

MISSOURI EDUCATOR GATEWAY ASSESSMENTS
Field 063 Professional Knowledge: Secondary
Content Alignment Table

The Content Alignment Study below provides information about the alignment of knowledge and skills described in the competencies that make up the test framework for this licensure test with the state and national standards designated by the Department of Elementary and Secondary Education for this field. The table indicates those portions of the relevant state and/or national standards that are addressed -- in whole or in part -- by each competency.

Test Competency	Missouri Teacher Standards: Professional Continuum of the Teacher—Teacher Candidates	InTASC Model Core Teaching Standards: A Resource for State Dialogue
0001 Understand processes of human development, variations in student development, and how to apply this knowledge to provide instructional environments and experiences that promote all students' development and learning.	2.1-2	1(f), (h); 2(g); 7(i); 8(j)
0002 Understand learning processes, factors that can affect student learning and performance, and how to apply this knowledge to provide instructional environments and experiences that promote all students' learning and achievement.	2.2-3, 5-6; 4.3; 5.3	1(d); 2(g-j); 7(i); 8(k); 10(m)
0003 Understand student diversity and how to provide learning opportunities and environments that are responsive to diversity, promote all students' learning, and foster students' appreciation of and respect for diversity.	1.5; 2.4; 3.6	1(g-h); 2(b), (d-f), (h), (j-k), (m); 3(f); 4(a-b), (m), (o-q); 5(g); 7(i-j), (n); 8(k), (p); 9(e), (i); 10(m), (q)
0004 Understand assessment instruments and practices, the relationship between assessment and instruction, and how to use assessment to guide instruction and monitor students' learning progress.	7.1-5	1(a-b); 6(a-h), (j-v); 7(d), (l); 8(e); 9(c), (h)
0005 Understand principles and procedures of curricular and instructional planning and how to use effective planning to design instruction that promotes all students' learning and achievement.	1.4-5; 2.5-6; 3.1-3; 7.6	1(b), (f); 2(a-d); 3(b); 4(b), (d), (f-g), (m); 5(a-b), (d), (j), (l), (p), (q-r); 6(r); 7(a-d), (f), (h), (j-k); 8(b-c), (l), (o)
0006 Understand principles and practices associated with various instructional approaches and how to apply these principles and practices to promote all students' achievement of instructional goals.	3.3; 4.1-3; 6.4, 6	1(a), (d); 2(b), (f); 3(b), (g), (j), (m), (p); 4(g); 5(c), (f), (g), (l-m), (o), (p); 7(b), (f), (k-l), (q); 8(a-b), (d), (f-g), (n-o), (r-s); 10(g)

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Test Competency	Missouri Teacher Standards: Professional Continuum of the Teacher—Teacher Candidates	InTASC Model Core Teaching Standards: A Resource for State Dialogue
0007 Understand principles and practices related to motivation and communication and how to apply these principles and practices effectively to promote students' active engagement and learning.	4.1; 5.1; 6.1-3	1(g); 2(e), (l), (o); 3(c), (f-g), (i), (l-m), (o-q); 4(b); 5(d-e), (n); 8(h-i), (m), (q); 10(g)
0008 Understand how to structure and manage the classroom to establish a safe, inclusive, and positive environment that is organized and productive; fosters excellence; and promotes learning, appropriate student behavior, and effective work habits.	5.1-2	3(a), (c-e), (h-i), (k), (n-o); 5(s)
0009 Understand how to establish partnerships and collaborate effectively with parents/guardians, colleagues, and members of the community to enhance and support student learning.	5.3; 7.6; 9.1-3	1(c), (k); 2(f); 3(c), (n); 7(e), (m), (o); 9(d), (f); 10(b-f), (l), (n-q)
0010 Understand roles and expectations for professional educators, legal and ethical guidelines, and strategies for continuous professional growth and self-reflection.	7.5; 8.1-3	1(j); 3(r); 5(k); 7(p); 9(a-c), (e), (g), (i-o); 10(a), (f), (h), (l), (r-t)