

Level 2 Elementary All Students CAN Learn

Introduction

In Level 1, you developed your skills to plan instruction, taking into consideration the content to be taught and the needs of learners. In addition, you learned that students have different needs and even different learning styles that should be addressed in planning instruction. Finally, you learned the rudiments of planning and designing assessments—to evaluate what and how well students learn.

Level Description & Outcomes

In addition to Teacher Education Program Goals and Objectives, each course in Level 2 addresses one or more of the InTASC Core Standards. In Level 2, we will build on essential learning from Level 1 by adding layers to that paradigm in the form of addressing needs of English Language Learners (ELLs) and exceptional students within the context of reading methods and social studies methods. You will gain the knowledge and skills necessary to design classroom reading and social studies instruction that meet the needs of diverse students. Specifically, Level 2 will:

- provide opportunities for unit/lesson planning and teaching in two content areas—reading and social studies,
- give a detailed look at the core curriculum in reading and social studies, and
- present occasions to plan and provide for ALL students in a particular classroom.

We will look further at lesson planning and refinement, and assessment strategies to address the needs of ALL learners. At a more macro-level of planning, we will look at developing integrated units of instruction to provide more authentic and meaningful contexts to the learning for ALL students.

With regards to students, we will look at other factors and variables that need to be addressed in planning appropriate instruction. This should provide more specific contextual factors as you plan your units of instruction. You will think about the effect and impact of your instruction on student outcomes. You will make specific adaptations and modifications to your lessons as a result of observing student learning. You will begin to analyze student learning: why and how individual students achieve and/or where individual students are having difficulties. You will reflect on what you have planned, taught, and evaluated in assisting students to achieve your goals/objectives.

Finally, you will begin to identify ways of providing *evidence of student learning*.

<p>Courses</p>	<p>The courses in Level 2 Elementary are:</p> <ul style="list-style-type: none"> • Educ DV 3200E: Foundations of Diversity: Culturally/Linguistically Responsive Teaching • Educ 3240: Reading Instruction in the Intermediate Grades • Educ DV 3260E: The Exceptional Student • Educ 3280: Elementary Social Studies Methods
<p>Expectations</p>	<p>You, as a teacher candidate, are expected to demonstrate a <i>high level of professional behaviors and dispositions</i>. These include, but not limited to:</p> <ul style="list-style-type: none"> • Attendance and Class Participation: You are expected to attend class regularly, be punctual, prepared, and attentive, and ready to participate and contribute. Assigned reading and activities must be completed before class. Absences and tardiness may be reflected in your grade for courses and level disposition assessment. • Ethics: You are expected to maintain a professional standard of performance in your personal conduct in class and in field experience settings. Any violation of the WSU Student Code of Conduct may result in failing grade in the course(s) and/or withdrawal from admission to the teacher certification program. Lesson plans, units, and other work must be your original work and/or given proper attribution. • Thoughtful Writing: All written assignments must conform to University standards and follow APA formatting style where appropriate. It is expected that papers be typed, double-spaced, using Times 12 font. Spelling, grammar, punctuation, and other mechanics should be corrected. Writing should be thoughtful, well-organized, show depth of thought and analysis, and neat. Use the Utah Six-Trait Writing Rubric as a guide (available online: http://www.uen.org/Rubric/rubric.cgi?rubric_id=1082). • Collaborative Learning: Class work will frequently be a team or group effort. You are expected to show a positive disposition toward this kind of learning and work situation. In addition, you and your peers are expected to do fair share in the group assignments and participate fully in the group learning process. Equitable participation will be the expected behavior.
<p>Field Experience</p>	<p>Spending time in a "real" classroom is a critical component of our teacher education program. The primary field experience in Level 2 will occur in a two-week block during the latter part of the semester.</p> <p>However, you will have assignments that will necessitate your going to the field experience site prior to that two-week block. Note that in Level 2, classes will normally not be conducted on Thursdays. Therefore, those assignments can be completed in the school as well as other group assignments on Thursdays.</p> <p>Therefore, the expectations for field experience are as follows, though not limited to:</p> <ul style="list-style-type: none"> • You are expected to observe and collaborate at the assigned field experience site <i>prior</i> to the scheduled two-week block. • You are expected to spend the entire time in the classroom during the two-week field experience, i.e., Mon through Fri, 8:30-11:10. • You are expected to collaborate with the collaborating teacher in planning, teaching, and evaluating a unit of a minimum of

	<p>five lesson plans.</p> <ul style="list-style-type: none"> You are expected to be teaching all days that you are assigned to field work, if you are not teaching your instructional unit then teach whatever you are assigned by your teacher. Do not just sit and observe while in the classroom. Be active. Gain experience. Volunteer at every opportunity. You are expected to comply with school policies (e.g., parking, dress code, visitor check-in etc). If you have not received a background clearance card, you will NOT be able to complete the requirement of field experience nor move beyond this level.
Portfolio	Within each course, you will have items that you can include in your portfolio that should also be evidence of your understanding and preliminary achieving of the InTASC Core Standards (see below) emphasized in Level 2.
Level Exit Interview	During the last week of the semester, you will sign up for a block of time to meet with faculty from Level 2. You will be prepared to provide evidence of what you have learned in Level 2 that specifically address the InTASC Core Standards emphasized. This exit interview completion is required prior to moving on to Level 3.

Level 2 InTASC Standards

<p>Core Standards: The Learner and Learning (InTASC standards 1-3)</p>	<p>Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard #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>
---	---

**Core Standards:
Content Knowledge
(InTASC standards 4-5)**

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Core Standards:
Instructional Practice
(InTASC standards 6-8)**

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Core Standards:
Professional Responsibility
(InTASC standards 9-10)**

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Dispositions

Positive Attitude	Enthusiastic, motivated, dedicated, committed, shows initiative, appropriate sense of humor
Caring	Concerned, thoughtful, receptive to the feelings of others
Ethical	Acts in accordance with the rules or standards for right conduct, as well as the program and university codes of conduct and ethics policy
Responsible	Adheres to schedules, accountable and principled decision maker, student advocate
Inclusive	Appreciates and values student diversity; communicates cultural sensitivity; fair, impartial, open-minded; unprejudiced, unbigoted
Flexible	Able to make adjustments based on changing circumstances
Collegial	Collaborative, cooperative; sharing responsibility in a group endeavor, works effectively with others, friendly and mutually respectful
Reflective	Thoughtful, insightful, a deliberate decision maker; able to take an objective, critical, and detailed look at self and teaching
Resourceful	A problem solver; deals skillfully and promptly with new situations, difficulties, etc.
Poised	Controlled, confident, self-assured, tactful; shows restraint over own impulses and emotions
Teachable	Apt and willing to learn, receptive to new ideas and feedback

Revised 8/22/12