Level 2—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.

Description
In addition to Teacher Education Program Goals and Objectives, each course in Level 2 addresses one or more of the INTASC Standards. In particular, INTASC standards 1, 3, 4, 7, and 9 are the foci of Level 2 classes. 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
• 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.

Courses
The courses in Level 2 Elementary are:

- Educ DV 3200: Foundations of Diversity: Culturally/Linguistically Responsive Teaching
- Educ 3240: Foundations, Methods, and Assessments of Elementary Reading
- Educ DV 3260: The Exceptional Student
- Educ 3280: Elementary Social Studies Methods

Expectations
You, as a teacher candidate, are expected to demonstrate a high level of professional behaviors and dispositions. These include, but not limited to:

- 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 will be reflected in your grade 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, and neat. Use the Utah Six-Trait Writing Rubric as a guide (available online: http://www.usoe.k12.ut.us).

- 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.

Field Experience

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. 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 Fridays. Therefore, those assignments can be completed in the school on Fridays.

Therefore, the expectations for field experience are as follows, though not limited to:

- You are expected to observe and collaborate at the assigned field experience site prior 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 or 12:30-3:10.
- You are expected to collaborate with the collaborating teacher in planning, teaching, and evaluating a unit of a minimum of five lesson plans.
- You are expected to be teaching all 10 days, if not your unit than what you are assigned by your teacher. Just don't sit there in the classroom. Be active. Gain experience.
- You are expected to comply with school policies (e.g., parking, dress, check-in).
- (If you have not received a background clearance card, you will NOT be able to complete the requirements of the 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 completion of various INTASC 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 standards emphasized. This is not a graded activity however its completion is required if you are to move on to level 3.
Level 2 INTASC

Standard 1  The teacher understands the central concepts, tools of inquiry, and structure of the fields of knowledge she/he teaches and can create learning experiences that makes these aspects of subject matter meaningful for students.

Standard 2  The teacher understands how children learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Standard 3  The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4  The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5  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.

Standard 6  The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, including technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7  The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard 8  The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

Standard 9  The teacher is a reflective practitioner who continually evaluates the effects of his/her actions on others.

Standard 10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
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<tr>
<th>Dispositions</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Positive Attitude</td>
<td>enthusiastic, motivated, dedicated, committed, shows initiative, appropriate sense of humor</td>
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<tr>
<td>Caring</td>
<td>concerned, thoughtful, receptive to the feelings of others</td>
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<td>Ethical</td>
<td>acts in accordance with the rules or standards for right conduct, as well as the program and university codes of conduct and ethics policy</td>
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<td>Responsible</td>
<td>adheres to schedules, accountable and principled decision maker, student advocate</td>
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<td>Inclusive</td>
<td>appreciates and values student diversity; communicates cultural sensitivity; fair, impartial, open-minded; unprejudiced, unbigated</td>
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<td>Flexible</td>
<td>able to make adjustments based on changing circumstances</td>
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<td>Collegial</td>
<td>collaborative, cooperative; sharing responsibility in a group endeavor, works effectively with others, friendly and mutually respectful</td>
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<td>Reflective</td>
<td>thoughtful, insightful, a deliberate decision maker; able to take an objective, critical, and detailed look at self and teaching</td>
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<td>Resourceful</td>
<td>a problem solver; deals skillfully and promptly with new situations, difficulties, etc.</td>
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<td>Poised</td>
<td>controlled, confident, self-assured, tactful; shows restraint over own impulses and emotions</td>
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<tr>
<td>Teachable</td>
<td>apt and willing to learn, receptive to new ideas and feedback</td>
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