

# Training Module 1

## Introduction to the WELS Teaching Standards

Resource Packet



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## **Philosophy**

Christian educators have a unique privilege – sharing God’s saving message with those they are called to serve. They approach this role with humility, first toward God’s Word as their source of strength for spiritual growth and as their primary tool for equipping others. They also approach the educational portion of their tasks with a humility that recognizes the need for professional growth and commitment that seeks out ways to improve their educational practice.

Christian educators embark on this journey with the words of the Apostle Paul in their hearts and minds, *“Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.”* (Colossians 3:23-24)

## **Purpose**

The press of daily tasks and responsibilities for Christian teachers can, at times, become a nearly overwhelming burden. In the daily throes of a sinful world, time in service to the church and God’s people can easily be consumed with a flood of urgent and important ministry activities. Proactively living out a commitment to lifelong learning, continuous growth, and professional development, while important, do not carry the urgency of daily tasks and activities. As a result, sincere intentions for personal and professional development may be left unrealized without a clearly articulated and manageable plan.

To assist and support Lutheran congregations and their teachers, the WELS Commission on Lutheran Schools has developed the [WELS Ministerial Growth and Evaluation Process](#). The process includes planning and evaluation tools that allow teachers and school leaders to plan, collaborate, and chart progress in the context of shared accountability and ongoing professional and spiritual growth. Such collaborative ministry improvement is critical for the continued health and wellness of Lutheran schools and may also be one of the most impactful steps teachers and leaders can take to strengthen the Christian education of the children and families they serve.

## **Plan**

Four training modules have been designed to equip WELS educators to implement the process:

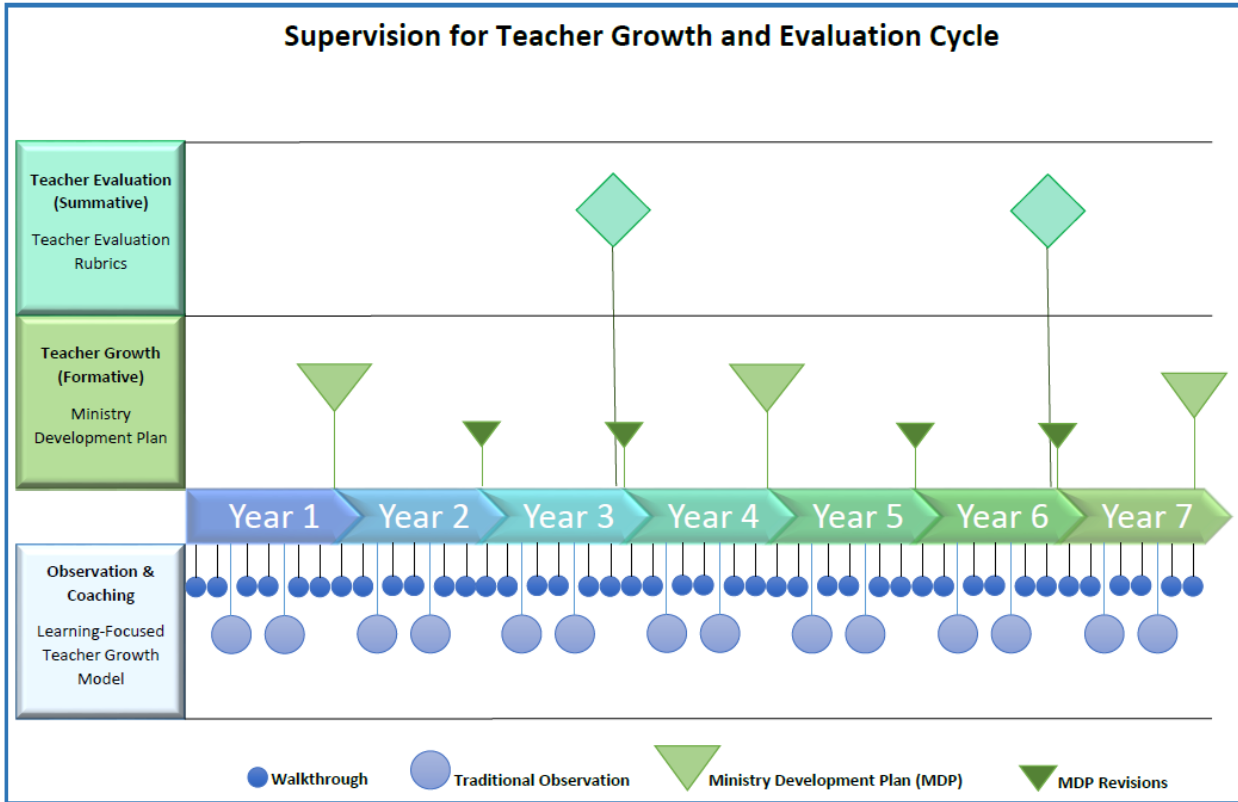
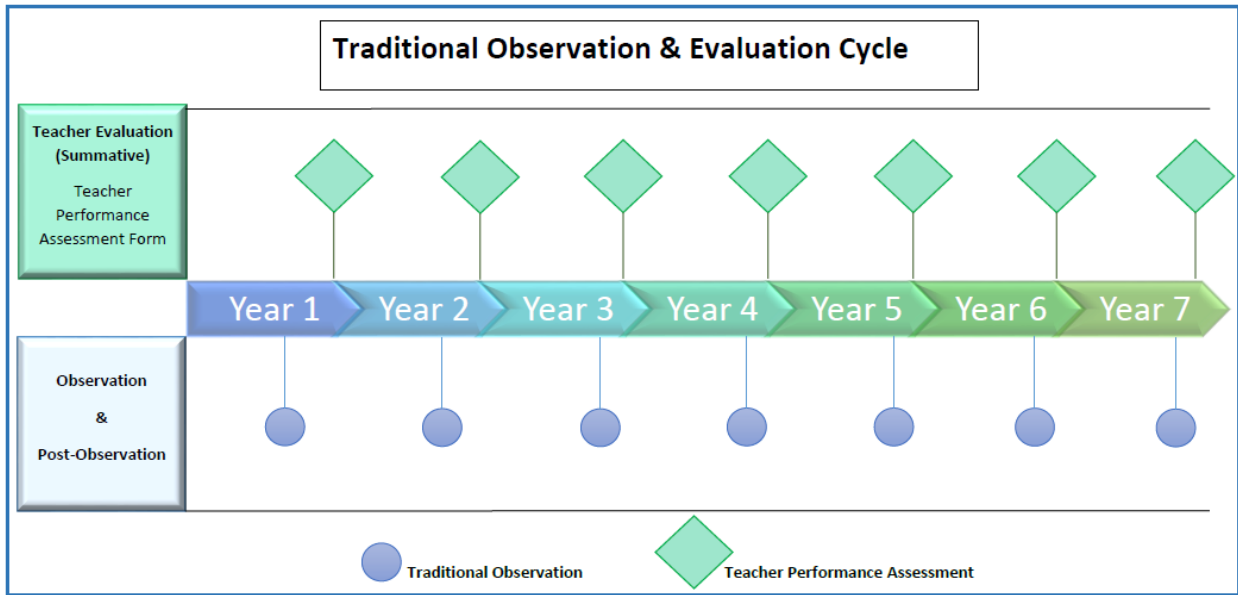
Module 1, The WELS Teaching Standards outlines the Ministerial Growth and Evaluation Process which is built on our strongest asset and highest goal - to serve the Lord and others (Matthew 22:36-40). The process uses WELS Teaching Standards and research-based best practices aligned with the Bible and a uniquely Christian worldview to direct ministerial growth and accountability.

Module 2, Coaching: A Formative Process, introduces a Learning-Focused Teacher-Growth Model. It incorporates educator self-reflection and instructional coaching. This formative process is a streamlined research-based *Learning-Focused* model of effective instruction, collaborative practices, tools, and training.

Module 3, The Ministry Development Plan, presents an individual teacher's multi-year structured plan for professional and spiritual growth. The Ministry Development Plan cycle is flexible to coincide with licensure cycles and individual approaches to professional and spiritual growth. It aligns with school goals and focuses on improved student learning.

Module 4, Evaluation: A Summative Process, incorporates research-based tools to provide evidence-based data for evaluation. This module will equip educators and administrators to discuss, record, and share accurate and usable performance data. This data informs what is shared on call lists.

## Comparative Supervision Models



## WELS Teaching Standards Quiz

1. The Common Core State Standards served as the primary resource for developing the WELS Teaching Standards.

True or False

2. WELS Teaching Standards were primarily developed to make it easier for WELS schools to provide documentation to eliminate poorly performing teachers.

True or False

3. It will be expected that each teacher is formally evaluated annually on each of the WELS Teaching Standards.

True or False

4. The WELS Teaching Standards are an effective tool for teacher self-reflection and goal setting.

True or False

5. The WELS Teaching Standards are based on widely accepted and research-based views of good teaching.

True or False

6. The WELS Teaching Standards continue to be a work in progress and none of our WELS schools are currently using them.

True or False

7. The WELS Lutheran Schools vision is to report where each teacher stands on each of the ten teaching standards so calling bodies have this vital information in their hands for a call meeting.

True or False

8. The WELS Lutheran Schools vision is that WELS teaching standards help inform continuous teacher growth, and that all WELS teachers have a Ministry Development Plan.

True or False

9. Peer evaluation is an effective way to use the WELS Teaching Standards, and that practice is being promoted by WELS Lutheran Schools.

True or False

10. WELS new teachers and WELS trained mentors are already making use of the WELS Teaching Standards.

True or False

## Teaching Standards: A Brief History

- 1983** A report is released entitled *A Nation at Risk*. It makes national headlines and describes how the United States is losing ground economically and educationally to other nations. The blame is placed on a failing school system.
- 1987** A new report is released entitled *A Nation Prepared: Teachers for the 21st Century*. Among other things, the report urged standards for teacher both teacher preparation programs and for practicing teachers.
- 1987** The *National Board for Professional Teaching Standards* releases the first national teaching standards as a benchmark for teachers wishing to be National Board Certified. Today there are over 112,000 American teachers who are National Board Certified.
- 1987** The *Interstate New Teacher Assessment and Support Consortium* (InTASC) released a set of 10 teaching standards developed cooperatively by the Council of Chief State School Officers. These standards become the foundation of the teaching standards in each state.
- 1993** The *National Council for Accreditation of Teacher Education* (NCATE) introduces standards for beginning teachers. All teacher education programs accredited by NCATE ensure their teacher candidates meet those new teacher standards. Today, NCATE is called the Council for Accreditation of Educator Preparation (CAEP).
- 2010** The *WELS Teaching Standards* are adopted for use by the Wisconsin Evangelical Lutheran Synod schools. They include 10 standards and a spiritual foundation.
- 2011** New InTASC standards are released. The standards remain essentially the same, but they are now organized in a different order under four domains.

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## **FOUNDATION: Christian teachers are faithful servants of Jesus Christ.**

*Called teachers are public ministers of the Word who faithfully serve (1 Cor. 4:2) with joy (Phil. 4:4) and dedication (1 Tim. 4:12).*

- F.1** Reflects faith in Christ through words, actions, activities, and relationships.
- F.2** Shows joy and enthusiasm for the teaching ministry.
- F.3** Demonstrates dedication by cheerfully contributing time and energy.
- F.4** Participates in school and congregation activities.
- F.5** Serves with appropriate involvement in community organizations and events.

## **STANDARD ONE: Christian teachers know the subjects they are teaching.**

*The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and creates learning experiences that make these aspects of subject matter meaningful for learners.*

- 1.1** Understands the central concepts, underlying foundations, and broad patterns of the discipline.
- 1.2** Represents and uses differing viewpoints, theories, human ways of knowing, and methods of inquiry in teaching subject matter in the light of God's Word.
- 1.3** Engages learners in generating knowledge and testing hypotheses according to the truth of God's Word and the methods of inquiry and standards of evidence used in the discipline.
- 1.4** Recognizes perspective and bias in curricular materials and encourages students to consider diverse perspectives that reflect love and respect for all of God's people.
- 1.5** Creates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from several subject areas.
- 1.6** Understands how the subject matter fits within God's world in a Biblically correct way and leads the students to that same appreciation and understanding.

## **STANDARD TWO: Christian teachers know how individuals grow and develop.**

*The teacher understands how students learn and develop and provides instruction that supports their spiritual, intellectual, physical, social, and emotional growth.*

- 2.1** Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (spiritual, intellectual, physical, social, and emotional).
- 2.2** Stimulates reflection on prior knowledge and links new content to learners' prior experience.
- 2.3** Provides opportunities for engagement, manipulation, and testing of ideas in view of God's Word and encourages learners to take responsibility for their learning tasks.
- 2.4** Applies theories of human development to classroom instruction.

## **STANDARD THREE: Christian teachers understand that individuals learn differently.**

*The teacher understands how students differ in their approaches to learning and the barriers that impede learning and adapts instruction to meet diverse cultural, socioeconomic, and exceptional needs.*

- 3.1** Identifies and designs instruction appropriate to individual development, learning styles, culture, strengths, and needs.
- 3.2** Uses teaching approaches that are sensitive to the multiple experiences of individual learners and address how they learn and demonstrate what they have learned.
- 3.3** Makes appropriate provisions for individual students who have needs which require adaptations or accommodations.
- 3.4** Identifies when and how to access appropriate services or resources to meet exceptional learning needs.
- 3.5** Acknowledges multiple perspectives in the discussion of subject matter, including attention to students' personal, family, and community experiences, religious background, and cultural norms.
- 3.6** Creates a learning community in which individual differences are respected.

## **STANDARD FOUR: Christian teachers know how to teach.**

*The teacher understands and uses a variety of instructional strategies to encourage learners' spiritual growth and the development of critical thinking, problem solving, and performance skills.*

- 4.1** Selects teaching strategies and materials to meet learner's needs and to achieve instructional purposes.
- 4.2** Designs instruction that uses questioning to promote student engagement in a full range of thinking skills including active learning, critical thinking, and problem solving.
- 4.3** Consistently monitors and adjusts strategies in response to learner feedback.
- 4.4** Varies his or her role in the instructional process in relation to the content and purposes of instruction and the needs of learners.
- 4.5** Develops various clear and accurate presentations of concepts and uses alternative explanations to assist learners' understanding.



## **STANDARD FIVE: Christian teachers know how to create and maintain a Christian learning environment.**

*The teacher uses an understanding of the proper use of law and gospel as well as individual and group motivation and behavior to create a learning environment that promotes Christian living, self-discipline, positive social interaction, active engagement in learning, and self-motivation.*

- 5.1 Models and encourages Christian living in words and actions.
- 5.2 Establishes an effective learning community in which students assume group- and self- responsibility, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- 5.3 Organizes, allocates, and manages resources (e.g. time, space, activities) to provide equitable engagement of students in productive tasks.
- 5.4 Maximizes 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.
- 5.5 Establishes Christ-centered values and expectations that foster a positive classroom climate of openness, mutual respect, support, and inquiry.
- 5.6 Analyzes the physical classroom environment and makes adjustments to enhance social relationships, motivation, engagement, and productive work.
- 5.7 Organizes, prepares, and monitors independent and group work for full and varied participation of all individuals.

## **STANDARD SIX: Christian teachers communicate effectively.**

*The teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.*

- 6.1 Models evangelical communication of God's Word.
- 6.2 Models effective communication skills and strategies in conveying ideas and information.
- 6.3 Supports and expands learner expression in speaking, writing, and other media.
- 6.4 Asks questions and stimulates discussion in various ways for instructional purposes.
- 6.5 Communicates in ways that demonstrate an understanding of cultural and gender differences.
- 6.6 Uses a variety of media communication tools to enrich learning opportunities.

## **STANDARD SEVEN: Christian teachers know how to plan a variety of effective lessons.**

*The teacher organizes and plans systematic instruction based upon knowledge of God's Word, curriculum goals, pedagogy, subject matter, learners, and the community.*

- 7.1 Selects and creates learning experiences that integrate God's Word and are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- 7.2 Plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- 7.3 Creates lessons and activities to meet the developmental and individual needs of diverse learners.
- 7.4 Creates short and long-term plans that are linked to learners' needs and performance.
- 7.5 Demonstrates flexibility by responding to feedback and adapting plans to ensure progress and to capitalize on motivation.

## **STANDARD EIGHT: Christian teachers know how to assess student progress.**

*The teacher uses formal and informal assessment strategies to evaluate and promote the continuous spiritual, intellectual, social, emotional, and physical development of learners.*

- 8.1 Uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performance, and modify teaching and learning strategies.
- 8.2 Gathers and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- 8.3 Engages learners in self-assessment activities to develop awareness of their strengths and weaknesses and to set personal goals for learning.
- 8.4 Continuously evaluates the effect of class instruction on both individuals and the class as a whole.
- 8.5 Monitors teaching strategies in relation to student success, modifying plans and instructional approaches accordingly.
- 8.6 Evaluates and modifies assessment processes to ensure alignment with instructional objectives.
- 8.7 Maintains useful records of student work and performance, provides meaningful feedback to learners, and communicates student progress knowledgeably and responsibly to parents and colleagues.

## **STANDARD NINE: Christian teachers know how to grow spiritually and professionally.**

*The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others in the learning community, and who actively seeks out opportunities to grow.*

- 9.1 Studies the Scriptures diligently in personal, small-group and corporate settings.
- 9.2 Uses observation and research to reflect on, experiment with, and revise practice.
- 9.3 Engages in planned development as a learner and a teacher.
- 9.4 Collaborates with colleagues and support professionals by actively sharing experiences, seeking input, and providing feedback.

## **STANDARD TEN: Christian teachers are connected with colleagues and the community.**

*The teacher acts ethically and with Christian integrity to foster relationships with colleagues, other education professionals, families, the congregation, and the community to support student learning and well-being.*

- 10.1 Participates in collegial activities designed to make the entire school a productive learning environment.
- 10.2 Establishes beneficial links with the learners' external environments.
- 10.3 Identifies and uses congregational and community resources to foster student learning and well-being.
- 10.4 Establishes respectful and productive relationships with families from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- 10.5 Talks with and listens to the student, is sensitive and responsive to signs of distress, investigates situations, and seeks appropriate professional services.
- 10.6 Advocates actively for students.

## Teaching Standards

### The Interstate New Teacher Assessment and Support Consortium (INTASC)

The Interstate New Teacher Assessment and Support Consortium (INTASC) was formed in 1987 to create broad standards that could be reviewed by professional organizations, state agencies, and teacher preparation institutions as a basis for licensing and preparing beginning teachers. The 10 broad INTASC standards are further explicated in terms of teacher knowledge, dispositions, and performances that all beginning teachers should have regardless of their specialty area. These standards present a wide range of content knowledge, pedagogical methodologies and strategies, and personal beliefs and personal behaviors that promote student learning.

Here are the 10 INTASC standards, which can be accessed along with supporting discussion on-line at <http://www.ccsso.org/content/pdfs/corestrd.pdf> . Most teacher preparation programs are specifically aligned with these standards.

*Standard 1: Subject Pedagogy.* The teacher must understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and be able to create learning experiences that make these aspects of subject matter meaningful for students.

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

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

*Standard 4: Instructional Strategies.* The teacher must understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*Standard 5: Learning Environment.* The teacher must be able to use 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.

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

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

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

*Standard 9: Reflection and Professional Development.* The teacher must be a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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

**8710.2000 STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS.**

Subpart 1. **Standards.** A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 in a teacher preparation program approved under part 8700.7600.

Subp. 2. **Standard 1, subject matter.** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;

B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;

C. connect disciplinary knowledge to other subject areas and to everyday life;

D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;

E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;

F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;

G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;

H. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;

I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and

J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Subp. 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;

B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;

C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;

G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and

H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Subp. 4. **Standard 3, diverse learners.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

J. know about community and cultural norms;

K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

N. identify when and how to access appropriate services or resources to meet exceptional learning needs;

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

Q. develop a learning community in which individual differences are respected; and

R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Subp. 5. **Standard 4, instructional strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

A. understand Minnesota's graduation standards and how to implement them;

B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;

E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;

F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;

G. 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;

H. monitor and adjust strategies in response to learner feedback;

I. vary the instructional process to address the content and purposes of instruction and the needs of students;

J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;

K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and

L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Subp. 6. **Standard 5, learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

B. understand how social groups function and influence people, and how people influence groups;

C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

D. know how to help people work productively and cooperatively with each other in complex social settings;

E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;

F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;

G. understand how participation supports commitment;

H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

I. establish peer relationships to promote learning;

J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;

K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;

M. engage students in individual and group learning activities that help them develop the motivation to achieve, by 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 and the learning;

N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

O. 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;

P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Subp. 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- A. understand communication theory, language development, and the role of language in learning;
- B. understand how cultural and gender differences can affect communication in the classroom;
- C. understand the importance of nonverbal as well as verbal communication;
- D. know effective verbal, nonverbal, and media communication techniques;
- E. understand the power of language for fostering self-expression, identity development, and learning;
- F. use effective listening techniques;
- G. foster sensitive communication by and among all students in the class;
- H. use effective communication strategies in conveying ideas and information and in asking questions;
- I. support and expand learner expression in speaking, writing, and other media;
- J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
- K. use a variety of media and educational technology to enrich learning opportunities.

Subp. 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

- A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- B. plan instruction using contextual considerations that bridge curriculum and student experiences;
- C. plan instructional programs that accommodate individual student learning styles and performance modes;



D. create short-range and long-range plans that are linked to student needs and performance;

E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;

G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and

H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Subp. 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;

B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;

C. understand the purpose of and differences between assessment and evaluation;

D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;

E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;

G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;

H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

L. establish and maintain student records of work and performance;

M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Subp. 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

A. understand the historical and philosophical foundations of education;

B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

C. understand the influences of the teacher's behavior on student growth and learning;

D. know major areas of research on teaching and of resources available for professional development;

E. understand the role of reflection and self-assessment on continual learning;

F. understand the value of critical thinking and self-directed learning;

G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

J. collaboratively use 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. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;

L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and

M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Subp. 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;

D. understand the concept of addressing the needs of the whole learner;

E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

F. understand data practices;

G. collaborate with other professionals to improve the overall learning environment for students;

H. collaborate in activities designed to make the entire school a productive learning environment;

I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;

- J. identify and use community resources to foster student learning;
- K. establish productive relationships with parents and guardians in support of student learning and well-being;
- L. understand mandatory reporting laws and rules; and
- M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Subp. 12. **Effective date.** The requirements in this part for licensure are effective on September 1, 2010, and thereafter.

**Statutory Authority:** *MS s 122A.09; 122A.18*

**History:** *23 SR 1928; 34 SR 595*

**Posted:** *November 19, 2009*

# Wisconsin Teaching Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate a proficient performance in the knowledge, skills, and dispositions under all of the teacher standards.

The ten teacher standards for teacher development and licensure are:

**1. Teachers know the subjects they are teaching.**

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

**2. Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**4. Teachers know how to teach.**

The 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.

**5. Teachers know how to manage a classroom.**

The 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.

**6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**7. Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**8. Teachers know how to test for student progress.**

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

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects 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.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

## Comparing Teaching Standards

*Review the following teaching standards: WELS, InTASC, Minnesota, and Wisconsin. Then discuss the ways the standards are similar and different from one another. Have a group member record your conclusions below.*

Similarities	Differences

Teacher Observation Form

Instructor / Subject \_\_\_\_\_

STANDARD:		
Observation	Element	Descriptor Level

Suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_