

Appendix: Crosswalk to MoSTEP and Common Core Standards





ACADEMIC FOUNDATIONS: ACHIEVE ADDITIONAL ACADEMIC KNOWLEDGE AND SKILLS REQUIRED TO PURSUE THE FULL RANGE OF CAREER AND POSTSECONDARY EDUCATION OPPORTUNITIES WITHIN A CAREER CLUSTER. (EDC01)

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Describe the historic and current purposes of education for individuals, groups, and society. EDC01.03		SL 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Wax Museum- A group of 3-4 students research, role play, and present on a particular educational decade as if they were talking wax figures.
Describe the use of developmental theory to enhance learner achievement. EDC01.01	MoSTEP 1.2.1.3 – uses students' prior knowledge when identifying learning objectives and choosing instructional strategies. MoSTEP 1.2.1.4 – engages students in the methods of inquiry used in the discipline. MoSTEP 1.2.2.1 – knows and identifies child/adolescent development. MoSTEP 1.2.2.4 – knows theories of learning. MoSTEP 1.2.3.1 – identifies prior experience, learning styles, strengths, and needs.	RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Multiple Intelligence Inventory Read and Discuss <i>The Hurried Child</i> Conduct practicum observations 1, 2, & 3.
Apply basic theories of educational psychology to enhance student learning. EDC01.01	MoSTEP 1.2.2.4 – knows theories of learning. MoSTEP 1.2.3.2 – designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs. MoSTEP 1.2.6.1 – knows motivation theories and behavior management strategies and techniques.	RH 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Assign group of 3-4 students a theory of learning to research and teach to the class.
Explain and apply a variety of instructional models to enhance learning achievement. EDC01.05	MoSTEP 1.2.1.5 – creates interdisciplinary learning. MoSTEP 1.2.5.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.6.1 – knows motivation theories and behavior management strategies and techniques.	RH 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole	Article Reviews from Professional Journals - Students compare various instructional models and develop a small group lesson appropriate for an assigned grade level.
Describe sociological factors that impact learning. EDC01.02	MoSTEP 1.2.2.1 – knows and identifies child/adolescent development. MoSTEP 1.2.3.4. – connects instruction to students' prior experiences and family, culture, and community.	RH 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole	Early Childhood Center Tour- Students will chart developmental characteristics of ages 3-5. Then tour an early childhood center to compare their observations during the tour. Classroom observations and critique of developmental characteristics of ages 5-12. Video: <i>Teens What Makes Them Tick</i> -List factors affecting teens and brain development.



COMMUNICATIONS: USE ORAL AND WRITTEN COMMUNICATION SKILLS IN CREATING, EXPRESSING AND INTERPRETING INFORMATION AND IDEAS INCLUDING TECHNICAL TERMINOLOGY AND INFORMATION. (EDC02)

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Write effectively (i.e., grammar, spelling, structure) for a variety of audiences, purposes and contexts. EDC02.03	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	L 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Write a letter for a substitute teacher. Write a letter of introduction. Weekly Blogs Article Reviews
Deliver formal and informal presentations that demonstrate organization and delivery skills. EDC02.01	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills. MoSTEP 1.2.7.4 – uses a variety of media communication tools.	SL 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Student small group lesson includes a written scripted plan, present as practice to a group of peers. Then present in assigned school. Prepare an illustrated talk for Family Career and Community Leaders of America (FCCLA) Star Event.
Listen and speak effectively to contribute to group discussions and meetings. EDC02.02	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Student led small group lesson. Class discussion on various topics.
Practice the use of clear verbal directions. EDC02.01	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Wicket’s Wad- students are given a jumbled word paragraph to read and answer questions. After discussion of what was hard and why they had problems, show students the corrected version. Discuss the necessity for clear, concise directions.
Utilize questioning skills to enhance instruction and learner achievement. EDC02.02		SL 11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Develop and write 5 Higher Order Questions that are grade appropriate.

Continued on page 52...



...Continued from page 51

Apply active listening skills to enhance communication with learners. EDC02.02	MoSTEP 1.2.5.2 – engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities. MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	SL 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Fish Bowl Labels- Labels are placed on student's backs and other students respond based on the label. The labeled person must listen to what is being said to figure out the label on their back.
Use knowledge of reading strategies in the content area to enhance learner achievement. EDC02.04	MoSTEP 1.2.5.1 – selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.	L 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	Kiddie Literature assignment- Read literature K-12 and determine how the book could be used in a lesson plan. (This activity could be one of the STAR Events Teach and Train and/or Plan to Teach.)
Recognize cultural differences and other barriers in communication and learning. EDC02.01	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.1.3 – uses students' prior knowledge when identifying learning objectives and choosing instructional strategies. MoSTEP 1.2.3.2-- designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs.	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Barrier Books - Write and illustrate a creative story about a diverse student learning barrier (e.g. glasses, hearing, cerebral palsy, etc.). (This activity could be one of the STAR Events Teach and Train and/or Plan to Teach.)
Demonstrate the use of motivational and engaging communication to provide information and discussion. EDC02.01	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills. MoSTEP 1.2.7.4 – uses a variety of media communication tools.	SL 11-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	



PROBLEM-SOLVING AND CRITICAL THINKING: SOLVE PROBLEMS USING CRITICAL THINKING SKILLS (ANALYZE, SYNTHESIZE, AND EVALUATE) INDEPENDENTLY AND IN TEAMS. SOLVE PROBLEMS USING CREATIVITY AND INNOVATION. (EDC03)

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Use critical analysis to evaluate and respond to educational perspectives, policies and procedures. EDC03.02		RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Debate educational perspectives, policies, and procedures.
Frame, analyze and synthesize information in order to solve problems independently or in teams. EDC03.01		W 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation	Develop classroom management strategies.
Apply research strategies to investigate issues, topics, and problems. EDC03.01		W 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Article reviews from professional journals on current educational topics.
Utilize conflict resolution strategies. EDC03.01		SL 11-12.1.d Respond thoughtfully to diverse perspective: synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Behavior Intervention Support Team (BIST) strategies- This is a classroom management technique which addresses conflict in the classroom.



INFORMATION TECHNOLOGY APPLICATIONS: *USE INFORMATION TECHNOLOGY TOOLS SPECIFIC TO THE CAREER CLUSTER TO ACCESS, MANAGE, INTEGRATE, AND CREATE INFORMATION. (EDC04)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Demonstrate use of multiple technologies to access, manage, and evaluate data to enhance instruction and learner achievement.		SL 11-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Instructional Technology Project- Students will develop an interactive technology lesson (e.g., Prezi, Powerpoint, Photostory, Smartboard or CPS).
Demonstrate the use of multiple technologies for communication and collaboration with students, parents, administrators and community.		SL 11-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Instructional Technology Guest Speaker will be asked to demonstrate various uses of technology for student learning and show interactive web sites.
Use existing and emerging technologies to enhance instruction and learner achievement.		SL 11-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Instructional Technology Project- Students will develop an interactive technology lesson (e.g., Prezi, Powerpoint, Photostory, Smartboard or CPS).



SYSTEMS: UNDERSTAND ROLES WITHIN TEAMS, WORK UNITS, DEPARTMENTS, ORGANIZATIONS, INTER-ORGANIZATIONAL SYSTEMS, AND THE LARGER ENVIRONMENT. IDENTIFY HOW KEY ORGANIZATIONAL SYSTEMS AFFECT ORGANIZATIONAL PERFORMANCE AND THE QUALITY OF PRODUCTS AND SERVICES. UNDERSTAND GLOBAL CONTEXT OF INDUSTRIES AND CAREERS. (EDC05)

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Describe the organizational structures of education and training systems. EDC05.01		RH 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	
Identify systems that deliver education and training (i.e. public, private, virtual, etc.) EDC05.01		SL11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data	Panel of administrators from public, private, corporations, rural, urban, and suburban schools. The panel will compare and contrast the various resources, challenges, diversity, etc. among different educational settings.
Describe the impact different educational system models have on student learning. EDC05.02		SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Small groups will read a given chapter of the book <i>Freedom Writers</i> . Groups will lead discussions about unique approaches to student expectations and learning.



SAFETY, HEALTH AND ENVIRONMENTAL: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY, AND ENVIRONMENTAL MANAGEMENT SYSTEMS IN ORGANIZATIONS AND THEIR IMPORTANCE TO ORGANIZATIONAL PERFORMANCE AND REGULATORY COMPLIANCE. FOLLOW ORGANIZATIONAL POLICIES AND PROCEDURES AND CONTRIBUTE TO CONTINUOUS IMPROVEMENT IN PERFORMANCE AND COMPLIANCE. (EDC06)

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Apply safety standards in accordance with applicable regulations, health standards and organizational policies. EDC06.01		RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Analyze the specific results based on explanations in the text.	First Aid- School Nurse Guest Speaker CPR Training
Evaluate and control risks to safety, health, and the environment in learning settings. EDC.06.01		RST 11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms.	Using a checklist, students will assess the safety and environmental controls, issues and risks of the assigned classroom or a place in the building. Students should make suggestions to correct the issues and give a reason why it is an issue and how their suggestion will address the problem.
Describe how to create an emotionally and physically safe learning environment for all students. EDC10.04		W 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
Identify school employees’ responsibilities for the health, safety and welfare of students. EDC06.01		W 11-12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	Personnel interview with a school staff member.
Explain emergency response plans. EDC06.01		SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks	Obtain school emergency plans- Students will explain the purpose and development of emergency plans.



LEADERSHIP, TEAMWORK AND PROFESSIONALISM: USE LEADERSHIP, TEAMWORK, AND COLLABORATIVE SKILLS TO ENHANCE INSTRUCTION, LEARNER ACHIEVEMENT, AND PROFESSIONAL PRACTICE. (EDC07)

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Construct a personal philosophy of education.		W 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and accurately through the effective selection, organization and analysis of content	Written Philosophy of Education paper - Students should write a philosophy of education at the beginning and the end of the course to compare the changes or similarities.
Demonstrate knowledge of group processes and skills for working collaboratively to enhance professional practice. EDC07.02	MoSTEP 1.2.9.2 uses resources available for professional development.	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Illustrate project and strategic planning skills within an educational and training setting to enhance professional practice. EDC07.01		SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Exhibit professionalism in an education and training setting. EDC07.01; EDC08.01	MoSTEP 1.2.9.2 uses resources available for professional development. MoSTEP 1.2.9.3. practices professional ethics.	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Confidentiality- District Administration Speaker
Demonstrate the skills needed to work within multicultural environments including respect for students' diverse cultures, language skills, experiences and abilities. EDC07.02; EDC08.02	MoSTEP 1.2.10.2 talks and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems. MoSTEP 1.2.10.3. identifies and uses the appropriate school personnel and community resources to help students reach their full potential.	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Barrier Books - Write and illustrate a creative story about a diverse student learning barriers (e.g. glasses, hearing, cerebral palsy, etc.). Read or show clips of <i>Freedom Writer's</i> , <i>Stand & Deliver</i> , <i>Dead Poet Society</i> and <i>Beyond the Blackboard</i> . Compare the students, diversity, behavior, culture, economics, etc. through discussion and illustrations. Identify resources that could help students or families in each situation.
Participate in professional student organizations. (e.g., FCCLA, FTA, or FEA) to improve knowledge and skills.	MoSTEP 1.2.9.2 uses resources available for professional development.	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	FCCLA Teach & Train Star Event Future Educators of America (FEA) Participation



ETHICS AND LEGAL RESPONSIBILITIES: *KNOW AND UNDERSTAND THE IMPORTANCE OF PROFESSIONAL ETHICS AND LEGAL RESPONSIBILITIES. (EDC08)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	ActivitiesRH
Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training. EDC08.01	MoSTEP 1.2.9.3 – practices professional ethics.	RH 11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Human Resources Speaker Policy Handbook evaluations
Identify and demonstrate an understanding of professional codes of ethics and conduct. EDC08.01	MoSTEP 1.2.9.3 – practices professional ethics.		Research Teacher Policy Handbooks Students will outline and compare code ethics and conduct expectations from various district policy handbooks.
Recognize the legal definitions and characteristics of gifted students, students with disabilities and at-risk students. EDC08.01; EDC08.02	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.3.3 – knows when and how to access specialized services to meet student's needs. MoSTEP 1.2.4.3 -- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks	Special Education Director Guest Speaker Special Education Terms Quiz
Describe the legal implications and processes (E.g. FERPA) for communicating student's progress with the student, parents, and colleagues. EDC08.03	MoSTEP 1.2.9.3.-- practices professional ethics.	SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks	Special Education or Administrative Guest Speaker
Promote and model digital etiquette and responsible social interaction related to the use of technology and information. EDC08.03	MoSTEP 1.2.9.3.-- practices professional ethics.	SL 11-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Instructional Technology Director Guest Speaker



EMPLOYABILITY AND CAREER DEVELOPMENT: *KNOW AND UNDERSTAND THE IMPORTANCE OF EMPLOYABILITY SKILLS. EXPLORE, PLAN, AND EFFECTIVELY MANAGE CAREERS. KNOW AND UNDERSTAND THE IMPORTANCE OF ENTREPRENEURSHIP SKILLS. (EDC09)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Identify career opportunities at the local, state, and national levels to plan for a career in education and training. EDC09.01		SL 11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions, and promote divergent and creative perspectives.	Personnel interview with a school staff member.
Explore educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education). EDC09.01		W 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation	Personnel interview with a school staff member.
Identify specific requirements to become a certified teacher or a paraprofessional in a chosen area and level of education. EDC09.01		W 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation	Seniors develop a four to six year college plan of study.
Identify and explain the benefits of participating in professional organizations. EDC09.01	MoSTEP 1.2.9.2 -- uses resources available for professional development.	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	National Education Association (NEA) Representative Guest Speaker Missouri State Teacher Association (MSTA) Representative Guest Speaker Association of Teacher Educators (ATE) Representative Guest Speaker
Generate a plan for personal and professional learning. EDC09.01	MoSTEP 1.2.9.2 -- uses resources available for professional development.	W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Seniors develop a four to six year college plan of study.
Establish a professional work portfolio documenting technical knowledge, skills, and leadership activities. EDC09.01	MoSTEP 1.2.9.2 -- uses resources available for professional development.	W 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Portfolio Assessment



TECHNICAL SKILLS: *USE THE TECHNICAL KNOWLEDGE AND SKILLS REQUIRED TO PURSUE THE TARGETED CAREERS FOR THE TEACHING AND TRAINING PATHWAY. (EDC10)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS “The preservice teacher...”	Common Core Standards	Activities
Employ and adapt instructional strategies within educational and training settings to enhance learner achievement. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.11.2 – plans and designs effective learning environments and experiences supported by informational and instructional technology.	W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Advantages/Disadvantages of Methodologies - Develop an elementary, middle, or high school learning center or training project.
Analyze the relationships between instructional strategies, learning objectives, and learner involvement, and the impact of these three on student behaviors. EDC10.01	MoSTEP 1.2.4.2-- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.4.3. – evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.	W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students develop a handbook with definitions & examples of instructional strategies using outside resources and textbook.
Align instructional goals with content standards and district priorities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)	RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Lesson plan which includes the standards and follows the district guidelines for lesson planning.
Align student learning to clearly defined instructional goals and activities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Lesson plan which includes the standards and follows the district guidelines for lesson planning.

Continued on page 61...



...Continued from page 60

Participate in local and global learning communities to enhance instruction and learner achievement. EDC10.03		SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	FEA Connect
Differentiate instruction to support the learning needs of all students. EDC10.01	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways.		Adapt a given lesson plan for various learners.
Explain diagnostic, formative, and summative assessments, their purposes and the data they generate. EDC10.03		Math SID.9 Distinguish between correlation and causation.	Counselor Guest Speaker Assessment Coordinator Guest Speaker Scenarios on Grading
Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction. EDC10.05	MoSTEP 1.2.11.4 – uses technological applications to facilitate a variety of effective assessment and evaluation strategies.	Math SIC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population	Counselor Guest Speaker Assessment Coordinator Guest Speaker Discuss scenarios on Grading.
Employ knowledge of assessment methods to enhance learner achievement. EDC10.05	MoSTEP 1.2.11.4 – uses technological applications to facilitate a variety of effective assessment and evaluation strategies.	RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media(e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem	Counselor Guest Speaker Assessment Coordinator Guest Speaker Discuss scenarios on Grading.
Describe how to involve learners in self-assessment and goal setting to address gaps between performance and potential. EDC10.05		RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media(e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem	Counselor Guest Speaker Assessment Coordinator Guest Speaker Discuss scenarios on Grading.
Employ classroom management skills to enhance professional practice within education and training settings. EDC10.04		SL 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Utilize scenarios or case studies to discuss appropriate classroom management strategies. Develop rules and procedures for a classroom.

Continued on page 62...



...Continued from page 61

Employ organizational skills to manage instructional resources (i.e. tools, equipment, supplies, materials). EDC10.02		RI 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
Explain the role of teacher expectations on student performance and its impact on teaching and learning. EDC10.01		RI 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Effective Teaching Article Review- Students will analyze professional journal articles about effective teaching strategies verses student performance.
Develop technology-enriched learning environments that enable all students to become active participants in learning and assessments. EDC10.04	MoSTEP 1.2.1.2. -- presents the subject matter in multiple ways. MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lesson and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	SL11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data	Instructional Technology Project- Students will develop an interactive technology lesson (e.g., Prezi, Powerpoint, Photostory, Smartboard or CPS).
Create an environment conducive to learning for all students. EDC10.04	MoSTEP 1.2.1.2. -- presents the subject matter in multiple ways. MoSTEP 1.2.3.1.-- identifies prior experience, learning styles, strengths, and needs. MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lesson and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.5.1.-- selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs. MoSTEP 1.2.5.2.-- engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.		Design and/or set up a classroom. Create a lesson plan.