

Assessment of Conceptual Framework Standards and Indicators

December 2008

Creating Learner-Centered Communities	MoSTEP	
<i>1. Candidates demonstrate knowledge of developmental and learning theories.</i>		
<i>a. Accurately identify major theorists in the field and utilize key ideas to inform practice.</i>	1.2.2.1 1.2.2.4	
<i>b. Utilize scientific research to inform practice.</i>	1.2.2.2 1.2.8	
<i>c. Identify common traits of development and plan lessons accordingly.</i>	1.2.2.1	
<i>2. Candidates foster positive, educational interactions with and between colleagues, administrators, students and parents in educational settings.</i>		
<i>a. Create democratic learning environments that promote risk taking and problem solving.</i>	1.2.2.3 1.2.6.1 1.2.6.3	
<i>b. Design lessons that actively engage all learners and encourage inquiry and collaboration.</i>	1.2.1.4 1.2.1.5 1.2.3.1 1.2.7.2 1.2.5.1 1.2.5.2	
<i>c. Collaborate with specialized services to meet student needs.</i>	1.2.3.3 1.2.10.2 1.2.10.4	
<i>3. Candidates utilize assessment as a learning tool.</i>		
<i>a. Build assessment strategies into instruction.</i>	1.2.8.1 1.2.8.2 1.2.8.3 1.2.8.4	
<i>b. Observe and document learning based on instructional objectives, standards, and grade level expectations.</i>	1.2.3.2 1.2.8.1 1.2.8.2 1.2.8.3 1.2.8.4	
<i>c. Use assessment data to differentiate instruction.</i>	1.2.5.1 1.2.8.1 1.2.8.2 1.2.8.3 1.2.8.4	
Magnifying Mind and Spirit		

4. <i>Candidates communicate effectively within and beyond the classroom.</i>		
a. <i>Communicate orally in formal presentations.</i>	1.2.7.1 1.2.7.4	
b. <i>Communicate informally with individuals, small groups, and informal settings.</i>	1.2.7.2 1.2.7.3 1.2.7.4	
c. <i>Communicate in writing (reports, essays, letters, e-mails)</i>	1.2.7.4	
5. <i>Candidates demonstrate the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society.</i>		
a. <i>Reflect the content of local, state, and national standards in curriculum and teaching methods.</i>	1.2.1.1 1.2.4.1 1.2.4.3	
b. <i>Correctly state and explain key subject matter concepts.</i>	1.2.1.1	
c. <i>Create learning experiences that make key subject matter meaningful for diverse populations.</i>	1.2.1.2 1.2.3.4 1.2.4.2 1.2.4.3 1.2.5.1	
d. <i>Address misconceptions in key subject matter ideas.</i>	1.2.4.3	
e. <i>Apply real life examples to key subject matter topics.</i>	1.2.1.3	
Uniting through Leadership and Service		
6. <i>Candidates demonstrate a commitment to professional ethics and behavior.</i>		
a. <i>Seek out mentors and read in the profession.</i>	1.2.9.2 1.2.9.3	
b. <i>Join professional organizations.</i>	1.2.9.2	
c. <i>Promote ethical and equitable practices.</i>	1.2.7.2 1.2.9.3	
d. <i>Demonstrate adaptability in reflecting on self in relation to diverse groups.</i>	1.2.6.1 1.2.6.2	
7. <i>Candidates demonstrate the ability and willingness to assume leadership roles within a community of practice.</i>		
a. <i>Contribute to and improve overall quality of the learning community.</i>	1.2.6.2 1.2.10.1 1.2.10.3	

<i>b. Foster relationships in the larger community.</i>	1.2.10.1 1.2.10.3	
<i>c. Routinely reflect upon their own strengths and challenges as educational practitioners.</i>	1.2.6.1 1.2.6.2 1.2.9.1	
Technology Standards		
<i>8. Candidates integrate appropriate technology to enhance instruction.</i>	1.2.11.1 1.2.11.5 1.2.5.1	
<i>9. Candidates utilize multiple technology applications to differentiate instruction.</i>	1.2.11.2 1.2.11.3 1.2.11.4 1.2.7.4	
<i>10. Candidates utilize technology to promote higher level thinking skills needed for the twenty-first century.</i>	1.2.5.2 1.2.11.3	
<i>11. Candidates promote ethical and legal use of technology.</i>	1.2.11.6	