



## MILWAUKEE PUBLIC SCHOOLS CHARACTERISTICS OF A HIGH PERFORMING URBAN CLASSROOM

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### Active Engagement of Student Learners

Teachers empower students to achieve at their highest levels. Teachers use in-depth knowledge of content areas and a literacy-based focus to facilitate students' active engagement in learning.

(Wisconsin Teacher Standards 1, 2, 4, 5, 6)

### Cultural Responsiveness

Teachers know the diverse racial, ethnic, socio-economic and cultural backgrounds of their students and embed this knowledge throughout the curriculum to foster high levels of student learning.

(Wisconsin Teacher Standards 2, 3, 5, 6, 7, 10)

### High Expectations Based on Learning Targets

Teachers and students hold and communicate high expectations for complex student learning based on the MPS Learning Targets.

(Wisconsin Teacher Standards 1, 2, 3, 4, 5, 7)

### Strategic Instructional Choices

Teachers ensure that all students are meaningfully challenged. Teachers strategically select methods, differentiate instruction, and use technology to foster student learning.

(Wisconsin Teacher Standards 1, 3, 4, 5, 7, 8)

### Routine Use of a Variety of Assessments

Teachers and students use multiple sources of data to assess progress and guide the effectiveness of instruction.

(Wisconsin Teacher Standards 2, 7, 8, 9)

### Partnerships With Families and the Community

Teachers initiate, develop and maintain positive working relationships with all students' families and the broader urban community to support student learning.

(Wisconsin Teacher Standards 7, 9, 10)

### Collaboration With Colleagues

Teachers develop and maintain productive professional working relationships with colleagues to enhance student learning.

(Wisconsin Teacher Standards 9, 10)

### Impassioned, Engaged Adult Learners

Teachers are invested adult learners who motivate their students to become impassioned, engaged learners.

(Wisconsin Teacher Standards 1, 2, 3, 5, 6)