

Teacher Education
Program Standards

3/15/01
Approved Draft

In preparing students for the initial teaching license in Wisconsin, our program will abide by the following standards.

1. **Content and Curriculum:** The prospective teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Knowledges

- a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- b) The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- c) The teacher relates his/her disciplinary knowledge to other subject areas.

Dispositions

- d) The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- e) The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.
- f) The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

Performances

- g) The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- h) The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.
- i) The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- j) The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives, "ways of knowing," different theories, and methods of inquiry.
- k) The teacher can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.

2. **Student Development and Learning:** The prospective teacher understands how children and youth with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Knowledges

- a) The teacher understands how learning occurs - how students construct knowledge, acquire skills, and develop habits of mind - and knows how to use instructional strategies that promote student learning for a wide range of student abilities.
- b) The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions.

- c) The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
- d) *The teacher identifies the benefits of technology, including assistive technology, to maximize the learning of all students and facilitate higher order thinking skills.

Dispositions

- e) The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- f) The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances

- g) The teacher assesses 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.
- h) The teacher encourages students to assume responsibility for shaping their learning tasks.
- i) The teacher accesses students' 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. **Diverse Learners:** The prospective teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the various needs of pupils, including those with disabilities, exceptionalities, and diverse backgrounds.

Knowledges

- a) The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, metacognitive skills, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- b) The teacher understands and can provide adaptations for areas of exceptionality in learning, including learning disabilities; gifted and talentedness; emotional disturbances; visual, hearing, and perceptual difficulties; and special physical or mental challenges.
- c) The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- d) The teacher has a well-grounded framework for understanding diversity and knows how to learn about and incorporate students' talents, experiences, language, culture, family and community values and resources, and prior learning into instruction.

Dispositions

- e) The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- f) The teacher appreciates and values human diversity, shows respect for students' varied talents, perspectives, skills, and differing personal and family backgrounds, and is committed to the pursuit of "individually configured excellence."
- g) The teacher is sensitive to community and cultural norms.

- h) The teacher makes students feel valued for their potential as people, and helps them to value each other.

Performances

- i) The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, needs, metacognitive skills, experiences, and performance modes.
- j) The teacher makes appropriate modification and accommodation for individual students who have particular learning differences or needs.
- k) The teacher can appropriately identify and access support services or resources to meet diverse learning needs or particular talents of all students.
- l) The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences.

4. **Instructional Strategies:** The prospective 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.

Knowledges

- a) The teacher understands 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.
- b) The teacher understands the principles, techniques, advantages, and limitations associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- c) The teacher knows how to enhance learning through the use of a wide variety of resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).
- d) *The teacher identifies technology resources available in schools and analyzes how accessibility to those resources affects planning for instruction.

Dispositions

- e) The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
- f) The teacher values flexibility and instructional interactions (student-student, student-teacher) as necessary for adapting to student responses, ideas, and needs.

Performances

- g) The teacher carefully evaluates 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, learning differences, and interests).
- h) The teacher uses multiple teaching and learning strategies to engage students 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.
- i) The teacher constantly monitors and adjusts strategies in response to learner feedback.
- j) The teacher varies 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 students.

- k) *The teacher determines accuracy, relevance, appropriateness, comprehensiveness, and bias of technology used for teaching, learning, assessment and evaluation.
- l) *The teacher designs and teaches technology-enriched, student-centered learning activities that connect content standards with student technology standards, maximize and assess student learning, meet the diverse needs of students, and that engage students in applying technology tools and resources.

5. **Learning Environment:** The prospective 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.

Knowledges

- a) The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- b) The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, self-motivation, cooperation, and purposeful learning in the classroom.
- c) The teacher understands the importance of the physical environment to the instructional process.

Dispositions

- d) The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
- e) The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- f) The teacher values the role of students in promoting each others' learning and recognizes the importance of peer relationships in establishing a climate of learning.
- g) The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

- h) The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- i) The teacher organizes, allocates, manages, and monitors the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- j) The teacher helps 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.
- k) The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- l) The teacher creates an environment in which all students are integrated into the learning community.

6. **Communication Techniques:** The prospective teacher uses an understanding 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.

Knowledges

- a) The teacher understands communication theory, language development, and the role of language in learning.
- b) The teacher understands how cultural and gender differences can affect communication in the classroom.
- c) The teacher recognizes the importance of nonverbal as well as verbal communication.

Dispositions

- d) The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- e) The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- f) The teacher is a thoughtful and responsive listener.
- g) The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

- h) The teacher models 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).
- i) The teacher supports and expands learner expression in speaking, writing, and other media.
- j) The teacher communicates 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).
- k) The teacher knows how to use a variety of media communication tools, including audio-visual technologies, computers, and assistive technology to enrich learning opportunities.

7. **Planning Instruction:** The prospective teacher understands how to and is able to organize and plan systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Knowledges

- a) The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- b) The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

Dispositions

- c) The teacher values both long term and short term planning as bases for effective teaching.
- d) The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

- e) The teacher values planning as a collegial activity.

Performances

- f) As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, developmentally appropriate, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- g) The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- h) The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.
- i) *The teacher plans for the management of electronic instructional resources within a lesson design by identifying potential problems and planning for solutions.

8. **Assessment:** The prospective teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Knowledges

- a) The teacher understands 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 students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- b) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

Dispositions

- c) The teacher values ongoing assessments as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

Performances

- d) The teacher appropriately uses 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, evaluate students' progress and performances, and modify teaching and learning strategies.
- e) The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- f) The teacher uses 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.
- g) The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

9. **Professional Development:** The prospective teacher understands the importance and purposes of professional development and is a reflective practitioner who continually evaluates the effect 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.

Knowledges

- a) The teacher understands 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 students' growth and learning, and the complex interactions between them.
- b) The teacher understands critical frameworks for reflecting on teaching practice (e.g. frameworks from social, cultural, and philosophical foundations of education).
- c) The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).
- d) *The teacher identifies technology-related health, safety, legal and ethical issues, including copyright, privacy, access, and security of technology systems, data, and information.

Dispositions

- e) The teacher values critical thinking and self-directed learning as habits of mind.
- f) The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- g) The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

- h) The teacher articulates and defends a philosophy of education to guide his/her practice and contributes to the stated philosophy of the school/building/district.
- i) The teacher uses classroom observation, information about students, cultural, social, and philosophical frameworks, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.
- j) The teacher draws 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.
- k) *The teacher identifies and engages in technology-based opportunities (such as distance education and online professional collaboration with peers and experts) for professional education and lifelong learning, problem solving, and related decision-making for maximizing student learning.

10. **Professionalism:** The prospective teacher understands the importance of and fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being, and who acts with integrity, fairness, and in an ethical manner.

Knowledges

- a) The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- b) The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

- c) The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for students with handicapping conditions, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).
- d) *The teacher examines acceptable use policies for the use and access of technology in schools, including strategies for addressing threats to security of technology systems, data, and information, and examines issues related to equitable access in community and home environments.

Dispositions

- e) The teacher appreciates and is concerned about the importance of all aspects of a child's experience.
- f) The teacher is willing to consult with others regarding the education and well-being of his/her students.
- g) The teacher respects the privacy of students and confidentiality of information.

Performances

- h) The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- i) The teacher makes respectful and productive links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- j) The teacher can identify and use community resources to foster student learning.
- k) The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems. The teacher acts as an advocate for students.
- l) *The teacher employs technology tools to collect, analyze, interpret, represent, and communicate student performance data and other professional tasks.

* These statements are derived from the International Society for Technology Education statements.