



School of Education

Guiding Principles

All programs at UWM leading to licensure by the Wisconsin Department of Public Instruction have adopted a set of unified guiding principles. These principles reflect the shared vision that professional preparation programs hold for their graduates. While the principles highlight themes that are part of UWM's unique commitment to the urban community through the "Milwaukee Idea," they also are consistent with the Wisconsin Standards for Teacher Development and Licensure. The eight guiding principles are listed below and include: a) a detailed description of how each of the principles is reflected in professional practice and b) correlation with Wisconsin Standards for Teacher Development and Licensure.

1. URBAN/EQUITY

Individuals who complete licensure programs at UWM advocate for and provide equitable education to all students, particularly for those in urban schools and agencies, keeping issues of race, class, culture and language at the forefront of equity considerations.

Individuals licensed through UWM will demonstrate an understanding of the unique characteristics of diverse urban contexts. Licensed individuals will have substantive knowledge about the varieties of urban cultures, the forces that maintain poverty, and the powerful historic and contemporary beliefs and traditions that support racism and discrimination in society. They must understand how poverty, racism, and cultural traditions affect learning.

Wisconsin Standards 3, 7, 10

2. DEVELOPMENTAL

Individuals who complete licensure programs at UWM operate out of a developmental framework and place learners at the center of the teaching-learning process.

Individuals licensed through UWM will base their professional practice on sound knowledge of the range of typical development. They understand the integrated and specialized nature of learning that includes cognition, language, social-emotional development and gross and fine motor skills. Within their professional practice, individuals will recognize the unique potential of individual learners. Using knowledge of individual learners to inform their practice, graduates will engage learners in activities that optimize learning and development.

Wisconsin Standards 1, 2, 3, 5, 7, 8

3/4. LIBERAL ARTS/PROFESSIONAL KNOWLEDGE and DISCIPLINE KNOWLEDGE

Individuals who complete licensure programs at UWM will demonstrate knowledge which is the basis of a liberal arts education and an understanding of the knowledge associated with their profession.

Individuals licensed through UWM will draw upon a strong educational background that includes discipline-based knowledge in the liberal arts. Additionally, graduates will be firmly grounded in the historical perspectives, theoretical foundations, and standards of best practice specific to their area of licensure.

Individuals who complete licensure programs with teaching responsibilities will demonstrate an understanding of the discipline they are prepared to teach.

Individuals licensed through UWM will demonstrate understanding and application of the central concepts, tools of inquiry and structures of the disciplines they teach. They

understand the structures within the discipline, the historical roots and evolving nature of that discipline, and the interaction between the discipline and our world. They are able to translate that knowledge into appropriate instructional activities and lessons for their students.

Wisconsin Standard 1

5. PEDAGOGY

Individuals who complete licensure programs at UWM will engage in professional practice based on sound discipline-based and pedagogical content knowledge that fosters student academic achievement, skills, and overall development.

Individuals licensed through UWM will practice in a manner that is responsive to students and establishes high standards for student learning and achievement. They know what their goals are and can articulate and reach those goals, using a repertoire of approaches that are consistent with their profession. They base their professional decisions on continuous assessment of their students. They are reflective and evaluate the effects of their practice and change their approaches when goals are not met.

Wisconsin Standards 1, 4, 5, 6

6. INCLUSIVE

Individuals who complete licensure programs at UWM will effectively advocate for and support children and youth with disabilities in inclusive educational environments.

Individuals licensed through UWM view all children and youth as integral and contributing members of the larger educational environment. In their professional practice, graduates will use strategies that readily respond to students whose needs may differ from others. In addition, graduates will appropriately access the expertise of and work collaboratively with other professionals, agency representatives, and families to determine appropriate learning environments and supportive services for their students. Grounded in an understanding of sociocultural and economic factors, graduates will differentiate between cultural and socioeconomic differences and disabilities.

Wisconsin Standards 3, 6

7. FAMILIES/COMMUNITIES

Individuals who complete licensure programs at UWM will collaborate with and advocate for families within the context of the community, and access the resources of the community in order to foster participation in the educational process.

Individuals licensed through UWM will know and value the communities in which their students live. Our graduates understand that their students' family members must be genuinely welcome in their schools and will work actively to accomplish this. They understand that all families want their children to be well educated. Graduates regularly communicate and collaborate with family members as well as access community resources to support the educational process.

Wisconsin Standards 10

8. PROFESSIONALISM

Individuals who complete licensure programs at UWM will demonstrate professionalism in all their interactions and a commitment to continuous professional growth and development.

Individuals licensed through UWM engage in ongoing reflection and assessment that leads to improving professional practice. They view themselves as lifelong learners committed to maintaining professional practice that is commensurate with developing research in their area of expertise. They are accountable for student learning and development by engaging in professional practice that is grounded in best practices and professional standards.

Wisconsin Standards 8, 9



Urban Focus. Field-Based. Successful.