

# Wisconsin Standards Teacher Development and Licensure

## *Adapted for Special Education by 10SPED*

Core instruction in special education involves concepts, learning and instructional activities, and knowledge of the applicable laws and processes necessary to transition into this teaching area. All components of the Wisconsin Teaching Standards will be utilized in the development of the teacher in establishing proficient performance in knowledge, skills and delivery of service to students. In addition emphasis on the content guidelines for cross-categorical special education, the students will be required to concentrate in one of the following special education areas: Early Childhood Special Education, Cognitive Disability, Specific Learning Disability, and Emotional Behavioral Disability.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the [knowledge, skills and dispositions](#) under all of the following standards:

### **1. Teachers understand the framework of the subjects they are teaching.**

Students in the program shall have a college degree, either emergency licensed or certified in non-special education area. This program will provide philosophical, historical, and legal foundations of special education. Instruction will be provided (preK-12) in the areas of behavior management, special education categories, eligibility and legal requirements, assessment strategies, collaboration techniques, transition and best practice learning programs using developmental models.

### **2. Teachers have an understanding how children with different abilities and personal/social skills learn.**

The teacher will demonstrate the ability to provide instruction that addresses the student's learning style. Candidates will have subjects emphasizing individual differences, rates of learning, applicable behavior strategies, and instruction geared to specific categories of disabilities.

### **3. Teachers will demonstrate an understanding that children learn differently.**

Candidates will demonstrate knowledge of individual differences, rates of learning, applicable behavior strategies, and instruction geared to specific categories of disabilities. The teacher will demonstrate skills in program modification, and materials adaptation, based upon individual student needs.

### **4. The teacher will demonstrate teaching techniques as a result of a working knowledge of the due process basis, and the process of IEP development.**

Instruction in the development of the IEP will include the composition of goals and objectives that capitalize upon the child's abilities to think critically, problem solve, and demonstrate mastery of the IEP objectives being taught.

**5. The teacher will demonstrate the ability to facilitate individual and group classroom behavior that encourages a positive learning environment.**

The teacher will learn multiple models of management, such as use of positive feedback, errors in thinking, functional behavior assessment, point sheets and how to extinguish inappropriate management.

**6. The teacher will demonstrate the ability to effectively communicate with students.**

The teacher will be assessed initially by the cooperating teacher/supervisor in assigned semester courses designed to gain knowledge of their interpersonal skills and the functional application of student-communication models. The teacher will do various readings in this area to gain skills in both verbal and non-verbal communication.

**7. The teacher will be able to develop and implement the IEP with appropriate instructional techniques based upon knowledge of the subject matter, the student, the community and the IEP goals.**

The development of lesson plans will vary, based upon the needs of the student. The cooperating teacher/supervisor will monitor and work with the teacher in the development of the IEP and subsequent instruction during the second half of the program.

**8. The teacher will demonstrate the ability to assess the student in the areas of intellect, achievement, social, cultural, and physical development.**

The initial course on assessment will take place within the first year of the program. Classroom instruction and readings will cover the types of general assessment, demonstrations of accepted normative instruments, functional behavior assessments, and performance based measurements.

**9. Teachers will demonstrate the ability to self-evaluate their progress in meeting student needs, and in developing relationships with teachers, parents and community support staff.**

The teacher will be aware of and demonstrate appropriate professional standards and ethics. The teacher will be given techniques in self-reflection, such as the use of parent satisfaction surveys for feedback, and the use of student records for validations of program effectiveness.

**10. The teacher will develop relationships with school staff, parents, and community agencies for the purpose of supporting student learning and well being across learning environments.**

As part of the school training, the teacher will take part in IEP meetings with school staff and parents. The teacher will have opportunities to attend team meetings and collaborate for the benefit of the student. The teacher will be responsible for knowledge of those community programs and personnel supporting students with disabilities.