

UW-Platteville School of Education
Knowledge, Skill, and Disposition Statements

Domain 1: Planning and Preparation

KSD1.a. DEMONSTRATES KNOWLEDGE OF CONTENT AND PEDAGOGY (MAIN 1) (4)The candidate displays extensive content knowledge of his/her subject areas and demonstrates a continuing search for new content knowledge, resources, and best instructional practices, while understanding student diversity and student misconceptions and misunderstandings as key to the teaching process.

KSD1.b. DEMONSTRATES KNOWLEDGE OF STUDENTS (MAIN 2)
The candidate displays knowledge of the typical developmental characteristics, learning styles, skills, interests, developmental backgrounds, and cultural heritages of students and is always aware of the broad ranges and variety present for each of these student characteristics and lifestyles.

KSD1.c. SELECTS INSTRUCTIONAL GOALS (Main7)
The candidate can establish clearly written goals that reflect the curriculum framework and standards, and can articulate high expectations that permit viable methods of assessment and account for varying learning needs and styles, and prior knowledge.

KS1.d. DEMONSTRATES KNOWLEDGE OF RESOURCES (7) (4)
The candidate actively seeks materials and resources to enhance instruction by utilizing school and district resources as well as other resources available outside the school/district.

KS1.e. DESIGNS COHERENT INSTRUCTION (7) (4)
The candidate, with appropriate student input, has the ability to develop relevant, goal-directed, engaging, clear, and varied learning activities that progress coherently and produce a unified instructional setting that reflects recent professional research.

KSD1.f. ASSESSES STUDENT LEARNING (7) (4) (8)
The candidate understands, is committed to, and can develop assessments that are clearly stated and congruent with instructional goals. The students are aware of how they are meeting the established standards and are involved in the goal setting process.

Domain 2: The Classroom Environment
KSD2.a. CREATES AN ENVIRONMENT OF RESPECT AND RAPPORT (2) (5)

The candidate demonstrates genuine care and respect for students while the students exhibit respect for the teacher. The students also display genuine care and respect for one another as individuals and as students, and are aware of cultural, social, intellectual and physical variations among their peers.

KSD2.b. ESTABLISHES A CULTURE FOR LEARNING **(Main 6) (5)**

The candidate can create a classroom environment that establishes and maintains high expectations for all students to value content of course work, take pride in work by initiating improvements, and help peers.

KSD2.c. MANAGES CLASSROOM PROCEDURES (6) (4) (5)

The candidate values and has the ability to manage self-motivated students and instructional groups who are productively and independently working at all times with classroom transitions and routines occurring smoothly. The teacher, volunteers, paraprofessionals and students share the responsibility for the classroom environment.

KSD2.d. MANAGES STUDENT BEHAVIOR (6) (Main 5)

The candidate can establish clear standards of conduct with student input. The monitoring of these standards is subtle and preventive with respectful student self- and peer monitoring also occurring. The candidate can respond to misbehavior effectively, being sensitive to individual needs.

KS2.e. ORGANIZES PHYSICAL SPACE (4) (5)

The candidate has the ability to establish a classroom environment that is safe. Physical resources will be arranged to best serve the teacher and student in providing productive learning for all students.

Domain 3: Instruction

KS3.a. COMMUNICATES CLEARLY AND ACCURATELY(3) (7)

The candidate's spoken and written language are correct, expressive and clear, with well-chosen vocabulary that enriches teaching and communicates thoughtfully, responsively, and effectively for a wide range of student understanding and encourages appropriate student language development.

KS3.b. USES QUESTIONING AND DISCUSSION TECHNIQUES (6)

The candidate's questioning techniques and instructional strategies are of uniformly high quality with special attention given to available time for student response, varied levels of questions, and adequate student involvement in the discussion/instructional process.

KS3.c. ENGAGES STUDENTS IN LEARNING (2)

The candidate has the ability to engage students in the learning process by linking appropriate content, based upon suitable instructional materials and resources, to students' knowledge and experience, being certain that all students are cognitively engaged in the activities/assignments and that the students actively contribute to the content design. Instruction is highly coherent and appropriately paced for all students and allows for reflection and closure as appropriate.

KSD3.d. PROVIDES FEEDBACK TO STUDENTS (2) (5)

The candidate can provide timely, high quality feedback to students that is useful to the students in their learning.

KSD3.e. DEMONSTRATES FLEXIBILITY AND RESPONSIVENESS (3) (7) (5)

The candidate has the ability to make appropriate adjustments to his/her instruction and accommodates students' questions and interests while being aware of student differences and difficulties, and can use a wide range of resources and strategies to meet all students' needs in the classroom.

Domain 4: Professional Responsibilities KSD4.a. REFLECTS ON TEACHING (1) (9)

The candidate makes an accurate and thoughtful reflection of his/her teaching effectiveness, is aware of specific elements of his/her teaching that contributed to successful instruction, and can offer alternative teacher action to predict the future successes of alternate approaches.

KSD4.b. MAINTAINS ACCURATE RECORDS (9) (8)

The candidate values, understands, and can maintain accurate records and assessment data including a system for student completion of assignments, information concerning student progress, and a system for non-instructional activities with all record systems reflecting student contributions to their establishment and maintenance.

KSD4.c. COMMUNICATES WITH FAMILIES (3) (Main 8)

The candidate is able to provide frequent, sensitive and appropriate information to parents and students about students' positive and negative progress within the instructional program and successfully engages families in the educational process when appropriate.

SD4.d. CONTRIBUTES TO THE SCHOOL AND DISTRICT (Main 4) (Main 10)

The candidate is able to assume a leadership role among colleagues and is supportive and cooperative with peers and volunteers, and serves as a participant and leader in school events and school and district projects. (Main 4)

KSD4.e. GROWS AND DEVELOPS PROFESSIONALLY (1) (Main 9)

The candidate is aware of opportunities for professional development to improve content knowledge and pedagogical skill and can take an active role in assisting other educators.

KSD4.f. SHOWS PROFESSIONALISM (8) (10)

The candidate has the ability to participate professionally in staff decision-making and be highly proactive in serving students, working to assure that all students, particularly those traditionally underserved, have an opportunity for success in school.