



# Initial Educators Community of Practice

Date	Topic	Teacher Standards	Danielson Components
September 13 3:30-4:30	SLO/SMART Goal Development	<p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.</p>	<p>1b: Demonstrating knowledge of students 1c: Setting instructional outcomes 4e: Growing and Developing Professionally</p>
October 11 3:30-4:30	Co-Planning, Co-Teaching, and Co-Serving	<p><b>Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.</p> <p><b>Planning for Instruction.</b> The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils’ communities.</p> <p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.</p> <p><b>Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.</p> <p><b>Learning Environments.</b> 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.</p>	<p>2b: Establishing a culture for learning 4e: Growing and Developing Professionally</p>
November 8 3:30-4:30	Data Check and Next Steps	<p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.</p>	<p>1b: Demonstrating knowledge of students 1c: Setting instructional outcomes 4a: Reflecting on Teaching 4e: Growing and Developing Professionally</p>
December 13 3:30-4:30	Closing the Excellence Gap: Instructional Practices	<p><b>Pupil Development.</b> The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.</p> <p><b>Learning Differences.</b> The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.</p> <p><b>Application of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><b>Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their content knowledge in a meaningful way.</p> <p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.</p> <p><b>Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.</p>	<p>1e: Designing coherent instruction 3c: Engaging students in learning 4e: Growing and Developing Professionally</p>
January 10 3:30-4:30	Data check and Next Steps	<p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.</p>	<p>1b: Demonstrating knowledge of students 1c: Setting instructional outcomes 4a: Reflecting on Teaching 4e: Growing and Developing Professionally</p>

February 7 3:30-4:30	Assessment without Barriers	<p><b>Assessment.</b> The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teachers and pupil's decision making.</p> <p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.</p>	<p>1f: Designing student assessments 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally</p>
March 14 3:30-4:30	Data check and Next Steps	<p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.</p>	<p>1b: Demonstrating knowledge of students 1c: Setting instructional outcomes 4a: Reflecting on Teaching 4e: Growing and Developing Professionally</p>
April 11 3:30-4:30	Family Engagement	<p><b>Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.</p> <p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.</p>	<p>4c: Communicating with Families 4e: Growing and Developing Professionally</p>
May 9 3:30-4:30	Presentation of Capstone Projects	<p><b>Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.</p>	<p>1b: Demonstrating knowledge of students 4a: Reflecting on Teaching 4e: Growing and Developing Professionally</p>

\*\*\*Green sessions are for mentors and initial educators

Resources:

Assessment Literacy: [Assessment Literacy Module | Wisconsin Department of Public Instruction](#)

Writing Quality Student/School Learning Objectives (SLO): [Writing Quality Student/School Learning Objectives \(SLO\)](#)

Smart Student Learning Objectives: [SMART Student Learning Objectives \(SLOs\)](#)

Data Literacy Modules: [Data Literacy Module](#)

Formative Assessment: [Formative Assessment; Use the Identifying Effective Formative Assessment Practices presentation for professional development.](#)

Gradual Release of Responsibility Instructional Framework: [Gradual Release of Responsibility \(GRR\) Instructional Framework](#)