



Curriculum Dispositions, Knowledge, and Skills Competencies for Beginning Teachers in Wisconsin

*Developed by the Wisconsin Educator Preparation Program Curriculum Learning (EPP-CL) Network
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Strands	Dispositions	Knowledge	Skills
	Well-prepared beginning teachers:	Well-prepared beginning teachers:	Well-prepared beginning teachers:
Role of standards, curriculum, and instructional materials	D1. Demonstrate the belief that every student can achieve the expectations of state academic standards.	K1. Understand content expectations for student learning in state academic standards. K2. Understand the interconnections among standards, curriculum, and instructional materials. K3. Are familiar with the role of state, district, and school policies in establishing and selecting content-area curriculum and instructional materials.	S1. Formulate clear, content-specific learning goals for lessons or sequences of lessons. S2. Identify the alignment between lesson learning goals and state academic standards. S3. Describe the content learning occurring in lessons or sequences of lessons.
Critical user of instructional materials	D2. Recognize the need to interrogate the quality of instructional materials and resources.	K4. Understand curriculum trends, content-area research on student learning, high-leverage teaching practices, and how these are reflected in instructional materials.	S4. Evaluate strengths and weaknesses of instructional materials. S5. Justify curricular and instructional decisions, including selection and modification of materials and the inclusion or exclusion of specific content topics.
Culturally responsive use of instructional materials	D3. Recognize that cultural bias exists in instructional materials. D4: Realize that one’s lived experiences may be incongruent with students’ experiences and are mindful of how this may affect instructional decisions.	K5. Identify ways to authentically connect and engage learners’ assets, experiences, interests, and cultures with content-area curriculum.	S6. Evaluate the relevance of instructional materials to students’ contexts, interests, and communities. S7. Draw upon the diversity of students’ content, cultural, and linguistic backgrounds to enhance lessons from instructional materials while maintaining coherence and depth of learning.
Teach with high-quality, standards-aligned instructional materials	D5. Recognize that all students deserve access to and benefit from using high-quality, standards-aligned instructional materials.	K6. Understand the design features of high-quality, standards-aligned instructional materials.	S8. Skillfully plan and teach with high-quality, standards-aligned instructional materials. S9. Make instructional decisions that maintain integrity to the core ideas and design of high-quality instructional materials. S10. Reflect on their abilities to implement high-quality instructional materials by examining evidence of teaching actions and student learning.

For more information on related initiatives in Wisconsin visit:

<https://dpi.wi.gov/standards/high-quality-instructional-materials-and-professional-learning>

<https://www.wimaterialsmatter.com>