

Wisconsin Educator Standards—CEC Competencies—COEHS Conceptual Model

Each of the 10 Wisconsin Educator Standards and its definition is listed first, followed by the correlating CEC Competencies and COEHS Conceptual Model components. Examples for each standard are listed next.

A disposition reflective of each standard is included.

- 1. Know subject they teach**—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. **CEC**—Foundations; **COEHS**—Knowledge of content; Lifelong learner

Examples: ▪ Possesses depth and breadth of academic content areas with ability to adapt/modify curriculum ▪ Evaluates teaching resources and curriculum materials ▪ Uses multiple explanations of disciplinary concepts

Disposition—Shows enthusiasm for the subject and values multiple points of view, theories, knowledge, and methods of inquiry

- 2. 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. **CEC**—Development and characteristics of learners. **COEHS**—Knowledge of learning; Pedagogy

Examples: ▪ Designs and implements instructional activities consistent with the developmental characteristics of age groups

Disposition—Recognizes and appreciates variation in student development, respects diversity in the classroom, and builds on student strengths as a basis for student growth

- 3. 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. **CEC**—Individual learning differences; **COEHS**—Understanding diversity; Knowledge of culture; Knowledge of learning; Pedagogy

Examples: ▪ Demonstrates positive regard for diversity (race, ethnicity, gender, culture, sexual orientation, socioeconomic, linguistic) ▪ Demonstrates flexibility when responding to individual student needs ▪ Demonstrates understanding of individual differences when developing adaptations/modifications of curriculum ▪ Identifies and accesses appropriate services or resources

Disposition—Believes that all children can learn and is committed to the pursuit of individually configured excellence

- 4. 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. **CEC**—Instructional strategies. **COEHS**—Understanding pedagogy; Being a skillful practitioner.

Examples: ▪ Gains and maintains student attention ▪ Facilitates effective transitions between activities ▪ Provides appropriate guided and independent practice ▪ Engages active participation of all students ▪ Demonstrates appropriate variety, pacing, and intensity ▪ Provides explicit instructional strategies appropriate to curriculum content

Disposition—Values the active engagement of all learners and teaches in ways that support/encourage independence, critical thinking, and problem solving

- 5. 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. **CEC**—Learning environments and social interactions. **COEHS**—Being a skillful practitioner.

Examples: ▪ Creates a positive learning environment ▪ Uses positive and proactive behavior management techniques ▪ Models appropriate behavior through effort, enthusiasm, attitude, and initiative ▪ Implements motivational strategies for individual students ▪ Uses functional behavioral analysis in classroom management ▪ Organizes and monitors independent and group work

Disposition—Demonstrates positive regard toward students and their families and takes responsibility for establishing a positive climate in the classroom

6. Communicates 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. **CEC**—Language. **COEHS**—Being a skillful practitioner

Examples: ▪ Responds appropriately to student feedback ▪ Fosters collaboration between students ▪ Demonstrates professional oral and written skills ▪ Uses multimedia communication tools and assistive technology ▪ Follow confidentiality regulations ▪ Stimulates effective classroom discussions

Disposition—Recognizes the power of language for fostering self-expression, identity development, and the role of language in learning and encourages many modes of communication in the classroom

7. 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. **CEC**—Instructional planning. **COEHS**—Understanding curriculum; Being a skillful practitioner; Content; Pedagogy; Learning

Examples: ▪ Develops specific and well designed unit and lesson plans ▪ Integrates IEP/IFSP goals into lesson plans ▪ Designs instruction aligned to state content standards or extended grade-band standards ▪ Creates lessons and activities at multiple levels

Disposition—Values short and long-term planning and the importance of connecting this to state standards, but understands the importance of flexibility in planning and is willing to change lessons according to the needs and understanding of students

8. 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. **CEC**—Assessment. **COEHS**—Being a skillful practitioner.

Examples: ▪ Employs effective classroom observational skills ▪ Collects and analyses data regarding student behaviors ▪ Demonstrates effective use of informal/curriculum-based assessments ▪ Involves learners in self-assessment activities ▪ Maintains and communicates information on student performance and work

Disposition—Values on-going assessment as essential to the instructional process and recognizes that many strategies are necessary for monitoring student progress and promoting student growth

9. 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. **CEC**—Professional and ethical practice. **COEHS**—Being a lifelong learner; Being a reflective professional.

Examples: ▪ Adheres to ethical mandates in interacting with colleagues and community ▪ Reflects on instructional effectiveness as a teacher related to student achievement ▪ Engages in self-reflection of teaching performance ▪ Seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher ▪ Articulates and defends a philosophy of education to guide his/her practice and contributes to the stated philosophy of the school building/district

Disposition—Believes reflection is an essential and powerful part of professional growth and improvement of instruction, and seeks help and refines practices to meet the changing needs of students

10. 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. **CEC**—Collaboration. **COEHS**—Knowledge of culture; Being a change agent ; Reflective professional

Examples: ▪ Displays respect in interactions with colleagues and families ▪ Empowers and advocates on behalf of families ▪ Uses appropriate community resources in teaching ▪ Participates in school collegial activities

Disposition—Collaborates with other professionals to improve the overall learning of students while respecting their students' rights to privacy and confidentiality
