

ELEMENTARY EDUCATION – EMERGING COMPETENCY LEVEL 2A (LITERACY METHODS) DDP

Student Instructions for Emerging Level 2A

Listed below are the six Diversity and Dispositions Proficiencies (DDPs) that are expected of candidates training to be teachers at the Emerging Competency (2A) level. You should provide evidence of your progress on all six DDPs by submitting a lesson plan addressing as many of these six DDPs as are applicable to that lesson. In addition, you must submit a written reflection, containing a minimum of 150 words, in which you address all six DDPs. Your instructor will measure your progress towards competency based upon observations of your performance in class, the lesson plan and your reflection. You should review any feedback you received at the Novice level on the DDP assessment to make sure your current reflection addresses any concerns about your earlier performance.

Instructor Directions for Emerging Level 2A

At the Emerging 2A level, candidates are required to submit a reflection containing a minimum of 150 words and a lesson plan demonstrating evidence toward progress on proficiencies 1, 2, 3, 4, 5, and 8. Use the rubric to evaluate the candidate on their progress towards all five DDP's based on a lesson plan, a reflection and your observations of the student's performance. Please provide any relevant feedback to the student in the space provided. Disregard the N/A option in the rubric.

Rubric for Emerging Level 2A

(1) Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1: CAEP 1,2)

1 Rarely	2 Exhibits Progress	3 Consistently
Exhibits limited awareness of or commitment to professional growth and instruction.	Exhibits progress towards an attitude of reflection and thoughtfulness about professional growth and instruction.	Clearly demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.

(2) Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

1 Rarely	2 Exhibits Progress	3 Consistently
Exhibits limited commitment to using technology to create an authentic learning environment for diverse learners.	Exhibits progress towards a commitment to using technology to create an authentic learning environment for diverse learners.	Clearly demonstrates a commitment to using technology to create an authentic learning environment for diverse learners.

(3) Practices ethical behavior and intellectual honesty. (CF 3; CAEP 1,2)

1 Rarely	2 Exhibits Progress	3 Consistently
Exhibits limited commitment to ethical	Exhibits progress towards demonstrating	Clearly demonstrates ethical behavior and intellectual honesty.

behavior and intellectual honesty.	ethical behavior and intellectual honesty.	
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(4) Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3; CAEP 1,2,3)

1 Rarely	2 Exhibits Progress	3 Consistently
Exhibits limited thoughtfulness in communication or awareness and appreciation of varying voices.	Exhibits progress towards demonstrating thoughtfulness in communication and an awareness and appreciation of varying voices.	Clearly demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.

(5) Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5; CAEP 1,2,3)

1 Rarely	2 Exhibits Progress	3 Consistently
Exhibits limited commitment to learners' individual needs.	Exhibits progress towards demonstrating knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners	Clearly demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.

(8) Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4; CAEP 1,2,)

1 Rarely	2 Exhibits Progress	3 Consistently
Exhibits limited commitment to literacy, inquiry, and reflection.	Exhibits progress towards demonstrating a commitment to literacy, inquiry, and reflection.	Clearly demonstrates a commitment to literacy, inquiry, and reflection.

Feedback to Student: