

LEVEL II PREPARATION:

Preparation begins during the first year of employment. Career Switchers attend a minimum of five seminars to expand the intensive preparation requirements associated with instructional topics. The five seminars award a minimum of 20 cumulative instructional hours and feature various instructional techniques. During Level II, a school mentor is assigned to assist the candidate throughout their first year of employment.

XPCL 5085. Behavior Management. 4 contact hours

Candidates will acquire strategies to help prevent behavior problems, identify actions that need to be taken when behavior problems occur, and learn how to effectively help students resolve problems in the classroom.

XPCL 5086. Empowering Teachers who serve English as a Language Learners (ESL). 4 contact hours

The ESL workshop is designed to give new teachers some basic information about who the ESL students are. The workshop is mandatory because at some point of the participants teaching experience, they will have ELL students in their classroom. The participants will learn how the ESL students make it into the classroom. Participants will also get some teaching strategies useful when differentiating their instruction for English Language Learners. The goals of the workshops are to identify how these ESL students are enrolled, Demonstrate and create awareness about ESL students various Linguistic Proficiency level and what that means to the classroom teacher. Participants will become familiar with ESL Assessment like the WAPT and annual ACCESS for ESL students. Participants will learn about culture and multicultural in the classroom and how to use this knowledge when planning instruction. Finally, participants will develop awareness about LEP students SOL accommodations and how these accommodations impact ESL students with Special Education needs.

XPCL 5087 School Law: Basics for Teachers. 4 contact hours

Participants will be introduced to legal concepts related to their employment as teachers including their duties to students, education malpractice, employment rights, and constitutional rights such as free speech, free exercise of religion, and the right to be free from discrimination and harassment in the workplace. In groups, participants will grapple with real-life scenarios and discuss court decisions and school division policies. Professionalism, especially with regard to social media, will be emphasized.

XPCL 5088. Strategies for Success in the Classroom. 4 contact hours

Candidates will acquire practical strategies that they will be able to use with their students. This workshop includes instructional, vocabulary, memory, and review activities that can be used with any student, including slow learners and special education students.

XPCL 5089. Poverty: Students Achievement for Rural Urban Learners. 4 contact hours

Candidates will learn strategies to promote students' academic success effectively with urban and rural learners in poverty based on theoretical concepts. Additionally, they will gain insights regarding the impact of poverty for schools, leaders, teachers and students. The participants will engage in a variety of experiences for adult learners to increase the teachers' awareness of poverty and educators' roles to address student scholastic achievement in school. The workshop will explore through the use of this PowerPoint presentation as guidance document to support practical application in this seminar. This interactive session will highlight the poverty research by Dr. Ruby Payne.

XPCL 5090. The Teacher as a Professional: Communicating with Stakeholders. 4 contact hours

Participants will become familiar with the issues and standards related to professionalism and teacher evaluation. , the participants will become familiar with The Virginia Standards for the Professional Practice of Teachers (VSPPT) and discuss expectations for teacher conduct within and without the classroom. Concrete strategies and tools for interaction with students, parents, administrators, and colleagues will be provided. Participants will engage in roleplay to appreciate their responsibility in building supportive relationships with their students and their families. In addition, Assessment of, and for, Student Learning will be addressed, as grading is the primary mode of communication with parents, particularly at the secondary level.

XPCL 5091. Parents: A User's Guide. 4 contact hours

This workshop will deal with the relationship teachers need to develop with parents, outline concerns from a parent's perspective, from a school's perspective, and develop responses to those concerns. This workshop will employ teaching strategies embedded into the PowerPoint, therefore providing practical application to the content (Communication with Parents). The agenda will include overviews and strategies, definition of stakeholders, analysis of the types of teacher-parent communication, presentation of positive techniques and strategies, and the review, evaluation, and practical use of authentic case studies.

XPCL 5093. Diversity in the Classroom. 4 contact hours

Participants will define diversity and identify what constitutes diversity in the classroom. Students will discern personal subjectivities and examine how those subjectivities affect student populations in the classroom. Students will understand the microsystem, exosystem, and macrosystem that influences the development of individuals through Bronfenbrenner's Ecological Model. Students will engage with culture, language, and socioeconomic status to gain a deeper understanding of the backgrounds students come to school with.

XPCL 5094. Catch' Em Being Good: Using Positive Approaches to Improve Student Behavior. 4 contact hours.

The participant will discuss in greater depth the development of a safe and effective learning environment for all students. Including:

1. Basic classroom management theories and strategies for individuals with exceptionalities.
2. Barriers to accessibility and acceptance of individuals with exceptionalities.
3. Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities.
4. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
5. Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities.
6. Evidence-based practices validated for specific characteristics of learners and settings.
7. Interventions and services for individuals who may be at risk for exceptionalities.

XPCL 5096. How's Your First Year Going? 4 contact hours

This workshop deals with issues that first-year teachers face or have encountered. This workshop is designed to support new teachers and facilitate the successful entry of transitioning beginning teachers into the teaching profession by addressing topics that impact their day to day professional and teaching decisions.

XPCL 5097. Communication Skills for Teachers. 4 contact hours

This workshop deals with the relationships and communication skills teachers need to develop with students, parents, administrators, and colleagues. This workshop will focus on appropriate and effective ways to communicate with parents, administrators, colleagues, and students, providing some guided practice. The session will include an analysis of stakeholders, a review of types of teacher communications, some positive techniques and strategies, and an evaluation of several real-world examples.

XPCL 5098. Data Driven Instruction for Student Achievement. 4 contact hours

Per the Virginia Department of Education, "Candidates will know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement. This course will discuss what evidence should be collected of candidates' success in the first years of teaching and the candidates' impact on student achievement."

XPCL 5099. Culturally Responsive Practices. 4 contact hours.

Culturally Responsive Practices is a recent pedagogic approach to address a variety of societal issues that affect the learning environment. Increasingly, students enter our classrooms with challenging life experiences and a diversity of home languages and cultures. Yet, the teaching profession is overwhelmingly white, English-speaking, and middle class. Few teachers are prepared to recognize bias and to guide students toward reflection and acceptance. By addressing differences, teachers can establish an inclusive learning environment for all students including English language learners and students who have survived trauma. In this

hands-on workshop, teachers and teacher candidates will uncover their own hidden prejudices and gain strategies to create a safe and stimulating learning environment while preparing students for success in a global economy.