

ASSC/TCSS Level 2/Paradigm-2 vs. Level 3/Paradigm-1 – Comparing Basic Assumptions, Principles and Practices

Area	Level 2 – Paradigm 2	Level 3 – Paradigm 1														
Basic Philosophy	Assumes a right way and a wrong way to teach, and also to act and learn. We assume that when everyone is getting right answers and is on task that is the definition of success. Therefore, good teachers know how to get students to the right answer and good students do their best to follow the directions and execute the task correctly.	The assumption is that there are Infinite levels of quality that define the growth over a career of a teacher, and infinite levels of quality for which students can strive. Assumes an ever evolving definition of excellence that fits who “we” are and where we are as a collection of individuals seeking to meet our full potential as individuals and as a collective.														
Area 1: Assumptions about Student Behavior	<p>Appropriate vs Inappropriate – Adequate vs inadequate Purpose: Reinforcing appropriate behavior Implies a 2 level rubric (Is always assumed in teacher-student interactions, but may also be employed explicitly in the form of a behavioral – colored card or names on the board system).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%;">Level 1 = Appropriate</td> <td>Student acts in a manner that has been determined to be appropriate and acceptable. Students should be reinforced for this type of behavior.</td> </tr> <tr> <td>Level 0 = Inappropriate</td> <td>Student acts in a manner that is not acceptable and student needs to be shown how this behavior is inappropriate with correction and explanation.</td> </tr> </table>	Level 1 = Appropriate	Student acts in a manner that has been determined to be appropriate and acceptable. Students should be reinforced for this type of behavior.	Level 0 = Inappropriate	Student acts in a manner that is not acceptable and student needs to be shown how this behavior is inappropriate with correction and explanation.	<p>Levels of quality – goal of excellence Purpose: Encouraging growth Implies a 5 level rubric (Which can be explicitly employed and/or assumed implicitly)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%;">Level 4 = Excellent</td> <td>Student makes a consistent effort and investment in the quality of their work and learning. They make a positive contribution to the group when applicable. Student self reflects with the goal of quality and is a self-responsible learner.</td> </tr> <tr> <td>Level 3 = Commendable</td> <td>Student is on task and involved throughout the period of assessment. They are cordial and contributing to the group and reflect mostly positive expectancy.</td> </tr> <tr> <td>Level 2 = Inconsistent</td> <td>Student shows a commitment to quality in places, but is either inconstant or shows evidence of a lack of commitment to their learning or the needs of the collective.</td> </tr> <tr> <td>Level 1 = Minimal</td> <td>Student makes a minimal investment to the task, their learning or their growth.</td> </tr> <tr> <td>Level 0 = Inappropriate</td> <td>Student violates their agreement to the stated or implicit contract and their responsibility to the group and their growth. Consequence, reparation, or reevaluation is necessary.</td> </tr> </table>	Level 4 = Excellent	Student makes a consistent effort and investment in the quality of their work and learning. They make a positive contribution to the group when applicable. Student self reflects with the goal of quality and is a self-responsible learner.	Level 3 = Commendable	Student is on task and involved throughout the period of assessment. They are cordial and contributing to the group and reflect mostly positive expectancy.	Level 2 = Inconsistent	Student shows a commitment to quality in places, but is either inconstant or shows evidence of a lack of commitment to their learning or the needs of the collective.	Level 1 = Minimal	Student makes a minimal investment to the task, their learning or their growth.	Level 0 = Inappropriate	Student violates their agreement to the stated or implicit contract and their responsibility to the group and their growth. Consequence, reparation, or reevaluation is necessary.
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<p>Area 2: Assumptions about Learning Environment</p>	<p>Learning Goal = following directions/execution, being on task and evident of meeting the objective.</p> <p>Favored method = Direct Instruction</p>	<p>Learning goal = meaningful learning and integration of knowledge skills and dispositions.</p> <p>Favored method = multiple methods including inquiry and direct instruction</p>
<p>Area 3: Assumptions about student assessment</p>	<p>Goal: Measure student attainment of objectives. Grades offer a clear means of feedback to students as to their progress and quality of their performance.</p> <p>Favored Methods = Tests, worksheets, papers, and some projects are mostly graded on the product or the number correct.</p>	<p>Goal: Provide information that can be translated into teacher instructional choices or student progress monitoring and as a source of qualitative feedback.</p> <p>Favored Methods = Rubrics, write-ups, presentations, projects, journals, and self-evaluation can all be used to provide the teacher evidence of process and skill mastery and student the target focus for what constitutes process and investment quality.</p>