

**Illinois State University  
Department of Curriculum & Instruction  
University Assessment Plan  
Middle Level Program  
2009**

Program   Middle Level Education   Date Submitted   July 1, 2009  

**Program Objectives (NMSA)**

**Standard 1, Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.**

**Indicators**

1. The middle level conceptual framework establishes a shared vision for the programs efforts in preparing educators to work in middle level schools.
2. Courses address topics such as middle level philosophy and organization, young adolescent development, middle level curriculum, and middle level instruction.
3. Early and continuing middle level field experiences and student teaching are provided and required.

**Standard 2. Qualified Middle Level Faculty**

**Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.**

**Indicators**

1. Faculty members hold advanced degrees in areas that provide appropriate backgrounds to teach in the program.
2. Faculty members have demonstrated their interest and expertise in middle level education.
3. Faculty members are active scholars in middle level education.

**NATIONAL MIDDLE SCHOOL ASSOCIATION PERFORMANCE-BASED STANDARDS FOR INITIAL MIDDLE LEVEL  
TEACHER PREPARATION**

**Standard 1. Young Adolescent Development**

**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.**

**Knowledge**

Middle level teacher candidates:

1. Understand the major concepts, principles, and theories of young adolescent development – intellectual, physical, social, emotional, and moral.
2. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
3. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
4. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.
5. Understand issues of young adolescent health and sexuality.
6. Understand the interrelationships among the characteristics and needs of all young adolescents.
7. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.
8. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.

**Dispositions**

Middle level teacher candidates:

1. Are positive and enthusiastic about all young adolescents.
2. Respect and appreciate the range of individual developmental differences of all young adolescents.
3. Hold high, realistic expectations for the learning and behavior of all young adolescents.
4. Believe that all young adolescents can learn and accept responsibility to help them do so.
5. Are enthusiastic about being positive role models, coaches, and mentors for all young adolescents.
6. Believe that diversity among all young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potential.

## **Performances**

Middle level teacher candidates:

1. Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
  2. Create learning opportunities that reflect an understanding of the development of all young adolescent learners.
  3. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged.
  4. Make decisions about curriculum and resources that reflect an understanding of young adolescent development.
  5. Use developmentally responsive instructional strategies.
  6. Use multiple assessments that are developmentally appropriate for young adolescent learners.
  7. Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
  8. Create and maintain supportive learning environments that promote the healthy development of all young adolescents.
  9. Deal effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of young adolescents.
  10. Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.

## ***Standard 2. Middle Level Philosophy and School Organization***

**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.**

### **Knowledge**

Middle level teacher candidates:

1. Understand the philosophical foundations of developmentally responsive middle level programs and schools.
2. Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Understand the rationale and characteristic components of developmentally responsive middle level schools.
4. Know best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).
5. Understand the team process as a structure for school improvement and student learning.
6. Understand that flexible scheduling provides the context for teachers to meet the needs of all young adolescents.

### **Dispositions**

Middle level teacher candidates:

1. Believe in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents.
2. Are committed to the application of middle level philosophical foundations in their practice.
3. Are supportive of organizational components that maximize student learning.
4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

### **Performances**

Middle level teacher candidates:

1. Apply their knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction.
2. Work successfully within developmentally responsive structures to maximize student learning.
3. Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities.
4. Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education.

### **Standard 3. Middle Level Curriculum and Assessment**

**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.**

#### **Knowledge**

Middle level teacher candidates:

1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.
4. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards.
5. Are fluent in the integration of technology in curriculum planning.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
7. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
8. Understand the integrated role that technology plays in a variety of student assessment measures.
9. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents
11. Understand the key concepts within the critical knowledge base and know how to design assessments that targets them.
12. Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g. mentoring, conflict resolution).

#### **Dispositions**

Middle level teacher candidates:

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum assessment and revision.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents.

#### **Performances**

Middle level teacher candidates:

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Use multiple assessment strategies that effectively measure student mastery of the curriculum.
9. Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning.

10. Articulate curriculum to various stakeholder groups.

**Standard 4. Middle Level Teaching Fields**

**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.**

**Knowledge**

Middle level teacher candidates:

1. Possess a depth and breadth of knowledge in two content areas which are broad, multidisciplinary, and encompass the major areas within those fields (e.g., science, not just biology; social science, not just history).
2. Know how to use content knowledge to make interdisciplinary connections.
3. Are knowledgeable about teaching and assessment strategies that are especially effective in their teaching fields.
4. Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields.

**Dispositions**

Middle level teacher candidates:

1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching and assessment strategies.
4. Value the integration of state-of-the-art technologies and literacy skills in all teaching fields.

**Performances**

Middle level teacher candidates:

1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.
5. Integrate state-of-the-art technologies and literacy skills into teaching content to all young adolescents.
6. Engage in activities designed to extend knowledge in their teaching fields.

**Standard 5. Middle Level Instruction and Assessment**

**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.**

**Knowledge**

Middle level teacher candidates:

1. Understand the principles of instruction and the research base that supports them.
2. Know a wide variety of teaching, learning, and assessment strategies, and when to implement them.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations.
5. Understand ways to teach the basic concepts and skills of inquiry and communication.
6. Know how to evaluate the effectiveness of teaching strategies.
7. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
8. Know effective, developmentally responsive classroom management techniques.
9. Understand the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).

**Dispositions**

Middle level teacher candidates:

1. Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents.
2. Value the need for providing and maintaining environments that maximize student learning.
3. Believe that instructional planning is important and must be developmentally responsive.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value the importance of on-going and varied assessment strategies.

6. Realize the importance of basing instruction on assessment results.
7. Appreciate the importance of teaching strategies that are current and supported by research and successful practice.
8. Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning.

### **Performances**

Middle level teacher candidates:

1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.
4. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
5. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
6. Establish equitable, caring, and productive learning environments for all young adolescents.
7. Employ fair, effective, developmentally responsive classroom management techniques.
8. Implement a variety of developmentally responsive assessment measures (e.g. portfolios, authentic assessments, student self-evaluation).
9. Maintain useful records and create an effective plan for evaluation of student work and achievement.
10. Communicate assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences.

### **Standard 6. Family and Community Involvement**

**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.**

### **Knowledge**

Middle level teacher candidates:

1. Understand the variety of family structures.
2. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning.
3. Understand the challenges that families may encounter in contemporary society and are knowledgeable about support services and other resources that are available to assist them.
4. Know how to communicate effectively with family and community members.
5. Understand that middle level schools are organizations within a larger community context.
6. Understand the relationships between schools and community organizations.
7. Know about the resources available within communities that can support students, teachers, and schools.
8. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.
9. Understand the roles of family and community members in improving the education of all young adolescents.

### **Dispositions**

Middle level teacher candidates:

1. Respect all young adolescents and their families.
2. Realize the importance of privacy and confidentiality of information when working with family members.
3. Value the variety of resources available in communities.
4. Are committed to helping family members become aware of how and where to receive assistance when needed.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.
6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.
7. Realize and value the importance of communicating effectively with family and community members.
8. Accept the responsibility of working with family and community members to increase student welfare and learning.

### **Performances**

Middle level teacher candidates:

1. Establish respectful and productive relationships with family and community members that maximize student learning and well being.
2. Act as advocates for all young adolescents in the school and in the larger community.
3. Connect instruction to the diverse community experiences of all young adolescents.
4. Identify and use community resources to foster student learning.
5. Participate in activities designed to enhance educational experiences that transcend the school campus.
6. Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).
7. Demonstrate the ability to participate in parent conferences.

**Standard 7. Middle Level Professional Roles**

**Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.**

**Knowledge**

Middle level teacher candidates:

1. Understand their evolving role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Are knowledgeable about their responsibility for upholding high professional standards.
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
5. Know advisory/advocate theories, skills, and curriculum.
6. Understand teaming/collaborative theories and processes.
7. Understand their service responsibilities to school reform and the greater community.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Know the skills of research/data-based decision-making.
10. Are fluent in the integration of a range of technologies (e.g., film, computers) in their professional roles with curriculum, instruction, and assessment.

**Dispositions**

Middle level teacher candidates:

1. Value learning as a life-long process.
2. Perceive themselves as members of the larger learning community.
3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.
7. Value collegiality as an integral part of their professional practice.

**Performances**

Middle level teacher candidates:

1. Model positive attitudes and appropriate behaviors for all young adolescents.
2. Serve as advisors, advocates, and mentors for all young adolescents.
3. Work successfully as members of interdisciplinary teams and as part of the total school environment.
4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations).
5. Read professional literature, consult with colleagues, maintain currency with a range of technologies, and seek resources to enhance their professional competence.

**Assessment #1 Content Test**

**Assessment #2 Content Assessment**

<b>Program</b>	Middle Level Education
<b>NCATE Rubric #</b>	2
<b>Assessment Title</b>	Newsletter Project
<b>Course</b>	C&I 233
<b>Standards</b>	2
<b>Date Implemented/ Revised</b>	Fall 2006-Spr 2009
	ITPS G - Newsletter Project: Working in groups of 2-4 students will design a newsletter. This newsletter should look like one that has been created by a middle school team that is sending it to parents in a district that is transitioning from junior high to middle school. Components of middle school philosophy must be included in the newsletter, indicating students' understanding of the middle school concept. A scoring rubric for this project can be found on LiveText and will be distributed in class. This newsletter should be submitted electronically via LiveText. This assignment is worth 150 points per group.

**Assessment #3 Pedagogy Assessment**

<b>Program</b>	Middle Level Education
<b>NCATE Assessment #</b>	3
<b>Assessment Title</b>	Curriculum Project
<b>Course</b>	C&I 333
<b>Standards</b>	
<b>Date Implemented/ Revised</b>	Fall 2006-Spr 2009
	<p><b>IV. Curriculum Portfolio for 333 - During this course we will address four ways of planning middle school curriculum. Your job is to create a plan that demonstrates your expertise in designing units using the following curricular planning philosophies: (4 plans at 40 each = 160 pts.); NOTE: Due Dates are subject to change for these units. <i>Correlation/multi-Interdisciplinary curriculum-Standards Based Curriculum-Structured/Unstructured Core Curriculum</i></b></p> <p>This is a group project, meaning you will work with at least one other person and as many as four. My hope is that you will work with different people for every unit that you do. I do not allow people to work by themselves for three important</p>

	<p>reasons:</p> <p>1) the units I've seen that have been completed by individuals have <i>usually</i> been poorly done 2) middle level philosophy involves teaming 3) quality units involve deep, critical thinking. This kind of thought occurs more frequently when ideas are shared among teams of teachers.</p> <p>Each unit will have seven components: <i>explanation, essential concepts, pedagogy, culminating activity, resources, assessment, standards</i>. You will receive an evaluative checklist for this portfolio and I will build in time during the course to offer help in creating these plans. <b>I strongly encourage you to submit your first unit as a presentation, as you will learn a lot about curriculum planning by doing so.</b> Your team will need to schedule a time with me for this presentation.</p> <p>One more thing: In the past some people in groups have not been able to pull their own weight. If this happens in your group, you have my permission to fire that person, but be sure you tell me that this is what you have done. People who have been fired will either need to find a new group willing to accept them, or they will need to work on their own. Please, do not do someone else's work for them as I know few teachers who would do the same in a school setting.</p>
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#### Assessment 4 Assessment of Student Teaching

<b>Program</b>	Middle Level Education
<b>NCATE Assessment #</b>	4
<b>Assessment Title</b>	Student Teaching Assessment
<b>Course</b>	
<b>Standards</b>	
<b>Date Implemented/ Revised</b>	Fall 2006-to present
	The NMSA/NCATE Student Teaching assessment is distributed to classroom teacher supervisors of middle level student teachers. The classroom teacher completes the assessment at or near the end of the student teaching term. The assessment is reviewed with the student teacher and is given to the university supervisor who turns it into the Teacher Education Center at ISU. The student teaching coordinator forwards the Student Teaching Assessment to the Middle Level Coordinator. Data from these assessments are analyzed by program faculty.

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**Assessment #5 Assessment of Impact on Student Learning**

<b>Program</b>	Middle Level Education
<b>NCATE Assessment #</b>	5
<b>Assessment Title</b>	Language Arts Assessment
<b>Course</b>	C&I 306
<b>Standards</b>	
<b>Date Implemented/ Revised</b>	Fall 2006-Spr 2009
	<p>The purpose of the Language Arts Assessment is to provide the teacher candidate an opportunity to develop a literacy-focused instructional experience. All teacher candidates at Illinois State University will successfully complete the <b>Language Arts Assessment</b>. To successfully complete the Language Arts Assessment, teacher candidates must perform at least at the “Developing” stage on the rubric. A teacher candidate may not receive an “Unacceptable” on any part of the rubric.</p> <p>Overall use of conventions is evaluated for all written products posted on LiveText and is included on the Language Arts Assessment Rubric.</p> <p>The Language Arts Assessment assesses teacher candidates according to the</p> <p><b>CORE Language Arts Standards for All Teachers (ISBE):</b></p> <ol style="list-style-type: none"> <li>1. All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.</li> <li>2. All teachers should model effective reading, writing, speaking, and listening, skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.</li> <li>3. All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.</li> </ol> <p>In this language arts assessment, text refers to all types of literacy and all sources of literacy. “Text” is content specific; therefore, teacher candidates will determine and define how “text” is used in their specific content areas. Some examples include print, visuals, speeches, primary sources, plays, works of art, and performances. Literacies addressed in this PBA include reading, writing, speaking and listening.</p> <p><b>Description of the Requirement to be Posted in LiveText</b></p>

### **Part I. Insights into Learner(s)**

The teacher candidate will assess a learner to determine his/her literacy needs. Assessment methods should be appropriately selected to demonstrate an understanding of assessment.

Some ideas to be considered *when assessing learners* are: ability, knowledge of the various literacy processes, development (social, cognitive, physical), motivation, and background knowledge/experiences.

What to post in LiveText:

- A narrative introducing the learner(s), the context in which the data was gathered, the informal and/or formal assessment methods used, and results.

### **Part II. Insights into Text**

The teacher candidate will assess a content-specific “text.” Some ideas to be considered when assessing the appropriateness of a content-specific text for a learner are: text difficulty, structure, interest of the text to the learner, author assumptions, and purpose for choosing this text.

What to post in LiveText:

- A narrative describing the text, the methods used to assess appropriateness, and the results.

### **Part III. Lesson Planning and Implementing**

Based on the knowledge gained from the assessments of the learner(s) and the text, create and implement a plan for instruction that includes literacy strategies for supporting learners with reading, writing, speaking and listening. Some suggestions for components of lesson planning are listed below; however, the instructor may include other components specific to course content.

Possible lesson plan components:

- Content of the lesson
- Purpose/Importance of teaching the content
- Instructional resources/materials
- Objectives
- Assessment
- Feedback to Students
- Accommodations for Diversity
- Post assessment (if applicable)

While implementing the lesson plan, the teacher candidate will model effective reading, writing, listening, and speaking skills.

	<p>What to post in LiveText:</p> <ul style="list-style-type: none"> <li>• A plan for instruction that demonstrates a link among all required components of lesson planning.</li> </ul> <p><b><u>Part IV. Reflection on Teaching and Learning</u></b></p> <p>After completing this literacy-focused instructional experience, the teacher candidate is required to reflect on his/her own instructional behaviors and decisions. Reflection may address such ideas as the following:</p> <ol style="list-style-type: none"> <li>a. What did you find to be effective and ineffective?</li> <li>b. How could the instructional strategies support/limit achieving your instructional goals?</li> <li>c. How might you improve your instruction?</li> <li>d. What progress did learners achieve from pre-assessment to post-assessment? (if applicable)</li> </ol> <p>What to post in LiveText:</p> <ul style="list-style-type: none"> <li>• A reflective narrative that addresses the teacher candidate's instructional behaviors and decisions.</li> <li>• Middle Level Education</li> </ul>
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### Assessment #6 Optional Assessment

<b>Program</b>	Middle Level Education
<b>NCATE Assessment #</b>	6
<b>Assessment Title</b>	Shadow Study
<b>Course</b>	C&I 233
<b>Standards</b>	
<b>Date Implemented/ Revised</b>	Fall 2006-Spr 2009

<b>Program</b>	Middle Level Education
<b>NCATE Rubric #</b>	6
<b>Assessment Title</b>	Shadow Study
<b>Course</b>	C&I 233
<b>Standards</b>	
<b>Date Implemented/ Revised</b>	Fall 2006-Spr 2009
	<b><u>General Directions for the Student Shadow Assignment:</u></b>
	<p>Pick a student that you and your cooperating teacher think would provide you with an interesting day. In the past, interns tend to choose students who stand out in some way among the general population of students. Make sure that you contact the student's teachers ahead of time and let them know that you will be observing in their classrooms. Follow your student everywhere EXCEPT the OFFICE, SCHOOL NURSE, or RESTROOMS! Keep up with your student so you may experience the full school day. Try to see and feel the school experience as the student does. Just to be safe, get a copy of the student's schedule ahead of time, so when you lose your student in the halls you will still know where to go. If [more likely when] your student asks what you are doing, simply say you are observing the entire class for the day as part of your preparation for teaching middle school.</p> <p><i>Collecting information:</i> You may find it useful to use the Study Observation Form to record your observations. <b><u>Shadow Study Observation Form:</u></b></p>

### Assessment #7 Optional Assessment

<b>Program</b>	Middle Level Education
<b>NCATE Assessment #</b>	7
<b>Assessment Title</b>	Curriculum Project
<b>Course</b>	C&I 395
<b>Standards</b>	
<b>Date Implemented/ Revised</b>	Fall 2006-Spr 2009
	<ul style="list-style-type: none"> <li>Groups of approximately three students will work together to complete a Current Issues project. Each group will focus on a current issue that affects young adolescents. <b>The project must include</b> 1) overview of the issue and why it's important in the lives of young adolescents, 2) what the research literature and <i>Turning Points 2000</i> has to say about the issue, 3) information about the coordination with other professionals that serve young adolescents that might</li> </ul>

	<p>be necessary to address the issue, 4) description of Advisory as a means to address the issue, and 5) information about the professional role of the teacher in dealing with the issue. The list of (at least) five resources (in addition to <i>Turning Points 2000</i>, in APA format, (found in the <i>Publication Manual of the American Psychological Association</i>) will be distributed to all class members. <b>The actual product</b> resulting from the project is up to the group. For example, it may be a traditional paper, a power-point type of presentation submitted electronically, a hypothetical "conference" presentation, a hypothetical presentation to a school board or teacher in-service session, etc. These are only ideas...the group may use their creativity to construct a product that meets the criteria of the project. <b>In addition</b>, groups must construct a way to show what group members were specifically responsible for various parts of the project. For example, groups may choose to keep a detailed log of group meetings (indicating attendance and brief notes) or a written summary. The group will also construct two well-written multiple choice questions to be included on the first exam. Group members must also individually write a one to two-page double-spaced reflection on the "teaming" aspect of completing the group project. Half should be a reflection on what might not have gone well in the group, while the second half should be a reflection on what went well within the group. Although there will be one final score for the project itself that will be the same for everyone in the group, the reflection and the degree to which individuals shared the work for the project will earn individual scores. Please refer to the <a href="#">project rubric</a> for additional scoring information. A summary of the project will be shared with the rest of the class using the criteria for the project as a guideline for this oral summary. More information will be given in class about the oral summary. The project must be submitted to LiveText for NCATE purposes</p>
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## NMSA/NCATE ASSESSMENT MATRIX

NCATE Assessment	ISU Middle Level Assessment	Course Number	NMSA Standards in Assessment
1. Content (required)	Illinois Certification Test	n/a	All
2. Content	Newsletter	C & I 233	1-4, 6, 7
3. Plan Instruction	Curriculum Project	C & I 333	3, 4, 5

4. Evaluate Clinical Practices	Student Teacher Assessment	C & I 399	All
5. Affect on Pupil Learning	Literacy Project	C & I 306	1, 3, 5, 7
6. Optional Assessment	Shadow Study	C & I 233	1, 2, 3, 5, 6, 7
7. Optional Assessment	Current Issues Project	C & I 395	1, 2, 6, 7