**PART 2 MATRIX**

**REVIEW THE WISCONSIN DPI LBE HANDBOOK CAREFULLY BEFORE COMPLETING THIS MATRIX**

**WISCONSIN TEACHING STANDARDS 9 AND 10**

On this and the following pages, list in the space provided the evidence you are submitting to demonstrate that you are competent in Wisconsin Teacher Standards 9 and 10. Describe in the space for the narrative how the evidence shows that you indeed are competent in these standards. You will be asked to upload this matrix and supporting documents on the ELO system later in the process. Follow the directions in the LBE handbook.

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| **Standard 9: Professional Learning and Ethical Practice**  **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 professionals, and the community), and adapts practice to meet the needs of each learner.** | |
| **INDICATORS** | **EVIDENCE SUBMITTED (3 to 5 DOCUMENTS)** |
| **Performances**  **9(a)** The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.  **9(b)** The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.  **9(c)** Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.  **9(d)** The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.  **9(e)** The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.  **9(f)** The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.  **Essential Knowledge**  **9(g)** The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.  **9(h)** The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.  **9(i)** The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.  **9(j)** The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).  **9(k)** The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.  **Critical Dispositions**  **9(l)** The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.  **9(m**) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.  **9(n)** The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.  **9(o)** The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. | Click here to enter text. |
| **NARRATIVE: Explain in no more than two pages how each piece of evidence demonstrates competency in the performances, essential knowledges, and critical dispositions for this standard. Use a common 12-point font and single-space.**  Click here to enter text. | |

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| **Standard 10: Leadership and 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.** | |
| **INDICATORS** | **EVIDENCE SUBMITTED (3 to 5 DOCUMENTS)** |
| **Performance**  **10(a)** The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.  **10(b)** The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.  **10(c)** The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.  **10(d)** The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.  **10(e)** Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.  **10(f)** The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.  **10(g)** The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.  **10(h)** The teacher uses and generates meaningful research on education issues and policies.  **10(i)** The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.  **10(j)** The teacher advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.  **10(k)** The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.  **Essential Knowledge**  **10(l)** The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.  **10(m)** The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.  **10(n)** The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.  **10(o)** The teacher knows how to contribute to a common culture that supports high expectations for student learning.  **Critical Dispositions**  **10(p)** The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.  **10(q)** The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.  **10(r)** The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.  **10(s)** The teacher takes responsibility for contributing to and advancing the profession.  **10(t)** The teacher embraces the challenge of continuous improvement and change. | Click here to enter text. |
| **NARRATIVE: Explain in no more than two pages how each piece of evidence demonstrates competency in the performances, essential knowledges, and critical dispositions for this standard. Use a common 12-point font and single-space.**  Click here to enter text. | |

**WISCONSIN STATUTORY AND ADMINISTRATIVE RULE REQUIREMENTS**

On the following pages, list in the space provided the evidence you are submitting to demonstrate that you are competent in the Wisconsin statutory and administrative rule requirements *for your licensure area*, which can be found in Appendix E of the LBE Handbook. In the space provided for additional information, describe anything that is not self-explanatory about the evidence you are submitting; if no additional information is needed, leave the space blank. Label and upload documentation according to directions in the LBE handbook. ALL applicants must complete the pages for minority group relations, special education, and conflict resolution. Leave blank the pages in the matrix below that do not apply to your licensure area. Follow the directions in sthe LBE handbook.

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| **MINORITY GROUP RELATIONS** | |
| **INDICATORS** | **EVIDENCE SUBMITTED** |
| Demonstrate knowledge and understanding of:   * The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin. * The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States. * The philosophical and psychological bases of attitude development and change. * The psychological and social implications of discrimination, especially racism and sexism in the American society. * Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program. * Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States. | Click here to enter text. |
| **ADDITIONAL INFORMATION (optional): Use the space below to provide information about anything that is not self-explanatory in the evidence submitted. Use a common 12-point font and single-space.**  Click here to enter text. | |

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| **SPECIAL EDUCATION** | |
| **INDICATORS** | **EVIDENCE SUBMITTED** |
| Demonstrate knowledge and understanding of procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers. | Click here to enter text. |
| **ADDITIONAL INFORMATION (optional): Use the space below to provide information about anything that is not self-explanatory in the evidence submitted. Use a common 12-point font and single-space.. Use a common 12-point font and single-space.**  Click here to enter text. | |

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| **CONFLICT RESOLUTION** | |
| **INDICATORS** | **EVIDENCE SUBMITTED** |
| Demonstrate knowledge and understanding of:   * Resolving conflicts between pupils and between pupils and school staff. * Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils. * Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons. | Click here to enter text. |
| **ADDITIONAL INFORMATION (optional): Use the space below to provide information about anything that is not self-explanatory in the evidence submitted. Use a common 12-point font and single-space. Use a common 12-point font and single-space.**  Click here to enter text. | |

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| **COOPERATIVE MARKETING AND CONSUMER COOPERATIVES** | |
| **INDICATORS** | **EVIDENCE SUBMITTED** |
| Demonstrate knowledge and understanding of cooperative marketing and consumer cooperatives. | Click here to enter text. |
| **ADDITIONAL INFORMATION (optional): Use the space below to provide information about anything that is not self-explanatory in the evidence submitted. Use a common 12-point font and single-space. Use a common 12-point font and single-space.**  Click here to enter text. | |

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| **ENVIRONMENTAL EDUCATION** | |
| **INDICATORS** | **EVIDENCE SUBMITTED** |
| Demonstrate knowledge and understanding of environmental education including the conservation of natural resources. | Click here to enter text. |
| **ADDITIONAL INFORMATION (optional): Use the space below to provide information about anything that is not self-explanatory in the evidence submitted. Use a common 12-point font and single-space. Use a common 12-point font and single-space.**  Click here to enter text. | |

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| **READING AND LANGUAGE ARTS INSTRUCTION** | |
| **INDICATORS** | **EVIDENCE UPLOADED** |
| Demonstrate knowledge and understanding of teaching reading and language arts using appropriate instructional methods including phonics to teach reading and language arts to pupils in grades PK to 6. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables. | Click here to enter text. |
| **ADDITIONAL INFORMATION (optional): Use the space below to provide information about anything that is not self-explanatory in the evidence submitted. Use a common 12-point font and single-space. Use a common 12-point font and single-space.**  Click here to enter text. | |