

Strategic Planning Committee Members, 2024-2025 Academic Year

Fall 2024	Spring 2025
Dan Hyson (PSY) Jennifer Kosiak, Chair (MTH) Lema Kabashi (EDS) Lisa Lenarz, Recorder (ART) Heather Linville (EDS) Christina Mehrkens (PASHE) Pao Lor (SoE Dean's Office) Katie Rutenbar (SoE Dean's Office)	Rosie DeFino (EDS) Daniel Hyson, Recorder (PSY) Lema Kabashi (EDS) Jennifer Kosiak, Chair & Recorder (MTH) Heather Linville (EDS) Christina Mehrkens (PASHE) Pao Lor (SoE Dean's Office) Christy Wopat (SoE Dean's Office)

Minutes

Committee documents have been migrated to the School of Education Microsoft Teams Channel.

[Fall 2024 Meeting Minutes](#)

[Spring 2025 Meeting Minutes](#)

Summary

During the past academic year (2024-2025) the Strategic Planning Committee (SPC) focused on the remaining committee charges to 3) Improve Communication & Community and 5) Fostering an inclusive shared mission/vision centered on members having a sense of belonging”.

As such, the SPC, along with the SoE community finalized the School of Education Mission, Vision, and Conceptual Framework statements. These new statements were adopted via a vote in April 2025 (39-2; 38-3; and 40-2 respectively).

School of Education Conceptual Framework

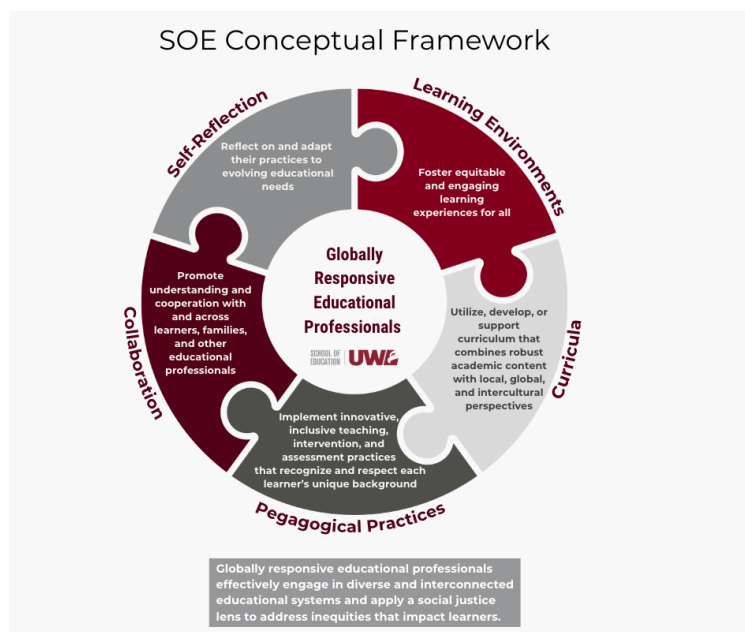
Mission: Our Mission within the School of Education is to prepare and empower globally responsive educational professionals who are committed to promoting innovative educational solutions, culturally responsive pedagogy, and the creation of inclusive and equitable learning environments.

Vision: The School of Education at UW La Crosse strives to be at the forefront in the preparation of globally responsive educational professionals.

Globally responsive educational professionals effectively engage in diverse and interconnected educational systems and apply a social justice lens to address inequities that impact learners. They do this through:

- **Learning environments:** Fostering equitable and engaging learning experiences for all;
- **Curricula:** Utilizing, developing, or supporting curriculum that combines robust academic content with local, global, and intercultural perspectives;
- **Pedagogical practices:** Implementing innovative, inclusive teaching, intervention, and assessment practices that recognize and respect each learner’s unique background;
- **Collaboration:** Promoting understanding and cooperation with and across learners, families, and other educational professionals; and
- **Self-reflection:** Reflecting on and adapting their practices to evolving educational needs.

Ultimately, globally responsive educational professionals are dedicated to preparing the next generation of learners to navigate and contribute meaningfully to an interconnected and just world.



In April 2025, the committee used feedback from the School of Education faculty and staff to align the Conceptual Framework components to the Wisconsin Teacher Education Standards as outlined in Table 1 below. It is recommended that 2025-2026 SPC share this alignment with SoE programs and encourage these programs to align their selected educator standards to the Conceptual Framework as well.

Table 1. Alignment of SoE Conceptual Framework to WI Educator Standards

SoE Conceptual Framework Element	WI Teacher Education Standards
<p>Learning environments: Fostering equitable and engaging learning experiences for all;</p>	<p>WTES 1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.</p> <p>WTES 2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.</p> <p>WTES 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
<p>Curricula: Utilizing, developing, or supporting curriculum that combines robust academic content with local, global, and intercultural perspectives;</p>	<p>WTES 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>WTES 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.</p> <p>WTES 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>WTES 6: Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.</p> <p>WTES 7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas,</p>

	<p>curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.</p>
<p>Pedagogical practices: Implementing innovative, inclusive teaching, intervention, and assessment practices that recognize and respect each learner's unique background;</p>	<p>WTES 1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.</p> <p>WTES 2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.</p> <p>WTES 6: Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.</p> <p>WTES 7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.</p> <p>WTES 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.</p>
<p>Collaboration: Promoting understanding and cooperation with and across learners, families, and other educational professionals;</p>	<p>WTES 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.</p> <p>WTES 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.</p>

<p>Self-reflection: Reflecting on and adapting their practices to evolving educational needs.</p>	<p>WTES 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.</p>
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SPC Next Steps

The committee recommends the following next steps for the 2025-2026 SPC

- 1) Reexamine the SPC charges and set new priorities
- 2) Encourage SoE programs to further align the Conceptual Framework with their selected educator standards
- 3) Charge the SiPs committee by incorporating the conceptual framework components into the modified standards in practice documents.
- 4) Work with SoEL to update SoE field and student teaching surveys to align to the new conceptual framework.

Respectfully submitted by SPC Chair, Jennifer Kosiak