Wisconsin TEACHER STANDARDS

Language Competence
Teachers know the subjects they are teaching.
1. Teachers have a high degree of fluency in English.
2. Teachers comprehend the linguistic and paralinguistic features of the English language.
3. Teachers recognize the processes through which language are acquired in formal and informal contexts.

Developmental and Cultural Contexts
Teachers know how children grow. Teachers understand that children learn differently.
1. Teachers assess individual and group performance in order to design instruction that meets learners' current needs and that leads to the next level of development.
2. Teachers stimulate student reflection on prior knowledge and link new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. Teachers access 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.
4. Teachers identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
5. Teachers use teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
6. Teachers make appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
7. Teachers create learning communities in which individual differences are respected.
**Curriculum, Instruction, and Assessment**

**Teachers are able to plan different kinds of lessons. Teachers know how to test for student progress.**

1. Teachers carefully evaluate 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).

2. Teachers use 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.

3. Teachers constantly monitor and adjust strategies in response to learner feedback.

4. Teachers vary their 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.

5. Teachers develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

6. Teachers create lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

7. Teachers create short-range and long-term plans that are linked to student needs and performance, and adapt the plans to ensure and capitalize on student progress and motivation.

8. Teachers appropriately use 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 knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

9. Teachers solicits and uses information about students' experiences learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

10. Teachers 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.

11. Teachers evaluate 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.

12. Teachers monitor their own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

13. Teachers maintain 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.

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School Environment

Teachers know how to manage a classroom.
1. Teachers create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. Teachers engage 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.
3. Teachers organize, allocate, and manage the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
4. Teachers maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
5. Teachers help 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.
6. Teachers analyze the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

Professional Development

Teachers are able to evaluate themselves.
Teachers are connected with other teachers and the community.
1. Teachers seek out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
2. Teachers draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.
3. Teachers participate in collegial activities designed to make the entire school a productive learning environment.
4. Teachers can identify and use community resources to foster student learning.
5. Teachers establish respectful and productive relationships with parents and guardians from diverse home and community situations, and seek to develop cooperative partnerships in support of student learning and well-being.