

InTASC Standards and Licensure

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

1. **Learner Development** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **WES 2** – Know how children grow. **COEHS** – Knowledge of learning, understanding pedagogy.
2. **Learning Differences**- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **WES 3** – Understand that children learn differently. **COEHS** – Understanding diversity, Knowledge of culture, Knowledge of learning, Understanding pedagogy.
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. **WES 5** – Know how to manage a classroom. **COEHS** – Being a skillful practitioner.
4. **Content Knowledge**- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **WES 1** – Know the subject they teach. **COEHS** – Knowledge of content, Being a life-long learner.
5. **Application of Content**- The teacher understands how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **WES 6** – Communicates well with students. **COEHS** – Being a skillful practitioner.
6. **Assessment**: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. **WES 8** – Know how to test for student progress. **COEHS** - Being a skillful practitioner.
7. **Planning for Instruction**: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **WES 7** – Able to plan different kinds of lessons. **COEHS** - Understanding curriculum, Being a skillful practitioner, Knowledge of content, Understanding pedagogy, Knowledge of learning.
8. **Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **WES 4** – Know how to teach. **COEHS** – Understanding pedagogy, being a skillful practitioner.
9. **Professional Learning and Ethical Practice**: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **WES 9**: Able to evaluate themselves. **COEHS**: Being a life-long learner, Being a reflective professional.
10. **Leadership and Collaboration**: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **WES 10** - Are connected with other teachers and the community. **COEHS** - Knowledge of culture, Being a change agent, Being reflective professional.