

UW-MADISON PERFORMANCE 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.

- 1.1 Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.
- 1.2 Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.
- 1.3 Reflect on and meaningfully justify decisions relating to the learner and the learning environment.

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.

- 2.1 Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.
 - Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
 - Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.
- 2.2 Choose, modify, and/or create formative and summative assessments to measure each learner's progress toward instructional goals.
- 2.3 Use assessment data to systematically adjust plans to respond to each learner's learning strengths and needs in relation to short- and long-range goals.
- 2.4 Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

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.

- 3.1 Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.
 - Learning activities address learning objectives and content standards.
- 3.2 Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner's strengths and meet learners' needs.

- 3.3 Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.
- 3.4 Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives.
 - Efficient learning environment includes promoting learning and minimizing loss of instructional time.
- 3.5 Support learners' to develop and apply different perspectives of authentic (real-world) issues.
- 3.6 Use formal and informal assessment to continuously monitor learners' learning, and adjust instruction as appropriate.
- 3.7 Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.

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.

- 4.1 Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learner's learning.
 - Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences.
- 4.2 When appropriate, work with others to create and implement comprehensive and appropriate assessment.
- 4.3 Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.
- 4.4 Clearly and accurately communicate assessment results to parents/guardians and other professionals.
- 4.5 Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessments methods in relation to learners' characteristics and experiences, development, curriculum, pedagogies, and resources.

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.

- 5.1 Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjusting as needed to improve communication and each learner's learning.
 - Includes making informed decisions about current technologies and their applications as they relate to improving learning.
- 5.2 Directly model safe, legal, and ethical use of technologies and information resources.
- 5.3 Maintain accurate instructional and non-instructional records while adhering to confidentiality requirements related to state and federal mandates.

- 5.4 Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.
- 5.5 Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- 5.6 Engage in ongoing professional learning.
- 5.7 Demonstrate leadership.
- 5.8 Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications.