

MTDS

Competencies Organized By Level

Missouri Teacher Development System (MTDS)

System Framework

Lead System Designer and Author

Tracy Gross, EdD, Missouri State University, Agency for Teaching, Leading, and Learning

Design Team

Becky Baldwin, Northwest Missouri State, NW RPDC

MaryAnn Burns, EdD, Missouri S&T, SC RPDC

Pam Carte, Truman State, NE RPDC

Linda Dooling, Director of Teaching, Missouri Department of Elementary & Secondary Education

Deb Drury, EdD - Truman State, NE RPDC

Belinda Fisher – Northwest Missouri State, NW RPDC

Rita Fisher, Southeast Missouri State University, SE RPDC

Diane Grep, Missouri S&T, SC RPDC

Shannon Heisserer, South East Missouri State University, SE RPDC

Susan Hodges, Assistant Director, Missouri Department of Elementary & Secondary Education

Kim Neutzman, University of Missouri, Columbia

Terri Steffes, EdD, NBCT, University of Missouri, HOM RPDC

Ginny Vandelict, University of Missouri, HOM RPDC

Kelli Wilson - South East Missouri State University, SE RPDC

MTDS Commission

Connie Buckman, EdD - Chief Academic Officer, Francis Howell School District

Tamara Burns, EdD - Chief Academic Officer, Hogan Preparatory Academy

Deb Drury, EdD - Truman State, NE RPDC

Jason Eggers, EdS - Assistant Superintendent, Harrisonville Schools

Zak Hamby - Ava Schools, 2020 State Finalist for Missouri Teacher of the Year

Ann Jarrett - Teaching and Learning Director, Missouri National Education Association

Deana Layton, EdD - Manager of Professional Learning, Missouri State Teacher's Association

Kim Neutzman, University of Missouri - Columbia

Stacia Studer, St. Joseph School District

Ginny Vandelict, University of Missouri, HOM RPDC

Russ Brock, EdD, Missouri State University, Agency for Teaching, Leading, and Learning

Special Thanks

Paul Katnik, Assistant Commissioner, Missouri Department of Elementary & Secondary Education

John Antonetti, National Consultant, Author, & Speaker

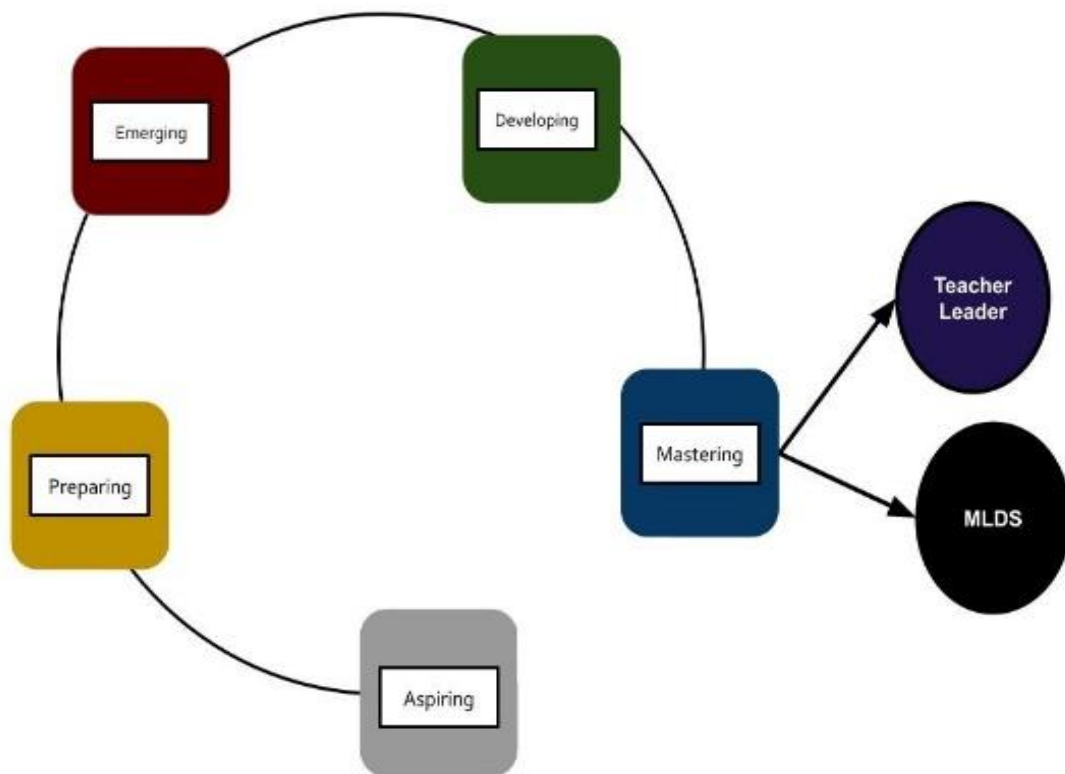
Mike Rutherford, National Consultant, Author, & Speaker

Table of Contents

MTDS Career Levels	4
Aspiring Level Competencies	5
Preparing Level Competencies.....	9
Emerging Level Competencies	13
Developing Level Competencies	17
Mastering Level Competencies.....	21
Leading Level Competencies.....	25

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
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

Aspiring Level Competencies

COMMUNITY BUILDER

Promotes Diversity Sensitivity	Explains the meaning of respect for all and understands the importance of diversity sensitivity within the school and community.
Builds Relationships & Culture	Analyzes classroom, school, and/or community culture and communicates the impacts of culture on relationships and learning.
Works in a Community of Practice	Applies collaborative skills to work productively with a team to achieve common goals
Accesses & Builds Systemic Services and Supports	Participates in cooperative partnerships to: (a) identify and communicate student needs; (b) understand processes to set/monitor building and/or classroom goals; and/or (c) design systemic solutions or report on an existing condition/solution

CLASSROOM MANAGER

Manages Behavior	Gains knowledge about behavior, including the functions of behavior and defining the stages of the acting-out-cycle.
Creates and Manages a Learning Environment	Analyzes learning environments to identify classroom layouts and organizational strategies that: (a) promote student interaction; (b) meet student needs and well-being; (c) minimize disruption; (d) allow teacher movement for monitoring student progress and productivity; (e) increase student productivity; and (f) encourage self-directed student learning
Monitors Progress Toward Goals	Uses tools, such as success criteria, rubrics, scoring guides, performance analysis, evidence of performance, etc. to evaluate progress towards meeting learning goals
Communicates Progress Toward Goals	Uses samples of work, success criteria, rubrics, scoring guides, performance analysis, evidence of performance, documentation structures, etc to communicate progress towards meeting learning goals

INSTRUCTIONAL DESIGNER

Develops Research-Based Instruction	Researches instructional design and/or lesson planning models/practices in multiple contexts and compares different theories of design and/or planning practices
Aligns Instruction to Goals, Curriculum, & Assessments	Aligns learning goals and strategies to lesson targets and/or personal learning profile
Differentiates to Meet Unique Student Needs	Develops a personal learning profile based on multiple sources of data
Plans Student Progress Monitoring	Creates documentation structures for monitoring personal progress toward learning goals
Uses Data to Make Decisions	Understands the purpose of using data to identify unique learning needs of diverse students
Selects, Aligns, & Curates Strategies for Student Learning	Identifies, organizes, and uses instructional/engagement/ assessment strategies aligned to personal learning profile
Designs Learning Activities, Tasks, & Experiences	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

FACILITATOR OF STUDENT THINKING & LEARNING

Facilitates Self-Directed Learning	Takes responsibility for learning by: (a) setting aligned goals based on data analysis; (b) selecting and applying strategies to learning; and (c) evaluating, documenting, and communicating progress
Advances Critical-Thinking & Problem-Solving Skills	Applies critical thinking skills to: (a) understand the complexities of an educational topic from multiple perspectives; and (b) generate interdisciplinary/diverse solutions

FACILITATOR OF STUDENT THINKING & LEARNING (CONTINUED)

Promotes Connection of Prior Knowledge to New Information	Connects prior knowledge with new information to: (a) challenge conventional assumptions and standard approaches; (b) connect ideas; (c) solve problems; and/or (d) draw new conclusions
Facilitates Student Inquiry & Research	Conducts an inquiry and/or research project about current local/global issues using discipline-specific standards of evidence, methods of inquiry, and forms of communication
Fosters Student Communication & Expression	Participates in opportunities to direct their own expression through speaking, writing, creating, and other media
Promotes Student Use of Technology & Media Tools	Creates a curated collection of educational technology and media communication tools designed to promote collaboration, communication, problem-solving, and the creation of original products
Engages Students in Content	Analyzes their own learning experiences to identify characteristics of engagement and level of thinking

REFLECTIVE LEARNER

Increases Knowledge & Skill Through Professional Learning	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
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
Evaluates Effectiveness of Instruction	Evaluates effectiveness of classroom activities, tasks, strategies, experiences, and assessment formats in improving learning and performance
Sets Growth Goals	Reviews Missouri Teacher Standards/Growth Guides and/or MTDS Competency Progressions to identify areas of strength and/or opportunities for growth

PROFESSIONAL

Understands & Promotes the Profession	Gains awareness of (a) teaching philosophies; (b) standards/competencies and codes of conduct of teaching; (c) student/teacher organizations/associations; and (d) the value of education
Supports School District Vision, Mission, & Goals	Understands the development and use of district vision, mission, and goals, and serves as an active contributor within the school community
Demonstrates Professional Growth & Development	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

Preparing Level Competencies

COMMUNITY BUILDER

Promotes Diversity Sensitivity	Investigates issues from multiple perspectives and identifies the role of personal bias in developing diversity sensitivity.
Builds Relationships & Culture	Observes classroom, school, and/or community culture and develops culturally responsive relationships and a communication plan to support student outcomes
Works in a Community of Practice	Participates in collaborative meetings to enhance student learning
Accesses & Builds Systemic Services & Supports	Works with cooperating teacher and university supervisor to understand the importance of systemic services/supports within the classroom, school, district, and/or community in meeting student needs

CLASSROOM MANAGER

Manages Behavior	Understands research-based: (a) behavior management, (b) effective classroom practices, and (c) strategies for discouraging inappropriate behaviors
Creates & Manages a Learning Environment	Plans classroom layouts and organizational strategies designed to: (a) promote student interaction; (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
Monitors Progress Toward Goals	Understands methods and strategies for monitoring student developmental growth and academic progress, including the use of assessment strategies, success criteria, rubrics, scoring, guides, performance analysis, etc.
Communicates Progress Toward Goals	Maintains accurate and confidential student records and understands methods for communicating progress towards meeting learning goals to communicate student progress to students

INSTRUCTIONAL DESIGNER

Develops Research-Based Instruction	Understands research-based lesson planning models/practices, including the use of theories and models of development and learning
Aligns Instruction to Goals, Curriculum, & Assessments	Aligns: (a) lesson plans to learning theory and best practice; (b) objectives and activities to district curriculum and/or state standards; and (c) learning to real-world references to meet student needs
Differentiates to Meet Unique Student Needs	Designs lessons to meet unique needs by intentionally varying one or more of the following: (a) content; (b) process; (c) product; and/or (d) environment
Plans Student Progress Monitoring	Understands how to use formal and informal assessment strategies and documentation structures to facilitate teacher and student monitoring of progress towards learning goals
Uses Data to Make Decisions	Explores ways to identify and use demographic/biographical data to meet individual learning needs of students
Selects, Aligns, and Curates Strategies for Student Learning	Gathers research-based and/or evidence-based instructional, engagement, and assessment strategies to meet student needs
Designs Learning Activities, Tasks, and Experiences	Selects developmentally appropriate activities/tasks/experiences to: (a) promote complex/critical thinking and/or critical examination of bias; (b) encourage identification of local/global challenges from multiple perspectives; (c) emphasize generation of interdisciplinary/diverse solutions; and/or (d) increase technology integration to enhance learning

FACILITATOR OF STUDENT THINKING & LEARNING

Facilitates Self-Directed Learning	Understands authentic learning strategies, including providing opportunities for: (a) student self-monitoring; (b) self-reflection; and/or (c) self-directed learning
Advances Critical-Thinking & Problem-Solving Skills	Plans opportunities for students to: (a) analyze; (b) post higher-order questions; (c) discuss problems from multiple perspectives; and (d) convey their ideas and/or solutions through product and/or process
Promotes Connection of Prior Knowledge to New Information	Connects new learning to students' ways of thinking and learning

FACILITATOR OF STUDENT THINKING & LEARNING (CONTINUED)

Facilitates Student Inquiry & Research	Understands: (a) student inquiry approaches, (b) research methodologies, and (c) standards of evidence of the discipline
Fosters Student Communication & Expression	Understands student free-expression rights and limitations
Promotes Student Use of Technology & Media Tools	Gathers and uses resources and technologies designed to promote: (a) collaboration, communication, problem-solving, and the creation of original products; and (b) student use of new knowledge and technological skills to predict, connect ideas, and raise/answer questions
Engages Students in Content	Defines student engagement and understands engaging qualities of work, higher-level thinking, and high-yield instructional strategies

REFLECTIVE LEARNER

Increases Knowledge & Skill Through Professional Learning	Builds content knowledge, analyzes pedagogical theories, and explains the role of education in fostering innovation, solving local/global challenges, and ensuring a healthy democracy
Engages in On-going Reflective Practice	Reflects on practice, focusing on: (a) the effectiveness of a lesson based on student learning and engagement; and (b) the impact of personal bias on student learning
Evaluates Effectiveness of Instruction	Gathers basic information about the effectiveness of a lesson and revises plans based on student learning and engagement
Sets Growth Goals	Selects a growth goal based on the Missouri Teacher Standards/Growth Guides and/or MTDS Competency Progressions

PROFESSIONAL

Understands & Promotes the Profession	Understands: (a) major philosophies of education; (b) Missouri Teacher Standards/Competencies and codes of conduct of teaching; (c) aspects of teacher associations (e.g. mission, advocacy, and membership benefits) and their role in supporting teachers; and (d) the role of state and federal governmental bodies (e.g. Department of Elementary and Secondary Education and US Department of Education)
--	---

PROFESSIONAL (CONTINUED)

Supports School District Vision, Mission, & Goals	Understands differences between vision, mission, values, and goals; and explains the role of a teacher in supporting a school district's vision, mission, values and goals
Demonstrates Professional Growth & Development	Demonstrates the use of ongoing self-assessment and reflection strategies to support new learning and professional improvement
Communicates Professionally	Understands professional, ethical, and confidential communication and record- keeping; and uses formal modes of communication professionally

Emerging Level Competencies

COMMUNITY BUILDER

Promotes Diversity Sensitivity	Promotes respect for all and fosters student development of diversity sensitivity
Builds Relationships & Culture	Recognizes school and community culture and creates culturally responsive relationships built on trust and mutual respect for all
Works in a Community of Practice	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 to meet student needs.

CLASSROOM MANAGER

Manages Behavior	With a mentor, develops research-based (a) classroom behavior expectations and (b) effective classroom practices; and implements strategies to discourage inappropriate behaviors and methods for identifying students needing more intensive behavioral support.
Creates and Manages a Learning Environment	Implements classroom layouts and organizational strategies that include structures designed to: (a) promote student interaction; (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
Monitors Progress Toward Goals	Gathers information during lessons about student progress towards lesson learning targets and modifies strategies to meet student needs
Communicates Progress Toward Goals	Uses 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	Uses research-based lesson planning formats/practices to plan lessons that include: (a) lesson targets; (b) activities/tasks/experiences; (c) research-proven and/or evidence-based strategies; and (d) methods for monitoring/communicating student progress towards meeting lesson target
--	---

INSTRUCTIONAL DESIGNER (CONTINUED)

Aligns Instruction to Goals, Curriculum, & Assessments	Aligns: (a) lesson targets to state/district standards/objectives; (b) success criteria to lesson targets; and (c) planning/delivery/assessment to clear learning goals
Differentiates to Meet Unique Student Needs	Plans lesson variations to (a) content; (b) process; (c) product; and/or (d) environment based on analysis of student needs
Plans Student Progress Monitoring	Plans formal/informal assessment strategies and documentation structures to check and record understanding of learning goals during instruction
Uses Data to Make Decisions	With a mentor, uses performance and demographic and/or biographical data to determine needs of groups of students and plans instruction to meet student needs.
Selects, Aligns, & Curates Strategies for Student Learning	With a mentor, selects research-prove and evidence-based instructional, engagement, and assessment strategies that align to learning goals and meet student needs.
Designs Learning Activities, Tasks, and Experiences	Plans individual, group, and/or cooperative activities, tasks, and/or experiences focused on: (a) promoting complex and/or critical thinking and critical examination of bias; (b) identifying local/global challenges from multiple perspectives; (c) selecting interdisciplinary/diverse solutions; (d) technology integration to enhance learning; and/or (e) increasing learner expression

FACILITATOR OF STUDENT THINKING & LEARNING

Facilitates Self-Directed Learning	Provides students with feedback, appropriate goals, and strategies and facilitates opportunities for student reflection on learning based on evidence of performance
Advances Critical-Thinking & Problem-Solving Skills	Facilitates opportunities in which students analyze, pose higher-order questions, discuss problems from multiple perspectives and convey their ideas and/or solutions through product and/or process
Promotes Connection of Prior Knowledge to New Information	Identifies student prior knowledge and ways of thinking and learning and makes connections to content
Facilitates Student Inquiry & Research	Models for or instructs students on the use of basic inquiry and research strategies

FACILITATOR OF STUDENT THINKING & LEARNING (CONTINUED)

Fosters Student Communication & Expression	Classroom activities include opportunities for learner expression in writing, listening, and the use of other media that adhere to district policy and student free-expression rights
Promotes Student Use of Technology & Media Tools	Models and directs independent student use of technology and media communication tools or utilizes technology for delivery of information to students
Engages Students in Content	Evaluates lessons to identify engaging qualities of work, higher level thinking, and high-yield instructional strategies

REFLECTIVE LEARNER

Increases Knowledge & Skill Through Professional Learning	Gathers information, resources, and strategies from observing master teachers, collaborating with mentor, and attending a beginning teacher assistance program
Engages in On-going Reflective Practice	Reflects on- practice, focusing on: (a) efforts to learn school and community culture; (b) use of strategies to promote mutual respect; (c) level of technology and media communication usage (e.g. SAMR/TIMS); (d) effectiveness of classroom management; and (e) level of empathy towards meeting student needs
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 indicators, and/or MTDS competency progressions; and identifies aligned research-proven strategies to support teacher growth.

PROFESSIONAL

Understands & Promotes the Profession	Aligns practices to Missouri Teacher Standards/Competencies, professional codes of conduct, and district policies/procedures; considers the benefits of professional association membership; develops a personal philosophy of teaching; and gains awareness of regional professional educational communities (e.g. RPDCs)
--	--

PROFESSIONAL (CONTINUED)

**Supports School
District Vision,
Mission, & Goals**

Understands the district vision, mission, values and goals and incorporates them into the classroom

**Demonstrates
Professional Growth
& Development**

With a mentor, 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, etc).

**Communicates
Professionally**

Delivers accurate school district messaging to students, families, and colleagues and maintains accurate professional records and confidentiality as warranted

Developing Level Competencies

COMMUNITY BUILDER

Promotes Diversity Sensitivity	Facilitates student exploration of issues from multiple perspectives to foster development of diversity sensitivity and respect for all
Builds Relationships & Culture	Facilitates student discussions and evaluations of classroom, school, and community culture to promote understanding of the impacts of culture on relationships and learning
Works in a Community of Practice	Shares innovative practices and revisions to instruction obtained from action research and the use of emerging research with colleagues
Accesses & Builds Systemic Services & Supports	Partners with colleagues to create new family-school-community partnerships and/or communications to increase systemic student services/supports

CLASSROOM MANAGER

Manages Behavior	Evaluates (a) implementation of classroom behavior expectations; and (b) effectiveness of classroom practices and uses behavioral data for decision-making
Creates & 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
Monitors Progress Toward Goals	Gathers and records information during instruction about individual and whole class progress towards meeting lesson targets and revises strategies to meet individual needs
Communicates Progress Toward Goals	Records and shares evidence of student progress with colleagues and parents, as well as with students during instruction, based on clear expectations accompanied by success criteria, rubrics, scoring guides, performance analysis, etc and the use of documentation structures

INSTRUCTIONAL DESIGNER

Develops Research-Based Instruction	Develops innovative instruction based on conducting and using action research that: (a) emphasizes essential concepts of content; (b) uses supplementary primary sources; (c) connects to student experience and culture; (d) meets the unique needs of diverse learners; and/or promotes student inquiry and interdisciplinary approaches
Aligns Instruction to Goals, Curriculum, & Assessments	Aligns strategies and resources to lesson targets and success criteria, which are aligned to district curriculum and/or state standards, to meet student needs
Differentiates to Meet Unique Student Needs	Develops personal learning profiles for students based on multiple sources of data and adjusts (a) content; (b) process; (c) product; and/or (d) environment to meet student needs
Plans Student Progress Monitoring	Creates multiple formal and informal assessment strategies and documentation structures to gather and record data about the effectiveness of instruction on individual/whole class progress towards learning goals
Uses Data to Make Decisions	Designs and adjusts lessons in response to ongoing analysis of student needs based on multiple sources of data to meet individual learning needs and promote student progress
Selects, Aligns, and Curates Strategies for Student Learning	Aligns research-based and evidence-based instructional, engagement, and assessment strategies to personal learning profiles and individual learning goals
Designs Learning Activities, Tasks, & Experiences	Designs rigorous/engaging activities, tasks, and/or experiences focused on: (a) promoting complex/critical thinking and critical examination of bias; (b) evaluating local/global challenges from multiple perspectives; (c) generating interdisciplinary/diverse solutions; (d) technology integration to enhance learning and/or solve problems; and/or (e) increasing learner expression

FACILITATOR OF STUDENT THINKING & LEARNING

Facilitates Self-Directed Learning	Provides: (a) success criteria/exemplars; (b) feedback on specific criteria; and (d) lists of appropriate goals/strategies and assists students in: (a) selecting a learning goal; and (b) identifying appropriate strategies for learning based on their personal learning profile
Advances Critical-Thinking & Problem-Solving Skills	Facilitates individual and cooperative learning tasks to promote critical thinking and problem-solving skills, including student-generated questioning and risk-taking

FACILITATOR OF STUDENT THINKING & LEARNING (CONTINUED)

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
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
Fosters Student Communication & Expression	Facilitates opportunities for students to direct their free expression in speaking, writing, creating, and other media that adhere to district policy and student free-expression rights.
Promotes Student Use of Technology & Media Tools	Fosters student understanding of how technology and media communication tools enhance learning and provides students with curated technology tools: (a) to collaborate, communicate, solve problems, and create original products; (b) to predict, connect ideas, and raise/answer questions; and (c) for planning and/or monitoring of 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

REFLECTIVE LEARNER

Increases Knowledge & Skill Through Professional Learning	Conducts classroom action research that includes implementing research-proven strategies and evaluating the effectiveness of instruction for each student based on data/evidence of student progress
Engages in On-going Reflective Practice	Reflects on, in, and for practice, focusing on: (a) directing future instruction by reflecting; and (b) monitoring progress, evaluating results, and adjusting instruction based on the use of action research and student growth data
Evaluates Effectiveness of Instruction	Evaluates and provides evidence of effectiveness of strategies and revises instruction based on comparing multiple sources of data and samples of student work
Sets Growth Goals	Selects a Missouri Teacher Standard indicator as the focus of a classroom Action Research, identifies and implements aligned strategies for teacher and student growth, and evaluates progress towards goal

PROFESSIONAL

Understands & 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 and revises personal philosophy of teaching.
Supports School District Vision, Mission, & Goals	Develops and uses a classroom vision that is aligned to the district/building vision, mission, values, and goals that is shared with and/or used with students.
Demonstrates Professional Growth & Development	Documents new learning, reflections, innovative practices, and modifications to instruction gained from conducting classroom action research and using other emerging research
Communicates Professionally	Uses communication strategies to communicate across the school-wide community

Mastering Level Competencies

COMMUNITY BUILDER

Promotes Diversity Sensitivity	Measures student ability to explore issues from multiple perspectives and assesses student understanding of diversity sensitivity and respect for all
Builds Relationships & Culture	Measures level of student involvement in discussions and evaluations of classroom, school, and community culture as well as student understanding of the impacts of culture on relationships and learning
Works in a Community of Practice	Coaches and mentors other teachers in a community of practice on sharing evidence of effectiveness, monitoring progress towards curricular goals, making instructional revisions, and accessing services to meet student needs.
Accesses & Builds Systemic Services & Supports	Coaches and Mentors other teachers on accessing and building systemic services and supports through family-school-community partnerships to meet student needs

CLASSROOM MANAGER

Manages Behavior	Coaches and Mentors other teachers on the implementation of research-based: (a) classroom behavior expectations; (b) effective classroom practices; and (c) using behavioral data to identify students needing more intensive behavioral support
Creates & Manages a Learning Environment	Coaches and Mentors other teachers on creating a learning environment to: (a) promote student interaction; (b) meet student needs and well-being; (c) minimize classroom disruption; (d) allow teacher movement for monitoring student progress and productivity; (e) increase and manage student productivity; and (f) encourage self-directed student learning
Monitors Progress Toward Goals	Coaches and mentors other teachers on methods for gathering and recording information about student progress towards lesson targets (scoring guides, performance analysis, etc.) during instruction and methods for revising strategies to meet individual and whole group needs during instruction

CLASSROOM MANAGER (CONTINUED)

Communicates Progress Toward Goals

Coaches and Mentors other teachers on maintaining accurate and confidential student records and using methods for communicating student progress towards meeting learning goals to students, colleagues, and parents

INSTRUCTIONAL DESIGNER

Develops Research-Based Instruction

Coaches and mentors other teachers on designing research-based instruction that includes: (a) research-based lesson planning models/practices; (b) models of growth and developing

Aligns Instruction to Goals, Curriculum, & Assessments

Evaluates alignment of strategies, resources, success criteria, and/or objectives to district curriculum and/or state standards, revising as needed to meet student needs

Differentiates to Meet Unique Student Needs

Facilitates student development of a personal learning profile based on multiple sources of data and personalizes lesson: (a) content; (b) process; (c) product; and/or (d) environment to meet individual student needs

Plans Student Progress Monitoring

Designs formal and informal assessment strategies; evaluates alignment of assessment to lesson targets; considers accuracy of assessment in reporting effectiveness of instruction on individual and whole class progress; and revises strategies as needed

Uses Data to Make Decisions

Coaches and mentors other teachers on developing and adjusting lessons in response to ongoing analysis of student needs based on the use of multiple sources of data to meet individual learning needs and promote student progress

Selects, Aligns, & Curates Strategies for Student Learning

Curates research-based strategies for students aligned to personal learning profiles and individual student learning goals that can be used by students when evaluating their own learning

Designs Learning Activities, Tasks, & Experiences

Designs interdisciplinary activities, tasks, and learning experiences focused on: (a) promoting complex/critical thinking and critical examination of bias; (b) evaluating local and global challenges from multiple perspectives; (c) generating and justifying interdisciplinary and/or diverse solutions; (d) technology integration to enhance learning, solve problems, and/or communicate solutions; and (e) increasing learner expression

FACILITATOR OF STUDENT THINKING & LEARNING

Facilitates Self-Directed Student Learning	Facilitates: (a) student-generation of success criteria; (b) student reflection on learning based on assessment data; (c) peer conversations regarding self-assessment; (d) student creation of learning goals; and (e) justification for the selection/design of strategies
Advances Critical Thinking & Problem-Solving	Facilitates individual and/or cooperative interdisciplinary learning tasks and measures student ability to: (a) analyze, evaluate, and synthesize the complexities of a topic from multiple perspectives; and (b) generate solutions using interdisciplinary perspectives
Promotes Connection of Prior Knowledge to New Information	Measures student ability to connect prior knowledge to new information by predicting, raising questions, making inferences, drawing conclusions, developing arguments, connecting ideas, solving problems, and challenging conventional assumptions and standard assumptions
Facilitates Student Inquiry & Research	Facilitates independent and/or group-designed research projects pertaining to local and/or global challenges using discipline-specific standards of evidence, methods of inquiry, and forms of communication
Fosters Student Communication & Expression	Supports students in directing their own free expression beyond their own particular classroom (other classrooms, school, larger community, professionals, etc.) through speaking, writing, creating, and other media that adhere to district policy and student free expression rights
Facilitates Student Use of Technology & Media Tools	Facilitates: (a) self-directed student choice/use of technology to collaborate with others in ways not possible without technology; (b) creation of original products; and (c) unconventional uses of technology to solve local and/or global challenges
Engages Students in Content	Coaches and Mentors other teachers on creating engaging learning activities, tasks, and experiences through the use of engaging qualities of work, higher-level thinking, and high-yield instructional strategies to engage students intellectually, academically, and/or emotionally in content and in advancing their own learning

REFLECTIVE LEARNER

Increases Knowledge & Skill Through Professional Learning	Develops knowledge and skills to support new teachers by attending mentor, cooperating teacher, and/or PDC training, and serves as a mentor, cooperating teacher, and/or on a professional development committee
Engages in On-Going Reflective Practice	Critically reflects on practice through multiple lenses (e.g. teacher, learner, parent, colleague, theory, societal) to evaluate personal and professional systems of belief, as well as ethical implications of educational practices on teachers, students, and society
Evaluates Effectiveness of Instruction	Coaches and mentors other teachers on: (a) the use of a wide variety of assessments; (b) providing evidence of improving the effectiveness of instruction; and (c) evaluating impact of instruction by using multiple sources of data
Sets Growth Goals	Coaches and mentors other teachers on (a) setting growth goals based on district evaluation criteria, Missouri Teacher Standards/Growth Guide indicates, and/or MTDS Competency Progressions; (b) identifying aligned research-based and/or evidence-based practices; and (c) evaluating progress towards goals

PROFESSIONAL

Understands & Promotes the Profession	Serves as a mentor, coach, resource provider, committee member, and/or representative of a local educational association
Supports School District Vision, Mission, & Goals	Coaches and mentors other teachers on: (a) understanding the district's vision, mission, values, and goals; (b) developing a personal, aligned classroom vision; and (c) supporting and contributing to district planning processes
Demonstrates Professional Growth & Development	Demonstrates learning gained from: (a) committee work; (b) mentor training; (c) providing resources; and (d) observing, coaching, and providing feedback to Exploring & Aspiring, Preparing, and Emerging level teacher
Communicates Professionally	Develops and applies coaching conversation skills while mentoring Exploring & Aspiring, Preparing, or Emerging level teachers

Leading Level Competencies

COMMUNITY BUILDER

Promotes Diversity Sensitivity	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to promote student development of a personal, balanced, diverse, sociocultural perspective based on diversity sensitivity and respect for all
Builds Relationships & Culture	Provides leadership, training, mentoring, resources, and support for teachers and others in the larger professional community for the development of culturally responsive relationships built on trust and mutual respect for all
Works in a Community of Practice	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community regarding working in a community of practice, including sharing evidence of effectiveness, monitoring progress toward curricular goals, instructional revisions, and accessing services to meet student needs
Accesses & Builds Systemic Services & Supports	Leads/evaluates/designs strategic school-based systems built through cooperative partnerships within the larger professional community to meet student needs (e.g. advocacy, grant writing, creating programs, securing services/resources, etc.)

CLASSROOM MANAGER

Manages Behavior	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community on the Science of Behavior, implementation of the Eight Effective Classroom Practices, and the use of behavioral data to make decisions and identify students needing more support
Creates & Manages a Learning Environment	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community regarding designing classroom layouts and organizational strategies to: (a) promote student interaction, including the use of various grouping structures; (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

CLASSROOM MANAGER (CONTINUED)

Monitors Progress Toward Goals	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community on the use of on-going, consistent assessment throughout the instructional process to generate data about the effect of instruction on individual and class progress towards meeting learning goals
Communicates Progress Toward Goals	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community for effective methods for communicating student progress towards meeting learning goals, including the use of: (a) success criteria; (b) rubrics; (c) scoring guides; (d) performance analyses; (e) evidence of performance; etc.

FACILITATOR OF STUDENT THINKING & LEARNING

Facilitates Self-Directed Learning	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community on how to provide feedback and engage students in self-assessment, setting learning goals, and using evidence to manage their own learning and report on their progress
Advances Critical-Thinking & Problem-Solving Skills	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to advance and measure student ability to use critical thinking skills to analyze, evaluate, and synthesize the complexities of a topic from multiple perspectives and generate solutions using interdisciplinary perspectives
Promotes Connection of Prior Knowledge to New Information	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to promote student connection of prior knowledge to new information and the use of prior knowledge to solve local/global challenges, predict new information, raise questions, make inferences, and draw new conclusions
Facilitates Student Inquiry & Research	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to facilitate student inquiry and research projects about current local and global issues
Fosters Student Communication & Expression	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community for promoting student free-expression rights for respectful, safe, and free student expression in the school and the larger community in accordance with district policy
Promotes Student Use of Technology & Media Tools	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to promote student use of technology/medial communication tools for collaboration, creation, communication, and problem-solving

FACILITATOR OF STUDENT THINKING & LEARNING (CONTINUED)

Engages Students in Content	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community on intentionally selecting and combining elements from the Eight Engaging Qualities of Work, High-Yield Instructional Strategies, and higher levels of thinking to engage students intellectually, academically, and/or emotionally in content and in advancing their own learning
------------------------------------	--

INSTRUCTIONAL DESIGNER

Develops Research-Based Instruction	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to design instruction, including: (a) The use of research-based lesson planning, (b) student inquiry and interdisciplinary approaches, (c) conducting and using action research, (d) models of growth and development, (e) and applying theories of learning
Aligns Instruction to Goals, Curriculum, & Assessments	Leads others in aligning instruction to state/district curriculum and developing strategies to accomplish goals based on multiple assessment data, curriculum, and analysis of student needs
Differentiates to Meet Unique Student Needs	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to develop student learning profiles and gain strategies for using profiles to meet the unique needs of students
Plans Student Progress Monitoring	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community for designing assessment approaches to gather information about student progress and the creation of structures for documenting progress towards learning goals (e.g. charts, graphs, tables, checklists, schedules, visuals, profiles, etc.)
Uses Data to Make Decisions	Provides leadership, training, mentoring, resources, systems, and supports for teachers and others in the larger professional community for adjusting instruction based on ongoing analysis of student needs and performance based on data from multiple sources that are used to drive student learning
Selects, Aligns, & Curates Strategies for Student Learning	Provides leadership, training, mentoring, resources, systems, and supports for teachers and others in the larger professional community for selecting and curating research-proven and evidence-based instructional strategies aligned to individual student learning goals based on multiple assessment data and analysis of student needs that can be used by students when evaluating their own learning

Instructional Designer (Continued)

Designs Learning Activities, Tasks, & Experiences	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community in the use of individual/cooperative learning tasks that include global perspectives and/or critical examination of bias to promote critical thinking skills, activities to increase learner expression, and interdisciplinary learning experiences.
--	--

REFLECTIVE LEARNER

Increases Knowledge & Skill Through Professional Learning	Develops, leads, participates in, and evaluates professional learning for teachers and the larger professional community to support on-going teacher learning (theories of learning, developmental growth models, cycle of continuous improvement, resources & technology, management, innovative practices, use of data to improve instruction, self-directed learning, lesson study, microteaching)
Engages in On-going Reflective Practice	Provides reflective supervision, leading colleague engagement in reflective practice
Evaluates Effectiveness of Instruction	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community for evaluating effectiveness of instruction and adapting to meet student needs
Sets Growth Goals	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to be successful in setting growth goals based on Missouri Teacher Standards, selecting aligned research-proven strategies, and monitoring progress towards goals

Professional

Understands & Promotes the Profession	Advocates for the profession within regional, state, national and global professional educational communities and governmental bodies and participates in the framing and revision of policies and procedures that promote ethical and professional behavior of all educators
Supports School District Vision, Mission, & Goals	Participates in the development, implementation, evaluation, and revision of district vision/mission/goals and provides training, mentoring, support, and resources for students, families, and colleagues pertaining to the district vision, mission, and goals
Maintains Records of Professional Growth & Development	Documents learning gained through leading, providing training, mentoring, and providing resources for teachers and/or participating in learning activities involving the larger professional community, including regional, state, and national growth opportunities for teacher leadership

Professional (Continued)

Communicates Professionally	Provides leadership, training, mentoring, resources, and supports for teachers and others in the larger professional community to promote professional communication messaging, strategies, and coaching conversations
------------------------------------	---
