

Secondary Core Level Description

Secondary Core Level (Learning and the Learner) introduces candidates to the diversity of learners they will educate as teachers in today's society (EDUC 3200 and EDUC 3260). EDUC 3900 will provide instruction in preparing, teaching, and assessing instruction, while EDUC 3930 provides pedagogical skills in the critical area of secondary literacy education. The courses in the Core level supplement teaching methods and courses that candidates take in their particular content areas. Principles of learning; skills in design, implementation, and assessment of instruction; and interpersonal skills acquired in other classes are applied in classroom settings in the broader and deeper Core Level field experience.

Courses:

EDUC 3200 Foundations of Diversity

EDUC 3260 The Exceptional Student

EDUC 3900 Preparing, Teaching, and Assessing Instruction

EDUC 3930 Reading and Writing Across the Secondary Curriculum

Conceptual Framework

“Student Achievement: Teachers, Students and Communities Working together” is the major theme of the Teacher Education Department. Within the Secondary Core Level, our main goal is to have our candidates experience the demonstrated pedagogy of appropriate and validated practice. Evaluating and reflecting about the students in the classroom and the school site prior to the planning stage is a major emphasis of the Core Level-- “Learning and the Learner”. Candidates learn to prepare lessons to meet the needs of diverse students in their field experience site. By collaborating with team members and cooperating teachers in the field experience site, candidates plan, using a variety of planning models, teach the lessons, and evaluate the student learning. Finally, as they teach and assess, candidates modify lessons to meet the changing needs of a dynamic situation. This constant reflection is part of an experienced teacher behavior in which candidates engage.

Critical Performances/Outcomes of the Secondary Core Level

1. (INTASC 3, 4, & 7) Instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, objectives, and community contextual factors

Artifacts:

Teacher Work Sample (individual/group), which includes Content Unit Instruction under guidance of a collaborating teacher and University faculty.

Hardcopy of portfolio initiated in the Secondary Core Level

2. (INTASC 2, 3, & 5) Diversity: Candidates understand how students differ in their development and approaches to learning, and create instructional opportunities and environments that are adapted to diverse learners.

Artifacts:

Teacher Work Sample (individual/group), which includes Content Unit Instruction under guidance of a collaborating teacher and University faculty

Hardcopy of portfolio initiated in the Secondary Core Level

(Dispositions) Candidates demonstrate evidence of the nine program dispositions. Dispositions forms completed by the Secondary Core Level faculty, and collaborating teacher in field experience site.

3. (INTASC 6 & 7) Communication: Candidates use their knowledge of effective communication techniques to foster active inquiry, collaboration and interaction in the classrooms.

Artifacts:

Teacher Work Sample (individual/group), which includes Content Unit Instruction under guidance of a collaborating teacher and University faculty

Hardcopy of portfolio initiated in the Secondary Core Level

(Dispositions) Candidates demonstrate evidence of the nine program dispositions.

Dispositions forms completed by the Secondary Core Level faculty, and collaborating teacher in field experience site.

4. (INTASC 8) Assessment: Candidates demonstrate competence in using both informal and formal assessment strategies to inform instruction and promote student learning.

Artifacts:

Teacher Work Sample (individual/group), which includes Content Unit Instruction under guidance of a collaborating teacher and University faculty with particular notice of the Analysis of Student Learning Section

Hardcopy of portfolio initiated in the Secondary Core Level

5. (INTASC 6, 9,10) Collaboration, Reflection, and Professional Development:

Candidates must demonstrate the ability to use a variety of sources of feedback to reflect on individual performance and that of their students in grades 6-12.

Artifacts:

Teacher Work Sample (individual/group)

Journals, video clips, lesson plans with written critiques.

Hardcopy of portfolio initiated in the Secondary Core Level

6. Program Portfolio: Candidates begin Utah Professional Teacher portfolio system which provides evidence of knowledge, skills and dispositions.

Artifacts:

Hardcopy of portfolio artifacts self-selected by candidates for standards initiated in the Secondary Core Level. (Evaluated by the Secondary Core Level faculty)

7. Dispositions: Candidates demonstrate evidence of the nine program dispositions.

Artifacts:

Dispositions forms completed by the Secondary Core Level faculty and collaborating teachers in the field site.

Field Experience

In the comprehensive Secondary Core Level Field Experience, candidates demonstrate skills, knowledge, and dispositions in highly diverse community secondary schools.

During this semester, candidates observe; plan with the collaborating teacher, a unit of

instruction in either content major or minor disciplines; teach the unit; assess student progress; and evaluate the effectiveness of the unit. Throughout the process, candidates plan lessons that accommodate students from diverse backgrounds and exceptional learning needs, using the principles of universal design and differentiated instruction. The final product is a Teacher Work Sample.

Definitions and Descriptions for the Secondary Core Level

NCATE Standard Target Performances

Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning and have a positive effect on learning for all students.

Critical Performances

Specific descriptions about what teacher candidates must know and be able to do at different levels of growth and development toward one or more teaching standards.

Teacher Work Samples (TWS)

A process that enables teacher candidates to demonstrate teaching performances directly related to planning, implementing, assessing student learning, and evaluating teaching and learning for a standards-based instructional unit. The TWS provides opportunity for candidates to develop, organize, implement, assess, and reflect upon instruction in their assigned subject and grade level. The focus of the TWS is on student achievement and competence in knowledge and skills. Therefore, teacher work samples are teaching exhibits that can provide credible evidence of a candidate's ability to facilitate learning of all students. Teacher work samples are one source of performance relative to national and state teaching standards.

Components of Teacher Work Samples

- Contextual Factors
- Objectives/Learning Outcomes
- Assessment Plan
- Design for Instruction
- Instructional Decision-Making
- Analysis of Student Learning
- Reflection and Self-Evaluation

Content Unit Instruction: Field Experience

The Teacher Work Sample is based on the content unit of instruction during field experience. In a small group or individually, candidates will design a unit of instruction guided by the state core curriculum, content knowledge (major/minor), textbooks, and other sources and in cooperation with the collaborating teacher. The unit of instruction will contain: objectives/outcomes (curriculum alignment), pre-post testing, a variety of lesson plans with accommodations for diverse students, appropriate technology usage, and an evaluation of the lessons as to whether the objectives were met by students in grades 6-12.

Program Portfolio

One of the major activities and responsibilities teacher candidates will do systematically throughout the teacher education program is the creation and maintenance of a working portfolio. This portfolio will contain major products (e.g., papers/reports, journals, lessons, units) created and developed in each of the courses. Secondary students will include work from their content areas. As candidates look retrospectively in their portfolios, they should be able to see growth and maturation in their development as a professional teacher.

Each course a candidate completes will have major requirements that should be included in the portfolio. The portfolio is one set of evidence to demonstrate competence as a teacher. From this working portfolio, the candidate will formulate a presentation portfolio to provide as an evidence of professionalism to potential employers. This portfolio will represent the breadth and depth of the candidate's knowledge, skills, and dispositions as a novice teacher. This portfolio must be organized by the Utah Professional Teacher standards.

Dispositions

NCATE defines dispositions as the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.” The WSU Teacher Education Program has adopted the following nine dispositions:

Positive Attitude (enthusiastic, motivated, dedicated, committed, shows initiative, appropriate sense of humor)

Caring/Responsive (concerned, thoughtful, receptive to the feelings of others)

Ethical/Responsible (acts in accordance with the rules or standards for right conduct, 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/Resourceful (thoughtful, insightful; a deliberative decision maker and 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)

Level Exit Interviews

Secondary Core Level faculty conduct individual and group checkout interviews.

Students are grouped by content major/ minors into field-experience teams. At the conclusion of their teaching, each team engages in a checkout interview to determine the Teacher Work Sample's final evaluation, discuss the effectiveness of the field experience and the TWS.

any dispositions that are of concern to the Secondary Core Level faculty are discussed with the individual candidate.

Individual checkouts are completed on all required documents, which can then be placed in the portfolio.

Level faculty are involved in the evaluation of the portfolio at the conclusion of all teaching and coursework.