



Wisconsin Educator Standards – Teachers

Ten Standards for Teacher Development and Licensure Aligned with the COEHS Model of “The Educator as a Caring Intellectual”

1. Teachers know the subjects they are teaching.

Content, Curriculum, Lifelong Learner

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

Disposition – Shows enthusiasm for the subject and values multiple points of view, theories, ways of knowing, and methods of inquiry.

2. Teachers know how children grow.

Learning, Pedagogy, Diversity Culture

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

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. Teachers understand that children learn differently.

Diversity, Culture, Learning, Pedagogy

The teacher understands how students 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.

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

4. Teachers know how to teach.

Pedagogy, Learning, Skillful Practitioner

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.

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

5. Teachers know how to manage a classroom.

Skillful Practitioner

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.

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

6. Teachers communicate well.

Skillful Practitioner

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.

Disposition – Listens to students and 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. Teachers are able to plan different kinds of lessons.

Curriculum, Skillful Practitioner, Pedagogy, Learning, Content

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

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. Teachers know how to test for student progress.

Skillful Practitioner, Pedagogy, Learning, Content, Curriculum

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

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. Teachers are able to evaluate themselves.

Lifelong Learner, Reflective Professional

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.

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. Teachers are connected with other teachers and the community.

Diversity, Culture, Change Agent, Reflective Professional

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.

Disposition – Believes in the importance of collaboration with other professionals to improve the overall learning of students while respecting their students' rights to privacy and confidentiality.