Core Guiding Principle

Urban Education/Equity

All programs at UWM leading to licensure by the Wisconsin Department of Public Instruction have adopted a unified guiding principle centered on advocating for and providing an equitable education to all students, within a culture of inspiration, high expectations, accountability and quality services. Individuals licensed through UWM demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of their work. Candidates have substantive knowledge about the varieties of urban contexts and cultures, the forces that maintain poverty, and other powerful historic and contemporary beliefs and traditions that support discrimination in society. They understand how other social identities, including gender, disability, sexual orientation, and religion, intersect with the forces of poverty, cultural traditions, language, and racism and lead to inequity in teaching and learning.

UWM-WI Teacher Standards

Throughout their programs and in their portfolios, candidates address the Urban Education/Equity Principle as they interpret the performance standards of the applicable license. For teacher candidates, Wisconsin has adopted the InTASC Teacher Standards (Interstate New Teacher Assessment and Support Consortium of the Council of Chief State School Officers) which are listed in #1-#10 below (2011 version). Faculty and staff at UWM have interpreted these ten standards specifically for UWM candidates to reflect their alignment with UWM's Core Guiding Principle: Urban Education/Equity.

The Learner and Learning Environments

Standard 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.

Standard 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.

Standard 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.
For UWM candidates this means recognizing the unique potential of the individual learner and setting appropriate and high expectations for all. Candidates simultaneously appreciate the role of their students’ context, that is, their cultures and communities, in shaping their individual development. They understand the historic and philosophic forces that may influence their assumptions about diverse cultures and communities. UWM candidates use effective strategies to support English language learning, respecting students’ first languages and dialects and valuing them as assets. They also embrace learners with disabilities and work against biases that lead to misidentification and labeling. Finally, with respect to learning environments, UWM candidates create safe learning environments in which differences among students are understood and respected. They build positive relationships with every child and select instructional approaches that ensure students are motivated and actively involved in learning. When difficult or challenging behavior arises, candidates provide emotional and behavioral support in a highly skilled, positive, and respectful manner.

### Content Knowledge

**Standard 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.

**Standard #5: Innovative Applications of Content**

The teacher understands 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.

For UWM candidates this means drawing on strong disciplinary knowledge in liberal arts as well as knowledge of the socio-cultural and historical context of the discipline. Candidates are able to translate their knowledge of disciplinary content into appropriate instructional activities and represent this content in meaningful ways for their students. They apply rigorous and high expectations for every student and demonstrate the belief that every child is capable of and eager for learning.

### Instructional Practice

**Standard #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.

**Standard #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.
Standard #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.

*For UWM candidates* this means that progress is expected for all students and assessment measures are clearly communicated in ways that motivate students to learn. Candidates use a range of assessment practices that draw upon students’ strengths as well as needs. They establish high standards for student learning and achievement and teach in ways to enable students to meet these standards, using their understanding of cultural and linguistic differences and knowledge about their students’ specific cultures and communities to do so. Drawing upon a repertoire of effective teaching strategies, they make discerning choices about the approach that will best achieve desired learning outcomes, always pushing students toward greater independence as learners. They are able to represent content knowledge in ways that make sense to their students and are skilled in the strategic use of technology to support instruction. They draw strategically on a range of well-developed curriculum resources and instructional methods to ensure that their students meet high standards. Candidates advocate for and are skilled in planning and implementing a rich and challenging curriculum that maximizes their students’ opportunities in life. They understand the critical role literacy plays in creating lifelong opportunities for students and support the ongoing literacy learning of students across all content areas.

Professional Responsibility

Standard #9: Reflection and Continuous Growth

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 professional, and the community), and adapts practice to meet the needs of each learner.

Standard #10: 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.

*For UWM candidates* this means reflecting on their teaching effectiveness and their utilization of equitable educational practices to create positive change and to address achievement gaps in the communities in which they teach. They view themselves as lifelong learners committed to enhancing professional practice and deepening their knowledge in their respective fields and in successful collaboration with their colleagues. Our candidates take responsibility for learning about the community, its assets, and its resources and collaborate with community and agency staff to support the educational process. UWM candidates reach out to their students’ families and, through regular communication and collaboration with family members, build strong relationships to help students learn. They understand that all families want their children to be well educated, and they draw on assets that exist within their students’ families to reach this goal.