Wisconsin Teacher Standards

Teaching is a dynamic, creative process that engages the prospective teacher in a culminating experience which prepares him/her for a career in teaching. Working under the guidance of cooperating teachers and college supervisors, students continue to develop essential knowledge and skills as described in the Wisconsin Department of Public Instruction (DPI) Teacher Standards. These standards are to be used as a resource when reflecting upon teaching practice, professional growth, and when constructing your portfolios. The Department of Public Instruction expects licensure candidates to demonstrate proficiency in the 10 standards. (Adapted from Appendix A: Wisconsin Standards for Teacher Development and Licensure, in Restructuring Teacher Education in Wisconsin: Final Report of the Work Groups on Teacher Assessment, License Stages and License Categories. Bulletin No. 97306, Wisconsin Department of Public Instruction, Madison, Wisconsin, May 1997.)

1. Teachers know the subjects they are teaching.
   The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

   A teacher uses knowledge of her/his discipline to create meaningful learning experiences by...
   Understanding the concepts, assumptions, issues, processes of inquiry, and ways of knowing in the subject(s) s/he teaches.
   - Identifying students’ conceptual frameworks and their misconceptions and their effects on student learning.
   - Relating her/his content knowledge to other subject areas.

   A teacher demonstrates dispositions related to knowledge of her/his discipline to create meaningful learning experiences by...
   - Recognizing that academic subject matter evolves and changes over time and by seeking to remain abreast of new ideas and understandings in the field.
   - Acknowledging the existence of multiple perspectives and conveying to students how a subject should be understood using student perspectives.
   - Demonstrating enthusiasm for the subject(s) s/he teaches, and connecting ideas in the subject to every day life.
   - Engaging in continuous learning and in discussions about her/his subject and about ways to strengthen student learning in it.

   A teacher uses skills related to her/his discipline to create meaningful learning experiences by...
   - Representing subject concepts that cover key ideas and connect them to the prior understandings of students.
   - Explaining differing viewpoints, theories, and ways of knowing to students when covering concepts in her/his subject area.
   - Evaluating instructional resources for their usefulness and accuracy in presenting subject matter concepts.
   - Engaging students in raising questions and generating knowledge using the subject area’s methods of inquiry and standards of evidence.
• Developing and using curricula that allow students to understand a subject area from a variety of perspectives.
• Creating interdisciplinary learning experiences that allow students to integrate knowledge, skills, and inquiry methods from a variety of subject areas.

2. Teachers know how children grow.
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.

A teacher uses knowledge of ranges of ability to provide individual children with supportive instruction by...
• Understanding how learning occurs--how pupils construct knowledge, acquire skills, and develop habits of mind--and by using instructional strategies that promote student learning.
• Understanding that pupils' physical, social, emotional, moral and cognitive development influence learning and addressing these factors when making instructional decisions.
• Being aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), identifying levels of readiness in learning, and understanding how development in any one domain may affect performance in others.

A teacher demonstrates dispositions that support individual children by...
• Appreciating individual variation within each area of development, showing respect for the diverse talents of all learners, and helping learners to develop self-confidence and competence.
• Using pupils' strengths as a basis for growth, and their errors as an opportunity for learning.

A teacher demonstrates skills that support individual children by...
• Assessing individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
• Stimulating student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to pupils' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging pupils to assume responsibility for shaping their learning tasks.
• Accessing pupils' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

3. Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
A teacher demonstrates knowledge of different approaches to learning, and of barriers to learning, by…

- Understanding and identifying differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and designing instruction that helps use pupils' strengths as the basis for growth.
- Knowing about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- Knowing about the process of second language acquisition and using strategies to support the learning of pupils whose first language is not English.
- Understanding how pupils' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- Developing a well-grounded framework for understanding cultural and community diversity and learning about and incorporating pupils' experiences, cultures, and community resources into instruction.

A teacher demonstrates dispositions that lead to the adaptation of instruction for diverse needs of learners by…

- Believing that all children can learn at high levels and helping all children achieve success.
- Appreciating and valuing human diversity, showing respect for pupils' varied talents and perspectives, and pursuing "individually configured excellence."
- Respecting pupils as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- Acknowledging community and cultural norms.
- Making pupils feel valued for their potential as people, and helping them learn to value each other.

A teacher demonstrates skills related to the adaptation of instruction for the diverse needs of learners by…

- Identifying and designing instruction appropriate to pupils' stages of development, learning styles, strengths, and needs.
- Using teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- Making appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual pupils who have particular learning differences or needs.
- Identifying when and how to access appropriate services or resources to meet exceptional learning needs.
- Seeking to understand pupils' families, cultures, and communities, and using this information as a basis for connecting instruction to pupils' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to pupils' experiences and cultures).
- Bringing multiple perspectives to the discussion of subject matter, including attention to pupils' personal, family, and community experiences and cultural norms.
Creating a learning community in which individual differences are respected.

4. **Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.

**A teacher demonstrates knowledge of instructional strategies and the use of technology by...**
- Understanding the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- Understanding principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- Enhancing learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

**A teacher demonstrates dispositions that encourage thinking skills by...**
- Valuing and acknowledging the development of pupils' critical thinking, independent problem solving, and performance capabilities.
- Using flexibility and reciprocity in the teaching process to adapt instruction to student responses, ideas, and needs.

**A teacher demonstrates skills in the use of instructional strategies and technology by...**
- Evaluating how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- Using multiple teaching and learning strategies to engage pupils in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- Monitoring and adjusting strategies in response to learner feedback.
- Varying his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of pupils.
- Developing a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist pupils' understanding and presenting diverse perspectives to encourage critical thinking.

5. **Teachers know how to manage a classroom.**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
A teacher demonstrates knowledge of group motivation and behavior, and of learning environments, by...

- Using concepts of human motivation and behavior from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- Understanding how social groups function and influence people, and how people influence groups.
- Helping people to work productively and cooperatively with each other in complex social settings.
- Understanding principles of effective classroom management and using a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- Identifying factors and situations that are likely to promote or diminish intrinsic motivation, and helping pupils to become self-motivated.

A teacher demonstrates dispositions that encourage interaction, engagement, and self-motivation by...

- Establishing a positive climate in the classroom and participating in maintaining such a climate in the school as a whole.
- Understanding how participation promotes commitment, and supporting the expression and use of democratic values in the classroom.
- Encouraging the role of pupils in promoting each other's learning and recognizing the importance of peer relationships in establishing a climate of learning.
- Recognizing the value of intrinsic motivation to pupils' life-long growth and learning.
- Developing individual pupil's abilities and considering different motivational strategies to encourage this development for each student.

A teacher demonstrates skills that promote interaction, engagement, and self-motivation by...

- Creating a smoothly functioning learning community in which pupils assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- Engaging pupils in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to pupils' personal interests, allowing pupils to have choices in their learning, and leading pupils to ask questions and pursue problems that are meaningful to them.
- Organizing, allocating, and managing the resources of time, space, activities, and attention to provide active and equitable engagement of pupils in productive tasks.
- Maximizing the amount of class time spent in learning by creating expectations and processes for communication and behaviour and developing a physical setting conducive to classroom goals.
- Helping the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
• Analyzing the classroom environment and making decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
• Organizing, preparing pupils for, and monitoring independent and group work that allows for full and varied participation of all individuals.

6. **Teachers communicate well.**
The teacher uses knowledge of effective verbal and nonverbal communication techniques, as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**A teacher demonstrates knowledge of communication techniques, and of instructional media, by…**
- Understanding communication theory, language development, and the role of language in learning.
- Acknowledging and addressing cultural and gender differences that affect communication in the classroom.
- Recognizing the importance of nonverbal as well as verbal communication.
- Understanding and using effective verbal, nonverbal, and media communication techniques.

**A teacher demonstrates dispositions that foster active inquiry, collaboration, and supportive interaction in the classroom by…**
- Recognizing the power of language for fostering self-expression, identity development, and learning.
- Valuing many ways in which people seek to communicate and encouraging many modes of communication in the classroom.
- Being a thoughtful and responsive listener.
- Appreciating the cultural dimensions of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all pupils in the class.

**A teacher demonstrates skills that foster active inquiry, collaboration, and supportive interaction in the classroom by…**
- Modeling effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- Supporting and expanding learner expression in speaking, writing, and other media.
- Asking questions and stimulating discussion in different ways for particular purposes, for example, probing for earner understanding, helping pupils articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping pupils to question.
- Communicating in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).
- Using a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.
7. **Teachers are able to plan different kinds of lessons.**
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**A teacher demonstrates knowledge of the organization and planning of systematic instruction by...**
- Understanding learning theory, subject matter, curriculum development, and student development and using this knowledge in planning instruction to meet curriculum goals.
- Taking contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in order to plan instruction that creates an effective bridge between curriculum goals and pupils' experiences.
- Adjusting instructional plans based on student responses and other contingencies.

**A teacher demonstrates dispositions toward organizing and planning instruction by...**
- Valuing and using both long term and short term planning strategies.
- Adjusting and revising plans based on student needs and changing circumstances.
- Valuing and seeking opportunities to plan as a collegial activity.

**A teacher demonstrates skills in organization and planning by...**
- Working, both as an individual and a member of a team, to select and create learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate pupils' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- Planning for learning opportunities that recognize and address variation in learning styles and performance modes.
- Creating lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- Creating short-range and long-term plans that are linked to student needs and performance, and adapting the plans to ensure and capitalize on student progress and motivation.
- Responding to unanticipated sources of input, evaluating plans in relation to short- and long-range goals, and systematically adjusting plans to meet student needs and enhance learning.

8. **Teachers know how to test for student progress.**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

**A teacher demonstrates knowledge of assessment strategies by...**
- Understanding the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests,
observation systems, and assessments of student work) for evaluating how pupils learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

- Selecting, constructing, and using assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- Understanding measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns, and considering these concepts in selecting and/or interpreting test results for the school, the classroom, or the individual learner.

**A teacher demonstrates dispositions related to assessment strategies by...**

- Valuing and using ongoing assessment as essential parts of the instructional process and recognizing that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- Using assessment to identify student strengths and promote student growth rather than to deny pupils access to learning opportunities.

**A teacher demonstrates skills related to assessment strategies by...**

- Using a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, to evaluate pupils’ progress and performances, and to modify teaching and learning strategies.
- Soliciting and using information about pupils’ experiences, learning behavior, needs, and progress from parents, other colleagues, and the pupils themselves.
- Using assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Evaluating the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- Monitoring his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- Maintaining useful records of student work and performance and communicating student progress knowledgeably and responsibly, based on appropriate indicators, to pupils, parents, and other colleagues.

9. **Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

**A teacher demonstrates knowledge of reflective teaching by...**

- Using methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice,
its influences on pupils' growth and learning, and the complex interactions between them.

- Keeping abreast of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

**A teacher demonstrates dispositions related to reflection by…**

- Valuing and promoting critical thinking and self-directed learning as habits of mind.
- Committing to reflection, assessment, and learning as ongoing processes.
- Being receptive to help from others and providing help to others when appropriate.
- Seeking out, developing, and continually refining practices that address the individual needs of pupils.
- Engaging in ethical and professional practices and supporting those practices for colleagues.

**A teacher demonstrates reflective skills by…**

- Using classroom observation, information about pupils, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- Seeking out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- Drawing upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

10. **Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

**A teacher demonstrates knowledge of relationships in the school and in the encompassing community by…**

- Understanding schools as organizations within a larger community context and participating effectively in the operations of the relevant aspects of the system(s) within which s/he works.
- Addressing factors in the pupils' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) that may influence pupils' life and learning.
- Understanding and implementing laws related to pupils' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped pupils, confidentiality, privacy, appropriate treatment of pupils, reporting in situations related to possible child abuse).

**A teacher demonstrates ethical dispositions related to the community context of her/his school by…**
• Valuing and acknowledging the importance of all aspects of a child’s experience.
• Monitoring all aspects of a child’s well-being (cognitive, emotional, social, and physical), and being alert to signs of difficulties.
• Consulting with other adults regarding the education and well-being of his/her pupils.
• Respecting the privacy of pupils and the confidentiality of personal information.
• Working with other professionals to improve the overall learning environment for pupils.

A teacher demonstrates skills and ethical behaviors related to the community context of her/his school by…
• Participating in collegial activities designed to make the entire school a productive learning environment.
• Making links with the learners’ other environments on behalf of pupils, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
• Identifying and using community resources to foster student learning.
• Establishing respectful and productive relationships with parents and guardians from diverse home and community situations, and developing cooperative partnerships in support of student learning and well being.
• Talking with and listening to the student, being sensitive and responsive to clues of distress, investigating situations, and obtaining outside help as needed and appropriate to remedy problems.
• Acting as an advocate for pupils.

GENERAL INFORMATION ABOUT ADMISSION and RETENTION

Students are expected to:
  1) begin the process of applying to the Teacher Education Program (TEP) during the Sophomore year;
  2) maintain eligibility throughout the program;
  3) successfully complete the appropriate Praxis II content test/s and have original copy of scores submitted to the Carroll University Education program by ETS;
  4) apply for admission to the Student Teaching program by the deadline date in the semester prior to student teaching.

Students who are applying to the Teacher Education program are required to complete a minimum of 150 hours of experience with school aged children. At least 100 of these hours must be documented. Please note that these hours do not fulfill the hours required for field experience or other course observation requirements.