

Teachers for a New Era

Glossary/Resource Guide

[Academy for Educational Development \(AED\)](#)

Founded in 1961, AED is an independent, nonprofit organization committed to solving critical social problems in the U.S. and throughout the world through education, social marketing, research, training, policy analysis and innovative program design and management. Major areas of focus include health, education, youth development, and the environment.

[Academy for Urban Teaching and Learning \(AUTL\)](#)

AUTL is the organizational home for the Teachers for a New Era Program at the University of Wisconsin-Milwaukee.

[American Association of Colleges for Teacher Education \(AACTE\)](#)

The American Association of Colleges for Teacher Education is a national voluntary organization of colleges and universities that prepare the nation's teachers and other educational personnel. Located in Washington, D.C., AACTE is the leader for innovation in teacher education.

AACTE continues a tradition of more than a century and a half of professional service to the teacher education community. Our more than 740 members include liberal arts colleges, state universities and research institutions, and various education organizations. Combined, our member institutions produce more than two-thirds of new school personnel each year.

[Carnegie Corporation](#)

Andrew Carnegie created Carnegie Corporation of New York in 1911 to promote "the advancement and diffusion of knowledge and understanding." Under Carnegie's will, grants must benefit the people of the United States, although up to 7.4 percent of the funds may be used for the same purpose in countries that are or have been members of the British Commonwealth, with a current emphasis on Commonwealth Africa. As a grantmaking foundation, the Corporation seeks to carry out Carnegie's vision of philanthropy, which he said should aim "to do real and permanent good in this world."

[Center for Urban Initiatives & Research](#)

The University of Wisconsin-Milwaukee Center for Urban Initiatives and Research (CUIR) provides research services and technical assistance to public and non-profit organizations to help them make informed policy choices. CUIR promotes strategic partnerships, across disciplines and sectors, integrating a dynamic network of expertise to address urban issues. CUIR is also the administrative home of the Academy for Urban Teaching and Learning.

Design Team

Team of UWM faculty and staff, in addition to Teachers-In-Residence (TIR) and Milwaukee Public School teachers and curriculum specialists, assigned to the task of aligning curriculum. Six Design Teams are in place for the TNE Program in: Science, Social Science, Humanities, Math, Arts & Culture, and Cultures & Communities.

Educational Testing Service (ETS)

Educational Testing Service is the world's largest private educational testing and measurement organization and a leader in educational research. The company is dedicated to serving the needs of individuals, educational institutions, and government bodies in almost 200 countries. ETS develops and administers more than 12 million tests worldwide. The Praxis II examination is a product of ETS.

Induction (Residency)

The teacher education program will bring the teacher candidate to a point where the candidate receives an academic degree and a state sanctioned license to teach in a school. That has been the traditional endpoint for teacher education programs. An exemplary teacher education program, however, will consider the teacher candidate's first two years of fulltime regular service in the teaching profession as a residency period requiring mentorship and supervision. During this **induction** period, faculty from the higher education institution, inclusive of arts and sciences faculty, will confer with the teacher on a regular basis, arrange for observation of the teacher's clinical practice, and provide guidance to improve practice. Successful completion of the formally structured induction program will be occasion for the teacher candidate to receive a final document acknowledging full completion of the program and recognition as a professional teacher.

Learning Targets

The MPS Learning Targets are derived directly from the state standards. They are standards-based, grade-specific statements of what students should know and be able to do in the content areas of reading, English/language arts, mathematics, science, social studies, art, music, health, and physical education.

Learning Targets are the foundation of the curriculum alignment process that will facilitate the coordination of standards, instruction, and assessment for improved student achievement. When the total package is assembled, sample assessments, scoring guides, student exemplars, and specifications of grade-level criteria will complement Learning Targets. The next steps include information that will be shared with principals at the Summer Principal's Institute. In addition, a district Professional Development Plan is being developed that addresses Learning Targets.

Learning Teams

Learning Teams have been put in place to develop greater capacity at the school site. Their initial priority is to assist teachers in providing the highest quality literacy instruction for their students. These learning teams are consistent with the decentralization of MPS and the renewed emphasis on neighborhood schools. They should contribute centrally to superintendent William Andreopoulos' five capacity builders: (1) professional learning communities; (2) shared decision-making; (3) effective education plans; (4) **aligned curriculum, instruction, and assessment**; and, (5) fiscal responsibility.

Learning Teams are comprised minimally of the principal, the literacy coach, and one or more key teachers working with the school's education plan. The composition of learning teams will vary from site to site, formed in response to specific interests and needs at each school site. They can also include other school leaders, such as individuals with expertise in literacy, exceptionality or technology and members of the larger school community. Whatever the configuration, the membership should be relatively small number as the intent is that they meet around tasks central to the success of the school on a regular basis and often during the course of the instructional day.

Metropolitan Milwaukee Area Deans of Education (MMADE)

MMADE is an association of Deans of School of Education in higher education institution in the greater Milwaukee area. The group meets to discuss common issues of interest. Contact: [Alfonzo Thurman, Dean, UWM School of Education](#), 414-229-4181.

Metropolitan Milwaukee Association of Commerce (MMAC)

The Metropolitan Milwaukee Association of Commerce (MMAC) and its Council of Small Business Executives (COSBE) serve as advocates for metro Milwaukee companies to encourage business development, capital investment and job creation. MMAC and COSBE also provide networking opportunities, events, and volunteer opportunities.

Founded in 1861 as a private, not-for-profit organization, MMAC represents more than 2,200 member businesses in Milwaukee, Waukesha, Ozaukee and Washington Counties, employing 200,000 people

Milwaukee Partnership Academy (MPA)

The Milwaukee Partnership Academy: An Urban P-16 Council for Quality Teaching and Learning is designed to develop a comprehensive teacher education prototype for preparing K-12 teachers for high needs schools through a strong and unique partnership. The partnership is a collaboration between the University of Wisconsin-Milwaukee, the Milwaukee Public Schools, the Milwaukee Board of School Directors, the Milwaukee Teachers' Education Association, the Milwaukee Area Technical College, the Metropolitan Milwaukee Association of Commerce, the Helen Bader Foundation, the Milwaukee Mayor's Office, and the Private Industry Council of Milwaukee County. A primary goal of the Milwaukee Partnership Academy (MPA) is to improve the education of children through better preparation, recruitment and retention of teachers for urban schools, as well as to provide multiple pathways to the teaching profession for educational assistants, paraprofessionals, and other entry-level employees of the Milwaukee Public Schools, especially people of color, at both the undergraduate and post-baccalaureate levels.

The purpose of the MPA is to enhance the quality of teaching and learning in the Milwaukee Public Schools. The broad initiative of the MPA is to assure that every child in the Milwaukee Public Schools is performing at or above grade level in reading, writing, and mathematics through shared responsibility for student success. The strategy for the initiative is balanced literacy, a comprehensive literacy program that provides skills development across all curricular areas and focuses on reading, writing, listening, speaking, deep thinking and research skills.

[Milwaukee Public Schools \(MPS\)](#)

Located in southeastern Wisconsin on the shore of Lake Michigan, Milwaukee's public school system is comprised of:

Charter Schools: 11 Non-Instrumentality* - Not included below

High Schools: 21 (includes 3 Instrumentality Charter Schools)

Middle Schools: 24 (includes 5 Instrumentality Charter Schools)

Elementary Schools: 119 (includes 6 Instrumentality Schools)

Early Childhood - Contract Sites: 10

Diversified Community Schools: 36

Total Schools: 221

Serving over **105,000 students**. MPS employs over **6,700** full-time, part-time teachers, and substitute teachers. A publicly elected School Board provides direction and oversight, with a Superintendent heading the organization's administration.

[Milwaukee Teachers' Education Association \(MTEA\)](#)

We, the members of the MTEA, are the educators who work directly with the students of Milwaukee's public schools. Collectively we advocate for quality public education in Milwaukee.

As advocates for educators, we are advocates for all children. We are here to lead the dialog, to challenge, to support and work for change--ensuring a better future for our members and the students and families we serve.

Our focus is on helping all children and educators thrive. By supporting reform, developing strengths, gathering resources, and reaching out to the community, we promote quality public schools.

[National Science Foundation \(NSF\)](#)

The National Science Foundation is an independent agency of the U.S. Government, established by the National Science Foundation Act of 1950, as amended, and related legislation, 42 U.S.C. 1861 et seq., and was given additional authority by the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885), and Title I of the Education for Economic Security Act (20 U.S.C. 3911 to 3922).

The Foundation consists of the National Science Board of 24 part-time members and a Director (who also serves as ex officio National Science Board member), each appointed by the President with the advice and consent of the U.S. Senate. Other senior officials include a Deputy Director who is appointed by the President with the advice and consent of the U.S. Senate, and eight Assistant Directors.

[PI 34 - Wisconsin Quality Educator Initiative](#)

New Education Program Approval and Licenses rules have restructured teacher education, educator licenses, and professional development for Wisconsin educators. The new system is based on the [Wisconsin Standards](#) with demonstrated knowledge, skills and dispositions for teaching, pupil services, and administration. Initial licensing is based on an educator's successful performance as measured against these standards.

[The Praxis Series: Professional Assessments for Beginning Teachers](#)

The Praxis Series: Professional Assessments for Beginning Teachers is a set of rigorous and carefully validated assessments that provides accurate, reliable information for use by state education agencies in making licensing decisions. Colleges and universities may also use the basic academic skills assessments to qualify individuals for entry into teacher education programs.

The three categories of assessments in The Praxis Series correspond to the three milestones in teacher development:

Entering a teacher training program **Praxis I™**: Academic Skills Assessments

Licensure for entering the profession **Praxis II™** Subject Assessments

The first year of teaching **Praxis III™** Classroom Performance Assessments

The Praxis Series and related assessments are designed to be used principally in connection with other criteria by state authorities for the purpose of licensing education professionals. Test scores used to inform such credentialing decisions must be supported by appropriate validity evidence. ETS employs a comprehensive validation process for this test score use that is consistent with best practices, as recommended by the Standards for Educational and Psychological Testing.

[Private Industry Council \(PIC\)](#)

The Private Industry Council of Milwaukee County, A Workforce Development Board, is a public/private partnership between government and business that plans, administers and coordinates employment and training programs for adults and youth in Milwaukee County. As a Workforce Development Board (WDB), the Private Industry Council creates a focused employment and training system that involves all prospective program operators, job seekers and employees.

[Program Assessment Coordinating Group \(PACG\)](#)

The Program Assessment Coordinating Group will assess prospective teachers development during the course of their preparation, providing evidentiary basis for program improvement. The group consists of a Team Leader and at least one member from UWM's School of Education, College of Letters & Science, and Peck School of the Arts. Additional members with assessment knowledge or field expertise may be added.

[Pupil Learning Coordinating Team \(PLCT\)](#)

The Pupil Learning Coordinating Team will lead the inquiry into the achievement of pupils entrusted to our graduates, providing evidentiary basis for program improvement. The team will consist of a Team Leader and at least one member from UWM's School of Education, College of Letters & Science, and Peck School of the Arts, as well as representatives from Milwaukee Public Schools.

[Service Learning](#)

Service learning is a teaching and learning approach that is gaining popularity at universities across the country. Students, as part of an academic course, participate in volunteer service activities that meet community needs and enrich their understanding of specific academic course content. It is called service learning because students are performing service *and* learning more about the course they're taking by working in the community. Service learning at the University of Wisconsin-Milwaukee is organized through the Institute for Service Learning, linked above.

[Teacher-In-Residence \(TIR\)](#)

TIRs are a group of experienced Milwaukee Public School teachers who are currently on special assignment at the University of Wisconsin-Milwaukee. Their mission is to create a link between academic teacher preparation and urban classroom practice. TIRs are housed within the Department of Curriculum and Instruction in the UWM School of Education.

[Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals](#)

Title II of the ESEA Reauthorization is dedicated to four basic parts: Teacher and Principal Training and Recruitment; Mathematics and Science Partnerships; Innovation for Teacher Quality; and Enhancing Education Through Technology.

Part A-Teacher and Principal Training and Recruiting Fund

The purpose of this part is to provide grants to state educational agencies, local educational agencies, state agencies for higher education, and eligible partnerships in order to increase student academic achievement through strategies such as improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools, and holding local educational agencies and schools accountable for improvements in student academic achievement.

Part B-Mathematics and Science Partnerships

The purpose of this part is to improve the academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to participate in programs that improve and upgrade the status and stature of mathematics and science teaching.

Part C-Innovation for Teacher Quality

The purpose of this section is to authorize a mechanism for the funding and administration of the Troops-to-Teachers Program; to establish a program to recruit and retain highly qualified mid-career professionals (including highly qualified paraprofessionals), and recent graduates of an institution of higher education, as teachers in high-need schools, including recruiting teachers through alternative routes to certification; and to encourage the development and expansion of alternative routes to certification under state-approved programs.

Part D-Enhancing Education Through Technology

Enhancing Education Through Technology (Ed Tech) Program consolidates the current Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant Program into a single state formula grant program (ESEA Title II, Part D, Subpart 1). Under the Ed Tech program, the U.S. Department of Education provides grants to state educational agencies (SEAs) on the basis of their proportionate share of funding under Part A of Title I. States may retain up to 5 percent of their allocations for state-level activities, and must distribute one-half of the remainder by formula to eligible local educational agencies (LEAs) and the other one-half competitively to eligible local entities.

[Value-added Assessment](#)

Value-added modeling (VAM), a collection of complex statistical techniques that use multiple years of students' test score data to estimate the effects of individual schools or teachers...

[Wisconsin Department of Public Instruction \(DPI\)](#)

The Department of Public Instruction (DPI) provides leadership, advocacy, and accountability for public elementary and secondary education in Wisconsin. The department's staff of professionals provide expertise in a broad range of programs and professional services to local educators, parents, citizens and communities. The DPI distributes state school aids and administers federal aids to supplement local tax resources, improve curriculum and school operations, ensure education for children with disabilities, offer professional guidance and counseling and develop school and public library resources. The DPI also administers the Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESPDHH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI), including two residential schools in Janesville and Delavan.

The department is headed by the State Superintendent of Public Instruction, a constitutional officer who is elected on the nonpartisan spring ballot for a term of four years. The state superintendent appoints a deputy state superintendent, an executive assistant, a special assistant, and assistant state superintendents from outside the classified service. The assistant state superintendents are responsible for administering the five operating divisions of the department

[Wisconsin Model Academic Standards](#)

Wisconsin's *Model Academic Standards* set high goals and expectations for all students. Written by Wisconsin educators, parents, and other community representatives, they specify what we believe all students should know and be able to do by the end of grades 4, 8, and 12. Wisconsin's *Model Academic Standards* reflect the collective values of our citizens and are intended to prepare our young people for opportunities that exist in Wisconsin, the nation, and the world.

[Wisconsin Teacher Education Standards](#)

The Wisconsin Standards outline characteristics of good educators by identifying the components and defining the qualities of best professional practice. Wisconsin colleges and universities will incorporate the Wisconsin Standards into educator preparation programs and educators will use the standards to guide career-long professional development.

1. **Teachers know the subjects they are teaching.**
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. 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](#) (*pdf document*) under all of the following standards:
2. **Teachers know how children grow.**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom.**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.**
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.**
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress.**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers are able to evaluate themselves.**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.