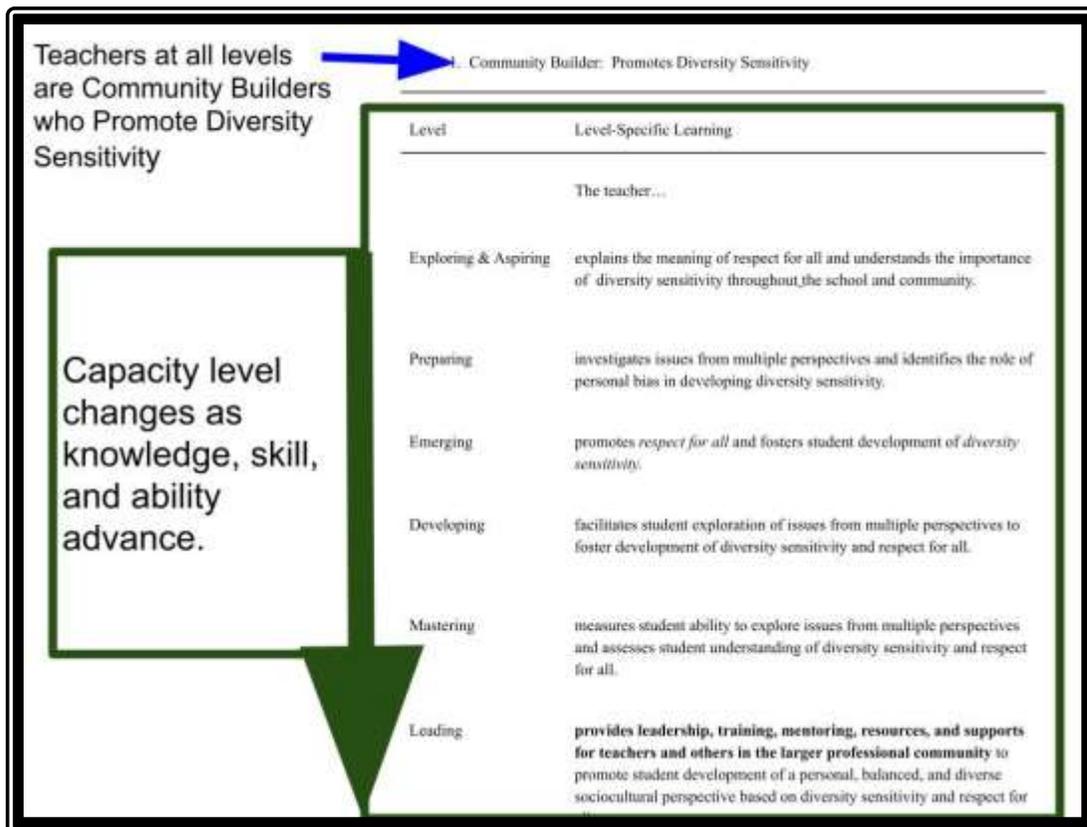
## Competencies Organized by Domain

As a...	Community Builder	a teacher...	<ul style="list-style-type: none"> <li>▪ Promotes Diversity Sensitivity</li> <li>▪ Builds Relationships &amp; Culture</li> <li>▪ Works in a Community of Practice</li> <li>▪ Accesses &amp; Builds Systemic Services &amp; Supports</li> </ul>
As a...	Classroom Manager	a teacher...	<ul style="list-style-type: none"> <li>▪ Creates &amp; Manages a Learning Environment</li> <li>▪ Manages Behavior</li> <li>▪ Monitors Progress Towards Goals</li> <li>▪ Communicates Progress Towards Goals</li> </ul>
As an...	Instructional Designer	a teacher...	<ul style="list-style-type: none"> <li>▪ Develops Research-based Instruction</li> <li>▪ Aligns Instruction to Goals, Curriculum, and Assessments</li> <li>▪ Plans Student Progress Monitoring</li> <li>▪ Uses Data to Make Decisions</li> <li>▪ Selects, Align, &amp; Curate Strategies for Student Learning</li> <li>▪ Differentiates to Meet Student Needs</li> <li>▪ Designs Learning Activities, Tasks, &amp; Experiences</li> </ul>
As a...	Facilitator of Thinking & Learning	a teacher...	<ul style="list-style-type: none"> <li>▪ Facilitates Self-Directed Learning</li> <li>▪ Promotes Connection of Prior Knowledge to New Information</li> <li>▪ Facilitates Student Inquiry &amp; Research</li> <li>▪ Promotes Student Use of Technology &amp; Media Tools</li> <li>▪ Advances Critical Thinking &amp; Problem-Solving</li> <li>▪ Engages Students in Content</li> <li>▪ Fosters Student Communication &amp; Expression</li> </ul>
As a...	Reflective Learner	a teacher...	<ul style="list-style-type: none"> <li>▪ Increases Knowledge &amp; Skill through Professional Learning</li> <li>▪ Engages in On-Going Reflective Practice</li> <li>▪ Evaluates Effectiveness of Instruction</li> <li>▪ Sets Growth Goals Promotes Diversity Sensitivity</li> </ul>
As a...	Professional	a teacher...	<ul style="list-style-type: none"> <li>▪ Communicates Professionally</li> <li>▪ Supports School District Vision, Mission, &amp; Goals</li> <li>▪ Demonstrates Professional Growth &amp; Development</li> <li>▪ Understands &amp; Promotes the Profession</li> </ul>

## Learning Progressions

Like all professions, teaching requires continuous learning over the career in order to acquire new knowledge, skills, and abilities. While the 30 MTDS competencies remain the same for all teachers, teacher competency capacity grows with learning and practice. The MTDS competencies have been broken down into level-specific learning statements to provide pathways with incremental increases in competency capacity.

Example: Progression of an MTDS Competency with level-specific learning



## Competency-Based Learning

Teachers are encouraged to evaluate their own level of mastery towards each competency to identify personal areas of growth as well as to set professional learning goals.

## Exploring & Aspiring Level

### Observing, Analyzing & Experiencing Best Practices of Teaching and Learning

High-school students are most representative of learners at this level, however, even the most experienced classroom teachers may benefit from refining their practice with the Exploring & Aspiring learning statements. There is an opportunity at this level for students to observe learning environments from the perspective of a student while simultaneously being offered opportunities to reflect from the lens of teaching.

#### Suggested Course Sequence

Exploring & Aspiring level competencies have been curated and intentionally sequenced by the MTDS Design Team into a within level progression, which can be used to guide program development across multiple quarters, semesters, or years. Each of the three course suggestions include priority competencies to focus learning around essential learning for each course.

#### Teacher Recruitment

- Career Pathways & Grow Your Own Programs
- University-high school partnership programs to promote teaching as a career pathway.
- College level career exploration courses

Course A	Course B	Course C
Visible Learner (Hattie)	Reflective Practitioner	Collaborative Partner

## Course A: Visible Learner

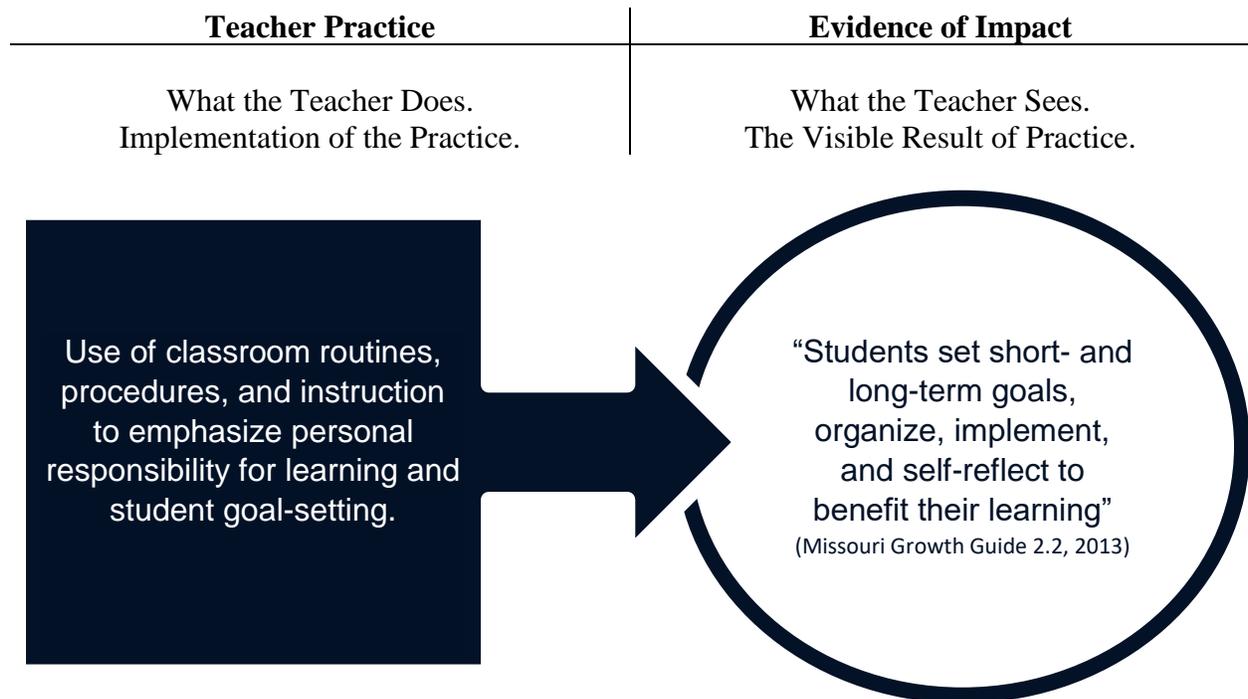
- Self-Directed Student Learning
- Personal Learning Profile
- Diversity Sensitivity & Respect for All
- Collaboration

*Visible teaching and learning occurs when teachers see learning through the eyes of students and help them become their own teachers – Hattie*

### Teaching: Impacting Student Learning

The MTDS begins developing teacher capacity in Course A from the student lens with competencies related to students becoming visible learners who are able to demonstrate the evidence teaching impact. Most students should be comfortable with Course A Exploring & Aspiring level-specific learning statements as most focus on knowledge and skills students are likely to already be engaging in as a Missouri learner. Course A learning statements were derived from the Missouri Educator Evaluation System Growth Guide Evidence of Impact Statements. In many cases, the Evidence of Impact statements indicate observable student outcomes resulting from a teacher’s use of effective teaching practices.

**For example:**



## Dual-Perspective Learning

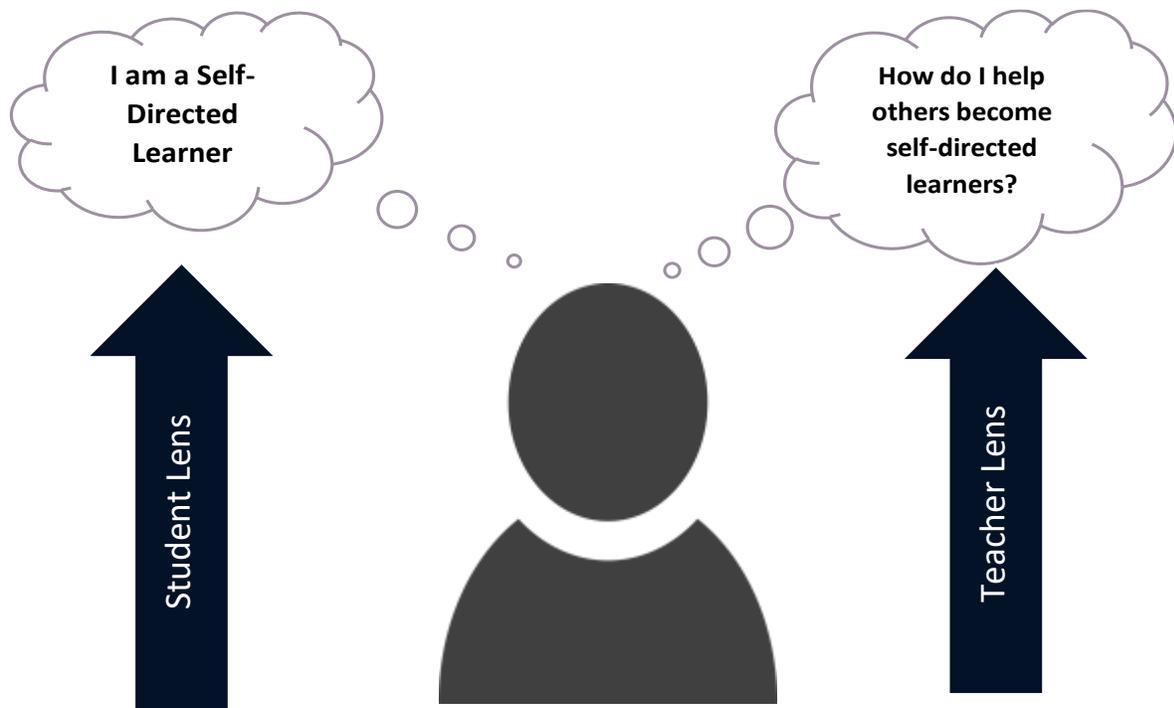
Concepts, such as collaborating with others and taking personal responsibility for learning may be familiar to Missouri students depending on prior knowledge and experience. However, through dual-perspective learning, the Exploring & Aspiring Course A competencies may also be viewed from the lens of teaching to expand learning for those exploring the career.

### Example of Dual Perspective Learning

*As a Facilitator of Thinking & Learning (domain), a teacher Facilitates Self-Directed Learning (competency)...*

**At the exploring and aspiring level...the teacher takes responsibility for learning by:**

- a) Setting aligned goals based on data analysis
- b) Selecting and applying strategies to learning
- c) Evaluating, documenting, and communicating progress



Through dual-perspective learning Exploring & Aspiring teachers gain foundational knowledge of teaching and learning prior to entry into educator preparation programs where they receive their formal training on methods for implementing effective practices leading to visible evidence of impact in their own students.

## Course A Level-Specific Learning Statements



Promotes  
Diversity  
Sensitivity

Works in a  
Community of  
Practice

The Exploring & Aspiring Teacher...

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### Course Priority

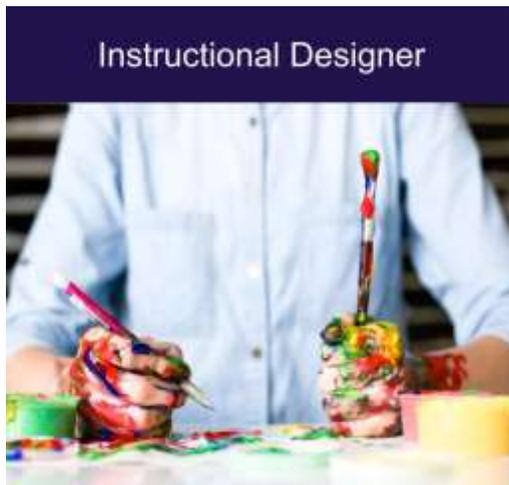
°explains the meaning of \*respect for all and understands the importance of \*diversity sensitivity within the school and community.

### Course Priority

°applies collaborative skills to work productively with a team to achieve a common goal.

The Exploring & Aspiring Teacher...

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Differentiates to  
Meet Student Needs

Aligns Instruction to  
Goals, Curriculum,  
& Assessments

Plans Student  
Progress Monitoring

### Course Priority

°develops a \*personal learning profile based on \*multiple sources of data.

°aligns learning goals and strategies to \*lesson targets and \*personal learning profile.

°creates \*documentation structures for monitoring personal progress toward learning goals.



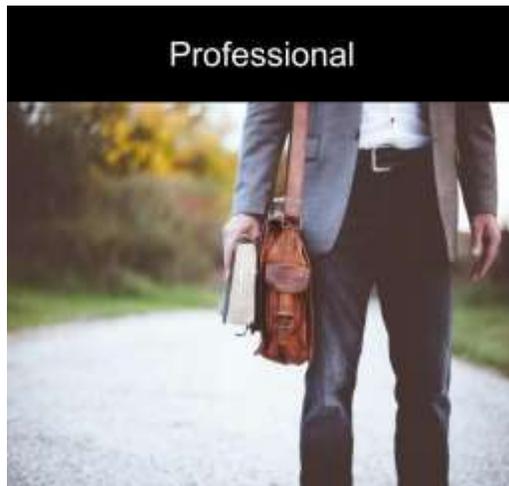
Monitors Progress  
Towards  
Goals

The Exploring & Aspiring Teacher...

°uses tools, such as success criteria, rubrics, scoring guides, performance analyses, evidence of performance, etc. to evaluate progress towards meeting learning goals.

Communicates  
Progress  
Towards  
Goals

°uses samples of work, success criteria, rubrics, scoring guides, performance analyses, evidence of performance, *documentation structures*, etc. to communicate progress towards meeting learning goals.



Demonstrates  
Professional  
Growth &  
Development

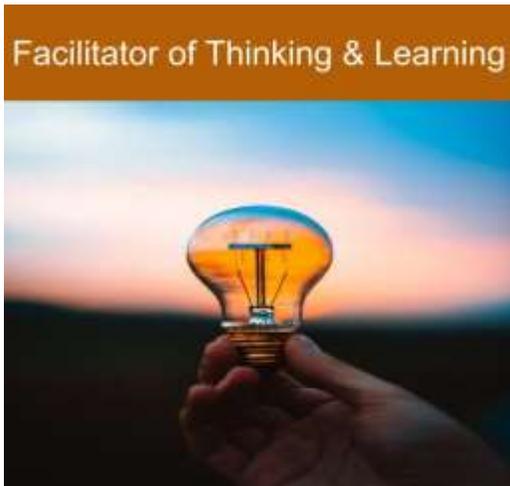
The Exploring & Aspiring Teacher...

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demonstrates new learning (e.g. reflective journaling, personal learning profile, data collection(s), artifacts, media, presentations, etc.).

Communicates  
Professionally

distinguishes between formal and informal modes of communication, discusses issues regarding ethical communication and confidentiality, and uses professional speaking and writing conventions.



The Exploring & Aspiring Teacher...

Course Priority

Facilitates  
Self-Directed  
Learning

- takes responsibility for learning by:
  - setting aligned goals based on data analysis
  - selecting and applying strategies to learning
  - evaluating, documenting, and communicating progress

Promotes  
Connection of  
Prior Knowledge to  
New Information

- connects prior knowledge with new information to:
  - challenge conventional assumptions and standard approaches
  - connect ideas
  - solve problems
  - draw conclusions

Facilitates  
Student Inquiry  
& Research

- conducts an inquiry and/or research project about current local/global issues using discipline-specific standards or evidence, methods of inquiry, and forms of communication.

Engages  
Students in Content

- analyzes their own learning experiences to identify characteristics of engagement and level of thinking.

## Course B-Reflective Practitioner

*Reflective learning offers an approach to education, which operates through an understanding of professional knowledge as primarily developed through practice and the systematic analysis of experience – Gould*

- Teaching as a Profession
- Theories of Instructional Design & Planning
- Learning Environments
- Evaluating Effectiveness of Instruction

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### Teaching: A Reflective Profession

Some consider reflective practice the hallmark of excellent teaching. Exploring & Aspiring Course B is designed to promote teaching as a reflective profession. The course introduces students to professional teaching standards, competencies, and codes of conduct. Additionally, Course B provides an awareness of major philosophies of education and promotes reflective questioning about diverse belief systems regarding the purpose of school.

#### *Philosophies of Teaching*

Exploring & Aspiring level teachers begin to shape their own belief systems about the purpose of education, leading to their personal philosophy of teaching.

Teacher-Centered

- Essentialism
- Perrenliasm

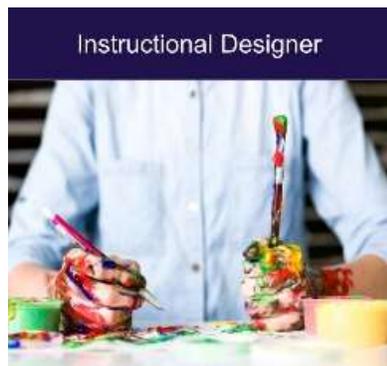
Student-Centered

- Progressivism
- Humanism
- Constructivism

Society-Centered

- Reconstructionism
- Behaviorism

### Teachers are Instructional Designers



Instructional Designer

Course B explores the work of the teacher from the lens of an Instructional Designer who Develops Research-Based Instruction. This course explores work central to teaching: *lesson planning*

Students investigate and compare research-based lesson plan models/practices and theories of design in order to understand a variety of options for lesson planning and connections between lesson models and student learning outcomes.

### Learning Environment Analysis

Course B builds upon the dual-processing of Course A with students analyzing learning environments and evaluating the effectiveness of instruction. Student thinking is advanced

towards reflective processing of teaching as a career. This course promotes inquiry-based analysis of classroom layouts and management structures to foster understanding of the impact of physical learning environments on student learning.

## Teacher Decision-Making

Exploring & Aspiring teachers consider the level of decision-making teachers are involved in each day and think about the importance of teachers evaluating the effectiveness of their instruction. This course also promotes reflective contemplation of the flexibility and adaptation required from teachers in order to meet unique student needs.

**For example:**

The MTDS Competency: *Evaluates Effectiveness of Instruction* can be interpreted from the:

**Student Lens**

Students make judgements about what is most effective for their own learning as part of their \*personal learning profiles.

**Teacher Lens**

Students may observe and/or analyze learning environments and critically reflect on evidence of effective instruction. They may ponder the myriad of decisions teachers face every day in designing learning for students and contemplate the impact those decisions have on student learning.

Connection: Critically reflecting on the effectiveness of instruction connects to building an understanding of MTDS Competency: *Using Data to Make Decisions* in order to meet unique learning needs within a classroom.

## Course B Level-Specific Learning Statements



Creates & Manages  
a Learning  
Environment

Manages  
Behavior

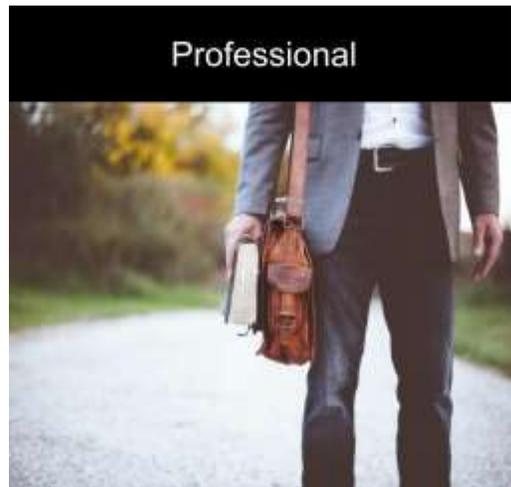
### The Exploring & Aspiring Teacher...

#### Course Priority

analyzes \*classroom layouts and organizational strategies to identify structures that:

- promote student interaction
- meet student needs and well-being
- minimize disruption
- allow teacher movement for monitoring student progress and productivity
- increase student productivity
- encourage \*self-directed student learning

gains knowledge about behavior including the functions of behavior and defining the stages of the \*acting-out-cycle.



Understands  
& Promotes  
the Profession

### The Exploring & Aspiring Teacher...

#### Course Priority

gains awareness of:

- teaching philosophies
- teaching standards, competencies, and codes of conduct
- student/teacher organizations and/or associations
- the value of education

The Exploring & Aspiring Teacher...



Evaluates Effectiveness of Instruction

**Course Priority**

°evaluates effectiveness of classroom activities, tasks, strategies, experiences, and assessment formats in improving learning and performance.

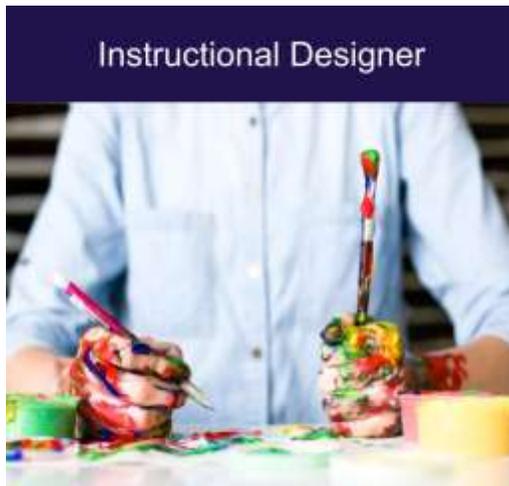
Engages in On-Going Reflective Practice

understands the meaning of reflective teaching practice and can explain the importance and/or benefits of being a reflective practitioner.

Sets Growth Goals

reviews Missouri Teacher Standards/Growth Guides and/or MTDS Competency Progressions to identify areas of strength and/or opportunities for growth.

The Exploring & Aspiring Teacher...



Develops Research-Based Instruction

**Course Priority**

researches instructional design and/or \*lesson planning models/practices in multiple contexts and compares different theories of design and/or planning practices.

Selects, Aligns, & Curates Strategies for Student Learning

°identifies, organizes, and uses instructional, engagement, and assessment strategies aligned to \*personal learning profile.

Uses Data to Make Decisions

understands the purpose of using data to understand and identify unique learning needs of diverse students.

## Course C-Collaborative Partner

*The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives – Meehan*

- Cooperative Partnerships
- Impact of Culture on Learning
- Solving Complex Problems

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### School-Community Partnerships



School districts are complex organizations with many different people working together to make sure each school day is successful for students. Exploring & Aspiring Course C encourages students to study the processes occurring each day within their own schools and to become involved in activities related to the school community. The competencies in this course promote student involvement in classroom, school, and/or district level decision-making activities as appropriate.

The course encourages Exploring & Aspiring level teachers to work as student leaders and advocates within student organizations/clubs and by serving on building, district, or community committees. It is the goal of this course for students to understand the many cooperative partnerships existing within the educational system and the importance of teachers working collaboratively with all educational stakeholders.

### Impacts of Culture on Learning

Course C encourages Exploring & Aspiring teachers to analyze classroom and school culture and reflect on the impacts of culture on learning. The dual-lens perspective of Courses A and B expands to include opportunities for student analysis of issues from multiple perspectives and the development of diverse, interdisciplinary solutions to real-world challenges. It is the goal that Exploring & Aspiring teachers realize the importance of multi-lens thinking as “reframing is a powerful tool for gaining clarity, regaining balance, generating new options, and finding strategies that make a difference (Bolman & Deal, 2016, p. 22).

### Solving Complex Problems

#### *Educational Issues*

Exploring and Aspiring Course C challenges students to evaluate teaching and learning in connection to solving real issues impacting the teaching profession within their community and throughout the world today.

Course C includes competencies related to student research of teaching and application of learning to solve real-world educational problems.

*Critical Thinking & Problem-Solving*

Exploring & Aspiring level learning further connects students to the role of education in solving authentic problems with an emphasis on the identification of inquiry-based classroom methods devoted to developing student thinking and problem-solving.

The Partnership for 21st Century Learning framework has defined critical thinking and problem solving, which may be helpful when guiding Exploring & Aspiring level teachers in their exploration of teaching strategies leading to these important student outcomes.

- Some Current Educational Issues**
- Teacher Shortage
  - Challenging Working Conditions
  - School Safety
  - Lack of Funding – Poverty
  - Meeting Diverse Needs of Students
  - Trauma-Informed Teaching
  - Teacher Wellness
  - Digital Divides
  - Equity
  - Changing Trends

Critical Thinking and Problem Solving (Used with permission from Batelle for Kids, 2019)	
<p><b>Reason Effectively</b></p> <ul style="list-style-type: none"> <li>• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation</li> <li>• Use systems thinking</li> <li>• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems</li> <li>• Make judgement and decisions</li> </ul>	<p><b>Solve Problems</b></p> <ul style="list-style-type: none"> <li>• Problem solve different kinds of non-familiar problems in both conventional and innovative ways</li> <li>• Identify and ask significant questions that clarify various points of view and lead to better solutions</li> </ul>

# Course C Level-Specific Learning Statements

**Community Builder**



Accesses & Builds Systemic Services & Supports

Builds Relationships & Culture

## The Exploring & Aspiring Teacher...

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**Course Priority**

participates in cooperative partnerships to: (a) identify and communicate student needs, (b) understand processes to set/monitor district, building, and/or classroom goals, and/or (c) design systemic solutions or report on an existing condition/solution.

**Course Priority**

analyzes classroom, school, and/or community culture and communicates the impacts of culture on relationships and learning.

**Professional**



Increases Knowledge & Skill Through Professional Learning

Supports School District, Vision, Mission, & Goals

## The Exploring & Aspiring Teacher...

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learns about teaching and learning through research and/or observation and applies knowledge to real-world educational problems with multiple perspectives to generate solutions that improve the profession, community, and world.

understands the development and use of district vision, mission, and goals, and serves as an active contributor within the school community.

## Facilitator of Thinking & Learning



Advances  
Critical Thinking  
& Problem Solving

Promotes  
Student Use  
of Technology  
& Media Tools

### The Exploring & Aspiring Teacher...

°applies critical thinking skills to: (a) understand the complexities of an educational topic from multiple perspectives, and (b) generate interdisciplinary/diverse solutions.

creates a curated collection of educational technology and media communication tools designed to promote collaboration, communication, problem-solving, and the creation of original products.

## Instructional Designer



Designs  
Learning Activities,  
Tasks, & Experiences

### The Exploring & Aspiring Teacher...

#### **Course Priority**

analyzes activities/tasks/experiences to identify those focused on: (a) promoting complex/critical thinking, (b) understanding local/global challenges from multiple perspectives, (c) the generation of interdisciplinary/diverse solutions, and/or (d) technology integration to enhance learning.

# MTDS Exploring & Aspiring Glossary Items

## Activity

A classroom/learning activity is used for imparting information to students. An activity can be passive, active, or collaborative. Reading, watching, and listening are all passive activities students engage in while learning. These activities involve students taking in information and learning new content. When students engage more with an activity it can be thought of as a more active process. Active activities are helpful for students when they are applying new learning or practicing information they already know. Some active activities include games, puzzles, simulations, research, and problem-solving. While active activities can be done independently, students may also work collaboratively on an activity, such as solving a problem together or engaging in a discussion. Other activities might be kinesthetic and support learning through physical movement

## Classroom

For MTDS, a classroom has been defined as any space where students and teachers are together at the same time to conduct learning.

*Some examples include:*

- Traditional
- Shared Space
- Cart
- Outside
- Open Classrooms
- Virtual Spaces
  - Video-conferencing
  - Google Classroom
  - Learning Management System
  - Social Medial Platforms
- Theater or Auditorium
- Vocational or Agricultural Building
- Alternative Locations: Field Trips, Sports Fields, etc...

## Community of Practice

A community of practice is created when a group of people who “share a concern or passion for something they do and learn how to do it better as they interact regularly” (Wenger-Traynor, 2015, para 2). The community extends beyond networking or occasional conversations with members interacting together towards a common purpose and the goal of developing a shared set of knowledge, skills, and/or practices. They can be formal or informal structures, but in both there is the creation of relationships that connect people. Communities of practice are not limited to within building or district groups, but may expand connections between educators across boundaries, including across districts, regions, states, and/or countries.

### Diversity Sensitivity

Diversity sensitivity involves understanding the unique characteristics of each individual. Some differences among people include race, ethnicity, gender, socioeconomic status, age, physical or academic abilities, talents, religion, and cultural backgrounds. It includes physical characteristics such as height, eye color, hair color, etc. that make each person unique. Each person has a very different combination of attributes that form who they are. Diversity sensitivity is the awareness of differences and understanding and valuing of uniqueness of each person.

### Documentation Structures

Documenting student learning involves both teacher and students. Some documentation is gathered by the teacher and may or may not be shared with students. Teachers may keep journals, lists, observation logs, and/or anecdotal records of student learning as well as formal structures for tracking and recording student grades, such as a grade book. Documentation structures, such as charts, graphs, and other data displays can be used by both teachers and students to track progress over time.

Documentation structures can also be thought of as strategies and/or resources for student learning. Engaging students in collecting, sharing, and reflecting on evidence of their own learning allows students to take responsibility for and direction of their own learning facilitated by structures of documentation for- and as- learning. Student-centered documentation structures include protocols for students to record, track, reflect, and share their learning through the use of images, videos, portfolios, tracking tools, samples of work, and other artifacts of learning.

### Lesson Target

A lesson target is a lesson-sized standards-based goal which can be accomplished within the timeframe of a single lesson period spanning one to three days (Moss & Brookhart, 2012). The lesson target guides instruction for teacher and students with both focusing on meeting the lesson target by the end of the period. Lesson targets are specific, measurable, actionable, relevant, and timely (SMART). Lesson targets are derived by unwrapping content standards and then used to: (a) guide the development of formal and informal assessments; (b) plan instruction; and (c) facilitate self-directed student learning. A lesson target provides students with a clear understanding of what they need to know and be able to do in order to be successful. Some lesson targets (especially those that extend beyond 1 class period) may be accompanied by more detailed \*success criteria. Lesson targets are sometimes written as “I Can” statements.

### Multiple Sources of Data

Using multiple sources of data means accessing a variety of types and kinds of data from more than one place. Some common data sources found within education include state assessments, school-site information, such as student cumulative files, and of course, classroom-based sources. These sources provide teachers with both qualitative and quantitative data to help them understand the needs of their students.

There are also different kinds of data found within the different sources used by teachers. Some of these kinds of data include:

- Behavioral
- Perceptual
- School Processes
- Demographic
- Biographical
- Performance

Combining different kinds of data from multiple sources allows teachers to more fully understand who their students are and what they need to be successful.

### Reflection-For-Practice

*The future through expectation - Augustine's Model of Time*

Reflecting-for-action is “looking toward the future with knowledge of the past from the viewpoint of the present” (Conway, P., 2001, p. 90). Teachers who are able to reflect-for-practice think back upon what they know from their experiences in the past, can think about their learning, and imagine how the future will be as they seek to improve or change practice. Teachers can anticipate lessons before they occur (Farrell, 2013). This forethought allows for pro-active planning practices and adjustments to structures and practice before the instruction begins.

### Reflection-In-Practice

*The immediate present through attention - Augustine's Model of Time*

Teaching includes “the head and the heart and [teachers] must feelingly know what is the appropriate thing to do in ever changing circumstances with children who are organized in groups but who are also unique as individuals” (van Manen, 1995, p. 33). Teachers who are reflecting-in-practice are present in the moment attending to what is happening in the classroom while simultaneously aware of their own thinking within the moment. Reflection-in-action is “think[ing] about something while doing it” (Schon, 1983, p. 54), which allows teachers to contemplate situations as they are unfolding and to make decisions that allow them to adapt in the moment to meet the needs of students.

## Reflection-On-Practice

*The past in the present through our memories - Augustine's Model of Time*

When reflecting-on-action, teachers take time after teaching to think about what happened, how they responded during the instruction, and how they feel about their instruction. In pausing to process the teaching experience, teachers make connections between their thinking and the actions they took. They can then contemplate what could have been done differently and what they will do next time. Reflecting-on-action is “turning inward, examining one’s own remembered experiences and/or anticipated experiences, not exclusively looking back in time” (Conway, 2001).

## Respect for All

Respect for all means having esteem for and sense of worth for all people, accepting everyone for who they are, providing courtesy for all people, and showing consideration for others.

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