

## UW-Madison FOUNDATIONAL KNOWLEDGE (Content) Standards

**Standard Area 1. Learner and Learning Environment:** Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development.

Teachers know:

- 1.1. Learners differ in cognitive, linguistic, social, emotional, and physical development and ways of knowing at different life stages and have varying patterns of development and learning.
- 1.2. To thrive, learners need supportive, inclusive, and safe learning environments and activities that support development and learning by being responsive to each learners' cognitive, linguistic, social, emotional, and physical needs.
- 1.3. Teachers' assumptions about learners should be identified and challenged, acknowledging how the interactions among learners' and teachers' culture, language, backgrounds, and ability levels affect the learning environment and each learner's learning success.
- 1.4. Learning environments change as technologies and information resources change.

**Standard Area 2. Planning:** Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.

Teachers know:

- 2.1. How to combine knowledge of learners and their families and communities; learning environments; content areas and pedagogy; and assessment data to plan developmentally appropriate and challenging instruction that meets rigorous short and long-range goals and standards.
  - Knowledge of learners includes learners' prior knowledge and experiences, interests, cultural and linguistic diversity, strengths, and needs.
  - Knowledge of content areas and pedagogy includes central concepts, tools of inquiry, and structures of the disciplines they teach; curriculum; cross-disciplinary skills; instructional strategies; technologies and other informational.
  - Assessment data include information obtained from multiple types of formative and summative assessment.

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**Standard Area 3. Engagement and Instruction:** Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.

Teachers know:

3.1. How to combine knowledge of learners their families, and communities; learning environments; how learning is organized and pursued; effective instructional strategies; evidence-based resources; and assessment data to create and implement responsive, appropriate, and challenging learning activities.

- Knowledge of learner includes learner development.
- Organization and pursuit of learning includes central content, tools of inquiry, and structures of the discipline(s).
- Effective instructional strategies include search-based and other recommended instructional strategies relevant to the discipline.
- Creating and implementing learning activities includes selecting learning tasks, contemporary tools and resources, and strategies.

3.2. How to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard Area 4. Assessment:** Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.

Teachers know:

4.1. How to design and implement accessible, unbiased assessments that reveal learners' strengths and needs.

- Includes multiple forms of formative and summative assessment for different purposes.
- Accessible and unbiased assessment includes accommodating for various learners, including learners with disabilities or learners with differing linguistic strengths and needs, and responding to linguistic and cultural biases associated with tests and their administration.

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- 4.2. When appropriate, how to collaborate with others to design and implement assessments, and analyze data.
- 4.3. How to use assessment results to adjust instruction and intervention, and describe learners' progress toward goals and standards.

**Standard Area 5. Professionalism and Ethics:** Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.

Teachers know:

- 5.1. Cultural and linguistic considerations related to communication and family engagement.
- 5.2. How teachers' reflection on their practices and assumptions informs instruction, helping teachers create and modify future learning activities that enhance learners' learning.
  - Reflection on assumptions includes knowing there are multiple ways of knowing that may be differ among students and their teachers.
- 5.3. That learning is a reciprocal activity that connects and affects both learner and teacher.
- 5.4. How to identify and ethically use available resources to maximize planning, assessing, instructing/engaging, and communicating with students, their families, and other educators.
- 5.5. Professional ethics; and state and federal law requirements, state and district policies and regulations that guide their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers.
- 5.6. How institutional contexts, policies and practices influence inclusion and exclusion of some learners.