

March 15, 2013

**Program Report for the  
Initial Preparation of Middle Level Educators  
Association for Middle Level Education (AMLE)**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

**C O V E R   S H E E T**

**Institution**    The University of Arkansas, Little Rock                      **State**    Arkansas

**Date submitted** \_\_\_\_\_

**Name of Preparer**                                      Dr. Amy L. Sedivy-Benton

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**Program documented in this report:**

**Name of institution's program (s)** \_\_\_\_\_

**Grade levels for which candidates are being prepared** \_\_\_\_\_

**Degree or award level** \_\_\_\_\_

**Is this program offered at more than one site?**     **Yes**         **No**

If yes, list the sites at which the program is offered \_\_\_\_\_

**Title of the state license for which candidates are prepared**  
\_\_\_\_\_

**Program report status:**

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

**State licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes**             **No**

## SECTION I—CONTEXT

1. The State of Arkansas has a grades 4-8 license option. State policy dictates that persons seeking licensure in grades 4-8 must choose either a math/science or language arts/social studies emphasis. Upon graduation candidates receive an initial license that allows them to teach math, science, language arts, and/or social studies in a self-contained or departmentalized setting. To receive a standard teaching license, initial licensed teachers must pass the Praxis III assessment within three years of receiving the initial license. Additionally, the State of Arkansas requires that all licensure programs receive endorsement from the Specialty Program Associations.
2. The University of Arkansas at Little Rock (UALR) follows all state policies regarding teacher licensure. The UALR College of Education (COE) provides professional course work for pre-service and in-service teachers and other personnel. The Middle Childhood Education (MCED) program requires field or clinical experiences during all four semesters of the program. The descriptions are as follows:

### **MCED 3105 Field Experience I**

Prerequisite: admission to the middle childhood teacher licensure program. This field experience will acquaint candidates with a variety of middle school experiences in a diverse setting, and provide a **40 hour** experience in a middle school classroom. Candidates will be oriented to the structure of a school district, the school, and the classroom setting. All concurrent courses in the Introduction to the Profession block will include assignments or specific tasks to be completed by candidates during the 40 hour classroom placement in this field experience.

### **MCED 3240 Field Experience II**

Prerequisite: admission to the middle childhood teacher licensure program and successful completion of MCED 3105. This field experience will focus on working with diverse candidates in small groups. Candidates will spend **60 hours** working with students and teachers in a middle school setting. These hours include direct contact, planning, teaching, attending school sponsored events, parent/teacher meetings, professional collaboration, and professional development. Candidates will be expected to complete assignments related to all concurrent courses during the classroom placement. During this field experience candidates will continue to develop their professional portfolio and community resource file.

### **MCED 4501 Internship I**

Prerequisites: admission to middle childhood education program and completion of the Introduction to the Profession and Curriculum Applications semesters. Corequisites: MCED 4310 and 4330. Classroom observation and participation in classroom routines with gradual assumption of complete classroom teaching responsibilities. Candidates plan, teach, and reflect on the total experience. Candidates make accommodations for children with special needs. All of the school resources are used, and competence in using technology is required. This is a **10 week** internship in a diverse setting.

### **MCED 4602 Internship II**

Prerequisites: admission to the middle childhood education program and the successful completion of Internship I. Corequisite: concurrent enrollment in TCED 4320. The final field placement course. Candidates plan, teach, and reflect on the experience. Candidates are responsible for all

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aspects of the classroom environment including making accommodations for children with special needs. All of the school resources will be used, and competence in using technology is required. This is a **10 week** internship in a diverse setting.

### **3. Middle Childhood Education Admission, Retention, and Exit Policies**

#### **Admission**

The following are minimum criteria for consideration for admission to the program.

All applicants must:

1. Be formally admitted to UALR
2. Have completed RHET 1311 and 1312, SPCH 1300, and MATH 1315 or 1302 with a grade of C or better,
3. Complete HIST 1311 and 1312, and POLS 1310 or US History 2311 or 2312, and an Arkansas History course
4. Have completed 50 hours with an overall degree plan cumulative GPA of 2.65 or better
5. Submit official Praxis I (formerly called PPST) scores of at least 171 in Mathematics; 172 in Reading; 173 in Writing. Applications may be submitted prior to receiving scores; however, interviews for admission will not be scheduled until scores are received.
6. Demonstrate the dispositions to work with children through past experiences (such as employment related to children or volunteer work with children).
7. Submit completed application package to the Licensure Advisor and receive a letter informing them that they have been admitted to the program and have authorization before registering for any Block II course.
8. Demonstrate grammatical English and composition skills.
9. Successfully complete an interview with the Admissions Selection Committee.

#### **Program Admission Status**

Regular admission is granted when all admissions requirements have been satisfied. However, candidates may have specific stipulations applied to their enrollment. If no stipulations have been specified, regular status will continue as long as all standards and requirements are maintained.

#### **Retention**

Once admitted, candidates must:

1. Maintain a 2.65 grade point average, with at least a C in all professional courses (this includes all courses associated with the licensure/degree plan).
2. Demonstrate professionalism regarding behaviors, content knowledge, and classroom performance through numerous evaluations.

Issues regarding a candidate's performance or dispositions are addressed through a Concerns Conference that includes the MCED program coordinator, the Director of Placement, and additional MCED faculty or field personnel. Remedial actions are identified, noted, and discussed with the candidate. Failure to make satisfactory progress within a specified time may result in a candidate being removed from the program.

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### **Legal Requirements**

Candidates who have been formally admitted to the program must complete the following requirements for field placements and internships.

1. Proof of liability insurance for no less than \$100,000.
2. A negative TB skin test or X-ray.
3. Criminal records check: both FBI background and state civil record check.

For Internships, candidates must/may:

1. Prove completion of, or enrollment in, all required courses in the major teaching field and professional education.
2. Be within 12 credit hours or fewer of graduation after completing the internship. Candidates in the Middle Childhood Program may enter the first semester of student teaching with 24 or fewer hours remaining to be completed after the conclusion of the internship
3. Receive approval of advisor and appropriate departmental chairperson.
4. Agree not to register for more than four credit hours per semester in evening, correspondence, or weekend courses beyond those required in the internship block.
5. Appeal, if admission is denied, to the college's Admission, Retention, and Exit Committee. Decisions of this committee are final.

To be recommended for licensure, candidates must:

1. Successfully complete Praxis II Principles of Teaching and Learning and Praxis II Middle Level Content Knowledge. Scores must meet Arkansas state standards.
2. Satisfy all other state regulations.

### **Exit**

Upon completion of Internship II and satisfactory completion of coursework, candidates must present and defend their Exit Portfolios. The portfolios are aligned directly to the Association for Middle Level Education (AMLE formerly known as NMSA) Standards for Initial Licensure.

Applicants for an initial teaching licensure must provide to the Office of Teacher Licensure, a completed license application form, an official UALR transcript showing the date the degree was granted, official transcripts from all other institutions attended, and appropriate Praxis II scores, demonstrating passage of both content and pedagogical components.

### **4. Conceptual Framework**

The COE's conceptual framework is:

"Leaders in Learning demonstrate **Communication, Specialized Expertise, Professional Development** and a strong commitment to **Diversity** in competency, disposition and behavior."

The MCED program addresses the three major outcomes of teacher preparation – knowledge, dispositions, and performance. The Arkansas Principles for Beginning Licensure for Teachers correlate with the AMLE standards and are integrated and assessed throughout the MCED program. This integration and assessment ensure that candidates are developing the knowledge, skills, and dispositions expected by the profession, state, and institution.

The MCED program relates to the four areas the COE's conceptual framework identifies as those in which its graduates should demonstrate proficiency in order to become "Leaders in Learning."

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Those four areas are (1) specialized expertise, (2) professional development, (3) communication, and (4) a strong commitment to diversity in competency, disposition and behavior.

*Specialized Expertise*

The program requires graduates from an MCED initial licensure program to demonstrate competencies in knowledge, skills, and dispositions of (1) content and pedagogy, (2) early adolescent development, (3) diverse learners, (4) multiple instructional strategies, (5) motivation and management, (6) communication and technology, (7) planning, (8) assessment, (9) reflective practice and professional development, and (10) school and community involvement.

*Professional Development*

The program expects graduates from an MCED initial licensure program to use their knowledge, skills, and dispositions in research and technology to stay abreast of the latest developments in methodologies and strategies, to implement what they have learned in their classrooms, and to share new knowledge with colleagues through modeling and mentoring.

*Communication*

The program expects graduates from an MCED initial licensure program to use knowledge, skills, and dispositions to communicate effectively in a variety of ways and settings with diverse populations, including students, parents, and other professionals.

*Diversity*

The program expects graduates from an MCED initial licensure program to have the knowledge, skills, and dispositions to work in diverse settings. The program requires all candidates to have diverse field and clinical experiences. In addition, diversity is a strand that runs throughout all MCED courses.

**5. Program assessments and their relationship to the unit's assessment system**

Primarily, the MCED program assessments link directly to the AMLE standards. Additionally, they are informed by the unit's assessments of the COE as they are linked together in a way that informs, supports, and reflects growth and change. The key assessments of the MCED program feed into the Unit's assessment system by providing information on how the teacher candidates are achieving Unit and program goals. In turn, as the Unit collects data on assessments through the various programs, we refine our assessments to capture the experiences of our candidates as they progress through the program. This progress is measured through performance-based and standardized program assessments.

## SECTION II – LIST OF ASSESSMENTS

	<b>Name of Assessment<sup>1</sup></b>	<b>Type or Form of Assessment<sup>2</sup></b>	<b>When the Assessment Is Administered<sup>3</sup></b>
1	<b>[Licensure assessment, or other content-based assessment]</b> Praxis II Middle Level Content Knowledge Praxis II Principles of Learning and Teaching	State Licensure Tests	Praxis II MLCK – Before Block III Praxis II PLT – Before Graduation
2	<b>[Assessment of content knowledge in middle level education]</b> Transcript Analysis	Transcript Analysis	Before each Block and before graduation
3	<b>[Assessment of candidate ability to plan instruction]</b> Planning for the Classroom	Curriculum Unit Project	MCED 3303 Curriculum and Planning
4	<b>[Assessment of student teaching]</b> Field Observations	Field Observations	MCED Field II; Internship I & II
5	<b>[Assessment of candidate effect on student learning]</b> Pre/Post Student Learning Assessment	Teacher Work Sample	MCED 3240/MCED 4602 Internship
6	<b>Additional assessment that addresses AMLE standards (required)</b> PowerPoint Project	Presentation	MCED 3303 Curriculum and Planning
7	<b>Additional assessment that addresses AMLE standards (optional)</b> Case Study	Essays	SPED 4301 Education of Exceptional Learners; MCED 3105
8	<b>Additional assessment that addresses AMLE standards (optional)</b> Philosophy of Education	Essays	SCED 4321 Teaching Diverse Adolescents; MCED 4303 Professional Seminar

<sup>1</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>2</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

<sup>3</sup> Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

**SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each AMLE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple AMLE standards.

AMLE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<b>Programmatic Standards</b>	
<b>1. Middle Level Courses and Experiences.</b> Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.	Information is provided in Section I, Context.
<b>2. Qualified Middle Level Faculty.</b> Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.	Information is provided in Section I, Context.
<b>Performance-based Standards</b>	
<b>1. Young Adolescent Development.</b> Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<b>2. Middle Level Philosophy and School Organization.</b> Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<b>3. Middle Level Curriculum and Assessment.</b> Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>4. Middle Level Teaching Fields.</b> Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>5. Middle Level Instruction and Assessment.</b> Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

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AMLE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p><b>6. Family and Community Involvement.</b> Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.</p>	<p><input type="checkbox"/>#1    <input type="checkbox"/>#2    <input checked="" type="checkbox"/>#3    <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5    <input checked="" type="checkbox"/>#6    <input type="checkbox"/>#7    <input checked="" type="checkbox"/>#8</p>
<p><b>7. Middle Level Professional Roles.</b> Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p>	<p><input type="checkbox"/>#1    <input type="checkbox"/>#2    <input type="checkbox"/>#3    <input checked="" type="checkbox"/>#4  <input type="checkbox"/>#5    <input type="checkbox"/>#6    <input type="checkbox"/>#7    <input checked="" type="checkbox"/>#8</p>

**SECTION IV—EVIDENCE FOR MEETING STANDARDS**

**Assessment I Praxis Exams**

1. Required licensure test: Praxis II Principles of Learning and Teaching and Praxis II Middle Level Content Knowledge. All four core areas are required in Praxis II Content Knowledge.
2. Candidates are required to make appropriate scores in all four core content areas on the Praxis II Middle Level Content Knowledge. These exams support **AMLE Standard 4, Middle Level Teaching Fields**. As reliable tests that have been validated by content experts in their field, these exams determine whether the candidates possess adequate content knowledge to instruct in grades 4-8 whether it be a self-contained or departmentalized teaching assignment.

The Praxis II Principles of Learning and Teaching exam is also aligned with **AMLE Standard 1, Young Adolescent Development**, because of its concentration on the theories of middle childhood concepts, major theorists, philosophy, curriculum, assessment and the cognitive development of the middle childhood learner. This exam is a reliable, valid measure of the candidates' content knowledge with regard to these vital concepts in young adolescent development and the way in which middle schools are organized, created and managed.

3. For the academic years 2007-2012, 100% of candidates completing the program have made acceptable passing scores on all Praxis II tests. We require all students to pass Praxis II content knowledge exams before entrance to Block III, the beginning of internships. Before graduation, all students must pass the Praxis II - Principles of Learning and Teaching exam before graduation and licensure. A review of scores for both Praxis II exams does not show significant differences between completers and non-completers scores, or a significant increase in scores for completers only. This indicates that the curriculum development, assessment, adolescent development and learning community courses, taken in Block I, prepare candidates adequately for the Praxis II PLT exams. Additionally, since these courses require candidates to infuse Arkansas state content standards into curriculum and assessment projects, these findings may indicate that these courses serve to introduce new and review/reinforce candidates' content knowledge.

**5 c. Assessment I - Praxis II Scores**

2007 - 2008	All MCED Candidates			Completers		
Praxis II Principles of Learning and Teaching	N	Mean	Range	N	Mean	Range
I. Students as learners: Development, diverse learners, motivation, environment	7	5.86	5.00	6	6.33	3.00
II. Instruction and assessment: Instructional/assessment strategies, planning	7	5.43	6.00	6	6.00	4.00
III. Teacher professionalism: Reflective practitioner, larger community	7	5.86	2.00	6	6.00	2.00
IV. Students as learners: Case histories/short-answer questions	7	9.71	10.00	6	9.76	10.00
V. Instruction and assessment: Case histories/short-answer questions	7	11.14	10.00	6	11.67	10.00
VI. Communication techniques: Case histories/short-answer questions	7	6.33	6.00	6	6.33	4.00
VII. Teacher professionalism: Case histories/short-answer questions	7	5.00	4.00	6	5.00	4.00
<b>Praxis II Content Knowledge</b>						
I. Literature	4	21.25	4.0	3	22.00	2.00
II. Mathematics	4	15.75	4.0	3	16.00	4.00

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III. History/Social studies	4	18.25	8.0	3	17.76	8.00
IV. Science	4	18.26	7.0	3	17.73	6.00

2008 – 2009 - Completers	n	Mean
Praxis II Principles of Learning and Teaching	2	168
Praxis II Content Knowledge	2	163

2009 - 2010 - Completers	n	Mean
Praxis II Principles of Learning and Teaching		
Praxis II Content Knowledge	12	163

2010-2011	All MCED Candidates			Completers		
Praxis II Principles of Learning and Teaching	N	Mean	Range	N	Mean	Range
VIII. Students as learners: Development, diverse learners, motivation, environment	9	5.6	2.00	9	5.6	2.00
IX. Instruction and assessment: Instructional/assessment strategies, planning	9	5.1	3.00	9	5.1	3.00
X. Teacher professionalism: Reflective practitioner, larger community	9	5.3	2.00	9	5.3	2.00
XI. Students as learners: Case histories/short-answer questions	9	10.5	6.00	9	10.5	6.00
XII. Instruction and assessment: Case histories/short-answer questions	9	11	6.00	9	11	6.00
XIII. Communication techniques: Case histories/short-answer questions	9	4.5	4.00	9	4.5	4.00
XIV. Teacher professionalism: Case histories/short-answer questions	9	5.4	5.00	9	5.4	5.00
<b>Praxis II Content Knowledge</b>						
V. Literature	9	19.00	4.0	9	19.00	4.0
VI. Mathematics	9	15.00	10.0	9	15.00	10.0
VII. History/Social studies	9	15.00	7.0	9	15.00	7.0
VIII. Science	9	19.00	9.0	9	19.00	9.0

2010 - 2011 - Completers	n	Mean
Praxis II Principles of Learning and Teaching	10	171
Praxis II Content Knowledge	10	157

2011-2012	All MCED Candidates	Completers
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<b>Praxis II Principles of Learning and Teaching</b>	<b>N</b>	<b>Mean</b>	<b>Range</b>	<b>N</b>	<b>Mean</b>	<b>Range</b>
XV. Students as learners: Development, diverse learners, motivation, environment	2	5.5	1.00	2	5.5	1.00
XVI. Instruction and assessment: Instructional/assessment strategies, planning	2	6.0	0.00	2	6.0	0.00
XVII. Teacher professionalism: Reflective practitioner, larger community	2	6.0	0.00	2	6.0	0.00
XVIII. Students as learners: Case histories/short-answer questions	2	9.0	2.00	2	9.0	2.00
XIX. Instruction and assessment: Case histories/short-answer questions	2	10.0	4.00	2	10	4.00
XX. Communication techniques: Case histories/short-answer questions	2	4.0	0.00	2	4.0	0.00
XXI. Teacher professionalism: Case histories/short-answer questions	2	8.0	0.00	2	8.0	0.00
XXII.						
<b>Praxis II Principles of Learning and Teaching</b>	<b>N</b>	<b>Mean</b>	<b>Range</b>	<b>N</b>	<b>Mean</b>	<b>Range</b>
I. Students as learners: Development, diverse learners, motivation, environment	6	13.1	3.00	6	13.1	3.00
II. Instructional processes	6	16.0	5.00	6	16.0	5.00
III. Assessment	6	10.1	7.00	6	10.1	7.00
IV. Professional Development	6	9.8	3.00	6	9.8	3.00
V. Analysis of Instruction	6	10.1	4.00	6	10.1	4.00

<b>2011 - 2012 - Completers</b>	<b>n</b>	<b>Mean</b>
<b>Praxis II Principles of Learning and Teaching</b>	8	166
<b>Praxis II Content Knowledge</b>	8	157

4. The N numbers, means and ranges for Praxis Scores II are listed in item 5c. Data from candidates' passing scores on the Praxis II exams provide evidence that our candidates demonstrate a comprehensive knowledge of their content areas to provide appropriate learning experiences that are rigorous yet developmentally appropriate for the middle childhood learner.

The Praxis II Middle Level Content Knowledge tests assess candidates' content knowledge. This assessment demonstrates candidates'

- breadth and depth of knowledge in four content areas including literature, mathematics, history/social studies and science, **AMLE Standard 4, Middle Level Teaching Fields**, by scoring at the acceptable level, above 139, according to the Arkansas Department of Education. The Praxis II Principles of Learning and Teaching test assesses the candidates' knowledge of pedagogy and how students learn. This assessment demonstrates candidates'
- comprehensive knowledge of the concepts, principles, theories, and research about young adolescent development
- ability to use this knowledge to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous, **AMLE Standard 1, Young Adolescent Development**, with scores that are at the acceptable level, above 164, according to Arkansas State Department of Education.

**Assessment II – Transcript Analysis**

1. An analysis of each candidate’s transcript takes place before each of the four MCED blocks. Candidates must maintain at 2.65 GPA. Prior to their entrance to Block I, candidates must have grades of C or better for RHET 1311 and 1312, SPCH 1300, and MATH 1302 or 1315 as well as in their area of specialty. Nothing below a C is acceptable in the Block courses.
2. The program’s GPA and course grade requirements hold candidates accountable for their classroom performance and content knowledge. This requirement provides evidence that our candidates demonstrate comprehensive knowledge of the concepts, principles, theories, and research about young adolescent development supports **AMLE Standards 4, Middle Level Teaching Fields, and 1, Young Adolescent Development**, to insure that the candidates have adequate content knowledge.
3. For the academic years 2006-2011, candidates have maintained the required GPA’s. All, 100% of candidates active in the program at present time have acquired at least the minimal GPA requirement..

To better track the grade point requirement, a new transcript analyzing tool was created in spring 2008 (see 5 b. 2). This tool combines course requirements, grade point requirements, other intern requirements such as background and health checks, and graduation requirements. Candidates and the MCED program coordinator both maintain review and update copies of this tool at the beginning of each Block.

**5. c. Candidates’ Combined Grade Point Averages**

Content/Pedagogy Courses Course		2005-2006		2006-2007		2007-2008	
		Mean grade	N	Mean grade	N	Mean grade	N
<b>Block I Fall</b>	MCED 3301, Trends, Family and Community	3.18	11	3.75	12	4.0	3
	MCED 3402, Ed. Psy. & Early Adol. Dev.	3.50	10	3.92	12	4.0	3
	MCED 3303, Curriculum and Planning	3.00	11	3.83	12	4.0	3
	EDFN 3304, Assessment	3.50	10	3.83	12	4.0	3
	MCED 3105, Field Experience I	3.10	10	4.0	12	4.0	3
<b>Block II Spring</b>	TCED 3250, Computer App in Middle School	4.0	10	4.00	11	4.0	3
	MCED 3310, Middle Level Literacy and Lit.	3.40	10	3.44	11	4.0	3
	MCED 3320, Integrated Curriculum: LA/SS.	3.90	10	4.0	11	4.0	3
	MCED 3330, Integrated Curriculum: Sci/Math	4.00	10	4.0	11	4.0	3
	MCED 3240, Field Experience II	3.30	10	3.64	11	3.5	4

Content/Pedagogy Courses Course		2005-2006		2006-2007		2007-2008	
		Mean grade	N	Mean grade	N	Mean grade	N
<b>Block III Fall</b>	MCED 4301, Internship I	3.50	8	3.11	9	3.89	9
	MCED 4120, Licensure Seminar note: CR=credit received, NC= no credit received	7-CR 1-NC	8	8- CR 1- NC	9	8CR 1-NC	9
	MCED 4430, Classroom Management	3.75	8	3.33	9	3.67	9
	MCED 4310, Middle Level Literacy	3.75	8	3.44	9	4.00	9
<b>Block IV Spring</b>	MCED 4320, Interactive Technology	4.00	7	4.00	8	4.0	9
	MCED 4303, Professional Seminar	4.00	7	3.00	8	4.0	9
	MCED 4502, Internship II	4.00	7	3.63	8	4.0	8

<b>2008 - 2009</b>
<b>NOTE: NMSA no longer accepts GPA as an assessment in the SPA reports.</b>

4. Data from candidates’ transcript analysis indicate that MCED students are well prepared for their internship and comply with **AMLE Standard 4, Middle Level Teaching Fields**. The mean GPA for each course documents the high level of our candidate’s classroom performance, and their preparedness for teaching a variety of content areas during Internships I and II and the content that they will need to be licensed to teach.  
Additionally, this assessment demonstrates candidates’ comprehensive knowledge of the concepts, principles, theories, and research about young adolescent development, **AMLE Standard 1**.
5. As of 2008-2009 AMLE no longer accepts GPA as an assessment in the SPA reports. This section will be updated using lesson plans, pending NCATE confirmation.

**Assessment III Planning for the Classroom**

1. An interdisciplinary curriculum unit is submitted for key assessment III, Planning for the Classroom, to provide evidence for candidates’ pedagogical and professional knowledge, skills, and dispositions. This unit project is designed to engage candidates in the following major curriculum planning processes:
  - selecting appropriate Arkansas Department of Education standards for learning in the content areas,
  - designing higher level learning objectives as appropriate for students,
  - selecting appropriate teaching method/s for diverse students and allow for differentiated instructional practices, and
  - selecting assessment and evaluation tools that indicate students' level of performance accurately and indicate the type of remediation, if needed, to be implemented.
 The unit project handout, description and scoring rubric may be reviewed in the attachment section of this report.
2. The curriculum unit is a crucial work sample with regard to candidates meeting multiple criteria and competently completing multiple teaching related tasks. For example, the unit is designed in a manner that requires candidates to develop developmentally appropriate standards-based instructional units for middle school students, **AMLE Standard 3, Middle Level Curriculum and Assessment**. These units

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reflect the middle level philosophy of developmentally responsive curriculum which engages young adolescents in activities related to the community, **AMLE Standard 1, Young Adolescent Development and AMLE Standard 6, Family and Community Involvement**. The unit is based on Arkansas Curriculum Frameworks and is designed to be integrative, challenging, and grounded in the ideas, interests, and experiences of all young adolescents. Candidates create units which provide meaningful learning experiences that develop student competence in subject matter, **AMLE Standard 4, Middle Level Teaching Fields**. Candidates must develop plans which respond positively to the diversity found in classrooms and activities related to various adolescent responsibilities and employ a variety of strategies to meet the varying abilities and learning styles of young adolescents, **AMLE Standard 2, Middle Level Philosophy and School Organization and AMLE Standard 5, Middle Level Instruction and Assessment**. Additionally, candidates are required to work in “teams” to design the unit and present the unit as a team in a micro-teach situation thereby practicing crucial middle level concepts.

- Data is reported in item 5 c. Please note that there are 35 criteria in the assessment scoring rubric (See attachments 5 b. 1). The 5 c. data table includes 10 of the 35. These 10 were considered to be of most importance. Overall, MCED candidates score at acceptable levels on this assessment as the mean scores are at the adequate and proficient levels. Some weaknesses with regard to candidate performance are indicated, these include variety of teaching strategies, and modifications for gifted and talented. One strength appears to be in the variety of assessment strategies that candidates choose. However, more important information inferred from this data involves the difference in grading by course instructors. Another solution involving a "committee" grading system, including the assessment, community and family, and the curriculum and planning course instructor, should bring more consistent grading to this major assessment item. For 2008 – 2009 data indicates that the scoring for the curriculum unit assignment has decreased. This decrease reflects the fact that the units are scored based on higher performance standards.

**5 c. Assessment III Planning for the Classroom**

<b>2007 – 2008</b>		<b>Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5</b>					
<b>All scores reported in percents % of candidates scoring at particular level</b>							
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>N</b>
Variety of teaching strategies			20	80		4.0	5
Involved all learning styles			20	80		4.0	5
Variety of assessment strategies			20	80		4.0	5
Modifications for gifted/special needs			20	80		4.0	5
Assessment				100		4.2	5
Set (1 of 3 lessons)				100		4.2	5
Content (1 of 3 lessons)			20	80		4.2	5
Guided activity (1 of 3 lessons)				100		4.2	5
Independent activity (1 of 3 lessons)				100		4.2	5
Closure (1 of 3 lessons)				100		4.2	5

<b>2008 - 2009</b>		<b>Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5</b>					
<b>All scores reported in percents % of candidates scoring at particular level</b>							
<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>N</b>
Variety of teaching strategies		36	64			2.6	14
Involved all learning styles		57	43			2.4	14
Variety of assessment strategies		43	57			2.6	14
Modifications for gifted/special needs		43	57			2.6	14
Assessment		36	64			2.6	14

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Set (1 of 3 lessons)	7	43	50		2.4	14
Content (1 of 3 lessons)	7	7	86		2.8	14
Guided activity (1 of 3 lessons)	7	43	50		2.4	14
Independent activity (1 of 3 lessons)		21	79		2.8	14
Closure (1 of 3 lessons)		43	57		2.6	14

2009 – 2010	AMLE Three Scale Rubric Percent Met				
Criteria	UNACCEPT	ACCEPTABLE	TARGET	Mean	N
NMSA Standard 1		33	67	2.6	3
NMSA Standard 2			100	2.8	3
NMSA Standard 3		33	67	2.0	3
NMSA Standard 4		67	33	2.48	3
NMSA Standard 5		33	67	2.6	3

2010 – 2011	AMLE Three Scale Rubric Percent Met				
Criteria	UNACCEPT	ACCEPTABLE	TARGET	Mean	N
NMSA Standard 1		100		2.63	15
NMSA Standard 2		100		2.65	15
NMSA Standard 3		100		2.45	15
NMSA Standard 4		100		2.64	15
NMSA Standard 5		100		2.70	15

2011 – 2012	AMLE Three Scale Rubric Percent Met				
Criteria	UNACCEPT	ACCEPTABLE	TARGET	Mean	N
NMSA Standard 1		90	10	2.53	19
NMSA Standard 2		90	10	2.60	19
NMSA Standard 3		90	10	2.45	19
NMSA Standard 4		32	68	2.60	19
NMSA Standard 5		90	10	2.60	19

4. This is a very comprehensive authentic assessment that demonstrates candidates’ abilities to apply middle level concepts in a developmentally appropriate manner. Candidates must use apply their content expertise to work in interdisciplinary teams, address Arkansas Curriculum Frameworks, plan appropriate goals and objectives, write engaging developmentally appropriate standards-based lesson plans, and develop various assessments of learning.

This assessment demonstrates candidates’ knowledge of or ability to

- apply the concepts, principles, theories and research about young adolescent development,
- provide all young adolescents with learning opportunities that developmentally responsive, socially equitable, and academically rigorous ,
- create and maintain supportive learning environments,
- respond positively to diversity and use that diversity to plan instruction,
- engage young adolescents in activities related to interpersonal, community, and societal responsibilities, **AMLE Standard 1,**

by creating curriculum units which address all of these goals.

This assessment demonstrates candidates’ ability to

- effectively articulate and implement developmentally responsive practices
- understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on the reasons
- understand the significance of their actions on student learning, **AMLE Standard 2,**

by working in teams to develop the curriculum and present the unit in a micro-teach situation.

This assessment demonstrates candidates’ ability to

- analyze local and state curriculum standards based on knowledge of content and early adolescent development

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- design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interest, and experiences of young adolescents, **AMLE Standard 3**,

by aligning standards with activities and objectives in the unit and selecting activities which meet the standards set in the rubric.

This assessment demonstrates candidates' ability to

- use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy in their teaching fields
- teach in engaging ways
- incorporate content knowledge with ideas, interests, and experiences of students
- take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, **AMLE Standard 4**,

by meeting the standards set in the rubric, by collaborating with members of their team, and by presenting the unit in a micro-teach situation.

This assessment demonstrates candidates' ability to

- actively engage students in independent and collaborative inquiry
- select instructional strategies that are challenging, culturally sensitive, and developmentally responsive
- create equitable, caring, and productive learning environments
- link and array of formal and informal assessments to instruction
- use this information to adjust future lesson plans
- initiate and value collaboration with others to improve instruction and assessment, **AMLE Standard 5**,

by meeting the standards set in the rubric on engaging activities, assessments, and reflection and revision and by presenting the unit in a micro-teach situation with feedback from their colleagues, **AMLE Standard 6**.

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## Assessment IV Observations

1. The observation instrument used by university supervisors and cooperating teachers to assess candidates' classroom teaching, dispositions and professional growth. It is desirable to see growth, based on feedback and improvement, in all four domains (Domain A - Planning, Domain B - Learning Environment and Guidance Strategies, Domain C - Teaching, and Domain D - Professionalism) from the first observations to the last observations for Internships I and II. The assessment is based on the Praxis III which is required for licensure in Arkansas. The instrument includes four principle domains. The four domains are subdivided into 34 criteria.
2. This assessment aligns to all AMLE Standards including: **Standard 1. Young Adolescent Development, Standard 2, Middle Level Philosophy and School Organization, Standard 3, Middle Level Curriculum and Assessment, 4 Middle Level Teaching Fields, 5 Middle Level Instruction and Assessment, 6 Family and Community Involvement, and 7 Middle Level Professional Roles** (see attachment 5 b. 2, each criterion and NMSA Standard are linked in the observation rubric). The observations of candidates' classroom teaching produce data in the areas of planning for instruction and assessment, producing a healthy learning environment, effective instructional applications, and professional dispositions.
3. Means and medians are reported in 5 c. Data for Field Experience II, for the three years including 2005 through spring 2008, indicate the lack of classroom experience that students at this level typically demonstrate. However, the decline in overall N numbers from Field Experience II, compared to the same group of students entering Internship I, indicates that students decide after field experiences to leave the field of teaching. This is as expected. More importantly, data consistently indicate that teacher candidates improve performance from the first and last observations by the cooperating teacher and the university supervisors. This indicates that candidates are demonstrating desirable growth in the four PathwisePlus domains.

**5 c. Assessment IV Observations**

CT = Cooperating Teacher, US = University Supervisor, 1 = 1<sup>st</sup> Evaluation, L = Last Evaluation

Year		Field Experience II	Internship I				Internship II			
	Observer Observation Number	US 1 & 2	CT 1st	CT Last	US 1st	US Last	CT 1st	CT Last	US 1st	US Last
2007 2008	Candidate Numbers	4	6	6	6	4	7	7	7	7
	Mean	4.2	3.6	4.6	4.0	4.5	4.0	4.7	4.6	4.9
	Median.	4.3	3.3	4.6	4.1	4.5	4.0	4.7	4.8	0.44
	Standard deviation	0.63	0.86	0.29	0.71	0.71	0.42	0.13	0.44	0.04
2008 2009	Candidate Numbers	10	4	4	4	4	4	4	4	4
	Mean		3.8	4.3	3.6	4.5	4.0	5.0	4.3	
	Median.		3.8	4.3	3.6	4.5	4.0	5.0	4.3	
	Standard deviation		-	0.35	-	0.28	-	-	-	
2009 2010	Candidate Numbers	1	4	3	2	3	2	1	1	1
	Mean	4.7	4.4	4.5	4.4	4.7	4.0	5.0	4.3	4.6
	Median.	4.7	4.3	4.5	4.4	4.8	4.0	5.0	4.3	4.6
	Standard deviation	0.0	0.4	0.5	0.4	0.3	0.0	0.0	0.0	0.0
2010 2011	Candidate Numbers	0	9	7	7	8	7	9	7	7
	Mean		3.7	4.3	3.7	4.1	4.0	4.3	4.1	4.4
	Median.		3.6	4.4	3.4	4.2	4.4	4.7	4.0	4.7
	Standard deviation		0.5	0.4	0.4	0.4	0.7	0.5	0.4	0.5
2011 2012	Candidate Numbers	0	10	10	10	10	10	10	10	10
	Mean		3.8	4.4	3.8	4.3	4.2	4.5	3.6	4.3
	Median.		3.6	4.4	3.4	4.2	4.0	4.3	3.2	4.0
	Standard deviation		0.7	0.4	0.7	0.4	0.8	0.5	0.7	0.6

- Candidates are observed in their internship by a university supervisor (US) and their cooperating teacher (CT). The Observation Form is used in each observation. The first and last observation from the US and CT are submitted to Chalk and Wire.

This assessment demonstrates candidates' ability to

- analyze local and state curriculum standards based on knowledge of content and early adolescent development
- design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interest, and experiences of young adolescents
- assess students achievement using multiple strategies that focus on the key concepts found within the critical knowledge base
- articulate their criteria for strategy selection, **AMLE Standards 1 and 3**,

by selecting strategies and activities which meet the standards set in Domain A of the Observation Form.

This assessment demonstrates candidates' ability to

- use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy in their teaching fields
- teach in engaging ways

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- incorporate content knowledge with ideas, interests, and experiences of students
- take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, **AMLE Standard 4**,

by meeting the standards set in Domain B of the Observation Form, by collaborating with members of their internship team.

This assessment demonstrates candidates' ability to

- actively engage students in independent and collaborative inquiry
- select instructional strategies that are challenging, culturally sensitive, and developmentally responsive
- create equitable, caring, and productive learning environments
- link and array of formal and informal assessments to instruction
- use this information to adjust future lesson plans
- initiate and value collaboration with others to improve instruction and assessment, **AMLE Standard 5**,

by meeting the standards set in Domain C the Observation Form on engaging activities, assessments, and reflection and revision and by presenting the lesson in the classroom situation with feedback from their US or CT.

This assessment demonstrates candidates' ability to

- serve as advocates for young adolescents
- engage in activities that help parents and community members understand the nature of young adolescents and the implications for parenting, teaching, and learning
- plan and execute successful parent conferences
- thoughtfully engage in other school and community activities, **AMLE Standard 6**,

by meeting the standards in Domain D of the Observation Form.

This assessment demonstrates candidates' ability to

- understand teaming/collaborative theories and processes and the relationships and interdependencies among various professionals that serve young adolescents
- work as successful members of interdisciplinary teams
- model high standards of ethical behavior and professional competence and collegiality, **AMLE Standards 2 and 7**,

by meeting the standards in Domain D of the Observation Form.

### **Assessment V Pre/Post Student Learning**

1. Candidates submit to Chalk and Wire authentic, direct evidence of their impact on middle level student learning for this key assessment. During internship I, candidate's pre and post-test students through a simplified format which involves individual lessons in which they are required to document the lessons and student assessments, and complete a Pre/Post Instructional Record Form (IRF) (see attachment 5 b. 2). During Internship II, candidates are required to pre- and post-test students over a unit of instruction they have planned and executed. Candidates must provide documentation of the lessons, and student assessments. They must also summarize and reflect on the data collected through the Pre/Post IRF.
2. The standards addressed through the Pre/Post Student Learning Assessment include **AMLE Standard 3, Middle Level Curriculum and Assessment and AMLE Standard 5, Middle Level Instruction and Assessment**. Assessment of student learning is essential in a standards-driven assessment education climate. MCED students must be able to document how their lesson planning, instruction, assessments and lesson reflection impacts young adolescent learning.

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3. Spring 2006 was the first time candidates were required to submit a pre/post student learning assessment as a part of their exit portfolio and curriculum unit. At that time, data regarding the pre/post student learning assessment was included in the curriculum unit's assessment activities. Out of that unit, for years 2006-2007, data derived from two criteria, assessment and variety of assessment strategies, is summarized in data table 5. c. The data indicate mean scores in the adequate and proficient ranges. However, examination of individual portfolios revealed that all students showed a positive impact on student learning.

It was determined during the fall of 2007 that the data for the pre/post student learning assessment project needed to be a., separated from the curriculum unit, and b., align more closely to NMSA standards three and five. Therefore, a new rubric was created for both purposes. The new rubric (see 5 b.1) was implemented beginning the spring 2008 semester.

However, it is obvious that this rubric will not be adequate for our pre/post purposes. We will change the assignment and rubric to engage candidates in the discovery and application of assessment through differentiated teaching and learning principles. Therefore, beginning fall 2008, Internship I candidates will engage in, and be evaluated by, a process and cycle of pretest, teach, assess, reflect, re-teach, assess, reflect, re-teach.... until at 90 % of all students have learned the new content.

**5 c. Assessment V Pre/Post Student Learning**

2007 - 2008		Unacceptable = 1, Acceptable = 2, Target = 3 All scores reported in percents % of candidates scoring at particular level					
Criteria	1	2	3	Mean	Median	Std. D	N
NMSA Standard 3: Middle Level Curriculum and Assessment I - Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.		25	75	2.6	3.0	0.43	8
NMSA Standard 5: Middle Level Instruction and Assessment I - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.		63	37	2.4	2.0	0.48	8

2008 - 2009		Unacceptable = 1, Acceptable = 2, Target = 3 All scores reported in percents % of candidates scoring at particular level					
Criteria	1	2	3	Mean	Median	Std. D	N
NMSA Standard 3: Middle Level Curriculum and Assessment I - Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.		38	63	2.6		0.05	8
NMSA Standard 5: Middle Level Instruction and Assessment I - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.			100	3.0		-	8

2009 - 2010		Unacceptable = 1, Acceptable = 2, Target = 3 All scores reported in percents % of candidates scoring at particular level					
Criteria	1	2	3	Mean	Std. D	N	

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<b>NMSA Standard 3: Middle Level Curriculum and Assessment I</b> - Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.	10	20	70	2.6	0.7	10
<b>NMSA Standard 5: Middle Level Instruction and Assessment I</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.	10	30	60	2.5	0.7	10

2010 - 2011						
Unacceptable = 1, Acceptable = 2, Target = 3 All scores reported in percents % of candidates scoring at particular level						
Criteria	1	2	3	Mean	Std. D	N
<b>NMSA Standard 3: Middle Level Curriculum and Assessment I</b> - Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.		29	71	2.7	0.5	7
<b>NMSA Standard 5: Middle Level Instruction and Assessment I</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.		29	71	2.5	0.7	10

2011 - 2012						
Unacceptable = 1, Acceptable = 2, Target = 3 All scores reported in percent's % of candidates scoring at particular level						
Criteria	1	2	3	Mean	Std. D	N
<b>NMSA Standard 3: Middle Level Curriculum and Assessment I</b> - Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.		30	70	2.7	0.5	13
<b>NMSA Standard 5: Middle Level Instruction and Assessment I</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.		30	70	2.7	0.5	13

4. The data from rubric from table 5 c. indicate that candidates can demonstrates that candidates have the ability to
- assess student achievement using multiple strategies that focus on key concepts found within the critical knowledge base, and can
  - articulate their criteria for teaching and assessment strategy selection, and
  - create equitable, caring, and productive learning environments, **AMLE Standard 3**,
- by designing lesson plans with objectives that are assessable and address various cognitive levels. This assessment also demonstrates that candidates are capable of
- linking an array of formal and informal assessments to instruction, and
  - using this information to adjust future lesson plans, **AMLE Standard 5**.
- These competencies show directly how candidates create a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents teaching and learning.

### Assessment VI PowerPoint Project

1. MCED candidates create a PowerPoint presentation on exceptionalities. The presentation must address the definition/classification, characteristics, causation/prevention, and educational interventions of their

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assigned exceptionality. The presentation must also include a reference list of where the reader can get additional information and of resources available in the community.

2. Standards addressed through the PowerPoint are **AMLE Standards 1, Young Adolescent Development, 3 Middle Level Curriculum and Assessment, 4 Middle Level Teaching Fields, and 6, Family and Community Involvement**. This assessment effectively measures candidates' ability to articulate and apply their understanding and advocacy of middle level exceptional students as they relate to the classroom, curriculum, and family/community involvement.
3. The assessment rubric 5. b.1 for the Power Point Project includes 20 assessment criteria. However, for data reporting purposes, six criterion were selected that focus on the topic of exceptionalities. Criterion not included in the data table below address candidate technological competencies. Overall, the Power Point project is a powerful assignment that students thoroughly enjoy. Data indicate that candidates scored at adequate, but for the most part at proficient levels.

For this assessment, data analysis does not necessarily reveal an inadequacy for rubric 5 b.1. Data indicate that candidates were engaged candidates in the development of critical competencies for both technology and students with exceptionalities. However, beginning fall 2008 a new rubric (see 5 b.2) that aligns directly with NMSA standards was implemented. For future use, both rubrics will be used concurrently and scored separately in the two courses, 5. b. 1 for curriculum and planning and 5. b. 2 for family and community. We anticipate that for future use, these two rubrics may be integrated and modified in some aspect depending on results from 2008 fall semester.

### 5 c. Assessment VI PowerPoint Project Data

2007 - 2008	Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5 All scores reported in percents % of candidates scoring at particular level						
Criteria	1	2	3	4	5	Mean	N
Organization/data			100			3.6	5
Definition/classification			100			3.8	5
Characteristics			100			3.8	5
Educational Interventions			100			3.4	5
Content			100			3.6	5
Educational value of content chosen			100			3.6	5

2008 - 2009	Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5 All scores reported in percents % of candidates scoring at particular level						
Criteria	1	2	3	4	5	Mean	N
Organization/data		25	75			2.8	16
Definition/classification		38	63			2.6	16
Characteristics		19	81			2.8	16
Educational Interventions		38	63			2.6	16
Content		44	56			2.6	16
Educational value of content chosen		31	69			2.7	16

2009 - 2010	Unacceptable = 1, Acceptable = 2, Target = 3 All scores reported in percents % of candidates scoring at particular level						
Criteria	1	2	3	Mean	Std. D	N	
NMSA Standard 1, 3, 4, 6		100		2.5	0.2	13	

Unacceptable = 1, Acceptable = 2, Target = 3
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2010 - 2011		All scores reported in percents % of candidates scoring at particular level				
Criteria	1	2	3	Mean	Std. D	N
NMSA Standard 1, 3, 4, 6		100		2.6	0.5	1

2011 - 2012		Unacceptable = 1, Acceptable = 2, Target = 3 All scores reported in percent's % of candidates scoring at particular level				
Criteria	1	2	3	Mean	Std. D	N
NMSA Standard 1, 3, 4, 6		70	30	2.25	0.5	10

4. The data indicate that candidates are able to use technology and understand the exceptionalities they will encounter in the classroom. Additionally, they are prepared to facilitate the learning of students with exceptionalities and able locate resources to aide this facilitation.

The data from rubric 5 c. indicate that candidates are scoring at adequate and proficient levels. This assessment demonstrates candidates' knowledge of

- concepts, principles, theories and research about young adolescent development
- that they respond positively to diversity in the planning of instruction, **AMLE Standard 1**, by the research done to prepare and the information given through the PowerPoint and by reporting educational interventions needed.

This assessment demonstrates that candidates are competent to

- integrate state-of-the-art technology in their teaching fields, and
- teach in engaging ways that maximize student learning, **AMLE Standard 4**, by designing intricate and engaging presentations.

It also demonstrates that candidates

- understand working collaboratively with family and community members and they effectively use this knowledge to maximize the learning of all young adolescents
- understand the relationships between schools and community organizations
- comprehend the challenges that families may encounter in society
- use available support services and other resources
- value and appreciate all young adolescents, **AMLE Standard 6**, by highlighting the resources and services available to the stakeholders.

### Assessment VII Case Studies

1. During Block I candidates take the SCED 4321, Teaching Diverse Adolescents and MCED 3105, Field Experience I, courses. Each MCED candidate is required to complete two comprehensive case studies during these courses. One case study involves an average student and one case study involves a student with an exceptionality. Candidates record observations in a journal, reflect on the observations, and then relate Educational Psychology and Early Adolescent Development course content including cognitive, social, emotional, and physical characteristics to the students they chose to involve in their case studies. Candidates then draw conclusions with regard to possible classroom interventions and remediation.
2. This assessment is aligned to **AMLE Standards 1, Young Adolescent Development, and 2, Middle Level Philosophy and School Organization**. In the case study, candidates must demonstrate an understanding of the cognitive, social, emotional, and physical development of young adolescents as well as developmentally appropriate instructional and motivational strategies.

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3. All data from table 5 c. was derived from use of rubric 5 b.1. Beginning fall 2008, a new rubric 5 b. 2 which aligns to NMSA standards will be used. Data from table 5 c. indicate that candidates are scoring at acceptable /AMLE levels for this assessment. Overall, candidates' ability to apply theory to practice in typical and diverse situations is evident. As is common, these candidates eventually withdraw from the program. During 2007-2008 only five candidates entered Block I. In this case, data reveal that candidates' performance was more consistent and somewhat higher. This positive change may be linked to factors including: a new faculty member teaching the psychology course; the use of additional faculty as guests; smaller class size; and the increased use of constructivist - diversity related - activities to help candidates gain the understanding of learners with exceptionalities. Additionally, the use of scenarios to help candidates prepare for Praxis II, the Principles of Learning and Teaching exam, may be linked to the increase of candidates knowledge and understanding of the application of educational psychology theory to classroom practice.

**5 c. Assessment VII Case Studies**

2007 - 2008	Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5 All scores reported in percents % of candidates scoring at particular level								
Criteria	1	2	3	4	5	Mean	S.D.	Median	N
Physical development – Average student			100			3.6	0.49	3.8	5
Cognitive development – Average student			100			3.6	0.49	3.8	5
Conclusion – Average student			100			3.0	0.00	3.0	5
Physical development – Special needs student			100			3.6	0.49	3.8	5
Cognitive development – Special needs student			10	90		3.8	0.40	4.0	5
Conclusion – Special needs student			10	90		3.8	0.40	4.0	5
Physical development – Gifted/Talented					100	5.0	-	5.0	5
Cognitive development – Gifted/Talented				100		4.0	-	4.0	5
Conclusion – Gifted/Talented					100	5.0	-	5.0	5

2008 - 2009	Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5 All scores reported in percents % of candidates scoring at particular level								
Criteria	1	2	3	4	5	Mean	S.D.	Median	N
Physical development – Average student		27	73			2.7	0.4		11
Cognitive development – Average student		27	73			2.7	0.4		11
Conclusion – Average student		27	73			2.7	0.4		11
Physical development – Special needs student		18	82			2.8	0.4		11
Cognitive development – Special needs student		18	82			2.8	0.4		11
Conclusion – Special needs student		18	82			2.9	0.4		11
Physical development – Gifted/Talented		27	73			2.7	0.4		11
Cognitive development – Gifted/Talented		27	73			2.7	0.4		11
Conclusion – Gifted/Talented		27	73			2.7	0.4		11

**New NMSA Rubric 2009-2010**

2009 - 2010	UNACCEPT	ACCEPTABLE	TARGET			
Criteria	1	2	3	Mean	S.D.	N
NMSA Standards 1 and 2		28	72	2.7	0.4	18

2010 - 2011	UNACCEPT	ACCEPTABLE	TARGET			
Criteria	1	2	3	Mean	S.D.	N
NMSA Standards 1 and 2		83	17	2.6	0.5	18

2011 - 2012	UNACCEPT	ACCEPTABLE	TARGET			
Criteria	1	2	3	Mean	S.D.	N
NMSA Standards 1 and 2		90	10	2.5	0.5	10

4. This assessment demonstrates candidates' knowledge of

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- concepts, principles, theories and research about young adolescent development, **AMLE, Standard 1**,  
by reporting aspects of development using theories of development in essays.

This assessment demonstrates candidates' ability to

- understand concepts, principles, theories and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools
- effectively articulate developmentally responsive practices
- understand the reasons the practices work to foster adolescent development academically, socially, emotionally, and physically, **AMLE Standard 2**,  
by meeting the standards set in the rubric.

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**Assessment VIII Philosophy of Education**

1. Two times, first upon entrance to the MCED program and second, before completion of block 4, candidates submit a philosophy of education statement. The dual submissions allow the program to document candidate growth over time. More importantly, faculty in the MCED program addresses the relationships between candidate's beliefs, classroom practice and philosophy. Therefore, throughout the MCED program, candidates are engaged in the examination of personally held educational beliefs and philosophies.
2. The philosophy of education essays statements align to **AMLE Standard 1, Young Adolescent Development, NMSA Standard 2, Middle Level Philosophy and School Organization, AMLE Standard 6, Family and Community Involvement, and 7 Middle Level Professional Roles.** Students are required to write to these standards in terms of their beliefs and practices.
3. The philosophy of education assessment rubric was modified to align to the NMSA standards as we desire to engage candidates in the evaluation and comparison of personal beliefs to those espoused by the AMLE and UALR's middle childhood program. This evaluation cannot be measured directly through the written philosophy statement. However, the process of writing an exit philosophy statement is a component of a valuable beliefs/values analysis process that relates to successful completion of a candidate's internship.

A new scoring 5 a. 2 was used to assess candidates exiting philosophy statements beginning spring 2008. Basically, the results from use of scoring guide 5 b.1 and the new rubric 5 b. 2 indicate both rubrics measure the desirable changes in candidates' philosophy of teaching, learning and professionalism. Specifically, mean scores indicate that candidates' understanding and assimilation of middle childhood level learning, sensitivities to student differences and common professional knowledge changed significantly from the TCED 1200, the Introduction to Education course, to the end of Internship II. The exit philosophy statements indicate that candidates assimilate new knowledge and understandings of teaching and learning theory, at the middle childhood level, into their personal teaching schema. Evidence of this assimilation is supported through other assessments in this report.

**5 c. Assessment VIII Philosophy of Education**

2007 - 2008	Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5 All scores reported in percents % of candidates scoring at particular level								
Criteria	1	2	3	4	5	Mean	S.D.	Median	N
(data derived from old rubric 5. b. 1) Philosophy of Teaching and Learning - Initial	5	20	75			3.3	0.84	3.3	5
	<b>Unacceptable = 1, Acceptable = 2, Target = 3</b>								
	1	2	3						
(data derived from new rubric, starting spring 2008, 5. b. 2) Philosophy of Teaching and Learning - Exit			60	40		2.4	0.16	2.4	8

2008 - 2009	Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5 All scores reported in percents % of candidates scoring at particular level						
	Unacceptable = 1, Acceptable = 2, Target = 3						
	1	2	3				
(data derived from new rubric, starting spring 2008, 5. b. 2) Philosophy of Teaching and Learning - Exit		50	50	2.7	0.34	2.9	9

2009-2010	All scores reported in percents % of candidates scoring at particular level						
	Unacceptable = 1, Acceptable = 2, Target = 3						
	1	2	3				
NMSA Standards 1, 2, 6, and 7		79	21	2.5	0.4	2.7	14

2010-2011	All scores reported in percent's % of candidates scoring at particular level						
	Unacceptable = 1, Acceptable = 2, Target = 3						
	1	2	3				
NMSA Standards 1, 2, 6, and 7	30	70	0	2.2	0.5	2.0	20

2011-2012	All scores reported in percent's % of candidates scoring at particular level						
	Unacceptable = 1, Acceptable = 2, Target = 3						
	1	2	3				
NMSA Standards 1, 2, 6, and 7	0	80	20	2.7	0.5	2.0	10

4. Data derived from scoring guides 5 b.1 and 5 a. 2 indicate the extent to which middle level candidates assimilate the middle childhood level philosophy. Candidates that espouse beliefs that they desire to
- demonstrate a comprehensive knowledge of the concepts, principles, theories and research about young adolescent development,
  - respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction, and
  - develop close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth,
- support **AMLE Standard 1** regarding young adolescent development.

Candidates that espouse beliefs indicating that they understand and apply

- the philosophical and historical foundations of developmentally responsive middle level programs and schools, and
- developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning, and are
- committed to developmentally responsive organizational structures that foster socially equitable educational practices,

are more likely to incorporate practices that address **AMLE Standard 2**, middle level philosophy and school organization.

Candidates that espouse beliefs indicating that they desire to

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- work collaboratively with family and community members,
- address the challenges that families may encounter in contemporary society and subsequently use available support services and other resources regardless of family circumstances, community environment, health, and/or economic conditions

are more likely to address issues regarding **AMLE Standard 6**, involving family and community involvement.

**AMLE Standard 7**, involving middle level professional roles, is addressed in rubric 52.b. Indicators from the written philosophy statements characterize the roles candidates take during field experiences and internships. These roles include:

- working as successful members of interdisciplinary teams,
- taking service related responsibilities to school reform and the greater community,
- advocating for and serving as mentors of young adolescents in various settings, and more importantly,
- modeling high professional standards and modeling appropriate behaviors.

## **SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

Combined, the data from the eight assessments indicate that UALR MCED candidates have the content knowledge, the comprehension of theory, and have developed the skills and competence to apply their education to successful classroom teaching. To summarize, 100% of candidates completing the program have passed the Praxis I and Praxis II required content exams as well as maintained the minimum GPA.

As indicated previously, all rubrics have been rewritten to correlate candidate work samples to AMLE standards. Through crosswalk procedures, gaps were identified. For example:

- Regarding AMLE Standards 6 and 7, Family and Community Involvement and Professional Roles, documentation was limited. MCED candidates had limited contact with parents and collaborative experiences while in the actual school setting. In order to compensate for this, philosophy, stakeholder, curriculum unit, and field experience requirements were adjusted to give candidates more experience in these areas. As of spring 2011, the UALR MCED undergraduate program has extensive field experiences and is planning to increase the “time in clinical” settings based on NCATE Blue Ribbon Panel recommendations.
- Regarding AMLE Standards 4 and 5, Middle Level Teaching Fields and Instruction and Assessment, candidates are now required through pre and post-testing, to document and reflect upon their impact on learning. However, during the spring 2008 candidates' portfolio presentations and ensuing discussions (all candidates were asked to present pre and post-tests results and reflections from the IRF form, see attachment for Assessment V, 5. b. 2. ) candidates expressed the interest to re-teach, re-evaluate and re-teach, etc., to better understand differentiated instruction principles. The pre and post-test assignment was modified for the 2008-2009 year to increase the effectiveness of this assessment. During the 2010-2011 academic year, interns were urged to complete more than the 1 required pre-post test and during the 2011-2012 academic year, 2 pre-post test assessments will be required.
- Regarding AMLE Standard 3, Middle Level Curriculum and Assessment, data from assessments, stakeholders meetings and candidate feedback indicate that candidates needed instructional models and strategies to adapt those models to the state mandated PathwisePlus lesson plans. Therefore, courses such as the curriculum and planning and methods courses have been modified to include various learning cycle models that increase student inquiry and discovery, that more effectively address learner diversity, learning styles, assessment and motivation. Additionally, during the academic year 2010-2011, the two courses, MCED integrated Language Arts/social studies and the MCED integrated Math/Science course was

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combined to form a four credit course t MCED 3430 titled, Integrated Middle level Curriculum. This course focuses entirely on the integration of the four content areas and results in the development of the integrated curriculum unit.

- Regarding AMLE Standards 1 and 2, the adolescent psychology and development course, during Block I, will incorporate additional materials including online resources using scenarios designed to help candidates further understand developmental and cultural diversity.
- Beginning fall spring 2011 semester MCED candidates take SPED 4301, Education of Exceptional Learners. This course was added to address data from graduate exit surveys that indicated that MCED graduates expressed a lack of confidence in dealing with learners with exceptionalities.

Overall, the MCEDU program will attempt more integration of content and joint projects during the 2011-2012 academic year and succeeding years, as well as integrating the Common Core Standards into the classes. During 2010-2011 year, we have observed and received feedback from cooperating teachers that “some” MCED candidates demonstrate weaknesses with regard to the use of Smart Board technology while others demonstrate an exceptional understanding of the technology. Therefore, we are going to address this deficiency by requiring the blocks one and two courses to develop and include assignments requiring the use of the Smart Board and other related technologies.

Candidate Information

<b>Program: Middle Childhood Education - Undergraduate</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers<sup>4</sup></b>
2007 -2008	14	7
2008-2009	18	6
2009-2010	21	8
2010-2011	19	9
2011-2012	18	8

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<sup>4</sup> NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

## ATTACHMENT B Faculty Information

Faculty Member Name	Highest Degree, Field, & University <sup>5</sup>	Assignment: Indicate the role of the faculty member <sup>6</sup>	Faculty Rank <sup>7</sup>	Tenure Trk (Yes/ No)	Scholarship, <sup>8</sup> Leadership in Professional Associations, and Service: <sup>9</sup> List up to 3 major contributions in the past 3 years <sup>10</sup>	Teaching or other professional experience in P-12 schools <sup>11</sup>
Betty Wood	PhD, Educational Psychology w/ Gifted Education emphasis, Purdue University	Full-time MCED Faculty & MCED graduate coordinator	Associate Professor	Yes	<p>1. A., Cotabish, A., O'Tuel, F. S., &amp; Wood, B. K. (submitted). Developing a statewide evaluation initiative in gifted education.</p> <p>2. Hunt, A. L., Wood, B. K., Terrell, M. K., &amp; Isom, J. (2006). Digital portfolios: Software selection for student manipulation. <i>Computers in the Schools</i>, 23(1/2), 139-147.</p> <p>3. Hunt, A., Grable, C., Wood, B., Clark, A. &amp; Pearce, P. (2005). <i>Assessment of the implementation of ISTE NETS and performance indicators for teachers in secondary, middle level, and early childhood education</i>. In G. Richards (Ed.), <i>Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2005</i> (pp. 777-782). Chesapeake, VA: AACE</p>	Secondary Mathematics teacher in Benton, Knobel, Piggot, Brinkley, Scott, Little Rock public schools for 12 years. Mathematics, social studies, business education, science, and 3-4 grade self-contained for 4 years.
Amy	Ph.D.	Full-time	Associate	Yes	Proposal Reviewer AERA	Professional

<sup>5</sup> e.g., PhD in Curriculum & Instruction, University of Nebraska

<sup>6</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>7</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor

<sup>8</sup> *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

<sup>9</sup> *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

<sup>10</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

<sup>11</sup> Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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Sedivy-Benton	Research Methodology Loyola University Chicago	MCED/SCED Faculty & MCED undergraduate coordinator	Professor		<p>Conference 2011 – Division D Measurement and Research Methodology &amp; Division K Teaching and Teacher Education.</p> <p>1. Sedivy-Benton, A. Boden McGill, C.. (In press). Significant Factors for Teachers’ Intentions to Stay or Leave the Profession: Teacher Influence on School, Perception of Control, and Perceived Support. National Teacher Education Journal</p> <p>Sedivy-Benton, A., Clemmons, K. &amp; Wood, B..(under review, 2012, January). Novice Teachers’ Technology Integration: A Mixed Methods Study of Preparation and Classroom Use. Design and Technology Education: An International Journal.</p> <p>Cellitti, A., Kurtz, D. &amp; Sedivy-Benton, A. (under review, 2012, January) Arkansas Educators’ Perception of Training for Working with English Language Learners. ACEI Focus Forms PK – K.</p> <p>Sedivy, A. (2008) Focus on Literacy, Professional Development Audit</p> <p>Sedivy, A. (April 2007) Presenter. <u>Contributing Factors of Teachers Leaving the Teaching Profession.</u> Proposal accepted for presentation at the American Education Research Association, Chicago.</p>	Development/In-service facilitator with K-12 Educators including topics around Data Driven Decision Making, Curriculum Mapping, and Classroom Management. Provided to teachers in over 10 states.
Andrew Hunt	Ph.D., University of Arkansas, Fayetteville	Department Chair Faculty	Associate Professor	Yes	<p>1. Hunt, A. L. &amp; Grable, C. R. (2007). Digital field experience in teacher preparation: Virtually possible. <i>Society for Information Technology and Teacher Education</i>, 2007 (1), 358-359.</p> <p>3. Grable, C.R, Hunt, A.L. &amp; Pearce, P. (2006). Meeting NCATE &amp; learned society standards through chalk and wire digital portfolios. <i>Society for Information Technology and Teacher Education</i>, 2006 (1), 60-62.</p>	Shiloh Christian School grades 7 – 9 & 12, faculty, social studies Pulaski Academy grades 7-9, 11 & 12, faculty social studies

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Amanda Nolen	Ph.D. Educational Psychology, Baylor University	Faculty	Assistant Professor	Yes	<p>1. Meta-analysis of research in Educational Psychology: Establishing ‘Canon’ (in progress); Action Research in Education: Addressing Gaps in Ethical Principles and Practices (2007) – <i>Educational Researcher</i> 36(7);</p> <p>2. Serve on Editorial Board for the Journal of Educational Research; Member of AERA and APA Division 15.</p>	N/A
Judith A. Hayn	Ph.D. English Education University of Kansas	Secondary Teacher Education English Language Arts	Asst. Prof.	Yes	<p>1. (2006). Chapter 8: Diversity in young adult literature.” In J.H. Bushman &amp; K.P. Haas. <u>Using young adult literature in the English classroom</u>. 4<sup>th</sup> Edition. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall;</p> <p>2. (2007). <i>Validation of adolescent literature: Scholarly study through the refereed journal. The emergence of adolescent literature as scholarship</i>. National Council of Teachers of English. New York, NY.;</p> <p>3. (2005-07 Chair WILLA (Women in Literacy &amp; Life Assembly of NCTE.</p>	7-12, 15 years public schools Omaha, NB; Topeka, KS
Patrick R. Pearce, Sr	MBA, General Business UALR	Teach technology classes	Adjunct	No	Member MSERA, Infragard, Kappa Delta Phi	N/A

**ATTACHMENT C**  
**Degree Plan - MCEdu Language Arts/Social Studies**

*University of Arkansas at Little Rock*  
*Middle Childhood Education*  
*Language Arts/Social Studies Specialty (136 hours)*

**Core Requirements (44 hrs)**

**\* Required for the major**

<b>Fine Arts</b> <b>6 hrs</b>	<b>Laboratory Science</b> <b>8 hrs</b>	<b>U.S. Traditions</b> <b>3 hrs</b>
___ FNAR 2300&2301 Intro Fine Arts I&II <b>or</b>	___ BIOL 1400 Evol & Enviro Biology <b>or</b>	___ HIST 2311 US History to 1877* <b>or</b>
___ ARHA 2200 Intro to Visual Arts <b>and</b>	___ BIOL 1401 Science of Biology	___ HIST 2312 US History from 1877* <b>or</b>
___ DRTH 2200 Intro Theatre/Dance <b>and</b>	___ ASTR 1301/1101 Intro to Astronomy	
___ MUHL 2200 Intro to Music	___ CHEM 1409 Chemistry & Society	<b>Individuals, Cultures, &amp; Society 6 hrs</b>
	___ ERSC 1302/1102 Physical Geology <b>or</b>	___ ANTH 2316 Cultural Anthropology* <b>or</b>
<b>Written Literacy</b> <b>6 hrs</b>	___ ERSC 1303/1103 Historical Geology	___ GEOG 2312 Cultural Geography*
___ RHET 1311 Composition I* <b>and</b>		<b>AND</b>
___ RHET 1312 Composition II*	<b>Mathematics &amp; Statistics</b> <b>3 hrs</b>	___ PSYC 2300 Psych & Human Exp <b>or</b>
	___ MATH 1302 College Algebra* <b>or</b>	___ POLS 2301 Intro to Political Science <b>or</b>
<b>Oral Literacy</b> <b>3 hrs</b>	___ MATH 1315 College Mathematics*	___ SOCI 2300 Intro to Sociology <b>or</b>
___ SPCH 1300 Speech Communication*		___ RELS 2305 Religious World Views <b>or</b>
	<b>World History</b> <b>6 hrs</b>	___ ECON 2301 Survey of Economics <b>or</b>
<b>World Humanities</b> <b>3 hrs</b>	___ HIST 1311 History of Civilization I* <b>and</b>	___ CRJU 2300 Intro Criminal Justice <b>or</b>
___ ENGL 2337 World Lit* <b>or</b>	___ HIST 1312 History of Civilization II*	___ RTVF 2330 Mass Media & Society <b>or</b>
___ ENGL 2338 World Lit Themes*		___ GNST 2300 Intro to Gender Studies

**Second Language Requirement (6 hrs)** (You may test out of 3 – 6 hours on a language competency exam.)

\_\_\_ Six hours of any second language (including ASL) **OR** six hours of the following ESL courses **OR** a combination of both.

\_\_\_ LANG 4322 Teach Second Lang \_\_\_ LANG 4323 Second Lang Acquisition \_\_\_ LANG 4324 Teach People Other Cultures

**Language Arts/Social Studies Specialty (21 hours)**

**Language Arts (9 hours)**

\_\_\_ RHET 3301 Editing for Usage \_\_\_ 3 hrs. of literature \_\_\_ 3 hrs of rhetoric & writing

**Social Studies (12 hours)**

\_\_\_ POLS 1310 Am Nat Govt \_\_\_ 3 hours of Economics \_\_\_ HIST 4355 Arkansas History  
 \_\_\_ GEOG 1311 Physical Geography **OR** \_\_\_ INST 2301 World Cultures

**Self-contained Classroom Preparation (3 hours)**

\_\_\_ MATH 1302 College Algebra **OR** \_\_\_ MATH 1315 College Mathematics (one not taken in the core)

**Major Requirements (62 hrs)**

**Block I Intro to the Profession 13 hours**

\_\_\_ MATH 3383 Mathematics for the Middle Grades  
 \_\_\_ MCEd 3301 Trends, Family & Community  
 \_\_\_ SCED 4321 Teaching Diverse Adolescents  
 \_\_\_ MCEd 3303 Curriculum and Planning  
 \_\_\_ MCEd 3105 Field Experience I

**Block III Prof Practicum I 15 hours**

\_\_\_ MATH 4380 Concepts of Probability and Statistics  
 \_\_\_ MCEd 4310 Mid Lev Literacy  
 \_\_\_ MCEd 4120 Licensure Seminar  
 \_\_\_ MCEd 4330 Classroom Management  
 \_\_\_ MCEd 4501 Internship I

**Block II Curric Applications 19 hours**

\_\_\_ IGSC 4401 Integrated Science Methods or comparable course  
 \_\_\_ MATH 3384 Concepts of Geometry  
 \_\_\_ MCEd 3310 Middle Level Literacy and Literature  
 \_\_\_ MCEd 3430 Integrated Middle Level Curriculum  
 \_\_\_ MCEd 3240 Field Experience II

**Summer 3 hours**

\_\_\_ EDFN 3304 Assessment

**Block IV Prof Practicum II 12 hours**

\_\_\_ TCED 4320 Interactive Technology  
 \_\_\_ MCEd 4303 Professional Seminar  
 \_\_\_ MCEd 4602 Internship II

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## Degree Plan - MCEDU Math/Science

University of Arkansas at Little Rock  
Middle Childhood Education  
Math/Science Specialty (136 hours)

Name \_\_\_\_\_ ID# \_\_\_\_\_

### Core Requirements (44 hrs)

<b>Fine Arts</b> 6 hrs ___ FNAR 2300&2301 Int. F. Arts I&II <b>or</b> ___ ARHA 2200 Intro to Visual Arts <b>and</b> ___ DRTH 2200 Intro Theatre/Dance <b>and</b> ___ MUHL 2200 Intro to Music	<b>Laboratory Science</b> 8 hrs ___ BIOL 1400 Evol & Enviro Biology <b>or</b> ___ BIOL 1401 Science of Biology ___ ASTR 1301/1101 Intro to Astronomy ___ CHEM 1409 Chemistry & Society ___ ERSC 1302/1102 Physical Geology <b>or</b> ___ ERSC 1303/1103 Historical Geology	<b>U.S. Traditions</b> 3 hrs ___ HIST 2311 US History to 1877 <b>or</b> ___ HIST 2312 US History from 1877 <b>or</b> ___ POLS 1310 American Nat Government
<b>Written Literacy</b> 6 hrs ___ RHET 1311 Composition I <b>and</b> ___ RHET 1312 Composition II	<b>Mathematics &amp; Statistics</b> 3 hrs ___ MATH 1302 College Algebra	<b>Individuals, Cultures, &amp; Society</b> 6 hrs ___ ANTH 2316 Cultural Anthropology <b>or</b> ___ GEOG 2312 Cultural Geography <b>AND</b> ___ RTVF 2330 Mass Media & Society <b>or</b> ___ POLS 2301 Intro to Political Science <b>or</b> ___ ERSC 2300 Sci and Tech. in Soc. <b>or</b> ___ CRJU 2300 Intro Criminal Justice <b>or</b> ___ PSYC 2300 Psych & Human Exp <b>or</b> ___ ECON 2301 Survey of Economics <b>or</b> ___ SOCI 2300 Intro to Sociology <b>or</b> ___ RELS 2305 Religious World Views
<b>Oral Literacy</b> 3 hrs ___ SPCH 1300 Speech Communication	<b>World History</b> 6 hrs ___ HIST 1311 History of Civilization I <b>and</b> ___ HIST 1312 History of Civilization II	
<b>World Humanities</b> 3 hrs ___ ENGL 2337 World Lit <b>or</b> ___ ENGL 2338 World Lit Themes		

### Second Language Requirement (6 hrs) (You may test out of 3 – 6 hours on a language competency exam.)

\_\_\_ Six hours of any second language (including ASL) **OR** six hours of the following ESL courses **OR** a combination of both.

\_\_\_ LANG 4322 Teach Second Lang \_\_\_ LANG 4323 Second Lang Acquisition \_\_\_ LANG 4324 Teach People Other Cultures

### State Department of Education Requirement (3 hrs) \_\_\_ HIST 4355 Arkansas History

### Math/Science Specialty (21 hours)

#### Mathematics (9 hours)

\_\_\_ MATH 1303 College Trig \_\_\_ MATH 1304 Calculus I **or** MATH 1342 Bus Calculus **or** MATH 2303 Applied Calculus  
\_\_\_ MATH 1315 College Mathematics or higher \_\_\_ MATH 2310 Discrete Math (**optional**)

#### Laboratory Science (12 hours)

4 additional hours of science  
You must take the 8 hours in the two disciplines not selected in the core laboratory science requirements.

### Major Requirements (62 hrs)

#### Block I Intro to the Profession 13 hours

\_\_\_ MATH 3383 Mathematics for the Middle Grades  
\_\_\_ MCED 3301 Trends, Family & Community  
\_\_\_ SCED 4321 Teaching Diverse Adolescents  
\_\_\_ MCED 3303 Curriculum and Planning  
\_\_\_ MCED 3105 Field Experience I

#### Block III Prof Practicum I 15 hours

\_\_\_ MATH 4380 Concepts of Probability and Statistics  
\_\_\_ MCED 4310 Mid Lev Literacy  
\_\_\_ MCED 4120 Licensure Seminar  
\_\_\_ MCED 4330 Classroom Management  
\_\_\_ MCED 4501 Internship I

#### Block II Curric Applications 19 hours

\_\_\_ IGSC 4401 Integrated Science Methods or comparable course  
\_\_\_ MATH 3384 Concepts of Geometry  
\_\_\_ MCED 3310 Middle Level Literacy and Literature  
\_\_\_ MCED 3430 Integrated Middle Level Curriculum  
\_\_\_ MCED 3240 Field Experience II

#### Summer 3 hours

\_\_\_ EDFN 3304 Assessment

#### Block IV Prof Practicum II 12 hours

\_\_\_ TCED 4320 Interactive Technology  
\_\_\_ MCED 4303 Professional Seminar  
\_\_\_ MCED 4602 Internship II

## Attachments for SECTION IV—EVIDENCE FOR MEETING STANDARDS

### Assessment I Praxis II

#### 5 a. Description

For this key assessment, we use the Praxis II Middle Level Content Knowledge, and Praxis II Principles of Learning and Teaching. The Praxis II Middle Level Content Knowledge and Principles of Learning and Teaching assessments measure knowledge of specific subjects that 4-8 educators will teach, as well as general and subject-specific teaching skills and knowledge. The Praxis II Principles of Learning and Teaching assessments measure a candidates' general pedagogical knowledge at four grade levels: Early Childhood, K-6, 5-9, and 7-12. These tests use a case study approach and feature constructed-response and multiple-choice items.

#### 5 b. 1 Scoring Guide from Chalk and Wire

Praxis II testing area	Criterion Description	iLAB Scoring Rubric Rating	iLAB Scoring Num. Scale	Praxis Score
PLT	Pedagogical Content Knowledge for Teacher Candidates Conceptual Framework dimensions: Specialized Expertise, Communication, and Professional Development Arkansas Teacher Licensure Standards: Standards 1-5.: <ul style="list-style-type: none"> <li>• know instructional strategies</li> <li>• present in clear and meaningful ways</li> <li>• integrate technology</li> <li>• Standard 1b:</li> <li>• Knowing and understanding the multiple influences on development and learning</li> </ul>	Exemplary	3	180 and above
		Proficient	2	165 - 179
		Unsatisfactory	1	164 and below
Content Knowledge	Conceptual Framework dimension: Specialized Expertise Arkansas Teacher Licensure Standards: Standard 1: <ul style="list-style-type: none"> <li>• know subject matter</li> <li>• explain concepts in professional, state and institutional standards</li> <li>• pass academic content exams at a rate of 80 percent or more</li> <li>• Standard 1a:</li> <li>• Knowing and understanding young children's characteristics and needs</li> </ul>	Exemplary	3	161 and above
		Proficient	2	139 - 160
		Unsatisfactory	1	139 and below

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**Assessment II Transcript Analysis**

**5 a. Description**

Candidates are required to submit their transcript into their iLAB portfolio each semester. The assessor analyses the GPA and course grades. An evaluation is given according to the attached rubric.

**5 b. 1 Scoring Guide from Chalk and Wire**

<b>Note - The criterion descriptions, scoring rubric rating and the GPA numerical scale and GPA range for Assessment II do not change at any time during transcript analysis process. The analysis is completed four times during the MCED program, i.e., before each block.</b>				
<b>Transcript Analysis completed four (4) times in the program</b>	<b>Assessment II Criterion Description</b>	<b>iLAB GPA Scoring Rubric Rating</b>	<b>iLAB GPA Numerical Scale</b>	<b>GPA Range</b>
iLAB GPA at entry - Before Block I iLAB GPA at intermediate - Before Block II iLAB GPA at capstone - Before Block III iLAB GPA at professional - Before Block IV	Content Knowledge for Teacher Candidates Conceptual Framework dimension: Specialized Expertise Arkansas Teacher Licensure Standards: Standard 1: <ul style="list-style-type: none"> <li>• know subject matter</li> <li>• explain concepts in professional, state and institutional standards</li> <li>• pass academic content exams at a rate of 80 percent or more</li> </ul>	Exemplary	3	3.26 - 4.00
		Proficient	2	2.65 - 3.25

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**5 b. 2 New Transcript Analysis Guide** used by program coordinator and COE licensure coordinator beginning spring, 2008. This is the Language Arts/Social Studies tool, the Math/Science tool is very similar but differs slightly in MCEDU program requirements.

Note: Font and line spacing in this report document has been changed to take up less space.

**University of Arkansas at Little Rock (UALR)**  
**Middle Childhood Education**  
**FILE COPY - Language Arts/Social Studies Specialty (136 hours)**

Name \_\_\_\_\_ ID# \_\_\_\_\_ Catalogue Year \_\_\_\_\_  
 UALR Email address: \_\_\_\_\_ Phone contact: \_\_\_\_\_

**NOTES: 1. Courses required for entrance to MCEDU program\*\*\***

**2. OR \* = you have a choice, but one must be taken before MCEDU program admission.**

**Check box(s) after all credits, requirements, and required courses are officially met according to UALR criteria. This document may be used by students, teacher education advisors, program coordinators and other qualified staff for informal transcript analysis only.**

**Core Requirements**

**44 HOURS: CORE REQUIREMENTS**

**6 Hours - Fine Arts**

FNAR 2300, Intro Fine Arts I Grade earned _____ Semester taken _____	<b>OR</b>	ARHA 2200, Intro to Visual Arts, Grade earned _____ Semester taken _____
<b>AND</b>		<b>AND</b>
FNAR 2301, Intro Fine Arts II Grade earned _____ Semester taken _____		DRTH 2200, Intro Theatre/Dance, Grade earned _____ Semester taken _____
		<b>AND</b>
		MUHL 2200, Intro to Music Grade earned _____ Semester taken _____

**6 Hours - Written Literacy**

RHET 1311 Composition I *** Grade earned _____ Semester taken _____	<b>AND</b>	Grade earned _____ Semester taken _____
RHET 1312 Composition II *** Grade earned _____ Semester taken _____		Grade earned _____ Semester taken _____

**3 Hours - Oral Literacy**

SPCH 1300, Speech Communication *** Grade earned _____ Semester taken _____	Grade earned _____ Semester taken _____
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**3 Hours - World Humanities**

ENGL 2337 World Lit Grade earned _____ Semester taken _____	<b>OR</b>	ENGL 2338, World Lit Themes Grade earned _____ Semester taken _____
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**8 Hours - Laboratory Science**

BIOL 1400 Evol. & Enviro. Biology Grade earned _____ Semester taken _____	<b>OR</b>	BIOL 1401 Science of Biology, Grade earned _____ Semester taken _____
ERSC 1302/1102 Physical Geology Grade earned _____ Semester taken _____		<b>OR</b>
<b>AND</b>		
ASTR 1301/1101 Intro to Astronomy Grade earned _____ Semester taken _____		Grade earned _____ Semester taken _____
<b>AND</b>		
CHEM 1409 Chemistry & Society Grade earned _____ Semester taken _____		Grade earned _____ Semester taken _____

**3 Hours - Mathematics and Statistics**

MATH 1302 College Algebra Grade earned _____ Semester taken _____	<b>OR *</b>	MATH 1315 College Mathematics Grade earned _____ Semester taken _____
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**6 Hours - World History**

HIST 1311, History of Civilization I Grade earned _____ Semester taken _____	<b>AND</b>	Grade earned _____ Semester taken _____
HIST 1312 History of Civilization II * Grade earned _____ Semester taken _____		Grade earned _____ Semester taken _____

**3 Hours - U.S. Traditions**

US History to 1877 Grade earned _____ Semester taken _____	<b>OR</b>	HIST 2312 US History from 1877 Grade earned _____ Semester taken _____
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**6 Hours - Individuals, Cultures & Society**

ANTH 2316, Cultural Anthropology Grade earned _____ Semester taken _____	<b>OR</b>	GEOG 2312, Cultural Geography Grade earned _____ Semester taken _____
<b>AND</b>		

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SYC 2300 Psych & Human Exp	Grade earned _____	Semester taken _____
<b>OR</b>		
POLS 2301 Intro to Political Science	Grade earned _____	Semester taken _____
<b>OR</b>		
SOCI 2300 Intro to Sociology	Grade earned _____	Semester taken _____
<b>OR</b>		
RELS 2305 Religious World Views	Grade earned _____	Semester taken _____
<b>OR</b>		
ECON 2301 Survey of Economics	Grade earned _____	Semester taken _____
<b>OR</b>		
CRJU 2300 Intro Criminal	Grade earned _____	Semester taken _____
<b>OR</b>		
RTVF 2330 Mass Media & Society	Grade earned _____	Semester taken _____
<b>OR</b>		
GNST 2300 Intro to Gender Studies	Grade earned _____	Semester taken _____

**Second Language Requirement**

**6 HOURS: SECOND LANGUAGE**

**NOTE: Second Language -You may test out of 3 – 6 hours on a language competency exam.**

Foreign language Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____
<b>AND</b>
Foreign language Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____
<b>OR</b> six hours of the following ESL courses
LANG 4322, Teach Second Lang _____ Grade earned _____ Semester taken _____
<b>AND/OR</b>
LANG 4323, Second Lang Acquisition _____ Grade earned _____ Semester taken _____
<b>AND/OR</b>
LANG 4324, Teach People Other Cultures _____ Grade earned _____ Semester taken _____
<b>OR</b>
A combination of any second language and ESL courses Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____ Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____ Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____
<b>Total</b> _____

**Language Arts/Social Studies Specialty**

**21 HOURS: LANGUAGE ARTS/SOCIAL STUDIES SPECIALTY**

**NOTE: 9 Hours Language Arts + 12 Hours Social Studies**

**9 Hours - Language Arts**

RHET 3301, Editing for Usage Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____
<b>AND</b>
3 hrs. of literature Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____
<b>AND</b>
3 hrs of rhetoric & writing Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____

**12 Hours - Social Studies**

POLS 1310, Am Nat Govt. _____ Grade earned _____ Semester taken _____
<b>AND</b>
3 hrs. of Economics Course # _____ Course Name _____ Credits earned ____ Grade earned _____ Semester taken _____

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<b>AND</b>		
HIST 4355, Arkansas History or equivalent	Credits earned ___	Grade earned ___ Semester taken ___
Course # _____ Course Name _____	Credits earned ___	Grade earned ___ Semester taken ___
<b>AND</b>		
GEOG 1311, Physical Geography Grade earned ___ Semester taken ___	<b>OR</b>	INST 2301, World Cultures Grade earned ___ Semester taken ___

**Self-Contained Classroom Preparation**

**3 HOURS: SELF CONTAINED CLASSROOM PREPARATION**

The one math course listed below that was not taken in the core.		
Course # _____ Course Name _____	Grade earned ___	Semester taken ___
MATH 1302, College Algebra Grade earned ___ Semester taken ___	<b>OR ***</b>	MATH 1315, College Mathematics Grade earned ___ Semester taken ___

**Major Requirements**

**52 HOURS: MAJOR REQUIREMENTS**

**2 Hours - Orientation**

TCED 1200, Orientation to Teaching	Grade earned ___	Semester taken ___
<b>TCED 1200 Must be taken prior to entrance to Block I</b>		

**Summary of Core Coursework**

Core accepted at UALR including transfer credits	All courses with * and *** in core requirements completed	Core GPA = 2.65 or greater
Academic Advising Date: _____	Teacher Ed. Advisor Karen Irons _____ Date: _____	Teacher Ed. Advisor Karen Irons _____ Date: _____

**Entrance to Block I Requirements**

Chalk and Wire Purchased (receipt required)	Praxis I taken, Date _____ Scores received, Date _____ Math = 171, score _____ Reading = 172, score _____ Writing = 173, score _____ Licensure Coordinator. Rene Carson	Overall GPA _____  MCEDU Program Coordinator Dr. Ronnie Sedivy-Benton	Language requirements, Specialty area courses, and Orientation courses completed. TCED 1200 completed Grade ___ Semester _____ OR EDFN 2300 completed Grade ___ Semester _____ MCEDU Program Coordinator Dr. Ronnie Sedivy-Benton Date _____
_____ Date _____	_____ Date: _____	_____ Date _____	_____ Date _____

**Advised student to apply through BOSS – Apply for change of Major/Minor to MCED/Special Field - Note: you must check correct box**

**17 Hours - Block I, Intro to the Profession**

MATH 3383, Mathematics for the Middle Grades	Grade earned ___	Semester taken ___
MCED 3301, Trends, Family & Community	Grade earned ___	Semester taken ___
SCED 4321 Teaching Diverse Adolescents	Grade earned ___	Semester taken ___
MCED 3303, Curriculum and Planning	Grade earned ___	Semester taken ___
EDFN 3304, Assessment	Grade earned ___	Semester taken ___
MCED 3105, Field Experience	Grade earned ___	Semester taken ___

**Entrance to Block II and Formal Admission to MCEDU Program Requirements: All requirements must be completed before admission to Block II courses.**

Praxis II – Principles of Learning and Teaching. Test number 523 must be taken in, if not sooner than, September or November during Block II, Licensure Coordinator: Rene Carson Date _____	FBI background check. Licensure Coordinator Rene Carson  Date _____	TB Skin Test Licensure Coordinator Rene Carson  Date _____	GPA of 2.65 or greater through Block 1 and over 50 total hours completed. MCEDU Program Coordinator Dr. Ronnie Sedivy-Benton Date _____	Successful Interview during Block I MCEDU Program Coordinator Dr. Ronnie Sedivy-Benton Date _____
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**18 hours - Block II, Curriculum applications**

**March 15, 2013**

IGSC 4401, Integrated Science Methods Grade earned _____ Semester taken _____	<b>OR</b>	Comparable course: Course # _____ Course Name _____ Credits earned _____ Grade earned _____ Semester taken _____
<b>AND</b>		
MATH 3384 Concepts of Geometry	Grade earned _____	Semester taken _____
MCED 3310 Middle Level Literacy and Literature	Grade earned _____	Semester taken _____
MCED 3320 Integrated Curriculum: LA/ SS	Grade earned _____	Semester taken _____
MCED 3330 Integrated Curriculum: S/ Math	Grade earned _____	Semester taken _____
MCED 3240 Field Experience II	Grade earned _____	Semester taken _____

**Praxis II Specialty content, Test 0146 – Praxis II content exams must be passes before admittance to Block III, Internship I  
Licensure Coordinator**  
**Rene Carson** \_\_\_\_\_ **Score** \_\_\_\_\_ **Date** \_\_\_\_\_

**14 Hours - Block III, Professional Practicum**

MATH 4380 Concepts of Probability and Statistics	Grade earned _____	Semester taken _____
MCED 4310 Mid Lev Literacy	Grade earned _____	Semester taken _____
MCED 4120 Licensure Seminar	Grade earned _____	Semester taken _____
MCED 4430 Classroom Management	Grade earned _____	Semester taken _____
MCED 4301 Internship I	Grade earned _____	Semester taken _____

**Graduation application, Licensure Coordinator:** **Rene Carson** \_\_\_\_\_ **Date** \_\_\_\_\_

**11 Hours - Block IV, Professional Practicum**

4320 Interactive Technology	Grade earned _____	Semester taken _____
MCED 4303 Professional Seminar	Grade earned _____	Semester taken _____
MCED 4502 Internship	Grade earned _____	Semester taken _____

**Graduation Requirements**

GPA through Block IV, 2.65 or greater, MCEDU Program Coordinator, Dr. Ronnie Sedivy-Benton _____ Date _____	Successful completion of portfolio defense at the end of Block IV. MCEDU Program Coordinator, Dr. Ronnie Sedivy-Benton Date _____
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**Chalk and Wire Completed**

**E-Portfolio and iLab data uploaded and assessed**

Planning for the Classroom: A Curriculum Unit Assessor	Case Studies of Typical and Atypical Students Assessor	Addressing Diverse Needs: PowerPoint Assessor	Pre/Post Test Analysis Assessor	Pathwise Plus Assessor	Program Analysis and Feedback: A Reflection Assessor	Praxis II iLab Assessor	GPA Assessor
_____	_____	_____	_____	_____	_____	_____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____

iLab checklist completed  
 MCEDU Program Coordinator \_\_\_\_\_ Date \_\_\_\_\_

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### **Assessment III**

#### **Attachment 5 a. Planning for the Classroom - Unit Project Description**

##### CURRICULUM UNIT PROJECT

Fall 2008

Create a unit of study for middle childhood students. The unit will be done as a “team” and should include at least three lessons on a topic of your choice. There will be no more than four people on a team. Include a title page with the unit name, grade level, your names, date, and this course name (e.g., MCED 3303). Following the title page should be an introduction to the unit, a concept map, and a table of specifications (Bloom’s matrix). You will also need a matrix for Multiple Intelligences included in each lesson. Each lesson should include but not limited to:

- Teacher name (that’s you)
- Grade(s) that is targeted
- Unit name
- Unit goal or concept
- Lesson name
- Lesson goals
- Objective(s)
- Interdisciplinary areas
- Arkansas/district framework(s)
- Set
- $C^2$
- Guided activity
- Independent Activity
- Closure
- Lesson extension
- Modifications
- Resources/materials needed
- Assessment
- Space for reflection/revision
- Cites (if needed)

Each lesson should be on a separate plan sheet. I will be looking for use of manipulatives, group work, a variety of teaching strategies, involving all learning styles (auditory, visual, kinesthetic and multiple intelligences), a variety of assessment strategies as well as at least one rubric, clear and appropriate (Mager three-part) objectives, valuable and appropriate activities using higher level thinking skills, appropriate materials included, appropriate cites and reference list, and modifications. Chose one lesson to adapt for gifted students and another lesson to adapt for a student with learning disabilities. Make copies of your lessons for your teammates. Submit your unit to Chalk and Wire (iLAB and MCED BSE).

##### PRESENTATION

The presentation should be a lesson from your unit. We, the class, will become the age/grade that your unit requires. Assume that we know the previous information presented in your unit. We want to be involved, so let us do one of your activities. Bring whatever supplies you need with you. You have only 20-25 minutes for your presentation so do anything possible (cutting, etc.) before class. Utilize your students (us) to help you hand out things. You may include a short (5-10 slides) PowerPoint presentation in the lesson but it is not required. I will be grading your presentation from a rubric which you will have before you present. Dress professionally. You need to turn in a self-evaluation of your presentation when you complete your presentation.

Any other questions?

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**CHECKLIST FOR UNIT**

TITLE PAGE		π	Assessment (at least one rubric)
π	Unit name	π	Reflection/revision
π	Grade level		
π	Your names		
π	Date		
π	Course name		
FOLLOWING TITLE PAGE			
π	Introduction		
π	Concept map		
π	Table of specifications		
π	MI Matrix		
EACH LESSON			
π	Teacher name		
π	Subject area		
π	Grades that are targeted		
π	Unit name		
π	Unit goal or concept		
π	Lesson name		
π	Lesson topic		
π	Lesson goal(s)		
π	Objective(s)		
π	Curriculum connections		
π	Arkansas/district framework(s)		
π	Resources/materials needed		
π	Set		
π	C <sup>2</sup>		
π	Guided activity		
π	Independent activity		
π	Closure		
π	Lesson extension		
π	Modifications		
			HAVE I INCLUDED
		π	At least one rubric
		π	Use of manipulative
		π	Group work
		π	Variety of teaching strategies
		π	Use of all learning styles
		π	Clear and appropriate (Mager three-part) objectives
		π	Valuable and appropriate activities using higher level thinking skills
		π	Appropriate materials (where possible)
		π	Appropriate cites and reference list if needed
		π	Did I address the needs of gifted students in at least one lesson
		π	Did I address the needs of learning disabled students in at least one lesson
		π	Did I include a reference page in APA style
		π	HAVE I SUBMITTED MY UNIT TO CHALK AND WIRE?

		PROFICIENCY	BASIC	EMERGING	ADEQUATE	PROFICIENT	DISTING UISHED	S c o r e
1	SHARED REQUIREMENTS	<b>Title page</b> (unit name, grade, name, date, course name)	1-2 elements present	3-4 elements present	5 elements present			
2		<b>Introduction</b>	Unrelated to unit; Poor description of unit	Adequate/good description of unit	Excellent description; no doubt as to what the unit is about and what is involved			
3		<b>Concept map</b>	includes less than half of lessons; neat and readable	most lesson included; not neat and readable;	all lesson included; neat and readable; not cluttered; all correct			
4		<b>Table of Specifications - Planning Matrix</b> (Bloom's Taxonomy)	few are correctly matched	about one-fourth of the levels are correct	about half of the levels are correct	about three-fourths of the levels are correct	all levels are correct	
5		<b>Gardner Matrix</b>	few are correctly matched	about one-fourth of the intelligences are correct	about half of the intelligences are correct	about three-fourths of the intelligences are correct	all intelligences are correct	
6		<b>Enclosed in a binder or folder/uploaded to Chalk and Wire</b>	In a binder but not uploaded to Chalk and Wire	Uploaded to Chalk and Wire but hard copy binder not turned in	Both requirements have been fulfilled			
			BASIC	ADEQUATE	PROFICIENT	General Comments		S c o r e
7	INDIVIDUAL RESPONSIBILITIES	<b>Each page contains all the required descriptive data</b>	2-5 elements are in this lessons	6-8 elements are in this lessons	All 9 elements are this lessons			
8		<b>Arkansas/district frameworks</b>	Frameworks are given but do not correspond directly to the lesson	Frameworks given and correspond somewhat with the lesson	Frameworks correspond directly with the lesson			
9		<b>Goal is clear, appropriate, and meaningful</b>	Goal present but only vaguely relates to the unit and lesson concept	Goal present and relates to the unit concept but not to the lesson concept	Goal is present and relates to the unit and lesson concept			
10		<b>Objective is clear, concise, appropriate, and meaningful.</b>	Objective present; no condition and no criteria; vague; wordy; meaningless.	Objective present; no condition or no criteria; concise; appropriate; meaningful.	Objective has all 3 parts; clear, concise, appropriate, and meaningful.			
11		<b>Curriculum connections</b>	Connections made that are not really in the lesson	Connections in the lesson that are not listed	Appropriate connections are made			
12		<b>Relation to previous and future learning</b>	Connections made that are not appropriate for the lesson	Appropriate connections are made in the lesson but are not listed	Relevant and appropriate connections made to previous and future learning			

3		<b>Groupings</b>	carried out in the lesson	unit but not all of the groupings used were indicated	unit and all groupings used were indicated		
1 4		<b>Set is appropriate in each lesson</b>	Attempted; inappropriate for the lesson; incorrect; not a set	Set is somewhat appropriate for the lesson; incomplete	Set is appropriate for the lesson; enough information included; correct		
		<b>PROFICIENCY</b>	BASIC	ADEQUATE	PROFICIENT	General Comments	S c o r e
1 5	INDIVIDUAL RESPONSIBILITIES	<b>C2s are meaningful; guide students to successfully mastering objectives.</b>	Attempted; inappropriate for the lesson; incorrect; not a C2	C2 is somewhat appropriate for the lesson; incomplete	C2 is appropriate for the lesson; enough information included; correct		
1 6		<b>Guided activities are meaningful and guide students to successfully mastering the objectives.</b>	Activities insufficient for mastering objective; inappropriate for objective; description inadequate; unrelated; not a guided activity	Appropriate activities but insufficient number; adequate description; meaningful; related to objective; not a guided activity	Appropriate activities; sufficient number; adequate description; meaningful; related to objective; correct		
1 7		<b>Independent activities are meaningful and guide students to successfully mastering the objectives.</b>	Activities insufficient for mastering objective; inappropriate for objective; description inadequate; unrelated; not an independent activity	Appropriate activities but insufficient number; adequate description; meaningful; related to objective; not an independent activity	Appropriate activities; sufficient number; adequate description; meaningful; related to objective; correct		
1 8		<b>Closure is appropriate and synthesizes the lesson</b>	Closure attempted; inappropriate for the lesson; incorrect	Closure is somewhat appropriate for the lesson; incomplete	Closure is appropriate for the lesson; complete; correct		
1 9		<b>Lesson Extension</b>	Lesson extension was inappropriate	Lesson extension was somewhat appropriate	Lesson extension was appropriate		
2 0		<b>Addressed the needs of the gifted in obj, set, C2, GA, IA, closure, and assessment</b>	Included needed changes to 1-2 of items	Included needed changes to 3-4 of items	Included needed changes to at least 5 of items		
2 1		<b>Addressed the needs of students with special needs in obj, set, C2, GA, IA, closure, and assessment</b>	Included needed changes to 1-2 of items	Included needed changes to 3-4 of items	Included needed changes to at least 5 of items		
2 2		<b>All necessary supplies and materials listed and all possible materials included with the unit.</b>	Most necessary supplies not listed; sources not cited	Most necessary supplies listed; sources not cited	All necessary supplies listed; sources cited		
2 3		<b>Assessment measures mastery of the objective.</b>	Assessment does not measure mastery of objective	Assessment does not adequately measure mastery	Assessment measures mastery of objective		

25		<b>Reference Page using APA style</b>	or activities Attempted but missing several; not in APA style	objectives All there and mostly correct	objectives All references were correctly done	
26		<b>Rubric</b>	some attempt made to measure objective(s) but really inadequate	Good rubric but missing a few necessary details	measures objective(s) well	
			BASIC	PROFICIENT	COMMENTS	S c o r e
27	INDIVIDUAL RESPONSIBILITIES	<b>Reflection and revision</b>		Space given for reflection and revision		
28		<b>Professional quality document</b>		Neatly done; few errors present		
29		<b>Lessons on a separate sheet</b>	Most were	All were		
30		<b>Adequate number of manipulatives used</b>	Some used but more would be appropriate	Adequate amount used		
31		<b>Adequate amount of group work used</b>	Some used but more would be appropriate	Adequate amount used		
32		<b>Variety of teaching strategies</b>	Some used but more would be appropriate	Adequate amount used		
33		<b>Involved all learning styles (auditory, visual, kinesthetic)</b>	Only one style used throughout the unit; another style used occasionally	All styles used at least once		
34		<b>Variety of assessment strategies</b>	Some used but more would be appropriate	Adequate amount used		
35		<b>Valuable and appropriate activities using higher level thinking skills</b>	Some used but more would be appropriate	Adequate amount used		

### 5 b. 2 New Scoring guide used beginning fall 2008

	UNACCEPTABLE	ACCEPTABLE	TARGET
<b>NMSA Standard 1: Young Adolescent Development 1 -</b> Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide	Middle level candidates fail to show acceptable levels of knowledge of the concepts, principles, theories and research about young adolescent development. They fail to provide all young adolescents with learning opportunities that are	Middle level candidates demonstrate a knowledge of the concepts, principles, theories and research about young adolescent development. They use this knowledge to provide all young adolescents with learning	Middle level candidates demonstrate a comprehensive knowledge of the concepts, principles, theories and research about young adolescent development. They use this

			equitable, and academically rigorous.
<b>NMSA Standard 1: Young Adolescent Development II</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.	Middle level candidates fail to create and maintain supportive learning environments that promote the healthy development of all young adolescents. They lack enthusiasm and a desire to respond positively to the diversity found in young adolescents. They fail to use young adolescent diversity in planning and implementing curriculum and instruction.	Middle level candidates create and maintain supportive learning environments that promote the healthy development of all young adolescents. They respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.	Middle level candidates create and maintain supportive learning environments that promote the healthy development of all young adolescents. They respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.
<b>NMSA Standard 1: Young Adolescent Development III</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.	Middle level candidates fail to create and involve young adolescents in a range of activities oriented toward the development of personal and societal responsibilities.	Middle level candidates produce positive and relevant activities and experiences that involve young adolescents in a range of personal, community, and societal responsibilities.	Middle level candidates engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
<b>NMSA Standard 2: Middle Level Philosophy and School Organization I</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.	Middle level candidates do not possess the foundational knowledge to articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They do not understand the reasons these practices foster adolescent development academically, socially, emotionally, and physically and fail to make instructional decisions based on these reasons.	Middle level candidates articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.	Middle level candidates effectively articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.
<b>NMSA Standard 2: Middle Level Philosophy and School Organization II</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.	Middle level candidates evidence a lack of dedication to developmentally responsive organizational structures that foster socially equitable educational practices. They fail to promote organizational components that reflect the philosophical foundations of middle level education and that maximize student learning.	Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. Candidates implement developmentally responsive practice and components that reflect the philosophical foundations of middle level education. As they work within teams and utilize flexible instructional time, candidates understand the significance of their actions on student learning.	Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. They enthusiastically promote organizational components that maximize student learning. As they work successfully within teams and utilize flexible instructional time, candidates understand the significance of their actions on student learning.
<b>NMSA Standard 3: Middle Level Curriculum and Assessment I</b> - Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.	Middle level candidates do not demonstrate acceptable levels of knowledge of local, state, and national curriculum standards. They design curriculum and use materials that are narrowly focused, shallow, and uninteresting to young adolescents.	Middle level candidates possess and employ their knowledge of local, state, and national curriculum standards. They design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all young adolescents.	Middle level candidates analyze local, state, and national curriculum standards based on their knowledge of content and early adolescent development. They consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all young

principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.	within the critical knowledge base.	knowledge base.	found within the critical knowledge base, and they are able to articulate their criteria for strategy selection.
<b>NMSA Standard 4: Middle Level Teaching Fields I</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates have not achieved a depth and breadth of knowledge in two content areas that are broad and multidisciplinary and do not demonstrate the ability to make interdisciplinary connections.	Middle level candidates demonstrate a depth and breadth of knowledge in two content areas that are broad and multidisciplinary and demonstrate the ability to make interdisciplinary connections.	Middle level candidates demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary and regularly demonstrate the ability to make interdisciplinary connections.
<b>NMSA Standard 4: Middle Level Teaching Fields II</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates do not possess or exhibit the ability to use specific content teaching and assessment strategies and do not integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level candidates demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level candidates frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.
<b>NMSA Standard 4: Middle Level Teaching Fields III</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates fail to provide instruction that is engaging and increases student learning and supports academic excellence.	Middle level candidates teach in engaging ways that maximize student learning.	Middle level candidates frequently teach in engaging ways that maximize student learning.
<b>NMSA Standard 4: Middle Level Teaching Fields IV</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates do not integrate their content knowledge with the ideas, interests, and experiences of students, and as a consequence, do not help them helping them understand the integrated nature of knowledge.	Middle level candidates incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.	Middle level candidates frequently incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.
<b>NMSA Standard 4: Middle Level Teaching Fields V</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates fail to see the importance of and do not engage in activities designed to extend knowledge in their teaching field(s), integrating content, using content specific teaching and assessment strategies and integrating state-of-the-art technologies and literacy skills.	Candidates value the importance of and engage in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills.	Candidates take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills.
<b>NMSA Standard 5: Middle Level Instruction and Assessment I</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities	Middle level candidates lack the ability to provide effective instruction. They fail to select instructional strategies that meet the needs of their students.	Middle level candidates demonstrate their knowledge of effective instruction. They actively engage students in learning the curriculum by selecting instructional strategies that are challenging, culturally sensitive, and developmentally responsive.	Middle level candidates actively engage students in independent and collaborative inquiry. They consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive

<p>understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<p>that result in an environment characterized by unfairness and disrespect. Assessment is disconnected from instruction, and therefore unable to inform future instruction.</p>	<p>environments. They link formal and informal assessments to instruction, and they use this information to adjust future lesson plans.</p>	<p>environments. They link an array of formal and informal assessments to instruction, and they consistently use this information to adjust future lesson plans.</p>
<p><b>NMSA Standard 5: Middle Level Instruction and Assessment III</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<p>Middle level candidates are uninterested in and do not participate in collaboration with colleagues.</p>	<p>Middle level candidates collaborate with others to plan instruction and assessment.</p>	<p>Candidates initiate and value collaboration with others to improve instruction and assessment.</p>

**Assessment IV Observations**

**5 a. Assignment directions**

**REQUIREMENTS FOR STUDENT TEACHING**

**Failure to adhere to these requirements may result in a lowered or failing grade.**

π You must spend 11 full weeks in the fall placement and 10 full weeks in your spring placement. You must make-up any missed days. You are allowed one sick day. Failure to contact your CT, US, & Dr. Sedivy-Benton **PRIOR** to an absence will result in a lowered grade.

π The first week in the school, you must have a meeting with your CT to discuss:

1. Your CT's needs
2. Your needs
3. REQUIREMENTS FOR STUDENT TEACHING
4. Calendar issues
5. Teaching schedule
6. Observation expectations
7. Instructional expectations
8. Norms of how you will operate as a team
9. Other items you want to discuss

(Place a copy of your meeting outcomes in your internship notebook & E-mail a copy to Dr. Sedivy-Benton and your UALR Supervising Instructor)

**Due by Monday, August 25, 2012**

Your new assignments are as follows:

- Four Pathwise lesson plans for the semester, two (2) for your Cooperating Teacher and two (2) for your University Supervisor.
- Four Instructional Review Forms, one for each Pathwise lesson plan. The IRF's are to be submitted to Dr. Sedivy-Benton and U.S. when completed. Responses are required when requested by Dr. Sedivy-Benton.

π Intern notebook will house **all** lesson plans. These must be reviewed by U.S. during visits.

π You are to write a plan for **each** lesson you will teach. Other than the four (4) Lessons, you are to complete a lesson plan in one of two forms: one such as the attached, or one (1) completed as your classroom teacher completes.

π Reflect on **each** lesson you teach. It will be in your handwriting at the bottom of your lesson plan. Include such things as how the lesson progressed, how effective it was, which parts were weak or ineffective and what you would do to improve them, etc.

π The process for teaching will proceed as follows. First, you will observe and help in the classroom for the first few days, then start adding periods/lessons to teach. Second, you will teach one lesson for a few days, then add another, and after a few days add another, until you are teaching ALL the classes for your cooperating teacher.

**You should plan with your cooperating teacher so that you have one full week with him/her in the room with you and one full week with you in the classroom alone.** Finally, you will start dropping subjects until the cooperating teacher is doing all the teaching again.

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- π Your cooperating teacher needs to observe and analyze one lesson per week (or at least five times during your assignment). Both you and Dr. Sedivy-Benton need a copy of this observation report.
  - π You need to be videotaped at least once. You and your peers will critique that tape. You will do this when you are back on campus in May. Do not forget the video consent form!
  - π Your university supervisor and MCED Undergraduate Coordinator need a weekly teaching schedule from each of you on the preceding Friday (or weekend). You can email this to both.
  - π Start (or continue) collecting artifacts and pictures for your portfolio.
  - π You need to show evidence of your effect on student learning. You can accomplish this in part by **pretesting and post testing**. You need to keep individual pre- and post-tests as well as compile a chart for at least one assessment showing pre- and post-scores for the entire class.
  - π See your Internship Orientation packet for more information.
- We will try to communicate as often as needed, and as succinctly as possible. Therefore, you will be asked to respond to, or acknowledge important emails sent by the University Supervisor or Program Coordinator, Dr. Sedivy-Benton. These emails will have important information, dates, etc. These emails will serve as a record of communications and record of the intern’s acknowledgment of important information. Please respond as directed to any emails.

**5 b. 1 Scoring guide from Chalk and Wire used prior to spring 2008.**

<p>Note: All 36 Criterion in the four (4) PathwisePlus domains are described in the INTERNSHIP PERFORMANCE EVALUATION sheet (See attachment 5b.). These sheets are scored based on observations by a candidate's university supervisor and cooperating classroom teacher. Each criterion may be rated based on five (5) performance levels. Those levels and corresponding performance criterion are described in this table.</p>			
<b>Pathwise Plus Four (4) Domains</b>	<b>Assessment IV criterion level descriptions</b>	<b>Scoring rubric levels</b>	<b>Numerical score</b>
Domain A - Planning 5 Criterion	Lacking	Level 1	1
	Emerging	Level 2	2
Domain D - Professionalism 11 Criterion	Basic	Level 3	3
	Proficient	Level 4	4
Domain B - Learning Environment and Guidance Strategies 6 Criterion	Distinguished	Level 5	5
Domain C - Teaching 12 Criterion			

**5 b. 2 Assessment IV PathwisePlus Observations  
Scoring guide used in Chalk and Wire beginning spring, 2008**

	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
<b>NMSA Standard 3: Middle Level Curriculum and Assessment I - Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum</b>	Middle level candidates do not demonstrate acceptable levels of knowledge of local, state, and national curriculum standards. They design curriculum and use materials that are narrowly focused, shallow, and uninteresting to young adolescents.	Middle level candidates possess and employ their knowledge of local, state, and national curriculum standards. They design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and	Middle level candidates analyze local, state, and national curriculum standards based on their knowledge of content and early adolescent development. They

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and assessment, and they use this knowledge in their practice.		experiences of all young adolescents.	consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all young adolescents.
<b>NMSA Standard 3: Middle Level Curriculum and Assessment II</b> - Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.	Middle level candidates fail to employ appropriate student achievement strategies that recognize the key concepts found within the critical knowledge base.	Middle level candidates assess student achievement using strategies that focus on the key concepts found within the critical knowledge base.	Middle level candidates assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and they are able to articulate their criteria for strategy selection.
<b>NMSA Standard 4: Middle Level Teaching Fields I</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates have not achieved a depth and breadth of knowledge in two content areas that are broad and multidisciplinary and do not demonstrate the ability to make interdisciplinary connections.	Middle level candidates demonstrate a depth and breadth of knowledge in two content areas that are broad and multidisciplinary and demonstrate the ability to make interdisciplinary connections.	Middle level candidates demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary and regularly demonstrate the ability to make interdisciplinary connections.
<b>NMSA Standard 4: Middle Level Teaching Fields II</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates do not possess or exhibit the ability to use specific content teaching and assessment strategies and do not integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level candidates demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level candidates frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.
<b>NMSA Standard 4: Middle Level Teaching Fields III</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates fail to provide instruction that is engaging and increases student learning and supports academic excellence.	Middle level candidates teach in engaging ways that maximize student learning.	Middle level candidates frequently teach in engaging ways that maximize student learning.
<b>NMSA Standard 4: Middle Level Teaching Fields IV</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates do not integrate their content knowledge with the ideas, interests, and experiences of students, and as a consequence, do not help them helping them understand the integrated nature of knowledge.	Middle level candidates incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.	Middle level candidates frequently incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.
<b>NMSA Standard 4: Middle Level Teaching Fields V</b> - Middle level teacher candidates understand and use the central concepts, tools of inquiry,	Middle level candidates fail to see the importance of and do not engage in activities designed to extend knowledge in their teaching field(s), integrating content, using content	Candidates value the importance of and engage in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and	Candidates take leadership roles in promoting and participating in activities designed to

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standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	specific teaching and assessment strategies and integrating state-of-the-art technologies and literacy skills.	assessment strategies, and integrating state-of-the-art technologies and literacy skills.	extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills.
<b>NMSA Standard 5: Middle Level Instruction and Assessment I</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.	Middle level candidates lack the ability to provide effective instruction. They fail to select instructional strategies that meet the needs of their students.	Middle level candidates demonstrate their knowledge of effective instruction. They actively engage students in learning the curriculum by selecting instructional strategies that are challenging, culturally sensitive, and developmentally responsive.	Middle level candidates actively engage students in independent and collaborative inquiry. They consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive
<b>NMSA Standard 5: Middle Level Instruction and Assessment II</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.	Middle level candidates demonstrate weak and ineffective classroom management techniques that result in an environment characterized by unfairness and disrespect. Assessment is disconnected from instruction, and therefore unable to inform future instruction.	Middle level candidates employ classroom management techniques designed to create positive learning environments. They link formal and informal assessments to instruction, and they use this information to adjust future lesson plans.	Middle level candidates create equitable, caring, and productive learning environments. They link an array of formal and informal assessments to instruction, and they consistently use this information to adjust future lesson plans.
<b>NMSA Standard 5: Middle Level Instruction and Assessment III</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.	Middle level candidates are uninterested in and do not participate in collaboration with colleagues.	Middle level candidates collaborate with others to plan instruction and assessment.	Candidates initiate and value collaboration with others to improve instruction and assessment.
<b>NMSA Standard 6: Family and Community Involvement I</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community member, and they use that knowledge to maximize the learning of all young adolescents.	Middle level candidates are not advocates for young adolescents; neither do they share that knowledge with others. They do not successfully participate in parent conferences and other school and community activities.	Middle level candidates serve as advocates for all young adolescents in the school learning. They plan and execute successful parent conferences that involve young adolescents as key participants and thoughtfully engage in other school and community activities in the larger community and share that knowledge with others. They successfully participate in parent conferences and other school and community activities.	Candidates serve as advocates for all young adolescents in the school and in the larger community. They engage in activities that help parents and community members understand the nature of young adolescents and the implications for parenting, teaching, and learning. They plan and execute successful parent conferences that involve young adolescents as key participants and thoughtfully engage in other school and community activities.
<b>NMSA Standard 7: Middle Level Professional Roles I</b> - Middle level teacher candidates	Middle level candidates do not demonstrate understanding of teaming/collaborative theories and	Middle level candidates exhibit good understanding of teaming/collaborative theories and	Middle level candidates demonstrate a comprehensive

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<p>understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p>	<p>processes or the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they do not work successfully as members of interdisciplinary teams.</p>	<p>processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.</p>	<p>understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.</p>
<p><b>NMSA Standard 7: Middle Level Professional Roles II -</b> Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p>	<p>Middle level candidates do not believe in maintaining high standards of ethical behavior and professional competence and do not value collegiality as part of their professional practice.</p>	<p>Middle level candidates maintain high standards of ethical behavior and professional competence and value collegiality as part of their professional practice.</p>	<p>Middle level candidates model high standards of ethical behavior and professional competence and collegiality as part of their professional practice.</p>

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**5 b. 2 Assessment IV Observation Form and scoring guide  
(Used by the University Supervisor and the candidate's Cooperating Teacher.)**

University of Arkansas at Little Rock  
College of Education

**INTERNSHIP PERFORMANCE EVALUATION**

<b>Intern</b> _____
<b>Grade Level/Content Area</b> _____
<b>CT:</b> _____
<b>US:</b> _____
<b>Date</b> _____
<b>FE II</b> _____ <b>Internship I</b> _____ <b>II</b> _____

This form is to be completed by the Cooperating Teacher (CT) and University Supervisor (US) to provide formative evaluation to the student throughout his/her professional program. Conferences must be held with the student for the purpose of giving feedback through guided reflection. A copy of this completed evaluation form must be given to the student.

**Terms to be used in observation:** 5—Superior performance; 4—Commendable performance; 3—Satisfactory performance; 2—Performance requiring improvement; 1—Performance below acceptable level; NA—Not applicable; NO—No opportunity to observe.

Domain A: Planning	Check Appropriate Box						
	5	4	3	2	1	NA	NO
A1 Plans using student background knowledge & experiences (SE, P 1, 2, 3) <b>NMSA Standard 5</b>							
A2 Articulates clear, developmentally appropriate, learning goals and objectives (SE, P 1, 2, 3) <b>NMSA Standard 5</b>							
A3 Connects content previously learned with new learning (SE, P 1, 2, 3) <b>NMSA Standard 4 and 5</b>							
A4 Creates/selects appropriate teaching methods, learning activities, and instructional materials (SE, P 1, 2, 3) <b>NMSA Standard 2 &amp; 5</b>							
A5 Creates or selects assessment strategies that are appropriate for the students and the learning (SE, P 1, 2, 3) <b>NMSA Standard 5</b>							
<b>Domain D: Professionalism</b>							
D1 Reflects on the extent to which the learning goals were met and teaching behaviors that helped or hindered success of the lesson (C, PD; P 4, 5) <b>NMSA Standard 7</b>							
D2 Demonstrates a sense of efficacy (Professional presence) (C, PD; P 4, 5) <b>NMSA Standard 7</b>							
D3 Builds professional collegial relationships to share teaching insights and coordinate learning (C, PD; P 4, 5) <b>NMSA Standard 7</b>							
D4 Communicates with parents/guardians about student learning (C, PD; P 4, 5) <b>NMSA Standard 6</b>							
D5 Models professional attitudes and behaviors (C, PD; P 4, 5) <b>NMSA Standard 7</b>							
D6 Reflects and plans for professional development (C, PD; P 4, 5) <b>NMSA Standard 7</b>							
D7 Advocates for children and families (C, PD; P 4, 5) <b>NMSA Standard 6</b>							
D8 Follows appropriate grooming and dress (C, PD; P 4, 5) <b>NMSA Standard 7</b>							
D9 Uses appropriate spoken and written language (C, PD; P 4, 5) <b>NMSA Standard</b>							
D10 Accepts constructive criticism and initiates efforts toward improvement (C, PD; P 4, 5) <b>NMSA Standard 7</b>							

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D11 Adheres to attendance policies (C, PD; P 4, 5) <b>NMSA Standard 7</b>							
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<b>Domain B: Learning Environment and Guidance Strategies</b>							
B1 Creates climate that promotes fairness (SE, P 1, 2, 3) <b>NMSA Standard 1</b>							
B2 Establishes and maintains rapport with students (SE, P 1, 2, 3) <b>NMSA Standard 1</b>							
B3 Communicates challenging learning expectations to each student (SE, P 1, 2, 3) <b>NMSA Standard 1</b>							
B4 Establishes and maintains consistent and equitable standards of classroom behavior (SE, P 1, 2, 3) <b>NMSA Standard 1</b>							
B5 Exhibits skills in group and individual guidance/ classroom management strategies (SE, P 1, 2, 3) <b>NMSA Standard 1</b>							
B6 Makes the physical environment safe and conducive to learning (SE, P 1, 2, 3) <b>NMSA Standard 1</b>							
<b>Domain C: Teaching</b>							
C1 Makes learning goals/objectives and instructional procedures clear to students (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 4</b>							
C2 Makes content comprehensible to students (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 4</b>							
C3 Encourages students to extend their thinking (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 4</b>							
C4 Monitors progress and provides feedback (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 3</b>							
C5 Uses instructional time effectively and efficiently (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 4</b>							
C6 Utilizes a variety of teaching strategies (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 4</b>							
C7 Uses theories and principles of learning effectively (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 4 and 5</b>							
C8 Adapts to meet specific needs of children (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 2</b>							
C9 Exhibits age appropriate expectations (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 4 and 3</b>							
C10 Integrates curriculum content areas (SE, C; P 1, 2, 3, 5) <b>NMSA Standard 4</b>							
C11 Organizes self-directed independent experiences for practice/problem-solving/exploratory learning (Uses centers, cooperative learning groups) (SE, P 1, 2, 3) <b>NMSA Standard 3 and 4</b>							
C12 Exhibits understanding of attributes of discovery learning as a learning strategy (SE, P 1, 2, 3) <b>NMSA Standard 4</b>							

**Summary Comments of Observer (Attach, if necessary)**

Student Signature \_\_\_\_\_ Signature of Cooperating Teacher \_\_\_\_\_  
 Signature of Faculty Supervisor \_\_\_\_\_

References

Educational Testing Service. (1995). *Pathwise*.  
 (This document incorporates Arkansas Principles for Teacher Licensure, the UALR College of Education Conceptual Framework, and the Professional Association Standards)

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## Assessment V Pre/Post Student Learning

### 5 a. Pre/Post student learning assignment - used from fall 2006 to spring 2008

#### Assessment of Student Learning

1. Upload the pre/post test.
2. Upload at least one student artifact (get rid of the names). Include the pre- and post-test.
3. Write a short paper of what you learned and how you responded to the pre-test, what kind of results did you get on the post-test, and what you may have learned from this process.
4. Upload a graphic representation of the results of the pre/post test of the whole class.

**5 a. Pre/Post student learning assignment - used beginning spring 2008 (note – same assignment directions as PathwisePlus observation assignment. Pre and post-testing section highlighted below.**

#### REQUIREMENTS FOR STUDENT TEACHING

Failure to adhere to these requirements may result in a lowered or failing grade.

$\pi$  You must spend 11 full weeks in the fall placement and 10 full weeks in your spring placement. You must make-up any missed days. You are allowed one sick day. Failure to contact your CT, US, & Dr. Sedivy-Benton **PRIOR** to an absence will result in a lowered grade.

$\pi$  The first week in the school, you must have a meeting with your CT to discuss:

10. Your CT's needs
11. Your needs
12. REQUIREMENTS FOR STUDENT TEACHING
13. Calendar issues
14. Teaching schedule
15. Observation expectations
16. Instructional expectations
17. Norms of how you will operate as a team
18. Other items you want to discuss

(Place a copy of your meeting outcomes in your internship notebook & E-mail a copy to Dr. Sedivy-Benton and your UALR Supervising Instructor)

#### **Due by ? 2008**

Your new assignments are as follows:

- Four Pathwise lesson plans for the semester, two (2) for your Cooperating Teacher and two (2) for your University Supervisor.
- Four Instructional Review Forms, one for each Pathwise lesson plan. The IRF's are to be submitted to Dr. Sedivy-Benton and U.S. when completed. Responses are required when requested by Dr. Sedivy-Benton.

$\pi$  Intern notebook will house **all** lesson plans. These must be reviewed by U.S. during visits.

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- π You are to write a plan for each lesson you will teach. Other than the four (4) Pathwise lessons, you are to complete a lesson plan in one of two forms: one such as the attached, or one (1) completed as your classroom teacher completes.
- π Reflect on each lesson you teach. It will be in your handwriting at the bottom of your lesson plan. Include such things as how the lesson progressed, how effective it was, which parts were weak or ineffective and what you would do to improve them, etc.
- π The process for teaching will proceed as follows. First, you will observe and help in the classroom for the first few days, then start adding periods/lessons to teach. Second, you will teach one lesson for a few days, then add another, and after a few days add another, until you are teaching ALL the classes for your cooperating teacher.

**You should plan with your cooperating teacher so that you have one full week with him/her in the room with you and one full week with you in the classroom alone.** Finally, you will start dropping subjects until the cooperating teacher is doing all the teaching again.

- π Your cooperating teacher needs to observe and analyze one lesson per week (or at least five times during your assignment - remember two of these are Pathwise lessons.). Both you and Dr. Sedivy-Benton need a copy of this observation report.
- π You need to be videotaped at least once. You and your peers will critique that tape. You will do this when you are back on campus in May. Do not forget the video consent form!
- π Your university supervisor and MCED Undergraduate Coordinator need a weekly teaching schedule from each of you on the preceding Friday (or weekend). You can email this to both.
- π Start (or continue) collecting artifacts and pictures for your portfolio.
- π You need to show evidence of your effect on student learning. You can accomplish this in part by pretesting and post testing. You need to keep individual pre- and post-tests as well as compile a chart for at least one assessment showing pre- and post-scores for the entire class.
- π See your Internship Orientation packet for more information.

We will try to communicate as often as needed, and as succinctly as possible. Therefore, you will be asked to respond to, or acknowledge important emails sent by the University Supervisor or Program Coordinator, Dr. Sedivy-Benton. These emails will have important information, dates, etc. These emails will serve as a record of communications and record of the intern's acknowledgment of important information. Please respond as directed to any emails.

**5 b. 1. Scoring Guide used beginning spring 2008**

Standard	UNACCEPTABLE	ACCEPTABLE	TARGET
<b>NMSA Standard 3: Middle Level Curriculum and Assessment I</b> - Middle level teacher candidates understand the major concepts, principles, theories, standards, and	Middle level candidates fail to employ appropriate student achievement strategies that recognize the key concepts found within the critical knowledge base.	Middle level candidates assess student achievement using strategies that focus on the key concepts found within the critical knowledge base.	Middle level candidates assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge

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research related to middle level curriculum and assessment, and they use this knowledge in their practice.			base, and they are able to articulate their criteria for strategy selection.
<b>NMSA Standard 5: Middle Level Instruction and Assessment I</b> - Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.	Middle level candidates demonstrate weak and ineffective classroom management techniques that result in an environment characterized by unfairness and disrespect. Assessment is disconnected from instruction, and therefore unable to inform future instruction.	Middle level candidates employ classroom management techniques designed to create positive learning environments. They link formal and informal assessments to instruction, and they use this information to adjust future lesson plans.	Middle level candidates create equitable, caring, and productive learning environments. They link an array of formal and informal assessments to instruction, and they consistently use this information to adjust future lesson plans.

**5 b. 2 Pre/Post Student Learning - Instructional Record Form (Shortened for space concerns, all questions included)**

**INSTRUCTIONAL RECORD FORM (IRF)  
PRE AND POST TEST**

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Instructions to Candidate: Please select one PathwisePlus lesson that you will implement a pre and post test to evaluate your teaching and student learning . Use the following outline to guide your evaluation and reflection. Take as much space as you need to respond to each question.

Lesson Taught - Attach PathwisePlus lesson plan (including length, group size, and reason for teaching it):

Objective(s):

1. What did I do? (Type of lesson and procedure used)
2. Summarize the pretest results. (What did you determine students know and do not know regarding the content you will teach?)
3. Summarize the posttest. (What were the results, what knowledge was gained, etc.?)
4. Were you satisfied with your results? Why or why not based on 1 strength and one weakness from your results?
5. What would you do differently next time with regard to teaching this lesson? (planning, teaching strategy, materials, etc..)
6. What did I learn about this instructional strategy? About teaching this content? About this age child?
7. What concerns do I have about teaching this grade/subject?

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## Assessment VI PowerPoint Project

### 5 a. Assignment instructions

#### SLIDE SHOW PRESENTATION

You will be assigned a special needs topic to present to the class in the form of a PowerPoint presentation. You will need to research the topic and decide on what information to present and how to present it.

Your slideshow presentation should include:

1. A title slide, bullet slide, and an organizational or data chart slide
2. At least 3 variations in font style, font size, and font color
3. Transition to **each** slide
4. Object animation on at least two slides
5. At least 3 graphics from clip art or from the web
6. At least one hyperlink to another page in the slideshow and back
7. A hardcopy with at least 4 slides per page for Dr. Sedivy-Benton

Search textbooks (there are some in the library). Find information on your assigned topic. You may switch among yourselves if you want a different topic.

#### **High Incidence Disabilities**

behavior disorder/emotional disability  
language disorders (receptive and expressive)  
speech disorders  
learning disabilities  
ADD/ADHD  
mental retardation

physical disabilities  
health disabilities  
visual impairments  
hearing impairment  
traumatic brain injury  
autism  
Down Syndrome  
Asperger Sy

#### **Low Incidence disabilities**

Report on definition/classification, characteristics, causation/prevention, and educational interventions. Limit yourself to 20 minutes. It would be nice to have handouts for your classmates. This presentation works in conjunction with Ms. Lipsmeyer's assignment, so check with her for further details.

You will need a reference list page in the slide show done in APA style. Submit this PowerPoint on Chalk and Wire.

**5 b. 1 Scoring guide used prior to spring 2008 and will be used jointly with new rubric 5. b. 2 beginning fall 2008.**

SKILL/LEVEL	LACKING	BASIC	PROFICIENT	DISTINGUISHED
Adherence to time limits	no slide show	less than 10 minutes	more than ___ minutes; _____ minutes	between ___ and ___ minutes
Title slide	sloppy; too small; too large; unrelated to topic; more than 2 typos; more than 2 misspellings	somewhat neat; too much information for one slide; 1 - 2 typos; 1 - 2 misspellings	neat; right amount of information for one slide; no typos; no misspellings	
Bullet slide	no bullet slide	sloppy; too small; too large; unrelated to topic; more than 2 typos; more than 2 misspellings	somewhat neat; too much information for one slide; 1 - 2 typos; 1 - 2 misspellings	neat; right amount of information for one slide; no typos; no misspellings
Organizational/data chart slide	no organizational slide	sloppy; too small; too large; unrelated to topic; more than 2 typos; more than 2 misspellings	somewhat neat; too much information for one slide; 1 - 2 typos; 1 - 2 misspellings	neat; right amount of information for one slide; no typos; no misspellings
Font style	no slide show	only one or two styles	3 styles	
Font size	no slide show	1 or 2 sizes	3 or more sizes	
Font color	no slide show	1 or 2 colors	3 or more colors	
Transitions	no slide show	Only one or two slides had transitions	about half of the slides had transitions	all of the slides had transitions
Object animation	no slide show	Object animation on 1 slide	Object animation on 2 slides	
Graphics	no slide show	1 graphic	2 graphics	3 graphics
Hyperlink	no slide show	present but unrelated to link; not smooth	present; first link correct but did not link back	present; related to link; smooth
Number of slides	less than 10 slides	10 or more slides		
Hardcopy	none given	received by professor		
APA style reference list	No reference list	Reference list mostly not in APA style	Reference list mostly in APA style	
Definition/classification	no slide show	not much information	some good information but seemed to lacking	good information; all necessary info seemed to be present
Characteristics	no slide show	not much information	some good information but seemed to lacking	good information; all necessary info seemed to be present
Causation/prevention	no slide show	not much information	some good information but seemed to lacking	good information; all necessary info seemed to be present
Educational interventions	no slide show	not much information	some good information but seemed to lacking	good information; all necessary info seemed to be present

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Content	no slide show	content poor	content relevant; may not be too current	content relevant; current; correct
Educational value of the content chosen to present	no slide show	little value to beginning teachers	some value to beginning teachers	much value to beginning teachers

**Assessment VI PowerPoint Project**  
**5 b. 2 Scoring Guide beginning fall, 2008**

	UNACCEPTABLE	ACCEPTABLE	TARGET
<b>NMSA Standard 1 Young Adolescent Development I -</b> Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.	Middle level candidates fail to show acceptable levels of knowledge of the concepts, principles, theories and research about young adolescent development. They fail to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.	Middle level candidates demonstrate a knowledge of the concepts, principles, theories and research about young adolescent development. They use this knowledge to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.	Middle level candidates demonstrate a comprehensive knowledge of the concepts, principles, theories and research about young adolescent development. They use this knowledge to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.
<b>NMSA Standard 1. Young Adolescent Development II -</b> Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.	Middle level candidates lack enthusiasm and a desire to respond positively to the diversity found in young adolescents. They fail to use young adolescent diversity in planning curriculum and instruction.	Middle level candidates respond positively to the diversity found in young adolescents and use that diversity in planning curriculum and instruction.	Middle level candidates respond positively to the diversity found in young adolescents and use that diversity in planning curriculum and instruction.
<b>NMSA Standard 3. Middle Level Curriculum and Assessment I -</b> Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.	Middle level candidates focus on their content area to the exclusion of other aspects of the total school curriculum. They do not articulate an appropriate curriculum and assessment design to various stakeholders.	Middle level candidates demonstrate an understanding of the total school curriculum; for example: the importance of advisory, co-curricular activities, exploratory courses, and other programs. They articulate this curriculum and assessment design to various stakeholders.	Middle level candidates understand and advocate for the total school curriculum. They consistently articulate this curriculum and assessment design to various stakeholders
<b>NMSA Standard 4: Middle Level Teaching Fields I -</b> Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.	Middle level candidates do not possess or exhibit the ability to use specific content teaching and assessment strategies and do not integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level candidates demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level candidates frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.
<b>NMSA Standard 4: Middle Level Teaching Fields II -</b> Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that	Middle level candidates fail to provide instruction that is engaging and increases student learning and supports academic excellence.	Middle level candidates teach in engaging ways that maximize student learning.	Middle level candidates frequently teach in engaging ways that maximize student learning.

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develop all young adolescents' competence in subject matter and skills.			
<b>NMSA Standard 6: Family and Community Involvement I</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.	Middle level candidates lack an understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They fail to maximize the learning of all young adolescents.	Middle level candidates demonstrate an understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They use this knowledge to ensure the maximum learning of all young adolescents.	Middle level candidates demonstrate a comprehensive understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They effectively use this knowledge to maximize the learning of all young adolescents.
<b>NMSA Standard 6: Family and Community Involvement II</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.	Middle level candidates are ignorant of how diverse family structures and family and cultural backgrounds influence and enrich learning. They are unable to work successfully with parents and community members to improve the education of all young adolescents.	Middle level candidates understand and value how both diverse family structures and family and cultural backgrounds influence and enrich learning. They work successfully with parents and community members to improve the education of all young adolescents.	Middle level candidates understand the relationships between schools and community organizations and communicate effectively with all stakeholders. They comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources.
<b>NMSA Standard 6: Family and Community Involvement III</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.	Middle level candidate knowledge about support services and other resources in schools and communities that support students and teachers is unacceptable. They neither demonstrate respect for all young adolescents and their families and neither value nor employ the variety of resources available in communities.	Middle level candidates are knowledgeable about support services and other resources in schools and communities that support students and teachers. They respect all young adolescents and their families and value the variety of resources available in communities.	Middle level candidates value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.

## Assessment VII Case Studies

### 5 a. Case study assignment instructions

#### MCED 4303

#### Case Study Assignment Instructions

Each student will select **two** children to observe throughout the semester (one child who is considered typical and one who is considered atypical). As topics concerning social relationships, physical, cognitive, language, emotional development, etc. are read and discussed in class, you will describe your selected children's development by applying the knowledge you have gained.

It is very important that during your case study and in your classroom discussion that you NOT refer to the name of the children you are observing. It is YOUR RESPONSIBILITY to protect the privacy rights of the children and the families involved. Assign your children aliases and consistently use them. Practice this at all times. **Also be sure that you do not talk to the case study children.** These characteristics are simply observed.

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You should NOT use the name of the teacher or school in your written case study in the event that the paper accidentally falls into the hands of someone other than the classroom teacher or your university professor which could lead to the children being identified.

**Format:** The case studies should have four distinct headings:

1. **Introduction** - alias, age-grade level, and any other information which explains how you selected this particular child
2. **Physical Development** – are they average size, any disabilities, big for age, remember that girls mature faster than boys, check out the handout given early in the semester
3. **Cognitive Development** - try to identify Piagetian level and incidences of scaffolding – check out the theorist on cognitive development
4. **Personality and Social-Emotional Development** - outgoing/withdrawn, try to determine Erikson level (use interaction not age level), again check out the theorists to help with this section.
5. **Moral Development** – use Kohlberg’s stages of moral reasoning
6. **Problem Solving, Motivation, and Self-Esteem** – refer to Vygotsky for problem solving, chapter 10 for motivation, chapter 2 for self-esteem

The format of the child study will be in formal English and will be evaluated in terms of the quality of writing, including grammar, spelling, punctuation, and sentence/paragraph structure. Use APA style, use cites, and include a reference list on each study. A suggested length is around 3-5 double-spaced printed (word processed) pages for each case study. Use either Times New Roman or Courier New (size 12) as the font.

Go to book and look at these chapters before you start writing. Be sure to include characteristics that theorists use.

**5 b. 1 Scoring guide**

Score Ratings						
Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5						
Criterion	Legend	1	2	3	4	5
<b>Introduction</b>	Introduction appropriate info given; well explained					
<b>Physical Development</b>	Information on physical development given and well connected to research					
<b>Cognitive Development</b>	Information on cognitive development given and well connected to research					
<b>Personality and Social-Emotional Development</b>	Information on personality and social-emotional development given and well connected to research					
<b>Moral Development</b>	Information on moral development given and connected to research					
<b>Problem Solving, Motivation, and Self-Esteem</b>	Information on problem solving, motivation, and self-esteem development given adequate info given and well connected to research					
<b>Conclusion</b>	Synthesizing of the information					
<b>Mechanics</b>	Visible or obvious errors in the paper					
<b>APA Style</b>	APA style					
<b>Case study</b>	Notes reflect student’s knowledge and understanding of adolescent					

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notes	development as he/she collects detailed data regarding the child's physical, cognitive, socio-emotional, & moral development. Dates, setting(s), and length of observation times are included. Use of text clearly guided data collection and learning.					
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**5 b. 2 Scoring guide to be used beginning fall 2008**

	UNACCEPTABLE	ACCEPTABLE	TARGET
<b>NMSA Standard 1: Young Adolescent Development I</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.	Middle level candidates fail to show acceptable levels of knowledge of the concepts, principles, theories and research about young adolescent development.	Middle level candidates demonstrate a knowledge of the concepts, principles, theories and research about young adolescent development.	Middle level candidates demonstrate a comprehensive knowledge of the concepts, principles, theories and research about young adolescent development.
<b>Standard 2: Middle Level Philosophy and School Organization I</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.	Middle level candidates fail to show acceptable levels of understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level candidates demonstrate understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level candidates demonstrate comprehensive understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.
<b>NMSA Standard 2: Middle Level Philosophy and School Organization II</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.	Middle level candidates do not possess the foundational knowledge to articulate developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They do not understand the reasons these practices foster adolescent development academically, socially, emotionally, and physically and fail to make instructional decisions based on these reasons.	Middle level candidates articulate developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.	Middle level candidates effectively articulate developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.

**Assessment VIII Philosophy of Education**

**5 a. Description of initial philosophy assignment. New assignment description used starting spring 2008.**

**TCED 1200**

**Philosophy Statement Assignment**

Name: \_\_\_\_\_

**Assignment description**

For this assignment you are to create an essay or paper describing your current philosophy of education. Do not to engage in research for this assignment, simply write what you believe to be your teaching/educational philosophy at this time. However, please address each of the broad 10 (ten) categories, listed as standards, in the scoring rubric.

**Assignment Objectives**

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Learners will:

**EXPLORE** personal foundations and philosophies of education

**RELATE** through drawings and writings personal philosophy of education

**COMPARE** and **CONTRAST** personal philosophy to those of others

Assignment Scoring Rubric

Standards	Emerging 0 - 2 Points	Proficient 3- 5 points
Grammar	Numerous mistakes in drawing and written philosophy	Few grammatical mistakes in drawing and written philosophy, rubric included with name.
Detail	Insufficient to explain eight areas	Sufficient to explain eight areas
<b>Eight areas</b>		
Learning	Not included	Included
Teaching	Not included	Included
Theories of education	Not included	Included
Management	Not included	Included
Adolescent development	Not included	Included
Beliefs about teaching	Not included	Included
Philosophies of education	Not included	Included
Organization of education	Not included	Included

5 b. 1 Scoring guide used prior to Spring 2008

Score Ratings Basic = 1, Emerging = 2, Adequate = 3, Proficient = 4, Distinguished = 5						
Criterion	Legend	1	2	3	4	5
Sensitivity to Individual Differences	Relate to middle level concepts and adolescent students					
Common Professional Knowledge	Relate to middle level concepts and adolescent students					
Understanding of Student-centered Learning	Relate to middle level concepts and adolescent students					
Understanding of Middle Level Concepts	Understands middle level concepts from research-based works such as Turning Points 2000 and/or organizations like the National Middle School Association ( <a href="http://www.nmsa.org">www.nmsa.org</a> )					
Professional Dispositions	Relate to middle level concepts and adolescent students					
Mechanics and Grammar	Organization, errors					

5 b. 2 New scoring guide used beginning spring 2008

	UNACCEPTABLE	ACCEPTABLE	TARGET
<b>NMSA Standard 1: Young Adolescent Development 1</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide	Middle level candidates fail to show acceptable levels of knowledge of the concepts, principles, theories and research about young adolescent development.	Middle level candidates demonstrate a knowledge of the concepts, principles, theories and research about young adolescent development.	Middle level candidates demonstrate a comprehensive knowledge of the concepts, principles, theories and research about young adolescent development.

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opportunities that support student development and learning.			
<b>NMSA Standard 1: Young Adolescent Development II</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.	Middle level candidates fail to demonstrate positive orientations toward teaching young adolescents. They do not believe that all young adolescents can learn and do not accept the responsibility to help them do so.	Middle level candidates are positive about teaching young adolescents and develop positive relationship with them. They believe that all young adolescents can learn and accept the responsibility to help them do so.	Middle level candidates develop close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
<b>NMSA Standard 1: Young Adolescent Development III</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.	Middle level candidates lack enthusiasm and a desire to respond positively to the diversity found in young adolescents. They fail to use young adolescent diversity in planning and implementing curriculum and instruction.	Middle level candidates respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.	Middle level candidates respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.
<b>NMSA Standard 2: Middle Level Philosophy and School Organization I</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.	Middle level candidates fail to show acceptable levels of understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level candidates demonstrate understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level candidates demonstrate comprehensive understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.
<b>NMSA Standard 2: Middle Level Philosophy and School Organization II</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.	Middle level candidates do not possess the foundational knowledge to articulate developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They do not understand the reasons these practices foster adolescent development academically, socially, emotionally, and physically and fail to make instructional decisions based on these reasons.	Middle level candidates articulate developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.	Middle level candidates effectively articulate developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.
<b>NMSA Standard 2: Middle Level Philosophy and School Organization III</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.	Middle level candidates evidence a lack of dedication to developmentally responsive organizational structures that foster socially equitable educational practices.	Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices.	Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices.
<b>NMSA Standard 6: Family and Community Involvement I</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community member, and they use that knowledge to maximize the learning of all young adolescents.	Middle level candidates lack an understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They fail to maximize the learning of all young adolescents.	Middle level candidates demonstrate an understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They use this knowledge to ensure the maximum learning of all young adolescents.	Middle level candidates demonstrate a comprehensive understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They effectively use this knowledge to maximize

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			the learning of all young adolescents.
<b>NMSA Standard 6: Family and Community Involvement II</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community member, and they use that knowledge to maximize the learning of all young adolescents.	Middle level candidates are ignorant of how diverse family structures and family and cultural backgrounds influence and enrich learning. They are unable to work successfully with parents and community members to improve the education of all young adolescents.	Middle level candidates understand and value how both diverse family structures and family and cultural backgrounds influence and enrich learning. They work successfully with parents and community members to improve the education of all young adolescents.	Middle level candidates understand the relationships between schools and community organizations and communicate effectively with all stakeholders. They comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources.
<b>NMSA Standard 6: Family and Community Involvement III</b> - Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community member, and they use that knowledge to maximize the learning of all young adolescents.	Middle level candidate knowledge about support services and other resources in schools and communities that support students and teachers is unacceptable. They neither demonstrate respect for all young adolescents and their families and neither value nor employ the variety of resources available in communities.	Middle level candidates are knowledgeable about support services and other resources in schools and communities that support students and teachers. They respect all young adolescents and their families and value the variety of resources available in communities.	Middle level candidates value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.
<b>NMSA Standard 7: Middle Level Professional Roles I</b> - Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.	Middle level candidates do not demonstrate understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, or their responsibility for upholding high professional standards and modeling appropriate behaviors.	Middle level candidates display broad understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors.	Middle level candidates demonstrate a comprehensive understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors.
<b>NMSA Standard 7: Middle Level Professional Roles II</b> - Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.	Middle level candidates do not demonstrate understanding of teaming/collaborative theories and processes or the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they do not work successfully as members of interdisciplinary teams.	Middle level candidates exhibit good understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.	Middle level candidates demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.
<b>NMSA Standard 7: Middle Level Professional Roles III</b> - Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.	Middle level candidates do not demonstrate knowledge of advisory/advocate theories, skills, and curriculum or serve as advisors, advocates and mentors of young adolescents.	Middle level candidates possess knowledge of advisory/advocate theories, skills, and curriculum and employ this knowledge successfully as advisors, advocates and mentors of young adolescents.	Middle level candidates demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates and mentors of young adolescents in various settings.
<b>Standard 7: Middle Level Professional Roles IV</b> - Middle level teacher candidates	Middle level candidates do not demonstrate understanding of the skills of research/data-based	Middle level candidates maintain an up-to-date understanding of the skills of research data-based	Middle level candidates demonstrate a comprehensive

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understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.	decision making or their service responsibilities to school reform and the greater community.	decision making and their service responsibilities to school reform and the greater community.	understanding of the skills of research/data based decision making and their service responsibilities to school reform and the greater community.
<b>NMSA Standard 7: Middle Level Professional Roles V</b> - Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.	Middle level candidates do not perceive themselves as members of the larger learning community, do not believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), nor are they committed to helping all young adolescents become thoughtful, ethical, democratic citizens.	Middle level candidates view themselves as members of the larger learning community, believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), and are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.	Middle level candidates take a leadership role in the larger learning community, accept professional responsibilities that extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), and advocate for helping all young adolescents become thoughtful, ethical, democratic citizens.
<b>NMSA Standard 7: Middle Level Professional Roles VI</b> - Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.	Middle level candidates do not believe in maintaining high standards of ethical behavior and professional competence and do not value collegiality as part of their professional practice.	Middle level candidates maintain high standards of ethical behavior and professional competence and value collegiality as part of their professional practice.	Middle level candidates model high standards of ethical behavior and professional competence and collegiality as part of their professional practice.
<b>NMSA Standard 7: Middle Level Professional Roles VII</b> - Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.	Middle level candidates do not value life-long learning and are not committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.	Middle level candidates hold expectations for their own life-long learning and are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.	Middle level candidates model life-long learning and take a leadership role in refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.