Course Number: EDU 402

Course Title: Integrated Methods to Teaching Elementary Language Arts/Reading

Course Description:
Students study the rationale for an integrated language arts program and thematic units with other subject areas, with a focus on the current state and national content standards. Emphasis is on development of age appropriate lesson plans and units that demonstrate a variety of methods and materials for teaching the skills of language arts and reading and the integrated process. Establishing objectives, including critical thinking objectives, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. A virtual clinical experience from schools using “best practices” is included.

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<thead>
<tr>
<th>College Education Program Attributes</th>
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<tr>
<td>The manner in which we prepare educational personnel is informed by eight essential attributes:</td>
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<tr>
<td>1. ensuring that programs are knowledge-based;</td>
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<td>2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;</td>
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<td>3. contextual and cultural sensitivity;</td>
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<td>4. facilitating inquiry and reflection, i.e, providing structured opportunities for critical reflection on and taking action in one’s daily work;</td>
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<td>5. enabling authentic participation, collegiality and collaboration;</td>
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<td>6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;</td>
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<td>7. ensuring that programs are standards-driven; and</td>
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<td>8. ensuring that programs promote the effective use of technology</td>
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<th>Course Objectives</th>
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<tr>
<td><strong>Standard 1: Learner Development</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Standard 2: Learning Differences</strong></td>
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<tr>
<td>The teacher uses understanding of individual differences and diverse cultures and</td>
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</table>
communities to ensure inclusive learning environments that enable each learner to meet high standards.

**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 Knowledge**

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.

**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 10 – Leadership 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.

**Learning Topic 1 – Learner Development, Learning Differences, and Content Knowledge**

**Learning Activities/Performance Tasks:**
1. Collaborate in small groups for identifying learning differences.
2. Summarize and recommend developmentally appropriate activities in lesson planning.
3. Prepare a unit that ensures inclusive learning environment that enables all learners to meet high standards.
4. Design learning experiences in the unit to facilitate connections and mastery of content, making it meaningful for the learner.

**Learning Topic 2 – Application of Content Knowledge**

**Learning Activities/Performance Tasks:**
1. Observe, analyze, and evaluate virtual teaching and learning experiences to understand and connect concepts and different perspectives that engage learners in critical thinking skills.
2. Identify and apply critical thinking and higher order thinking skills in the instructional planning process.

**Learning Topic 3 – Assessment**

**Learning Activities/Performance Tasks:**
1. Prepare and produce examples of multiple methods of assessment to be demonstrated in the unit.
2. Construct assessments that are aligned with instructional planning to guide the teachers’ and learners’ decision-making.

**Learning Topic 4 – Planning for Instruction**

Learning Activities/Performance Tasks:
1. Identify and discuss Common Core Standards and alignment of instruction with assessment.
2. Collaborate and analyze pedagogical learning theory that is incorporated in the instructional planning process.
3. Model planning for instruction and instructional strategies through demonstration of content, curriculum, pedagogy, and cross-disciplinary skills.
4. Design a long-term unit with lessons that demonstrate the understanding of content, curriculum, pedagogy, and cross-disciplinary skills.

**Learning Topic 5 – Leadership Collaboration**

Learning Activities/Performance Tasks:
1. Recommend appropriate collaboration with families, colleagues, school professionals, and community in the unit design.

**Resources**

1. *Engaging in the Language Arts: Exploring the Power of Language*
   Donna Ogle & James W. Beers (most recent edition available)
2. InTASC Standards
3. The Association for Childhood Education International (ACEI)
4. The Association for Middle Level Education (AMLE)
5. Council for the Accreditation of Educator Preparation (CAEP)
6. Common Core State Standards (CCSS)
7. Content Specific Resources
Structured External Assignment:
Using the Wilmington University Unit Plan Format found within the Lessons, Units and Rubrics Tool on TaskStream, and the Common Core Standards, the teacher candidate will complete and submit an age-appropriate unit of lesson plans which includes a variety of methods and materials to teach reading across content areas, including the application of critical thinking and problem-solving skills. The thematic lesson must address cultural differences, different developmental levels, different learning styles and ability levels.

DPAS II Component I for Educators: Planning and Preparation (Coursework)

EDU 402 - DPAS II Component I for Educators: Planning and Preparation (Coursework)

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<tr>
<th>Substandard</th>
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<tr>
<td>1a: Selecting Instructional Goals</td>
<td>Teacher’s goals are unsuitable for students, or not stated as instructional activities, and they do not permit viable methods of assessment.</td>
<td>Teacher’s goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.</td>
<td>Teacher’s goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.</td>
<td>Teacher’s goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.</td>
<td>Teacher’s goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.</td>
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<td>CLARITY - Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.</td>
<td>sequence of learning.</td>
<td>sequence of learning.</td>
<td>CLARITY - All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.</td>
<td>a sequence of learning both in the discipline and in related disciplines.</td>
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<tr>
<td>BALANCE - Outcomes reflect no type of learning and only no discipline or strand.</td>
<td>BALANCE - Outcomes reflect only one type of learning and only one discipline or strand.</td>
<td>BALANCE - Outcomes reflect several different types of learning and opportunities for coordination.</td>
<td>BALANCE - Outcomes reflect several different types of learning and opportunities for coordination.</td>
<td>BALANCE - Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.</td>
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<td>SUITABILITY FOR DIVERSE LEARNERS - Outcomes are not suitable for the class or are not based on any assessment of student needs.</td>
<td>SUITABILITY FOR DIVERSE LEARNERS - Outcomes are not suitable for the class or are not based on any assessment of student needs.</td>
<td>SUITABILITY FOR DIVERSE LEARNERS - Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.</td>
<td>SUITABILITY FOR DIVERSE LEARNERS - Outcomes are based on a comprehensive assessment of student learning and take into account the</td>
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Standards

DE- Wilmington University – Teacher Preparation Program Competencies
Area: 6. Planning for Instruction
Descriptor: Design instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning.
Indicator: 6.1 Understanding of major elements of instructional planning.

DE- Wilmington University DPAS II for Teachers – Components and Gates
Component: 1: Planning and Preparation
Gate: Coursework

USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation
Domain: CURRICULUM
Standard 2.1: English language arts - Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

USA- InTASC Model Core Teaching Standards (2011)
Standard: 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.
Performance: 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
Performance: 7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

Standard: 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.
Performance: 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

Standard: 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.
Performance: 2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Standard: 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.
Performance: 5(h) The teacher develops and implements supports for learner literacy development across content areas.

USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)
Standard: 2. Design and Develop Digital-Age Learning Experiences and Assessments Teachers design, develop, and evaluate...
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<tr>
<td>1b: Designing Coherent Instruction</td>
<td>There are no stated instructional goals to engage students in meaningful learning and the lesson or unit has no defined structure.</td>
<td>The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.</td>
<td>Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.</td>
<td>Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.</td>
<td>All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.</td>
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<tr>
<td>Learning Activities - Learning activities are missing.</td>
<td>LEARNING ACTIVITIES - Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</td>
<td>LEARNING ACTIVITIES - Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.</td>
<td>LEARNING ACTIVITIES - All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.</td>
<td>LEARNING ACTIVITIES - Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.</td>
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<td>UNIT STRUCTURE - No clear structure or evidence of planning.</td>
<td>MATERIALS AND RESOURCES - Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</td>
<td>RESOURCES - All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</td>
<td>INSTRUCTIONAL GROUPS - Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.</td>
<td>INSTRUCTIONAL MATERIALS AND RESOURCES - All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.</td>
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<td>Progression of activities is uneven, with most time allocations reasonable.</td>
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**Standards**

**DE- Wilmington University – Teacher Preparation Program Competencies**

*Area:* 6. Planning for Instruction

*Descriptor:*
Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning.

*Indicator:*
6.1 Understanding of major elements of instructional planning.

**DE- Wilmington University DPAS II for Teachers – Components and Gates**

*Component 1: Planning and Preparation*  
*Gate: Coursework*

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

*Domain: CURRICULUM*

*Standard 2.1: English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.*

**USA- InTASC Model Core Teaching Standards (2011)**

*Standard: Standard #1: Learner Development. The teacher understands how children learn 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.*

*Essential Knowledge:*
1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

*Essential Knowledge:*
1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
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<tr>
<td>Essential Knowledge:</td>
<td>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</td>
<td>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</td>
<td>Standard: 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.</td>
<td>Performance: 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</td>
<td>Performance: 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</td>
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<td>English/Language Arts.</td>
<td>English/Language Arts.</td>
<td>but does not extend to connections with other disciplines or to possible student misconceptions.</td>
<td>specified in ACEI Standard 2.1 - English/Language Arts. Teacher's instructional practices reflect current pedagogical knowledge.</td>
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<td>KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - In planning and practice, teacher makes numerous content errors or does not correct errors made by students.</td>
<td>KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.</td>
<td>KNOWLEDGE OF CONTENT AND THE STRUCTURE OF THE DISCIPLINE - Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</td>
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<td>KNOWLEDGE OF PREREQUISITES - Teacher’s plans and practice display no understanding of prerequisite relationships important to student learning of the content.</td>
<td>KNOWLEDGE OF PREREQUISITES - Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</td>
<td>KNOWLEDGE OF PREREQUISITES - Teacher’s plans and practices reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
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<td>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher displays no understanding of the range of pedagogical</td>
<td>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher displays little or no understanding of the range of pedagogical</td>
<td>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</td>
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Score/Level
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<td>approaches suitable to student learning of the content.</td>
<td>approaches suitable to student learning of the content.</td>
<td>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY - Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.</td>
<td>RELATED PEDAGOGY - Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</td>
<td>prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</td>
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</table>

**Standards**

**DE- Wilmington University – Teacher Preparation Program Competencies**

**Area:** 6. Planning for Instruction

**Descriptor:**
Design instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning.

**Indicator:**
6.3 Understanding of how to develop long (unit) and short range (lesson) plans.

**DE- Wilmington University DPAS II for Teachers – Components and Gates**

**Component 1:** Planning and Preparation

**Gate:** Coursework

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

**Domain:** CURRICULUM
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| Standard 2.1: English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. | USA- InTASC Model Core Teaching Standards (2011)  
Standard: 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.  
Performance:  
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.  
Performance:  
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.  
Performance:  
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.  
Performance:  
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.  
Performance:  
4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.  
Performance:  
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.  
Performance:  
4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.  
Performance:  
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.  
Performance:  
4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.  
Essential Knowledge:  
4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.  
Essential Knowledge:  
4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.  
Essential Knowledge:  
4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.  
Essential Knowledge:  
4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.  
Essential Knowledge:  
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.  
Standard: Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives |
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<td>to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
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**Essential Knowledge:**
5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

**Essential Knowledge:**
5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

<p>| 1d: Demonstrating Knowledge of Students | Teacher makes no attempt to acquire knowledge of students’ backgrounds, skills, or interests and does not use such information in planning. | Teacher makes little or no attempt to acquire knowledge of students’ backgrounds, skills, or interests and does not use such information in planning. | Teacher demonstrates partial knowledge of students’ backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole. | Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests and uses this knowledge to plan for groups of students. | Teacher demonstrates thorough knowledge of students’ backgrounds, skills, and interests and uses this knowledge to plan for individual student learning. |
| KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays no knowledge of the developmental characteristics of the age group. | KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays little or no knowledge of the developmental characteristics of the age group. | KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays partial knowledge of the developmental characteristics of the age group. | KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - Teacher displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns. | KNOWLEDGE OF CHILD AND ADOLESCENT DEVELOPMENT - In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual |</p>
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<td>STUDENTS’ SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
<td>Teacher displays no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.</td>
<td>learn, but this knowledge is limited or outdated.</td>
<td>knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.</td>
<td>students follow the general pattern.</td>
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<tr>
<td>KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
<td>Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.</td>
<td>KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
<td>Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.</td>
<td>KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
<td></td>
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<tr>
<td>KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE -</td>
<td>Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
<td>KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE -</td>
<td>Teacher recognizes the value of understanding students’ interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
<td>KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
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<td>KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays no understanding of</td>
<td>KNOWLEDGE OF STUDENTS' SPECIAL NEEDS - Teacher displays no understanding of</td>
<td>KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE -</td>
<td>Teacher recognizes the value of understanding students’ interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
<td>KNOWLEDGE OF STUDENTS' SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
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<td>KNOWLEDGE OF STUDENTS’ SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
<td>Teacher displays no understanding of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.</td>
<td>KNOWLEDGE OF STUDENTS’ SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
<td>Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.</td>
<td>KNOWLEDGE OF STUDENTS’ SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
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<td>KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE -</td>
<td>Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
<td>KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE -</td>
<td>Teacher recognizes the value of understanding students’ interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
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<td>KNOWLEDGE OF STUDENTS’ SKILLS, KNOWLEDGE, AND LANGUAGE PROFICIENCY -</td>
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<td>KNOWLEDGE OF THE LEARNING PROCESS - Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.</td>
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<td>students’ special learning or medical needs or why such knowledge is important.</td>
<td>KNOWLEDGE OF STUDENTS’ SPECIAL NEEDS - Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important.</td>
<td>knowledge only for the class as a whole.</td>
<td>value of understanding students’ interests and cultural heritage and displays this knowledge for groups of students.</td>
<td>CULTURAL HERITAGE - Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for individual students.</td>
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<td>KNOWLEDGE OF STUDENTS’ SPECIAL NEEDS - Teacher displays awareness of the importance of knowing students’ special learning or medical needs but such knowledge may be incomplete or inaccurate.</td>
<td>KNOWLEDGE OF STUDENTS’ SPECIAL NEEDS - Teacher is aware of students’ special learning and medical needs.</td>
<td>KNOWLEDGE OF STUDENTS’ SPECIAL NEEDS - Teacher possesses information about each student’s learning and medical needs, collecting such information from a variety of sources.</td>
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**Standards**

**DE- Wilmington University – Teacher Preparation Program Competencies**

**Area:** 6. Planning for Instruction

**Descriptor:**
Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning.

**Indicator:**
6.4 Understanding of how to connect student experiences with education goals in planning.

**Indicator:**
6.5 Understanding of how to maximize the participation and engagement of students with disabilities in a general or expanded curriculum.

DE- Wilmington University DPAS II for Teachers – Components and Gates
### Component 1: Planning and Preparation

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

**Domain:** CURRICULUM

**Standard 2.1:** English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #1: Learner Development. The teacher understands how children learn 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.

**Performance:**

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

**Standard:** 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.

**Performance:**

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

**Essential Knowledge:**

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

**Standard:** 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.

**Essential Knowledge:**

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

**USA- ISTE: National Educational Technology Standards (NETS) for All Teachers (2011)**

**Standard:** 4. Promote and Model Digital Citizenship and Responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

**Performance Indicator:**

b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

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<th>Substandard</th>
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1e: Designing Teacher's plan Teacher's plan Teacher's plan Teacher's plan Teacher's plan
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<th>Student Assessments</th>
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<td>for assessing student learning contains no criteria or standards, is not aligned with the instructional outcomes, and is inappropriate to many students. The results of assessment have no impact on the design of future instruction.</td>
<td>for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</td>
<td>for student assessment is partially aligned with the instructional outcomes, without clear criteria, and is appropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</td>
<td>for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of the students. Teacher intends to use assessment results to plan for future instruction for groups of students.</td>
<td>for student assessment is fully aligned with the instructional outcomes and uses clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan for future instruction for individual students.</td>
<td>for student assessment is fully aligned with the instructional outcomes in both</td>
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<td>CONGRUENCE WITH INSTRUCTIONAL OUTCOME - No assessment procedures or instructional outcomes present.</td>
<td>CONGRUENCE WITH INSTRUCTIONAL OUTCOME - Assessment procedures are not congruent with instructional outcomes.</td>
<td>CONGRUENCE WITH INSTRUCTIONAL OUTCOME - All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.</td>
<td>CONGRUENCE WITH INSTRUCTIONAL OUTCOME - Proposed approach to assessment is fully aligned with the instructional outcomes in both</td>
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<td>CRITERIA AND STANDARDS - No proposed approach is given or no criteria or standards.</td>
<td>CRITERIA AND STANDARDS - Proposed approach contains no criteria or standards.</td>
<td>CRITERIA AND STANDARDS - Assessment criteria and standards.</td>
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<td>Teacher has no plan to incorporate formative assessment in the lesson or unit. USE OF PLANNING - Teacher has no understanding of how to use assessment results in designing future instruction.</td>
<td>DESIGN OF FORMATIVE ASSESSMENTS - Teacher has no plan to incorporate formative assessment in the lesson or unit. USE OF PLANNING - Teacher has no plans to use assessment results in designing future instruction.</td>
<td>standards have been developed, but they are not clear. DESIGN OF FORMATIVE ASSESSMENTS - Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. USE OF PLANNING - Teacher plans to use assessment results to plan for future instruction for the class as a whole.</td>
<td>STANDARDS - Assessment criteria and standards are clear. DESIGN OF FORMATIVE ASSESSMENTS - Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. USE OF PLANNING - Teacher plans to use assessment results to plan for future instruction for groups of students.</td>
<td>content and process. Assessment methodologies have been adapted for individual students as needed. CRITERIA AND STANDARDS - Assessment criteria and standards are clear; there is evidence that the students contributed to their development. DESIGN OF FORMATIVE ASSESSMENTS - Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. USE OF PLANNING -</td>
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Teacher plans to use assessment results to plan for future instruction for individual students.

**Standards**

**DE- Wilmington University – Teacher Preparation Program Competencies**

**Area:** 6. Planning for Instruction

**Descriptor:**
Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning.

**Indicator:**
6.2 Understanding that effective instructional planning requires alignment of assessment and instruction prior to lesson delivery

**DE- Wilmington University DPAS II for Teachers – Components and Gates**

**Component 1: Planning and Preparation**

**Gate: Coursework**

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

**Domain:** CURRICULUM

**Standard 2.1:** English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #1: Learner Development. The teacher understands how children learn 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.

**Performance:**
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

**Standard:** 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.

**Performance:**
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

**Essential Knowledge:**
7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.

**Standard:** 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.

**Performance:**
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

**Performance:**
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
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<td>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</td>
<td>Essential Knowledge: 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</td>
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