

The Missouri Initial Professional Education Competencies (MIPEC) are the expectations that aspiring teacher candidates must meet prior to being admitted into any teacher education program in Missouri. In addition, students must meet the competencies in the Aspiring Teacher Candidate column prior to earning the Associate of Arts in Teaching (AAT) degree from any Missouri community college.

Standard #1: Content Knowledge Aligned with Appropriate Instruction. *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.*

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 1—Quality Indicator 1: Content Knowledge and Academic Language	
1A1) The aspiring candidate demonstrates basic general education content knowledge, as well as awareness of academic language of disciplines.	1C1) The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.
Standard 1 – Quality Indicator 2: Student Engagement in Subject Matter	
1A2) The aspiring candidate demonstrates an awareness of teaching methodologies used to engage students in subject matter.	1C2) The teacher candidate demonstrates content knowledge and the ability to use multiple subject-specific methodologies for specific instructional purposes to engage students.
Standard 1 – Quality Indicator 3: Disciplinary Research and Inquiry Methodologies	
<i>Not applicable at Aspiring Teacher Candidate level</i>	1C3) The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.
Standard 1 – Quality Indicator 4: Interdisciplinary Instruction	
1A4) The aspiring candidate demonstrates an understanding of what constitutes interdisciplinary instruction.	1C4) The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.
Standard 1 – Quality Indicator 5: Diverse Social and Cultural Perspectives	
1A5) The aspiring candidate demonstrates an understanding of cultural diversity and the potential for bias in teaching.	1C5) The teacher candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.

Standard #2: Student Learning, Growth, and Development. *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 support the intellectual, social, and personal development of all students.*

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 2 – Quality Indicator 1: Cognitive, Social, Emotional, and Physical Development	
2A1) The aspiring candidate demonstrates a basic knowledge of principles of human development.	2C1) The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.
Standard 2 – Quality Indicator 2: Student Goals	
2A2) The aspiring candidate recognizes the need to set short- and long-term goals, organize, implement, and self-reflect.	2C2) The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 2 -- Quality Indicator 3: Theory of Learning	
2A3) The aspiring candidate demonstrates a basic knowledge of theories of learning.	2C3) The teacher candidate applies knowledge of the theory of learning.
Standard 2 – Quality Indicator 4: Differentiated Lesson Design	
2A4) The aspiring candidate demonstrates an understanding that students differ in their approaches to learning.	2C4) <i>The teacher candidate recognizes diversity and the impact it has on education.</i>
Standard 2 – Quality Indicator 5: Prior Experiences, Multiple Intelligences, Strengths, and Needs	
2A5) The aspiring candidate identifies how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.	2C5) The teacher candidate is aware that students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.
Standard 2 – Quality Indicator 6: Language, Culture, Family, and Knowledge of Community Values	
2A6) The aspiring candidate explains how students' language, culture, family, and community impact learning.	2C6) The teacher candidate shows an understanding that instruction should be connected to students' prior experiences and family, culture, and community.

Standard #3: Curriculum Implementation. *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.*

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 3 – Quality Indicator 1: Implementation of Curriculum Standards	
3A1) The aspiring candidate demonstrates an understanding of curriculum, instructional alignment, and national and state standards.	3C1) <i>The teacher candidate knows and understands the components and organization of an effective curriculum and is able to create aligned learning experiences. The candidate can locate national and state standards and align to learning outcomes.</i>
Standard 3 – Quality Indicator 2: Lessons for Diverse Learners	
3A2) The aspiring candidate demonstrates an understanding of the importance of using appropriate strategies to meet individual student needs.	3C2) <i>The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.</i>
Standard 3 – Quality Indicator 3: Instructional Goals and Differentiated Instructional Strategies	
3A3) The aspiring candidate demonstrates a basic understanding of the importance of differentiated instruction and short- and long-term instructional goal planning to meet student needs.	3C3) The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.

Standard #4: Critical Thinking. *The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.*

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 4—Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem Solving and Critical Thinking	
4A1) The aspiring candidate identifies instructional strategies that promote critical thinking and problem solving.	4C1) <i>The teacher candidate demonstrates knowledge and its application of research-based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.</i>

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 4—Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning	
4A2) The aspiring candidate demonstrates the importance of using instructional resources to enhance student learning.	4C2) The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.
Standard 4—Quality Indicator 3: Cooperative, Small Group, and Independent Learning	
4A3) The aspiring candidate demonstrates a basic understanding of multiple strategies for effective student engagement.	4C3) The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.

Standard #5: Positive Classroom Environment. *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.*

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 5—Quality Indicator 1: Classroom Management Techniques	
5A1) The aspiring candidate recognizes principles of classroom management, motivation, and engagement.	5C1) The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies/techniques.
Standard 5—Quality Indicator 2: Management of Time, Space, Transitions, and Activities	
5A2) The aspiring candidate identifies the implications of effective management of time, space, transitions, and activities.	5C2) The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
Standard 5—Quality Indicator 3: Classroom, School, and Community Culture	
5A3) The aspiring candidate recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.	5C3) The teacher candidate recognizes and identifies the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.

Standard #6: Effective Communication. *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.*

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 6—Quality Indicator 1: Verbal and Nonverbal Communication	
6A1) The aspiring candidate demonstrates effective verbal and nonverbal communication techniques.	6C1) The teacher candidate develops the ability to use effective verbal and nonverbal communication techniques.
Standard 6—Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual, and Physical Differences	
6A2) The aspiring candidate recognizes the need to be sensitive to student differences in communication.	6C2) The teacher candidate develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.
Standard 6—Quality Indicator 3: Learner Expression in Speaking, Writing, and Other Media	
6A3) The aspiring candidate reflects on how effective teachers facilitate learner expression in speaking, writing, listening, and other media.	6C3) The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.
Standard 6—Quality Indicator 4: Technology and Media Communication Tools	
6A4) The aspiring candidate develops skills in using a variety of media communication tools.	6C4) The candidate develops skills in using a variety of media communication tools.

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

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 7—Quality Indicator 1: Effective Use of Assessments	
7A1) The aspiring candidate recognizes the importance of using formative and summative assessment strategies.	7C1) <i>The teacher candidate describes, develops, analyzes, and implements formal and informal assessments.</i>
Standard 7—Quality Indicator 2: Assessment Data to Improve Learning	
7A2) The aspiring candidate recognizes how data are used to guide informed educational decisions.	7C2) <i>The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.</i>
Standard 7—Quality Indicator 3: Student-Led Assessment Strategies	
7A3) The aspiring candidate recognizes the importance of self and peer assessment.	7C3) The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands 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.
Standard 7—Quality Indicator 4: Effect of Instruction on Individual/Class Learning	
7A4) The aspiring candidate recognizes the role of assessment data in showing the effectiveness of instruction on individual/class learning.	7C4) The teacher candidate develops 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.
Standard 7—Quality Indicator 5: Communication of Student Progress and Maintaining Records	
7A5) The aspiring candidate recognizes the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators.	7C5) <i>The teacher candidate explains 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.</i>
Standard 7—Quality Indicator 6: Collaborative Data Analysis	
7A6) The aspiring candidate recognizes the importance of collaboration in the data analysis process.	7C6) The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.

Standard #8: Professionalism. *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.*

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 8—Quality Indicator 1: Self-Assessment and Improvement	
8A1) The aspiring candidate articulates understanding of the importance of reflective practice and continual professional growth.	<i>8C1) The teacher candidate reflects on teaching practices to refine his/her instructional process.</i>
Standard 8—Quality Indicator 2: Professional Learning	
8A2) The aspiring candidate articulates the importance of regular participation in professional learning opportunities.	8C2) The teacher candidate identifies and reflects on the array of professional learning opportunities, including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.
Standard 8—Quality Indicator 3: Professional Rights, Responsibilities, and Ethical Practices	
8A3) The aspiring candidate recognizes ethical practices and the influence of district policies and school procedures on professional practice.	8C3) The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.

Standard #9: Professional Collaboration. *The teacher has effective working relationships with students, parents, school colleagues, and community members.*

The Aspiring Teacher Candidate (A)	The Teacher Candidate (C)
Standard 9—Quality Indicator 1: Induction and Collegial Activities	
9A1) The aspiring candidate identifies strategies for fostering appropriate relationships with peers and school personnel.	<i>9C1) The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values, and goals; participates in collaborative curriculum and staff development meetings at their school site; and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district, and community.</i>
Standard 9—Quality Indicator 2: Collaborating to Meet Student Needs	
9A2) The aspiring candidate recognizes the availability of basic services in the school and community to support students and their learning.	9C2) The teacher candidate understands 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 across the system to identify and provide needed services to support individual learners.
Standard 9—Quality Indicator 3: Cooperative Partnerships in Support of Student Learning	
9A3) The aspiring candidate recognizes the importance of developing relationships with students, families, and communities in support of student learning.	<i>9C3) The teacher candidate reflects on the importance of developing relationships with students, families, and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.</i>

Note: *The 16 Quality Indicators in italics have been identified as high leverage indicators by the 100+ school districts who participated in piloting the Missouri Educator Evaluation System.*