<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>1. Foundations and Content Integration</td>
<td>1.3 Utilizes disciplinary methods of inquiry and research.</td>
</tr>
<tr>
<td>2. Subject Matter Knowledge</td>
<td>1.4 Demonstrates an understanding of what constitutes an interdisciplinary lesson.</td>
</tr>
<tr>
<td>MoSPE 2: Student, Learning Growth and Development.</td>
<td>1.5 Demonstrates an understanding of cultural diversity and the potential for bias in teaching.</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>2.1 Demonstrates a basic knowledge of principles of child/adolescent development.</td>
</tr>
<tr>
<td>3. Learning and Development</td>
<td>2.2 Demonstrates the ability to set short and long-term goals, organize, implement, and selfreflect.</td>
</tr>
<tr>
<td>9. Diversity</td>
<td>2.3 Demonstrates a basic knowledge of theories of learning.</td>
</tr>
<tr>
<td>CONCEPTUAL FRAMEWORK</td>
<td>2.4 Demonstrates an understanding that students differ in their approaches to learning.</td>
</tr>
<tr>
<td>3. Learning and Development</td>
<td>2.5 Explains how students’ prior experiences, multiple intelligences, strengths, and needs to positively impact learning.</td>
</tr>
<tr>
<td>9. Diversity</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>------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</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>

**CONCEPTUAL FRAMEWORK**
6. Professional Skills

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

**CONCEPTUAL FRAMEWORK**
6. Professional Skills

<table>
<thead>
<tr>
<th>MoSPE 5: Positive Classroom Environment.</th>
<th>5.1 Recognizes principles of classroom management, motivation, and engagement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>5.2 Recognizes the importance of managing time, space, transitions, and activities.</td>
</tr>
<tr>
<td>5.3 Recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.</td>
<td></td>
</tr>
</tbody>
</table>

**CONCEPTUAL FRAMEWORK**
6. Professional Skills
<table>
<thead>
<tr>
<th>MoSPE 6: Effective Communication.</th>
<th>6.1 Demonstrates effective verbal and nonverbal communication techniques.</th>
</tr>
</thead>
<tbody>
<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><strong>CONCEPTUAL FRAMEWORK</strong></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><strong>CONCEPTUAL FRAMEWORK</strong></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>---------------------------------</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>The teacher has effective working relationships with students, families, school colleagues and community members.</td>
</tr>
</tbody>
</table>

**CONCEPTUAL FRAMEWORK**

4. Reflective and Inquiry Skills
8. Dispositions

| 8.1 Articulates understanding of the importance of reflective practice and continual professional growth. |
| 8.2 Articulates the importance of regular participation in professional learning opportunities. |
| 8.3 Recognizes ethical practices and the influence of district policies and school procedures on professional practice. |

**CONCEPTUAL FRAMEWORK**

10. Collaboration and Leadership

| 9.1 Reflects on the importance of fostering appropriate relationships with peers and school personnel. |
| 9.2 Recognizes the importance of accessing basic services available in the school and community to support students and their learning. |
| 9.3 Reflects on the importance of developing relationships with students, families, and communities in support of student learning. |
The beginning (preservice) **Special Reading Education** teacher will demonstrate knowledge of and/or competency in the following areas of study:

| 1 Foundations of Language and Literacy: Candidates have knowledge of the foundations of reading and writing processes and instruction. (1997 SSC: 1.1-3, 2.1-2, 5.2-4; 2003 IRA: 1.1-4; CR: II-B; Praxis: no MO test) | 1. psychological, sociological, and linguistic foundations of reading and writing processes and instruction.  
2. historical and contemporary developments in reading and writing instruction.  
3. language development and reading acquisition (i.e., emergent, early, fluent) and variations related to cultural and linguistic diversity.  
4. major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension, and motivation) and how they are integrated in effective and efficient reading.  
5. elements of the reading process to include the use of the semantic, syntactic, graphophonic and schematic cueing systems for active involvement and meaning making.  
6. elements of the writing process and its recursive nature: prewriting, drafting, peer- and self-evaluation, revising, proofreading/editing, publishing and presenting, and reflecting. |
|---|---|
| 2. Instructional Strategies and Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. (1997 SSC: 5.1, 6.1-2, 7.1-2, 9.1-4; 2003 IRA: 2.1-3; CR: II-B; Praxis: no MO test) | 1. instructional grouping options (e.g., individual, small-group, whole-class, crossgrade, computer-based, etc.) as appropriate for accomplishing given purposes.  
2. strategies to support students’ differentiated learning needs and cultural/linguistic backgrounds, including, but not limited to, technology-based practices, tutoring, collaborative teaching, instruction in study skills/strategies, reading for purpose, content-reading strategies, etc.  
3. coordinating and supporting the efforts of volunteers, paraprofessionals, and classroom teachers  
4. selecting and using a wide range of curriculum materials, including children’s and young adult literature and instructional enhancement materials (e.g., related literature, primary source documents, artifacts, etc.), appropriate for learners at differing stages of development and from differing cultural and linguistic backgrounds. |
| 3 Assessment, Diagnosis, and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. (1997 SSC: 4.1-2; 2003 IRA: 3.1-4; CR: II-A; Praxis: no MO test) | 1. selecting, administering, and interpreting a wide range of formal and informal assessment tools and practices, ranging from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment methods.  
2. placing students along a developmental literacy continuum based on their proficiencies and difficulties.  
3. using assessment information to plan, evaluate, and revise instruction that meets the needs of all students, including those at differing stages of development and from differing cultural and linguistic backgrounds.  
4. communicating assessment results to specific individuals (e.g., students, parents, caregivers, colleagues, administrators, policy officials, community, etc.). |

1. Determining and using students’ interests and reading abilities and backgrounds as foundations for the reading and writing program.
2. Using a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
3. Instructional practices to motivate students to be lifelong readers and writers (e.g., teacher enthusiastically modeling reading and writing).
4. Allocation of adequate time for reading and writing instruction and practice.

5. Professionalism and Professional Development: Candidates view professionalism and professional development as a career-long effort and responsibility. (1997 SSC: not addressed; 2003 IRA: 5.1-4; CR: not addressed; Praxis: no MO test)

1. Positive dispositions related to reading, the teaching of reading and writing, and student achievement (e.g., the importance of confidentiality, respect for students and their cultural and linguistic backgrounds, belief that all students can learn, etc.)
2. Professional organizations that support reading and writing instruction (e.g., International Reading Association, National Council of Teachers of English, Missouri Council of IRA, Missouri Association of Teachers of English).
3. Local, state, and federal policies related to reading and writing instruction and assessment.
4. Collaborating with colleagues (paraprofessionals, classroom teachers, other reading specialists) to observe, evaluate, and provide feedback on each other’s practice.
5. Participating in, initiating, implementing, and evaluating professional development programs.

6. Organizing Strategies for Reading and Writing Instruction: Candidates have knowledge of and ability to apply major theories of reading and writing instruction. (1997 SSC: 3.1-10; 2003 IRA: not specified; CR: not specified; Praxis: no MO test)

To include but not be limited to the following:
1. Balanced literacy
2. Four blocks
3. Reading Recovery
4. Literature based
5. Language experience
6. Reader/Writer Workshop
7. Whole language
8. Basal reader
9. Skill based (e.g., phonemic awareness, phonics, drill)
10. Technology based (Accelerated Reader, Write to Read, etc.)
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/](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/
- 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 anArtifact 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.