



## University of Wisconsin-Madison Teacher Education Standards

Future teachers at the University of Wisconsin-Madison are dedicated to teaching all children, seeking social justice through equitable educational outcomes. Program graduates are highly skilled professionals who are prepared to lead efforts to improve educational opportunities in the communities in which they work. As such, these candidates demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by **Foundational Knowledge (Content) Standards**, programs provide the knowledge and skills needed to meet the **Performance Standards**.

### UW-Madison FOUNDATIONAL KNOWLEDGE (Content) Standards

**Standard Area 1. Learner and Learning Environment:** Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development. Teachers know:

- 1.1. Learners differ in cognitive, linguistic, social, emotional, and physical development and ways of knowing at different life stages and have varying patterns of development and learning.
- 1.2. To thrive, learners need supportive, inclusive, and safe learning environments and activities that support development and learning by being responsive to each learners' cognitive, linguistic, social, emotional, and physical needs.
- 1.3. Teachers' assumptions about learners should be identified and challenged, acknowledging how the interactions among learners' and teachers' culture, language, backgrounds, and ability levels affect the learning environment and each learner's learning success.
- 1.4. Learning environments change as technologies and information resources change.

**Standard Area 2. Planning:** Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments. Teachers know:

- 2.1. How to combine knowledge of learners and their families and communities; learning environments; content areas and pedagogy; and assessment data to plan developmentally appropriate and challenging instruction that meets rigorous short and long-range goals and standards.
  - Knowledge of learners includes learners' prior knowledge and experiences, interests, cultural and linguistic diversity, strengths, and needs
  - Knowledge of content areas and pedagogy includes central concepts, tools of inquiry, and structures of the disciplines they teach; curriculum; cross-disciplinary skills; instructional strategies; technologies and other informational
  - Assessment data include information obtained from multiple types of formative and summative assessment

**Standard Area 3. Engagement and Instruction:** Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments. Teachers know:

- 3.1. How to combine knowledge of learners their families, and communities; learning environments; how learning in organized and pursued; effective instructional strategies; evidence-based resources; and assessment data to create and implement responsive, appropriate, and challenging learning activities.
  - Knowledge of learner includes learner development

### UW-Madison FOUNDATIONAL KNOWLEDGE (Content) Standards

- Organization and pursuit of learning includes central content, tools of inquiry, and structures of the discipline(s).
  - Effective instructional strategies include search-based and other recommended instructional strategies relevant to the discipline.
  - Creating and implementing learning activities includes selecting learning tasks, contemporary tools and resources, and strategies.
- 3.2. How to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard Area 4. Assessment:** Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning. Teachers know:

- 4.1. How to design and implement accessible, unbiased assessments that reveal learners' strengths and needs.
  - Includes multiple forms of formative and summative assessment for different purposes
  - Accessible and unbiased assessment includes accommodating for various learners, including learners with disabilities or learners with differing linguistic strengths and needs, and responding to linguistic and cultural biases associated with tests and their administration.
- 4.2. When appropriate, how to collaborate with others to design and implement assessments, and analyze data.
- 4.3. How to use assessment results to adjust instruction and intervention, and describe learners' progress toward goals and standards.

**Standard Area 5. Professionalism and Ethics:** Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families. Teachers know:

- 5.1. Cultural and linguistic considerations related to communication and family engagement
- 5.2. How teachers' reflection on their practices and assumptions informs instruction, helping teachers create and modify future learning activities that enhance learners' learning.
  - Reflection on assumptions includes knowing there are multiple ways of knowing that may be different among students and their teachers.
- 5.3. That learning is a reciprocal activity that connects and affects both learner and teacher.
- 5.4. How to identify and ethically use available resources to maximize planning, assessing, instructing/engaging, and communicating with students, their families, and other educators.
- 5.5. Professional ethics; and state and federal law requirements, state and district policies and regulations that guide their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers.
- 5.6. How institutional contexts, policies and practices influence inclusion and exclusion of some learners.

### UW-Madison PERFORMANCE Standards

**Standard Area 1. Learner and Learning Environment:** Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development.

- 1.1 Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.
- 1.2 Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.
- 1.3 Reflect on and meaningfully justify decisions relating to the learner and the learning environment.

**Standard Area 2. Planning:** Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.

- 2.1 Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.
  - Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
  - Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.
- 2.2 Choose, modify, and/or create formative and summative assessments to measure each learner's progress toward instructional goals.
- 2.3 Use assessment data to systematically adjust plans to respond to each learner's learning strengths and needs in relation to short- and long-range goals.
- 2.4 Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

**Standard Area 3. Engagement and Instruction:** Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.

- 3.1 Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.
  - Learning activities address learning objectives and content standards.
- 3.2 Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner's strengths and meet learners' needs.
- 3.3 Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.
- 3.4 Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives.
  - Efficient learning environment includes promoting learning and minimizing loss of instructional time.
- 3.5 Support learners' to develop and apply different perspectives of authentic (real-world) issues.
- 3.6 Use formal and informal assessment to continuously monitor learners' learning, and adjust instruction as appropriate.
- 3.7 Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.

### UW-Madison PERFORMANCE Standards

**Standard Area 4. Assessment:** Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.

- 4.1 Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learner's learning.
  - Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences.
- 4.2 When appropriate, work with others to create and implement comprehensive and appropriate assessment.
- 4.3 Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.
- 4.4 Clearly and accurately communicate assessment results to parents/guardians and other professionals.
- 4.5 Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessments methods in relation to learners' characteristics and experiences, development, curriculum, pedagogies, and resources.

**Standard Area 5. Professionalism and Ethics:** Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.

- 5.1 Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjusting as needed to improve communication and each learner's learning.
  - Includes making informed decisions about current technologies and their applications as they relate to improving learning.
- 5.2 Directly model safe, legal, and ethical use of technologies and information resources.
- 5.3 Maintain accurate instructional and non-instructional records while adhering to confidentiality requirements related to state and federal mandates.
- 5.4 Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.
- 5.5 Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- 5.6 Engage in ongoing professional learning.
- 5.7 Demonstrate leadership.
- 5.8 Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications.