

# WI Future Teachers of America Curriculum

Future Teachers of America Standard/s (FT)	Wisconsin Teacher Standards (WITS)	Required Outcomes/Objectives /FT sub-standards (key method, components)	Suggested Instructional Activities [Bloom's Taxonomy]	Suggested Resources (including Supporting Research)	Suggested Assessments (work examples, artifacts)[Bloom's Taxonomy]	Required Assessments [Bloom's Taxonomy] Non-Negotiable
<p>FT Standard I: Understanding the Profession Rising educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.</p>		<p>Explore the profession</p> <p>Become an accomplished professional</p> <p>Engage stakeholders</p> <p>Advocate for the profession</p> <p>Reflect on the profession</p>	<p>Debate the topic: Is teaching a profession? [Evaluate]</p> <p>Interview a current educator on the topic: What does it mean to be a teacher? [Apply]</p> <p>Examine requirements for School of Education at the school of interest and required assessments for teacher preparation. [Apply]</p> <p>Explore the history of education in the</p>	<p>Understand the relationship between the four pillars: mission, vision, goals and values. (DuFour, 2016)</p> <p>Analyze videos of Master teachers. National Board for Professional Teaching Standards ATLAS <a href="https://www.nbpts.org/atlas/">https://www.nbpts.org/atlas/</a></p> <p>Attend a professional conference and examine areas of interest.</p> <p>Co-present and/or co-author with a teacher leader, college instructor or professor.</p> <p>Select active membership in Future Teachers of America (national)</p> <p>Attend WI Future Teachers</p>	<p>Scaffold to frame the student's education autobiography, mentoring philosophy, and teaching philosophy. [Comprehension, Application and Synthesis]</p> <p>Create a video honoring veteran teachers leaving the field or having just left the field. [Synthesis]</p> <p>Compose a letter to your State Representative</p>	<p>Develop a Philosophy of Education with reflection of career goals and possibilities (initial thoughts). [Synthesis]</p>

This work is based on the national standards of Future Teachers of America. (2016). *Future Teachers of America standards*. Teacher Standards as found in Wisc. Admin. Code sec. PI 34.002

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			<p>United States. [Apply]</p> <p>Develop an awareness of a variety of standards and initial discussion of their role in planning, instruction, assessment and adjustment. [Synthesis]</p> <p>Advocate for the profession through the use of guest speakers (i.e. union representative, Board President, retired teachers, human resource representative) who share their perspectives and engage in discussion of education. [Evaluate]</p>	<p>Future Teachers of America National Conference.</p> <p>Attend a local school board meeting. Explain the role of the board and the relationship between the board and stakeholders.</p> <p>Invite local legislator to discuss local and state education issues.</p> <p>Assemble a field trip to Madison to discuss education with your State Representative.</p>	<p>expressing thoughts, suggestions and/or questions about the future of the teaching profession. [Synthesis]</p>	
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			<p>Explore the field of education through experiences such as tutoring, school library services, participation in Open House, attendance of a faculty meeting, observation of parent/teacher conferences, volunteering in classrooms, or attendance of a School Board Meeting. [BLOOMS</p>			
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<p>FT Standard II: Learning About Students Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.</p>	<p>WITS1 Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and</p>	<p>Gain self-knowledge</p> <p>Develop cultural competence</p> <p>Understand different learning needs, why they are needed and how to best provide it</p> <p>Reflect on students</p>	<p>Examine personal learning styles &amp; personality traits through self-assessment. [Analysis]</p> <p>Examine unconscious biases through self-assessment. [Analysis]</p> <p>Formulate perspective on teacher’s role in education including the impact of trauma on students, student problems, parental roadblocks and different</p>	<p>DISC personality testing <a href="https://discpersonalitytesting.com/free-disc-test/">https://discpersonalitytesting.com/free-disc-test/</a></p> <p>Project Implicit bias tests <a href="https://implicit.harvard.edu/implicit/research/">https://implicit.harvard.edu/implicit/research/</a></p> <p>Complete the ACES test in preparation for a comparative discussion. <a href="https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean">https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean</a></p> <p><i>Paper Tigers</i> movie (possible need for consent forms)</p>	<p>Identification of bias materials throughout the school and community i.e. posters, textbooks, billboards, tv commercials, social media. [Comprehension]</p> <p>Participate in a privilege walk where statements are made and students step forward, or not, based on whether or not the statement</p>	<p>Create a timeline that identifies the history of education as it relates to under-represented groups in the United States, and particularly in the State of Wisconsin i.e. women and various racial, cultural, language and economic groups. [Synthesis]</p> <p>Compose a reflection examining ways to strengthen</p>

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	<p>implements developmentally appropriate and challenging learning experiences for pupils.</p> <p>WITS 2 Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.</p>		<p>learning needs. [Synthesis]</p> <p>Describe fixed vs. growth mindset [Evaluation]</p> <p>Discuss ways to build appropriate relationships with students to support their academic and social and emotional development.</p> <p>Differentiate the following: multicultural education, social justice education and culturally responsive practices. Provide an example for each.</p> <p>Create an instructional activity through the lens of each:</p>	<p>Resource field trip to urban, suburban and rural school districts.</p> <p><i>Dreamkeepers</i> by Gloria Ladson-Billings</p> <p>Tribal Nations of Wisconsin <a href="https://dpi.wi.gov/amind/tribalnationswi">https://dpi.wi.gov/amind/tribalnationswi</a></p> <p>The Disproportionality Technical Assistance Network (The Network) <a href="http://www.thenetworkwi.com/resources">http://www.thenetworkwi.com/resources</a></p> <p>Native American boarding school experience <a href="https://www.wisconsinhistory.org/Records/Article/CS2096">https://www.wisconsinhistory.org/Records/Article/CS2096</a></p> <p>Mistaken Goal Chart: <a href="https://www.positivediscipline.com/sites/default/files/mistakengoalchart.pdf">https://www.positivediscipline.com/sites/default/files/mistakengoalchart.pdf</a></p> <p>Social Justice Standards <a href="https://www.tolerance.org/frameworks/social-justice-standards">https://www.tolerance.org/frameworks/social-justice-standards</a></p>	<p>captures who they are or perceive themselves to be. [Recognize]</p> <p>Future Teachers of America micro-credential in anti-bias instruction (Note: additional fee paid to Future Teachers of America/PDK. Information located at <a href="https://www.educatorsrising.org/what-we-offer/micro-credentials">https://www.educatorsrising.org/what-we-offer/micro-credentials</a>)</p> <p>Future Teachers of America micro-credential in classroom culture</p>	<p>appropriate relationships with students to help them see they come from greatness, feel valued and are capable of realizing their potential. [Synthesis]</p>
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			<p>individualistic culture and collectivistic culture.</p> <p>Construct at Tree of Life (from Saffold, 2015) that examines how you have learned about other cultures, religions, languages, etc. What specific event(s)/experience (s) form(ed) your views, What was learned from the event(s), how do the experience(s) help you in teaching?</p>	<p>Collaborate with your Cooperating Teacher to develop, recognize patterns of learning and development and determine ways to practice teaching skills.</p>	<p>Future Teachers of America/PDK. Information located at <a href="https://www.educatorsrising.org/what-we-offer/micro-credentials">https://www.educatorsrising.org/what-we-offer/micro-credentials</a>)</p>	
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Future Teachers of America Standard/s (FT)	Wisconsin Teacher Standards (WITS)	Required Outcomes/Objectives/FT sub-standards (key method, components)	Suggested Instructional Activities [Bloom's Taxonomy] Team: Actions	Suggested Resources (including Supporting Research) Team: possible resources	Suggested Assessments (work examples, artifacts)[Bloom's Taxonomy]	Required Assessments [Bloom's Taxonomy] Non-Negotiable
<p>FT Standard V: Implementing Instruction Rising educators learn effective instructional strategies to engage students and promote learning.</p>	<p>WITS 3 Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Establish learning environments</p> <p>Communicate with students</p> <p>Foster critical thinking</p> <p>Leverage Technology to Promote Learning</p> <p>Reflect on Active Engagement</p>	<p>Compare physical lay-outs of classrooms. [Analysis]</p> <p>Explore ways to create a welcoming learning environment. [Knowledge]</p> <p>Practice Bloom's Taxonomy to Write Effective Learning Objectives and develop questions at varying levels. [Application]</p> <p>Transform a face-to-face lesson into a virtual lesson. [Application]</p>	<p>DPI Instructional Planning Resources <a href="https://dpi.wi.gov/ela/instruction/resources">https://dpi.wi.gov/ela/instruction/resources</a></p> <p>RTI Center <a href="https://www.wisconsinrticenter.org/">https://www.wisconsinrticenter.org/</a></p> <p>Achieve the Core <a href="https://achievethecore.org/page/1119/instructional-practice-guide">https://achievethecore.org/page/1119/instructional-practice-guide</a></p> <p>DPI webpage on engagement <a href="https://dpi.wi.gov/excfo/rall/effective-instruction/engagement">https://dpi.wi.gov/excfo/rall/effective-instruction/engagement</a></p> <p>DPI WISELearn resource on student motivation <a href="https://wlresources.dpi">https://wlresources.dpi</a></p>	<p>Future Teachers of America micro-credential in learner engagement (Note: additional fee paid to Future Teachers of America/PDK. Information located at <a href="https://www.educatorsrising.org/what-we-offer/micro-credentials">https://www.educatorsrising.org/what-we-offer/micro-credentials</a>)</p> <p>Identify level(s) of questioning using Bloom's Taxonomy. <a href="https://tips.uark.edu/using-blooms-taxonomy/">https://tips.uark.edu/using-blooms-taxonomy/</a> [Knowledge]</p> <p>Design the perfect learning</p>	<p>Create a product that can be shared with an outside audience that explores the history, culture and tribal sovereignty of one of the Wisconsin Tribes/Bands such as a podcast, video, public service announcement, display, etc. [Synthesis]</p> <p>Teach a 10-minute lesson to 2-3 peers on a topic of your</p>

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			<p>Critique engagement level of lessons observed (such as lecture, take notes, discussion, draw conclusions, watch a video, journal, think-pair-share, project-based, direct instruction, inquiry-based, create an outline, make up a different ending to a story, write a song, etc.). [Evaluation]</p> <p>Examine contributions of school and community personnel with IT expertise. [Analysis]</p>	<p><a href="http://wi.gov/authoring/548-student-inspired-motivational-videos">wi.gov/authoring/548-student-inspired-motivational-videos</a></p> <p>Carnegie Foundation Report on Student Motivation <a href="https://www.carnegiefoundation.org/wp-content/uploads/2015/07/Motivation_Matters_July_2015.pdf">https://www.carnegiefoundation.org/wp-content/uploads/2015/07/Motivation_Matters_July_2015.pdf</a></p>	[Application]	<p>choice, modeling a method that has been shown to achieve high levels of student engagement. Reflect on the Active Engagement peer lesson plans presented and evaluate the level of student engagement [Application and Analysis]</p>
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FT Standard III: Building Content Knowledge Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.	WITS 4 Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.  WITS 5 Application of Content. The	Plan an educational pathway  Develop content expertise  Consider multiple perspectives  Make content connections  Reflect on content knowledge	Re-examine requirements for School of Education at the school of interest. [Application]  Explore content-based Standards: Wisconsin Academic Standards, Common Core, and nationally recognized standards such as NGSS or AP (content specific). [Comprehension]  Explore and discuss in small groups how the following sets of standards fit into lesson planning, specific	Approved Educator Preparation Programs look-up <a href="https://tepd.dpi.wi.gov/TepdlUiEppLkp/">https://tepd.dpi.wi.gov/TepdlUiEppLkp/</a>  Wisconsin Technical College System <a href="https://www.wistechcolleges.org/explore-careers/program/foundations-teacher-education">https://www.wistechcolleges.org/explore-careers/program/foundations-teacher-education</a>  Social Justice teaching tolerance <a href="https://www.tolerance.org/professional-development/social-justice-standards-the-teaching-tolerance-antibias-framework">https://www.tolerance.org/professional-development/social-justice-standards-the-teaching-tolerance-antibias-framework</a>  National Network State Teachers of the Year (NNSTOY) social justice book list	Research and create a resource file specific to content area/s of interest including professional organizations, books, websites, etc. [Application]  Revise a lesson through the lens of social justice. [Application]  View and take notes on the Ted Talk <a href="#">Reimagining Classrooms</a> . Conduct a small-group discussion and develop a list of three take-aways as a future educator.	Create and conduct a survey disseminated to a minimum of 10 teachers or interview a minimum of two or more teachers in the content area and grade level of interest. Expand on the resource file you've developed with additional resources obtained. Include a reflection with a self-evaluation comparing what you know, need to know and wish to know and some resources (including personnel) who

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	<p>teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>		<p>to a developmental or content area: Social Justice, Social-Emotional Learning and/or ACT [Application]</p> <p>Research and identify opportunities for teachers to grow in content and/or pedagogical content knowledge post degree. (fellowships, workshops, cohorts, webinars) [Comprehension]</p>	<p><a href="http://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List-1.pdf">http://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List-1.pdf</a></p>	<p>[Comprehension]</p> <p>Review existing lesson plans with the standards removed, and identify standards that align. [Analysis]</p>	<p>could help you grow. [Evaluation]</p>
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<p>FT Standard IV: Engaging in Responsive Planning Rising educators learn how to respond to students' needs through thoughtful planning.</p> <p>FT Standard V: Implementing Instruction Rising educators learn effective instructional strategies to engage students and</p>	<p>WITS 7 Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.</p>	<p>Meet student needs</p> <p>Design learning environments</p> <p>Utilize content and pedagogical knowledge</p> <p>Utilize Instructional Methods and Strategies</p> <p>Foster Critical Thinking</p> <p>Build lesson plans</p> <p>Collaborate with stakeholders</p> <p>Reflect on Planning and Instruction</p>	<p>Invite District Special Education Director or SPED teacher/s to discuss meeting student's needs through accommodation, modification, differentiation and awareness of bias. [Knowledge]</p> <p>Examine Culturally Responsive Practices including : literature, images, and Native American mascots. [Comprehension]</p> <p>Develop a timeline for the evolution of Inclusionary Practices. [Comprehension]</p>	<p>Explore DPI Overview of Special Education in Wisconsin <a href="https://dpi.wi.gov/sped">https://dpi.wi.gov/sped</a></p> <p>Differentiated Instruction videos <a href="https://www.edweek.org/ew/collections/differentiated-instruction-videos/index.html">https://www.edweek.org/ew/collections/differentiated-instruction-videos/index.html</a></p> <p>Lesson Plan exemplars <a href="https://sharemylesson.com/">https://sharemylesson.com/</a></p> <p>Culturally Responsive Teaching (Hammond, Z.) <a href="https://www.youtube.com/watch?v=ME8Kjqyqt_hM">https://www.youtube.com/watch?v=ME8Kjqyqt_hM</a></p> <p>Teaching Tolerance: <a href="https://www.tolerance.org/">https://www.tolerance.org/</a></p>	<p>Using classroom observations (in person or video) analyze types of questions observed in a lesson as they relate to fostering critical thinking: <a href="https://docs.google.com/document/d/11NOIkEsXtHMTzNYd-M7RSfZFbmjDxBnGurjv2nF2us/edit?usp=sharing">https://docs.google.com/document/d/11NOIkEsXtHMTzNYd-M7RSfZFbmjDxBnGurjv2nF2us/edit?usp=sharing</a> [Application]</p> <p>Plan and conduct a lesson for Avatars - Virtual Classroom Experience <a href="https://www.mursion.com/">https://www.mursion.com/</a> [Application]</p>	<p>Conduct a self-examination of your understanding of responsive planning, instructional methods, use of technology, nurturing of critical thinking strategies and techniques and how these relate to the developmental level, background knowledge and experiences of the students you serve. [Evaluation]</p>

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<p>promote learning.</p>	<p>WITS8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.</p>		<p>Watch the YouTube on Learning Theories and take notes. Share your findings through a think, pair, share with at least three classmates. <a href="https://tinyurl.com/LThObservations">https://tinyurl.com/LThObservations</a> [Comprehension]</p>	<p><a href="#">assroom-resources/lessons</a>  Teacher Tony: Learning Theories Constructivism <a href="https://www.youtube.com/watch?v=Xa59prZC5gA">https://www.youtube.com/watch?v=Xa59prZC5gA</a> Behaviorism <a href="https://www.youtube.com/watch?v=KYDYzR-ZWRQ">https://www.youtube.com/watch?v=KYDYzR-ZWRQ</a> Cognitivism <a href="https://www.youtube.com/watch?v=ugvpoU2Ewo">https://www.youtube.com/watch?v=ugvpoU2Ewo</a></p>	<p>Collaborate with a team to develop a 15-min presentation about an important topic in education. Teach the class why the topic is important, and provide the topic's relevance to the field of education (family participation in schools, common core, teaching grit, current political context of teaching, social justice teaching, trauma informed teaching, bullying, etc.) [Application]</p>	
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FT Standard VI: Using Assessments and Data Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.	WITS 6 Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.	<p>Acquire assessment literacy</p> <p>Use assessment to inform instruction</p> <p>Analyze and interpret data</p> <p>Collaborate with stakeholders</p> <p>Reflect on Assessment</p>	<p>Describe clear, meaningful feedback. Review examples and discuss effectiveness of each (can students practice and apply in a timely manner). [Knowledge]</p> <p>Differentiate among these assessment vocabulary: authentic assessment, formative assessment, summative assessment, standardized (formal) assessment, criterion-referenced assessment, norm-referenced</p>	<p>PLC's <a href="https://www.allthingsplc.info/about">https://www.allthingsplc.info/about</a></p> <p>School and district report cards <a href="https://dpi.wi.gov/accountability/report-cards">https://dpi.wi.gov/accountability/report-cards</a></p> <p>Educator Preparation Programs Annual Reports <a href="https://dpi.wi.gov/licensing/epp">https://dpi.wi.gov/licensing/epp</a></p> <p>DPI Strategic Assessment System <a href="https://dpi.wi.gov/sites/default/files/imce/strategic-assessment/SAS%20Terms%20RVSD%204-7-16.pdf">https://dpi.wi.gov/sites/default/files/imce/strategic-assessment/SAS%20Terms%20RVSD%204-7-16.pdf</a></p> <p>Formative and Summative Assessment videos <a href="https://dpi.wi.gov/strategic-assessment/foundational-resources/videos">https://dpi.wi.gov/strategic-assessment/foundational-resources/videos</a></p>	<p>Future Teachers of America micro-credential in formative assessment (Note: additional fee paid to Future Teachers of America/PDK. Information located at <a href="https://www.educatorsrising.org/what-we-offer/micro-credentials">https://www.educatorsrising.org/what-we-offer/micro-credentials</a>)</p> <p>Use Bloom's Taxonomy to Write Effective Learning Objectives <a href="https://tips.uark">https://tips.uark</a></p>	<p>Research the impact of assessments on at least three areas of bias i.e. rural/urban; ethnicity; race; language; socio-economic status; special needs, etc. Create a gallery walk. [Analysis]</p> <p>Reflect on assessment: types, examples, and use(s). This may include pre-assessment, exit ticket(s), post-assessment. Include how you will use different forms of assessment as a</p>

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			<p>assessment, and IEP assessment. [Analysis]</p> <p>Examine data from both formative and summative assessments. Discuss analysis, professional discussions around this data, who might use this data, and how it might be used. Evaluate the equity, fairness and quality of an assessment. [Analysis]</p> <p>Compare standards-based grading to traditional forms of grading. [Evaluation]</p> <p>Examine a variety of assessments through the lens of ethical, social justice and bias. [Evaluation]</p>		<p><a href="#">blooms-taxonomy/</a> [Application]</p> <p>Brainstorm a list of engaging exit tickets (such as 3-2-1; thumb up-middle-down; muddiest point; one-minute paper; think-pair-share, etc.) [Application]</p> <p>Create a formative assessment. [Synthesis]</p> <p>Create a summative assessment. [Synthesis]</p> <p>Journal your understanding of academic language from the teaching profession.</p>	<p>future educator as well as how assessments benefit students and advance their learning. [Analysis]</p>
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					Define each concept/term and list ideas of how you will apply each concept/term to your future practice. [Analysis]	
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FT Standard VII: Engaging in Reflective Practice Rising educators learn how reflective practice enables them to advance student learning and grow professionally.	WITS 9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher	Develop a reflective mindset  Reflect to support learning  Reflect with purpose	Examine local educator evaluation forms. Identify strengths and limitations of the form. [Analysis]  Read articles from professional sources and write reflections that connect article content to personal experiences and/or classroom observations. [Evaluation]  Brainstorm a list of colleagues with whom you could collaborate. Reflect on your strengths and the strengths of others, and develop	Educator Effectiveness forms from DPI <a href="https://dpi.wi.gov/ee/principal/resources/forms">https://dpi.wi.gov/ee/principal/resources/forms</a>  Educator Effectiveness CESA 6 <a href="https://www.cesa6.org/services/growth-development-center/ep-evaluation-suite.cfm">https://www.cesa6.org/services/growth-development-center/ep-evaluation-suite.cfm</a>  Analyze videos of Master teachers. National Board for Professional Teaching Standards ATLAS [Analysis] <a href="https://www.nbpts.org/atlas">https://www.nbpts.org/atlas</a> WI DPI <i>ConnectED</i> <a href="https://dpi.wi.gov/news/dpi-connected">https://dpi.wi.gov/news/dpi-connected</a>  <i>Wisconsin Education News</i> <a href="https://awsa.memberclicks.n">https://awsa.memberclicks.n</a>	Future Teachers of America micro-credential in collaboration (Note: additional fee paid to Future Teachers of America/PDK. Information located at <a href="https://www.educatorsrising.org/what-we-offer/micro-credentials">https://www.educatorsrising.org/what-we-offer/micro-credentials</a> )  Conduct a self-evaluation using your educational autobiography. Reflect upon your own biases based on your educational pathway and how those biases do/do	Reflect on your philosophy of education, created at the beginning of the journey. Focus on areas of growth and areas where further development is needed. Note changes in your thinking and revise your philosophy. [Evaluation]

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	<p>adapts the teacher's practice to meet the needs of each pupil.</p> <p>WITS10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.</p>		<p>a strategic plan for an effective PK-12 district. Create a logic model. [Synthesis]</p> <p>Consider an idea that would improve the educational experiences for students in your school. Reflect on your circle of influence, potential collaborators, and how to move an idea or initiative forward. Develop a plan that could be presented to decision makers. [Evaluation]</p> <p>Research a successful community outreach from a school that is similar to your own: urban, suburban or rural. Propose how you could conduct a similar outreach</p>	<p><a href="http://et/wisconsin-education-news-nav">et/wisconsin-education-news-nav</a> <i>Education Today and Tomorrow</i> <a href="https://weac.org/ett/">https://weac.org/ett/</a> The US Department of Education's newsletter <i>ED Review</i> <a href="https://www2.ed.gov/news/newsletters/edreview/index.html">https://www2.ed.gov/news/newsletters/edreview/index.html</a> <i>Teaching Tolerance</i> <a href="https://www.tolerance.org/magazine/summer-2019">https://www.tolerance.org/magazine/summer-2019</a> <i>Education Post</i> <a href="https://educationpost.org/">https://educationpost.org/</a></p> <p>DPI resource on reflection <a href="https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/CASEL-Personal_Assessment_and_Reflection-SEL_Compencies_for_School_Leaders_Staff_and_Adults.pdf">https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/CASEL-Personal_Assessment_and_Reflection-SEL_Compencies_for_School_Leaders_Staff_and_Adults.pdf</a></p>	<p>your future teaching. Distinguish what you know, need to know and wish to know and identify colleagues (internal or external) who can help you grow. [Evaluation]</p>	
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			within your future school. [Synthesis]			
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## Wisconsin Future Teachers of America Curriculum Committee

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Lynda Fernholz, Ph.D. - Associate Dean and Head of the School of Education, UW Stevens Point

Leah Lechleiter-Luke - Teacher, School District of Mauston

Carrie Perock - Wisconsin Technical College System, Foundations of Teacher Education

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