Missouri Baptist University

Missouri Teacher Standards

Competency Journal

**Competency Journal**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Becoming a professional teacher is a journey wherein each university classroom experience, each field experience (including those assigned by university instructors), and your culminating student teaching experience will initiate a “jump-start” in your ability to help children learn to become an active part of society. Your professional teacher journey will not end with your graduation and/or certification as a classroom teacher; instead, you will continue to grow in knowledge and skills in your profession through daily preparation, teaching, and modeling the life-long learner process through action research, advanced studies, research, and other personal learning opportunities.

Your Competency Journal is designed for you to:

1. Focus your observation on the nine (9) Missouri Teacher Standards.
2. Understand the connection between these Missouri Teacher Standards and classroom instruction.
3. Provide evidence that you understand the Standards and their corresponding Quality Indicator through artifacts (i.e. lesson and unit plans, case studies, action research, etc.)

Remember, this is a journey as you gain experience in the classroom through your course work and assignments, field experiences, action research, case studies, essays, class reflections, journals, micro-teaching experiences and finally culminating with student teaching.

*STANDARD #1*: *Content Knowledge Aligned with Appropriate Instruction*

**The teacher candidate understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.**

**QUALITY INDICATORS DOCUMENTATION**

|  |  |
| --- | --- |
| * 1. I demonstrate knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. | Click here to enter text. |
| * 1. I demonstrate content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. | Click here to enter text. |
| * 1. I demonstrate an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline. | Click here to enter text. |
| * 1. I can create and implement interdisciplinary lessons that are aligned with standards | Click here to enter text. |
| * 1. I demonstrate understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, while recognizing the potential for bias in his/her representation of the discipline. | Click here to enter text. |

*Standard #2: Student Learning, Growth and Development*

**The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.**

**QUALITY INDICATORS DOCUMENTATION**

|  |  |
| --- | --- |
| 2.1 I know and identify child/adolescent developmental stages and can apply them to students. | Click here to enter text. |
| 2.2 I demonstrate knowledge on how to assist students in setting short-term and long-term learning goals to organize their learning, and self-reflect on their overall growth. | Click here to enter text. |
| 2.3 I have knowledge of the theory of learning in all aspects instructional design. | Click here to enter text. |
| 2.4 I recognize diversity and the impact it has on education. | Click here to enter text. |
| 2.5 I am able to plan lessons and learning activities to address a students' prior experiences, multiple intelligences, strengths, and needs to positively impact learning. | Click here to enter text. |
| 2.6 I demonstrate an understanding that instruction should be connected to students' prior experiences and family, culture, and community. | Click here to enter text. |

*Standard #3: Curriculum Implementation*

**The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.**

**QUALITY INDICATORS DOCUMENTATION**

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| 3.1 I understand the components and organization of an effective curriculum; is able to create aligned learning experiences; can locate national and state standards; and is able to align them to learning outcomes. | Click here to enter text. |
| 3.2 I understand how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. | Click here to enter text. |
| 3.3 I understand the concept of differentiated instruction and short-term and long-term instructional goal planning to address student needs in meeting curriculum objectives | Click here to enter text. |

***Standard #4: Critical Thinking***

The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

**QUALITY INDICATORS DOCUMENTATION**

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| 4.1 I can demonstrate knowledge of researched based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. | Click here to enter text. |
| 4.2 I demonstrate knowledge of current instructional resources to support complex thinking and technological skills. | Click here to enter text. |
| 4.3 I demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. | Click here to enter text. |

***Standard #5: Positive Classroom Environment***

**The teacher candidate 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.**

**QUALITY INDICATORS DOCUMENTATION**

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| 5.1 I know how classroom management, motivation, and engagement relate to one another and have knowledge of strategies and techniques for using this to promote student interest and learning. | Click here to enter text. |
| 5.2 I demonstrate competence in managing time, space, transitions, and activities to create an effective learning environment. | Click here to enter text. |
| 5.3 I recognize and identify the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning. | Click here to enter text. |

*Standard #6: Effective Communication*

**The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.**

**QUALITY INDICATORS DOCUMENTATION**

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| --- | --- |
| 6.1 I understand the importance of and develop the ability to use effective verbal, nonverbal communication techniques. | Click here to enter text. |
| 6.2 I develop sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student communications. | Click here to enter text. |
| 6.3 I develop the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. | Click here to enter text. |
| 6.4 I develop skills in using a variety of technology media communication tools. | Click here to enter text. |

***Standard #7: Student Assessment and Data Analysis***

**The teacher candidate 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.**

**QUALITY INDICATORS DOCUMENTATION**

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| --- | --- |
| 7.1 I have knowledge of the development, use and analysis of formal and informal assessments. | Click here to enter text. |
| 7.2 I have knowledge of how data can be accessed, analyzed and appropriately used to design instruction and improve learning activities. | Click here to enter text. |
| 7.3 I describe, explain and analyze a variety of self and peer assessment strategies; understand the need to prepare students for the demands of particular assessment formats; can set their own learning goals; and is able to teach students to set learning goals. | Click here to enter text. |
| 7.4 I develop a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole-class learning. | Click here to enter text. |
| 7.5 I can explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators. | Click here to enter text. |
| 7.6 I can demonstrate a capacity to engage in a collaborative classroom/department/school data analysis process | Click here to enter text. |

***Standard #8: Professionalism***

**The teacher candidate 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**.

**QUALITY INDICATORS DOCUMENTATION**

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| 8.1 I understand strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. | Click here to enter text. |
| 8.2 I can identify and understand the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning. | Click here to enter text. |
| 8.3 I am knowledgeable of and demonstrate professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure. | Click here to enter text. |

***Standard #9: Professional Collaboration***

**The teacher candidate has effective working relationships with students, families, school colleagues, and community members.**

**QUALITY INDICATORS DOCUMENTATION**

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| 9.1 I understand the importance of collegial activities in building a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrate the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district, and community. | Click here to enter text. |
| 9.2 I understand school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community and others across the system to identify and provide needed services to support individual learners. | Click here to enter text. |
| 9.3 I recognize the importance of developing relationships and cooperative partnerships with students, families and community members to support student’s learning and well-being. | Click here to enter text. |

Competency Journal Writing Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Exemplary Performance** | **Above Average**  **Performance** | **Average**  **Performance** | **Below Average**  **Performance** | **Comments** | **Earned Points** |
| **TEACHER STANDARDS** | **25 points**  Clearly and successfully documents observation of ALL 9 Missouri Teacher Standards. | **20 points**  Adequately documents observation of ALL 9 Missouri Teacher Standards. | **15 points**  Generally documents observation of ALL 9 Missouri Teacher Standards. | **10 points**  Clearly lacks documentation of observation of ALL 9 Missouri Teacher Standards. |  | http://landmark-project.com/classweb/tools/images/10x5.gif |
| **CONNECTION** | **25 points**  Appropriately and successfully addresses the connection between the Missouri Teacher Standards and classroom instruction. Documents cooperating teachers’ examples and/or observation of connection.  Substantive reflection. | **20 points**  Adequately addresses the connection between the Missouri Teacher Standards and classroom instruction. Adequately documents cooperating teachers’ examples and/or observation of connection. Adequate substantive reflection. | **15 points**  Generally addresses the connection between the Missouri Teacher Standards and classroom instruction. Generally documents cooperating teachers’ examples and/or observation of connection. Somewhat substantive reflection. | **10 points**  Lacks appropriate connection between the Missouri Teacher Standards and classroom instruction. Lacks documentation of cooperating teachers’ examples and/or observation of connection. Poor substantive reflection. | . | 10x5 |
| **INDICATORS** | **25 points**  Clearly and successfully provides evidence of understanding the Quality Indicators and their corresponding Performance Indicator through the documentation of artifacts (i.e., lesson plans, unit plans, case studies, bulletin board, authentic lessons, action research, etc. | **20 points**    Adequately provides evidence of understanding the Quality Indicators and their corresponding Performance Indicator through the documentation of artifacts (i.e., lesson plans, unit plans, case studies, bulletin board, authentic lessons, action research, etc. | **15 points**    Generally provides evidence of understanding the Quality Indicators and their corresponding Performance Indicator through some documentation of artifacts (i.e., lesson plans, unit plans, case studies, bulletin board, authentic lessons, action research, etc. | **10 points**    Lacks evidence of understanding the Quality Indicators and their corresponding Performance Indicator through the lack of documentation of artifacts (i.e., lesson plans, unit plans, case studies, bulletin board, authentic lessons, action research, etc. |  | http://landmark-project.com/classweb/tools/images/10x5.gif |
| **MECHANICS** | **25 points**  Correct sentence structure: spelling/punctuation; capitalization; usage/word choice. Demonstrates a strong command of language. | **20 points**  Generally free of errors in sentence structure: spelling/punctuation; capitalization; usage/word choice.  Demonstrates an above- average command of language. | **15 points**  Relatively few errors in sentence structure: spelling/punctuation;  capitalization; usage/word choice.  Demonstrates an average command of language. | **10 points**  Significant errors in sentence structure: spelling/punctuation; capitalization; usage/word choice  Inconsistently demonstrates command of language. |  | http://landmark-project.com/classweb/tools/images/10x5.gif |

Total Points Earned \_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_