<table>
<thead>
<tr>
<th>QUALITY INDICATORS</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MoSPE 1: Content Knowledge Aligned with Appropriate Instruction.</td>
<td>1.1 Demonstrates basic content knowledge as well as academic language of disciplines.</td>
</tr>
<tr>
<td>The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.</td>
<td>1.2 Demonstrates an awareness of teaching methodologies used to engage students in subject matter.</td>
</tr>
<tr>
<td>CONCEPTUAL FRAMEWORK</td>
<td>1.3 Utilizes disciplinary methods of inquiry and research.</td>
</tr>
<tr>
<td>1. Foundations and Content Integration</td>
<td>1.4 Demonstrates an understanding of what constitutes an interdisciplinary lesson.</td>
</tr>
<tr>
<td>2. Subject Matter Knowledge</td>
<td>1.5 Demonstrates an understanding of cultural diversity and the potential for bias in teaching.</td>
</tr>
<tr>
<td>MoSPE 2: Student, Learning Growth and Development.</td>
<td>2.1 Demonstrates a basic knowledge of principles of child/adolescent development.</td>
</tr>
<tr>
<td>The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and that support the intellectual, social, and personal development of all students.</td>
<td>2.2 Demonstrates the ability to set short and long-term goals, organize, implement, and selfreflect.</td>
</tr>
<tr>
<td>CONCEPTUAL FRAMEWORK</td>
<td>2.3 Demonstrates a basic knowledge of theories of learning.</td>
</tr>
<tr>
<td>3. Learning and Development</td>
<td>2.4 Demonstrates an understanding that students differ in their approaches to learning.</td>
</tr>
<tr>
<td>9. Diversity</td>
<td>2.5 Explains how students’ prior experiences, multiple intelligences, strengths, and needs to positively impact learning.</td>
</tr>
<tr>
<td></td>
<td>2.6 Explains how instruction is connected to students’ prior experiences, family, culture, and community.</td>
</tr>
<tr>
<td>MoSPE 3: Curriculum Implementation.</td>
<td>3.1 Demonstrates an understanding of curriculum, instructional alignment, and national and state standards.</td>
</tr>
<tr>
<td>The teacher recognizes the importance of long range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.</td>
<td>3.2 Demonstrates an understanding of the importance of using appropriate strategies, materials, and technology based on the needs of diverse learners.</td>
</tr>
<tr>
<td>3.3 Demonstrates an understanding of the importance of differentiated instruction and short and long-term instructional goal planning to meet student needs.</td>
<td></td>
</tr>
</tbody>
</table>

| MoSPE 4: Critical Thinking. | 4.1 Demonstrates a general knowledge of various types of instructional strategies to promote critical thinking. |
| The teacher uses a variety of instructional strategies and resources to encourage students’ development and critical thinking, problem solving, and performance skills. | 4.2 Demonstrates an understanding of how using current instructional resources benefits the teaching and learning process. |
| 4.3 Demonstrates an understanding of the importance of using cooperative learning strategies for effective student engagement. |

| MoSPE 5: Positive Classroom Environment. | 5.1 Recognizes principles of classroom management, motivation, and engagement. |
| The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation. | 5.2 Recognizes the importance of managing time, space, transitions, and activities. |
| 5.3 Recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. |

<table>
<thead>
<tr>
<th>CONCEPTUAL FRAMEWORK</th>
<th>6. Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MoSPE 6: Effective Communication.</td>
<td>6.1 Demonstrates effective verbal and nonverbal communication techniques.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>6.2 Recognizes sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication.</td>
</tr>
<tr>
<td>CONCEPTUAL FRAMEWORK</td>
<td>6.3 Identifies the importance of facilitating learner expression in speaking, writing, listening, and other media.</td>
</tr>
<tr>
<td>6. Professional Skills</td>
<td>6.4 Develops skills in using a variety of media communication tools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MoSPE 7: Student Assessment and Data Analysis</th>
<th>7.1 Demonstrates the importance of using formative and summative assessment strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.</td>
<td>7.2 Recognizes the importance of using assessment data to guide instructional approaches and learning strategies.</td>
</tr>
<tr>
<td>CONCEPTUAL FRAMEWORK</td>
<td>7.3 Recognizes the importance of self and peer assessment, differences in formats, and can set their own learning goals.</td>
</tr>
<tr>
<td>7. Assessment Skills</td>
<td>7.4 Recognizes the importance of gathering assessment data to show the effectiveness of instruction on individual/class learning.</td>
</tr>
<tr>
<td></td>
<td>7.5 Recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.</td>
</tr>
<tr>
<td></td>
<td>7.6 Recognizes the importance of the collaborative data analysis process.</td>
</tr>
<tr>
<td>MoSPE 8: Professional Practice.</td>
<td>8.1 Articulates understanding of the importance of reflective practice and continual professional growth.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.</td>
<td>8.2 Articulates the importance of regular participation in professional learning opportunities.</td>
</tr>
<tr>
<td>8.3 Recognizes ethical practices and the influence of district policies and school procedures on professional practice.</td>
<td></td>
</tr>
</tbody>
</table>

**CONCEPTUAL FRAMEWORK**
4. Reflective and Inquiry Skills
8. Dispositions

<table>
<thead>
<tr>
<th>MoSPE 9: Professional Collaboration.</th>
<th>9.1 Reflects on the importance of fostering appropriate relationships with peers and school personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher has effective working relationships with students, families, school colleagues and community members.</td>
<td>9.2 Recognizes the importance of accessing basic services available in the school and community to support students and their learning.</td>
</tr>
<tr>
<td>9.3 Reflects on the importance of developing relationships with students, families, and communities in support of student learning.</td>
<td></td>
</tr>
</tbody>
</table>

**CONCEPTUAL FRAMEWORK**
10. Collaboration and Leadership
MoSTEP 1.2.1.1: Middle School (5-9) Social Studies Education Competencies

Revised: April 2005, page 1

The beginning (pre-service) middle school social studies teacher will demonstrate knowledge of and/or competence in the following areas of study:

<table>
<thead>
<tr>
<th>1 Social Studies as a Field of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1997 SSC: 1.1-2; NCSS: Themes 1.1 through 1.10; Discipline-Specific Standards 2.1-2.5; PRAXIS II: 0089: no overt alignment; Mo 5-8 SS GLE no overt alignment)</td>
</tr>
</tbody>
</table>

1.1 the definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology, and sociology).
1.2 the themes, concepts drawn from social studies:
   a) culture and cultural diversity;
   b) time, continuity and change;
   c) people, places, environment;
   d) individual development and identity;
   e) individuals, groups, institutions;
   f) power, governance, and authority;
   g) production, distribution and consumption;
   h) the interaction between science, technology and society;
   i) global connections;
   j) civic ideals and practices.
1.3 how to integrate knowledge across the social studies, and between the social studies and other disciplines (e.g., science, fine arts, language, mathematics).

<table>
<thead>
<tr>
<th>2 Principles Expressed in Documents Shaping Constitutional Democracy in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1997 SSC: 2.1-4; NCSS: 1.10.1, 1.10.2, 1.10.8, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.10.7, 1.10.9, 2.1, 2.3; G 4¹; SS1; PRAXIS II: 0089:II; Mo 5-8 SS GLE 1)</td>
</tr>
</tbody>
</table>

2.1 basic U.S. government documents (including but not limited to those listed in the Show-Me Curriculum Frameworks, Standard I and the 5-8 Grade-Level Expectations), their origins, evolution, and changing interpretations, and how they attempt to balance the needs of the individual and the group.
2.2 civic ideals and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom, equality, rule of law, etc.).
2.3 how events today and in the past have been shaped by democratic ideals and by the American people’s efforts to put those ideals into practice.
2.4 a range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places.

<table>
<thead>
<tr>
<th>3 Continuity and Change in the History of Missouri, the United States, and the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1997 SSC: 3.1-5; NCSS: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.5.2, 1.5.3, 1.5.7, 2.1.1, 2.1.2; SS2; PRAXIS II: 0089: I, II; Mo 5-8 SS GLE 2)</td>
</tr>
</tbody>
</table>

3.1 key historical concepts, including time, chronology, cause and effect, change, conflict, point of view.
3.2 historical periods, people, events, developments, and documents (including but not limited to:
   a) the migrations, interactions, and cultures of people from many regions of the world;
   b) the development and evolution of democracy around the world, especially the American democracy;
   c) the evolution of the world economy, including the development and growth of the American economy;
   d) the evolution of U.S. domestic and foreign policies;
   e) changes in world politics and cultures, including reform movements and civil unrest and others listed in the Show-Me Curriculum Frameworks and 5-8 Grade-level Expectations) and how the past shapes the present.
3.3 how and why individuals (including historians) may view, interpret, and report on the past from very different perspectives.
3.4 the link between human decisions and consequences.
3.5 current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

¹ Show Me Standards coding: G = Show Me Goal; SS = Show Me Social Studies
The beginning (pre-service) middle school social studies teacher will demonstrate knowledge of and/or competence in the following areas of study:

| **4 Principles and Processes of Governance Systems** | 4.1 different types of government and institutional systems, including those of the United States, and how those systems interact.  
4.2 the effects of political theories and philosophies (including but not limited to those listed in the Show-Me Curriculum Frameworks and 5-8 Grade-Level Expectations).  
4.3 the role and impact of citizen participation in civil society and in the political arena.  
4.4 rights and responsibilities, rules, types of authority, and governmental structures of schools, communities, states, the country, and other nations. |
| (1997 SSC: 4.1-5; NCSS: 1.6.1, 1.6.2, 1.6.3, 1.6.4, 1.6.5, 1.6.6, 1.6.7, 1.10.1, 1.10.2, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.10.7, 1.10.9, 2.3.1, 2.3.2, 2.3.4; SS3; PRAXIS II: 0089: III; Mo 5-8 SS GLE 3) | |
| **5 Economic Concepts and Principles** | 5.1 economic systems (e.g., traditional, market, command, and mixed, etc.) and basic economic concepts (e.g., scarcity, opportunity cost, trade-offs, supply, demand, etc.).  
5.2 economic choices and processes for making rational economic decisions (e.g., saving, purchasing, investing, etc.).  
5.3 economic factors which determine the interdependence of economies (natural, capital, and human resources; investment; entrepreneurship, etc.).  
5.4 domestic and international trade and the interdependence of economies (specialization, use of money in trade, comparative advantage, etc.).  
5.5 the role of technology in our economy and how our economy has changed from a primarily agricultural economy to a primarily service economy.  
5.6 the wider consequences of economic decisions on groups, communities, the nation, and the world.  
5.7 the roles governments play in economic systems (production of public goods, taxation, regulations, etc.) and their impacts on economic systems. |
| (1997 SSC: 5.1-6; NCSS: 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.7.5, 1.7.6, 1.7.7, 1.7.8, 1.7.9 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8, 2.4.9, 2.4.10, 2.4.11, 2.4.12, 2.4.13, 2.4.14, 2.4.15, 2.4.16, 2.4.17, 2.4.18, 2.4.19; SS4; PRAXIS II: 0089: V; Mo 5-8 SS GLE 4) | |
| **6 The Major Elements of Geographical Study and Analysis** | 6.1 application and use of geographic representations, tools, and resources (maps, atlases, aerial photographs, globes, etc.).  
6.2 locales, regions, nations, and the world relative to location, size, climate, and geology.  
6.3 the interaction between physical geography and culture, history, politics, and economics.  
6.4 relationships between human systems and the environment.  
6.5 how individuals and groups are affected by events on a regional, international and global scale. |
| (1997 SSC: 6.1-4; NCSS: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8 1.3.9, 1.3.10, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 2.2.12, 2.2.13, 2.2.14, 2.2.15; SS5; PRAXIS II: 0089: IV; Mo 5-8 SS GLE 5) | |
### 7 Relationships of Individuals and Groups to Institutions and Cultural Traditions

(1997 SSC: 7.1-5; NCSS: 1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7, 1.4.8, 1.4.9, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.8.1, 1.8.3, 1.8.4, 1.8.5, 1.9.1, 1.9.2, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6, 2.5.7, 2.5.8, 2.5.9; SS6; PRAXIS II: 0089: VI, VII; Mo 5-8 SS GLE 7)

- 7.1 ideas, and concepts common across societies, social institutions, cultures, and cultural perspectives (e.g., culture, mores, stereotypes, socialization, etc.).
- 7.2 how to recognize and use cultural universals to analyze one’s own and other’s cultures.
- 7.3 the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet those needs.
- 7.4 interactions among diverse individuals, groups, institutions, and cultures.
- 7.5 how diverse individuals, groups, institutions, and cultures change over time.
- 7.6 the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict.

### 8 Social Science Tools and Inquiry

(1997 SSC: 8.1-5; NCSS: 1.5.8 (and others), 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.2.17, 2.2.16, 2.5.12, 2.5.11, 2.5.10; G 1 & 2; SS7; PRAXIS II: 0089: no overt alignment; Mo 5-8 SS GLE 7)

- 8.1 various methods for framing research questions.
- 8.2 various methods of inquiry in the social sciences (naturalistic, historical, experimental, etc.).
- 8.3 data sources and collection techniques (artifacts and historical places; field research; primary and secondary sources; interviews, surveys, and polling; geographic representations; case studies; statistics; observations; charts, graphs, and tables; and multimedia/electronic resources; etc.).
- 8.4 how to interpret, classify, analyze, and evaluate data.
- 8.5 how to formulate well-supported conclusions, oral and written arguments, policies, and positions; and report these to different audiences.
The Professional Preparation Portfolio

Successful completion of a Professional Preparation Portfolio is required of all teacher education candidates at Missouri State in order to be recommended for initial certification to teach. This portfolio is a graphic anthology of a student’s progress and performance in all coursework, practicum placements and student teaching experiences. The Professional Preparation Portfolio is also a medium by which the academic programs are evaluated for accreditation by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education.

Teacher education students will receive guidance throughout their program from the instructors of their courses to help answer questions and maintain quality of the portfolio. There are three checkpoints scheduled throughout the sequence of courses taken in the teacher education program. The checkpoints are individual conferences held between students and instructors to assure that everything is in order and progressing satisfactorily toward meeting the Missouri Standards for Teacher Education Program (MoSTEP) quality indicators and subject area competencies.

The first checkpoint occurs in SEC 302, PED 200, or MUS 200. The second will occur during the special methods courses or designated point in the degree program. The third and final checkpoint occurs during the student teaching semester. At that time the portfolio will be reviewed to determine if there is sufficient evidence to meet MoSTEP quality indicators and subject area competencies.

Portfolio Checkpoint 1: ELE 302/SEC 302/PED 200/MUS 200*

These artifacts are required and must be included within the portfolio at checkpoint 1:

- Professional Resume
- Clinical Placements Log
- Artifacts with cover sheets as assigned – minimum of lesson plan and appropriate artifact cover sheet
- Evaluation of uploaded materials by faculty

Portfolio Checkpoint 2: Special Methods Courses or Designated Point in Program

A summary of general expectations for Portfolio Checkpoint 2 follows:

- Artifacts and artifact cover sheets required by the specialty area that reflect knowledge, skills and professional dispositions aligned with standards
- Professional Resume further developed
- Clinical Placement form completed to reflect additional experiences and outcomes
- Educational Philosophy

Portfolio Checkpoint 3: Supervised Student Teaching

Artifacts may be required and reviewed by the specialty area faculty, University Student Teaching Supervisor and cooperating teacher. A summary of expected content follows:

- Additional artifacts and artifact cover sheets as required in order to meet MoSTEP quality indicators and subject area competencies
- Professional resume completed
- Clinical placement form completed to reflect culminating experiences and outcomes
- Complete section IV of your portfolio (Student Teaching Evaluations)

For additional help log on to the Missouri State PEU Website at http://www.missouristate.edu/peu/

*Students must consult with their departmental advisors concerning special requirements for artifact cover sheets. Limited examples follow.
Appendix 1: Portfolio Content and Requirements

- Access the portfolio website for further details at [http://www.missouristate.edu/peu/student_portfolios/](http://www.missouristate.edu/peu/student_portfolios/)
- Candidates (students) starting the program in fall 2001 semester will be expected to develop the portfolio in an electronic format (web-based and/or zip disk or CD).
- There are four sections to the portfolio as noted below.
- Candidates that wish to maintain a hard copy of the portfolio, along with a copy in an electronic format, may purchase tabs that correspond to the following section at the University bookstore (Spring, 2002).
- The number and type of artifacts will correspond to the program assessment plan. See program faculty for guidance.
- Candidates should record progress toward meeting professional standards on the Portfolio Guide (see downloadable forms).

Portfolio Sections

Section I. Introduction
Section I contains the professional education candidate’s:
- Educational Philosophy
- Resume'
- Log of Clinical Placements assigned during the program (downloadable form)

Section II. Professional Practice
Section II includes artifacts that represent performances aligned to the Conceptual Framework (CF) MoSTEP and specialty area standards.
- Download a copy of the Portfolio Guide (replaces the old Table of Contents) specific to your area of study. The Portfolio Guide should be kept in Section II of the portfolio with artifacts reflecting the required standards placed after the guide. Candidates are expected to monitor progress toward standards on the Portfolio Guide (downloadable form).
- Artifacts that reflect the Missouri State (CF) Learner Outcomes, the MoSTEP Standards and the specialty area standards will be placed in Section II of the portfolio. Artifacts must be accompanied by an Artifact Cover Sheet that documents the nature of the project as well as performances related to standards. (See downloadable forms to access the Artifact Cover Sheet and corresponding Directions for the Artifact Cover Sheet.

Section III. Showcase
Section III is the student Showcase Section. This is optional for students who elect to include items that will further illustrate their experiences in the professional education program as well as showcase mastery of professional standards and the Conceptual Framework general outcomes.

Section IV. Field Evaluations
This section should include practicum and student teaching field evaluations. See your program faculty for guidance regarding practicum materials and evaluations. For student teaching, include the evaluation of the cooperating teacher and the University supervisor of all placements in the student teaching semester.
APPENDIX 2: ABOUT THIS ARTIFACT - DIRECTIONS FOR THE ARTIFACT COVER SHEET

Cover sheets should be attached to artifacts within the Professional Preparation Portfolio as directed by program faculty. The purpose of the cover sheet is to ensure reflection and review regarding performances related to the Missouri State Professional Education Unit (PEU) Conceptual Framework (CF), the MoSTEP standards and your Specialty Area standards. Information provided on the cover sheet yields evidence of your progress in meeting professional education standards. Directions for completing the sections of the cover sheet follow.

• “Title of artifact”: Typically, an artifact will have a designated title. If it does not, provide a brief description or name.

• “Date this artifact was collected”: When was the item completed, graded, or made available for inclusion in the portfolio? If necessary, give a more general time, e.g. “Fall Semester 2001.”

• “Course or experience where the artifact was developed”: Provide both the course code and course title. If the item was not developed for a course, describe the experience corresponding to development.

• “Quality indicators addressed by this artifact”: Identify the quality indicators/learner outcomes that are represented within the artifact. Example:

  CF (add learner outcome and #) MoSTEP (add # and description) Specialty Area: Science Education (add # and description)

  Since there is commonality between the CF, the MoSTEP, and the Specialty Area Standards, it is typically appropriate to reference all three sets of standards on the cover sheet. See your program faculty for guidance if you have questions.

• “Reflective Narrative”: This section includes a summary of candidate performances that correspond to the quality indicator and learner outcomes listed. Use the performance indicators corresponding to each quality indicator as a guide. This section requires analysis and synthesis of performances related to standards and should be written as a narrative summary rather than a list. The narrative should document that you have demonstrated performances consistent with the CF Learner Outcomes, the MoSTEP and the Specialty Area standards noted above.

Examples of completed Artifact Cover Sheets follow; however, you must seek guidance from program faculty regarding requirements specific to your area of study.
ABOUT THIS ARTIFACT

Student Name: ________________________________

Major/Certification Area: __________________________

Title of the Artifact: ______________________________

Date this artifact was collected: ______________________

Course or experience where artifact was developed: _____________

Quality indicators addressed by this artifact - Include MoSTEP and Specialty Area Indicator(s) as well as PEU CF Learner Outcome(s) as appropriate:

Reflective narrative – How this artifact reflects performances specific to MoSTEP, PEU CF Learner Outcomes and/or Specialty Area performance indicators as appropriate. What do I know and what am I able to do?
Appendix 3: CF General Learning Outcomes

The curricula of professional education programs at Southwest Missouri State University reflect our commitment to these beliefs. Further, they reflect and are aligned with the professional standards specified by state, national and professional accreditation organizations. Our initial and advanced programs are designed to develop candidate knowledge, skills, and dispositions associated with successful professional educational practice.

Missouri State professional education graduates will demonstrate competence in:

1. Foundations: knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. Subject Matter: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study.
3. Learning and Development: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. Reflective skills: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. Technology: knowledge and skills in the use of technology appropriate to the candidate’s field of study.
6. Professional Skills: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. Assessment Skills: the skills to conduct valid and reliable assessments of their students’ learning, and use that assessment to improve learning and development for their students.
8. Dispositions: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. Diversity: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. Collaboration and Leadership: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.