



*Keeping track is a matter of reflective review and summarizing, in which there is both discrimination and record of the significant features of a developing experience....It is the heart of intellectual organization and of the disciplined mind.*

*-John Dewey, Experience and Education, 1938*

## **UW-L Standards in Practice**

The Wisconsin Standards for Teacher Development and Licensure address principles of best practices for Teacher Candidates (TC) in PK-12 learning environments. UW-L educators created this standards-based assessment instrument to ensure that a TC can demonstrate proficiency in the knowledge, dispositions, and performances necessary to become a competent teacher. The evaluation process focuses on careful analysis of the TC's observable behaviors as well as close examination of learners under the TC's direction. In other words, the rubrics address what one would expect to see and hear in a learning environment if the TC were enacting the standards. The rubrics concretely address observable behaviors that another person can document. For example, one cannot observe and record a TC's understanding of the tools of the discipline, but one can observe and record a TC using multiple representations and explanations of disciplinary concepts. Because UW-L Standards in Practice addresses both teacher candidate actions as well as learner actions, it provides a useful teaching guide as well as an assessment tool.

Learner behaviors presented throughout this document should not be used to evaluate PK-12 learners themselves. Rather, these behaviors provide a lens through which to observe the impact of the TC's actions on learners.

Teaching is an on-going, problem-solving process, and not a search for "one right" answer or "one best" way. Therefore, effective TCs develop the ability to look at educational policy and decision making from multiple perspectives and to act in ways that have a sound and defensible rationale rooted in research, ethical standards, and personal experience. Furthermore, effective TCs reconsider and adjust their practice in the interest of all learners. TCs use UW-L Standards in Practice for self-assessment, and university supervisors and cooperating teachers use it for external assessment.

Through this assessment tool, TCs, cooperating teachers, and UW-L educators document the TC's ability to make applications, analyses, and judgments in learning environments.

## Uses of UW-L Standards in Practice

Teacher Candidates	Cooperating Teachers and University Supervisors	Teacher Educators
<ul style="list-style-type: none"> <li>To design learning experiences</li> <li>To monitor learning environments</li> <li>To direct professional development through a variety of reflective practices and professional growth plans</li> </ul>	<ul style="list-style-type: none"> <li>To enrich teaching conversations with TC</li> <li>To identify concrete and specific teaching strengths</li> <li>To identify concrete and specific professional growth targets</li> </ul>	<ul style="list-style-type: none"> <li>To guide course construction</li> <li>To monitor TC performances</li> <li>To identify program weaknesses and strengths</li> </ul>

## UW-L Standards in Practice

### Guiding Question:

Does the teacher candidate provide challenging, coherent, and meaningful experiences for each learner that fulfill the educational setting's purposes and result in accomplishment of the Wisconsin Department of Public Instruction's Teacher Standards as well as appropriate academic content and performance standards for PK–12 learners?

### Proficiency Categories:

Evaluators use the following four categories to describe teacher candidate performance:

#### Exemplary

The teacher candidate exceeds the knowledge, dispositions, and/or performance skills of an initial educator. It is not expected that initial educators will be or should be at this level for initial licensure. To move to the Professional Educator License stage, the initial educator must complete a professional development plan (PDP). The exemplary category can serve as a guide to support initial educators as they prepare their PDPs.

#### Professional

The teacher candidate demonstrates accomplishment of the components of the standard. The teacher candidate meets the knowledge, dispositions, and/or performance skills of an initial educator.

#### Beginning

The teacher candidate demonstrates partial implementation of the components of the standard. The teacher candidate needs support for continued development of the knowledge, dispositions, and/or performance skills.

#### Unmet

The teacher candidate articulates little understanding of the concepts related to the component. The teacher candidate must improve on the knowledge, dispositions, and/or performance skills associated with the standard. The teacher candidate will not be recommended for licensure.

**Standard 1: The teacher candidate 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 to learners.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Content Knowledge</b>	<p>TC makes content errors, does not correct errors of learners or self.</p> <p><i>Learners present inaccurate information and rarely use the key ideas of the discipline.</i></p>	<p>TC displays basic content knowledge but does not articulate connections with other parts of the discipline.</p> <p><i>Learners engage in experiences focused on the discipline.</i></p>	<p>TC uses multiple representations and explanations of disciplinary concepts. TC evaluates materials for comprehensiveness, usefulness, and accuracy.</p> <p><i>Learners use knowledge, skills, and methods of inquiry from several disciplines.</i></p>	<p>TC engages learners in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</p> <p><i>Learners engage in holistic learning experiences that integrate content from a variety of disciplines.</i></p>
<b>Creation of Learning Experiences</b>	<p>TC rarely designs learning experiences based on the central concepts of the discipline.</p> <p><i>Learners do not actively engage in subject matter content.</i></p>	<p>TC uses differing viewpoints, theories, and methods of inquiry in the teaching of concepts.</p> <p><i>Learners use a range of materials and engage in meaningful experiences that enhance their abilities to use disciplinary knowledge accurately and appropriately.</i></p>	<p>TC creates interdisciplinary learning experiences that encourage learners to integrate knowledge, skills, and methods of inquiry from several disciplines.</p> <p><i>Learners engage in inquiry used in the disciplines. They identify, develop, evaluate, and apply criteria appropriate to the disciplines to create products or performances.</i></p>	<p>TC collaborates with learners to identify relevant issues that impact learners.</p> <p><i>Learners defend a position and make an action plan by integrating information from multiple disciplines on issues relevant to their lives and the communities in which they live.</i></p>

**Standard 2: The teacher candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Developmental Characteristics of Learners</b>	<p>TC articulates little knowledge of developmental characteristics of age groups.</p> <p><i>Learners rarely engage in learning experiences. They consistently indicate that the tasks are either too difficult or too easy.</i></p>	<p>TC articulates theories of learning and identifies child/adolescent development as a basis for planning learning experiences.</p> <p><i>Learners engage in learning experiences and indicate the tasks are appropriate.</i></p>	<p>TC considers individual and group performances in order to design and/or adapt instruction that meets learners' current needs, including cognitive, social, emotional, moral, and physical.</p> <p><i>Learners engage in developmentally appropriate learning experiences. Learners indicate that learning goals are rigorous but reachable.</i></p>	<p>TC bases instruction on learners' strengths and connects learners to a system of support services. TC makes appropriate modifications to support learners.</p> <p><i>Learners articulate high expectations for themselves and pride in their work. Learners identify their needs and strengths and use available resources.</i></p>
<b>Learners' Prior Knowledge and Experiences</b>	<p>TC articulates little awareness of the importance of connecting curriculum and instruction to learners' prior knowledge and experiences.</p> <p><i>Learners rarely make connections to prior knowledge and experiences.</i></p>	<p>TC uses explanations and representations that link curriculum to prior learning.</p> <p><i>Learners make connections to prior knowledge and experiences.</i></p>	<p>TC stimulates learner reflection on prior knowledge and links new ideas to familiar ideas.</p> <p><i>Learners articulate ways that learning is relevant to their lives.</i></p>	<p>TC taps learners' prior knowledge, language, culture, family, and community to make learning meaningful.</p> <p><i>Learners identify compelling personal connections, set learning goals, and pursue them.</i></p>

**Standard 3: The teacher candidate understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Knowledge of Learner Differences</b>	<p>TC does not articulate knowledge of learner differences (e.g., cognitive, social, and physical development; families, cultures, and communities).</p> <p><i>Learners indicate that they do not feel valued in the learning environment.</i></p>	<p>TC articulates a philosophy of teaching and learning that acknowledges that all learners are capable.</p> <p><i>Learners indicate that they feel valued in the learning environment.</i></p>	<p>TC uses knowledge of learner differences in curricular planning and implementation, and interaction with learners.</p> <p><i>Learners respect their own and others' differing approaches to learning.</i></p>	<p>TC creates a learning environment that respects and celebrates learners' diverse experiences and approaches to learning.</p> <p><i>Learners understand and respect one another's strengths and perform confidently.</i></p>
<b>Strategies for Support</b>	<p>TC provides learning experiences that disregard individual differences.</p> <p><i>Learners do not engage in learning experiences.</i></p>	<p>TC provides learning experiences that respect learners as individuals with differing personal and family backgrounds and various skills, talents, and interests.</p> <p><i>Learners perform at different levels based on their diverse approaches to learning.</i></p>	<p>TC creates learning experiences that build on the strengths of learners.</p> <p><i>Learners engage in varied learning experiences that build on their strengths.</i></p>	<p>TC selects, designs, and assesses experiences that require active engagement of all learners and differentiates to support learners of differing backgrounds, learning styles, and needs.</p> <p><i>Learners and TC collaborate to design learning experiences that build on their strengths.</i></p>

**Standard 4: The teacher candidate understands and uses a variety of instructional strategies to encourage learners’ development of critical thinking, problem solving, and performance skills.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Instructional Models and Strategies</b>	<p>TC does not use a variety of models and strategies.</p> <p><i>Learners learn the “facts” with few opportunities for critical thinking or problem solving.</i></p>	<p>TC uses a variety of models and strategies to engage learners while addressing content consistent with state and national standards.</p> <p><i>Learners actively engage in learning, building new skills from those previously acquired.</i></p>	<p>TC uses multiple strategies to engage learners in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities.</p> <p><i>Learners explore, inquire, and solve problems.</i></p>	<p>TC collaborates with learners to promote the development of critical thinking, problem solving, and performance capabilities.</p> <p><i>Learners assume responsibility for their learning, and work collaboratively and independently to engage in problem solving activities relevant to their lives and their communities.</i></p>
<b>Instructional Role</b>	<p>TC articulates that the instructional role is to transmit information to learners.</p> <p><i>Learners receive and give back information.</i></p>	<p>TC articulates that the instructional role is to guide learning.</p> <p><i>Learners actively engage in learning.</i></p>	<p>TC varies her or his role in the instructional process, (e.g., instructor, facilitator, evaluator) and adapts instruction based on observation of learners.</p> <p><i>Learners monitor their learning and provide feedback to the TC.</i></p>	<p>TC assumes the role of co-learner or audience as appropriate for the content, purposes of instruction, and the needs of learners.</p> <p><i>Learners take on roles as teachers and co-learners to make meaningful choices about what they will do and learn.</i></p>

**Standard 5: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Motivation of Learners</b>	<p>TC does not motivate learners.</p> <p><i>Learners are disinterested in the learning process.</i></p>	<p>TC identifies factors that are likely to promote or diminish motivation.</p> <p><i>Learners express interest and participate in learning tasks.</i></p>	<p>TC makes decisions and adjustments based on cultural and social backgrounds, interests, and abilities to enhance social relationships, learner motivation, and learning.</p> <p><i>Learners make meaningful choices and actively engage in learning tasks.</i></p>	<p>TC collaborates with learners to enhance social relationships, learner motivation, and learning.</p> <p><i>Learners participate in decision making and work collaboratively and independently.</i></p>
<b>Management of the Learning Environment</b>	<p>TC sets up a learning environment that is not sensitive to the rich diversity of learners and their contributions to the learning environment.</p> <p><i>Learners do not engage in developmentally appropriate positive social interactions. Learners exhibit behaviors that prevent others from engaging in the learning activities.</i></p>	<p>TC identifies factors that contribute to a positive learning environment that supports all learners. TC establishes explicit rules of engagement for an inclusive and participatory classroom.</p> <p><i>Learners engage in developmentally appropriate positive social interactions.</i></p>	<p>TC creates a stimulating environment – encouraging activity, involvement, and discovery, in a setting that respects and supports differences.</p> <p><i>Learners contribute to the positive learning climate and the physical space to make the environment their own.</i></p>	<p>TC develops shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.</p> <p><i>Learners are active partners in monitoring the environment and articulate ways to enhance social relations and engagement in productive work.</i></p>

**Standard 6: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Communication</b>	<p>TC does not communicate clearly or appropriately.</p> <p><i>Learners express confusion and are unaware of expectations.</i></p>	<p>TC restates and clarifies to meet learners' needs.</p> <p><i>Learners follow directions and complete tasks.</i></p>	<p>TC fosters active inquiry, collaboration, and supportive interaction.</p> <p><i>Learners listen, ask questions, express ideas, collaborate, and encourage one another.</i></p>	<p>TC uses knowledge of social and cultural backgrounds to foster communication among all learners.</p> <p><i>Learners communicate through a variety of channels appropriate to their backgrounds, interests, needs and skills.</i></p>

**Standard 7: The teacher candidate plans instruction based upon knowledge of the subject matter, learners, the community, and curriculum goals.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Planning</b>	<p>TC does not prepare learning experiences relevant to the learner and subject matter.</p> <p><i>Learners express confusion and are unaware of expectations.</i></p>	<p>TC plans learning experiences relevant to the learner and the subject matter to meet short- or long-term goals.</p> <p><i>Learners engage in learning experiences.</i></p>	<p>TC plans sequential learning experiences to achieve short- and long-term goals. TC uses knowledge of personal, social, and cultural backgrounds to plan multiple learning activities.</p> <p><i>Learners engage in organized, sequential learning experiences. Learners make decisions in a variety of situations.</i></p>	<p>TC collaborates with learners to plan meaningful experiences.</p> <p><i>Learners and TC collaborate to create meaningful experiences.</i></p>

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

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Uses of Assessment Strategies</b>	<p>TC does not use appropriate assessment strategies to measure learner performance.</p> <p><i>Learners rarely engage in assessment tasks. They indicate that the tasks are either too difficult or too easy.</i></p>	<p>TC uses assessment strategies to measure learner performance.</p> <p><i>Learners engage in assessment tasks.</i></p>	<p>TC uses a variety of assessment strategies to monitor learner progress.</p> <p><i>Learners monitor progress and provide feedback to TC. Learners make choices to demonstrate their learning.</i></p>	<p>TC and learners collaborate to select assessment strategies for evaluating how learners learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.</p> <p><i>Learners evaluate progress throughout the tasks.</i></p>
<b>Uses of Assessment Data</b>	<p>TC does not use assessment data to plan learning activities.</p> <p><i>Learners rarely engage in learning experiences. They indicate that the experiences are either too difficult or too easy.</i></p>	<p>TC uses assessment data to plan learning activities.</p> <p><i>Learners engage in learning experiences.</i></p>	<p>TC systematically uses assessment data to plan learning activities. TC appropriately communicates results.</p> <p><i>Learners engage in appropriately challenging learning experiences.</i></p>	<p>TC uses assessment data to collaborate with learners to plan learning activities and communicate strengths to others as appropriate.</p> <p><i>Learners select appropriately challenging learning experiences.</i></p>

**Standard 9: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (learners, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Reflection for Professional Growth</b>	<p>TC does not recognize the effects of actions on learners.</p> <p><i>Learners are not involved in improvement of practice.</i></p>	<p>TC articulates the effects of actions on learners and seeks out ways to improve practice.</p> <p><i>Learners provide TC with feedback about professional practice.</i></p>	<p>TC participates in personal and collegial reflection on practice and participates in appropriate conferences, workshops, and professional development opportunities to support all learners.</p> <p><i>Learners provide TC with on-going, systematic feedback.</i></p>	<p>TC collaborates with others to investigate assumptions and biases, conducts research to improve practice, and shares results.</p> <p><i>Learners and TC collaborate to monitor professional practice.</i></p>

**Standard 10: The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.**

Component	Proficiency Categories			
	Unmet	Beginning	Professional	Exemplary
<b>Development of Family, Staff, and Community Relationships</b>	<p>TC does not interact appropriately with learners, families, community, and staff.</p> <p><i>Learners do not engage in positive interactions in the learning environment.</i></p>	<p>TC promotes positive relationships to support students’ learning and well-being.</p> <p><i>Learners engage in positive interactions in the learning environment.</i></p>	<p>TC develops a responsive learning community, sensitive and responsive to learners and their families.</p> <p><i>Learners are active members of a responsive learning community, connected to services and agencies that support their education and well-being.</i></p>	<p>TC collaborates with learners and their families to build and maintain positive relationships to support learning and well-being.</p> <p><i>Learners are active members of the larger community, becoming advocates for the well-being of themselves, their families, and the community.</i></p>