

**Illinois State University**  
**Department of Curriculum & Instruction**  
**University Assessment Plan**  
**Middle Level Program**  
**2013**

Program: Middle Level Education

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**MLE PA# 2 Family Newsletter Project (C&I 233)**

AMLE (2012)	IPTS (2010)	ISU Conceptual Framework
1.A, 1.C, 2.C, 3.A, 3.B, 3.C	1A, 1B, 1C, 1D, 1E, 1G, 1H, 1I, 1J, 1L, 2A, 2E, 2I, 2J, 2K, 2N, 2P, 3C, 3G, 3K, 3L, 3M, 3N, 3O, 3Q, 4A, 4B, 5A, 5C, 5E, 5J, 5K, 5M, 5D, 5L, 6C, 8A, 8F, 8G, 8J, 8K, 8L, 8M, 8N, 8O, 8R, 9D, 9K	EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC4

**Assessment Guidelines**

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

**MLE PA# 2 Family Newsletter Project Rubric (C&I 233)**

Does Not Meet		Developing		Meets		Exceeds	
<b>1.A:</b> TC understands the major	TC does not demonstrate an	TC demonstrates a beginning	TC demonstrates a basic	TC demonstrates a thorough			

	Does Not Meet	Developing	Meets	Exceeds
concepts, principles, and theories of young adolescent development --intellectual, physical, social, emotional, and moral. (AMLE 1a)	understanding of young adolescent development.	understanding of young adolescent development. This understanding may be inconsistent/ incomplete.	understanding of young adolescent development.	understanding of young adolescent development.
<b>1.C:</b> TC understands the implications of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools. (AMLE 1b-2)	TC struggles in understanding the implications of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools.	TC demonstrates a beginning understanding of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools. This understanding may be inconsistent/ incomplete.	TC demonstrates a basic understanding of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools.	TC demonstrates a sophisticated understanding of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools.
<b>3.A:</b> TC demonstrates an understanding of the philosophical foundations of developmentally responsive middle level programs and schools. (AMLE 3a)	The TC is unable to articulate knowledge of philosophic foundations of middle level education or articulates knowledge that is incorrect about middle level philosophy.	The TC demonstrates a minimal understanding of the philosophical foundations of middle level education. The TC articulates knowledge of developmentally responsive middle level education that may be incomplete.	The TC demonstrates an understanding of the philosophical foundations of developmentally responsive middle level education including some aspects of the focus and/or purpose of middle level schools with some comparisons to elementary and schools.	The TC demonstrates a thorough understanding of the philosophical foundations of developmentally responsive middle level education including focus and/or purpose of middle level schools with comparisons to elementary and secondary schools.
<b>3.B:</b> TC understands effective components of middle level programs and schools that foster equitable educational practices, and demonstrates the ability to use that knowledge to function successfully within a variety of	The TC is unable to describe differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high schools.	The TC is aware that there are differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high schools, but those	The TC is able to describe the differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high	The TC articulates accurately and completely the differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high

	Does Not Meet	Developing	Meets	Exceeds
school organizational settings (e.g., K-8, 6-8, and 7-12). (AMLE 3b-1)		descriptions are unclear or inconsistent.	schools.	schools.
<b>3.C:</b> TC understands and participates successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and professional learning communities. (AMLE 3b-2)	The TC is unable to describe or participate in appropriate middle level program components.	The TC demonstrates a minimal understanding of the rationale and appropriate components of developmentally responsive middle level schools. Application of this understanding in a clinical setting is marginal.	The TC articulates an understanding of the rationale and appropriate components of developmentally responsive middle level schools and shows evidence of being able to apply this understanding in a clinical setting.	The TC demonstrates a thorough understanding of the rationale and appropriate components of developmentally responsive middle level schools and participates effectively in any of these components that are included as a part of the assigned clinical experience.
<b>2.C:</b> TC understands the interdisciplinary nature of knowledge and helps young adolescents make connections among subject areas and with their own ideas, interests, and experiences. (AMLE 2b-1)	The TC <u>cannot make</u> connections between content disciplines.	The TC <u>can make some</u> connections between content disciplines.	The TC <u>can make valid</u> connections between content disciplines.	The TC is <u>highly accomplished</u> at making valid connections between content disciplines.

### MLE PA# 3 Curriculum Unit Project (TCH333)

AMLE (2012)	IPTS (2010)	ISU Conceptual Framework
1.B, 2.A, 2.C, 2.D, 2.E, 4.A, 4.B, 4.C, 4.E	1G, 1H, 1I, 1J, 1K, 1L, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 2J, 2K, 2L, 2M, 2N, 2O, 2P, 2Q, 3A, 3B, 3C, 3E, 3G, 3H, 3I, 3K, 3L, 3M, 3N, 3O, 3Q, 4C, 4D, 4E, 4G, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5R, 5S, 6A, 6B, 6D, 6F, 6G, 6H, 6I, 6J,	EC1, EC3, EC4, IC1, IC2, IC3, IC5

	6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6S, 9A	
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### **Assessment Guidelines**

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:

- *Correlation/ Multi-disciplinary*
- *Interdisciplinary Curriculum*
- *Standards Based Curriculum*
- *Structured/Unstructured Core Curriculum*

This is a group project, meaning you will work in a team situation with at least one other person and as many as four. People will not be allowed to work by themselves for three important reasons: 1) the units that have been completed by individuals have *usually* 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.

Each unit will have seven components:

- *explanation*
- *essential concepts*
- *pedagogy*
- *culminating activity*
- *resources*
- *assessment*
- *standards*

### **MLE PA# 3 Curriculum Unit Project Rubric (TCH 333)**

	Does Not Meet	Developing	Meets	Exceeds
<b>1.B:</b> TC utilizes knowledge of young adolescent development when selecting instructional strategies and making curricular decisions. (AMLE 1b-1)	TC struggles to recognize that young adolescent development is a factor in selecting instructional strategies, and does not always choose the appropriate curricular decision.	TC recognizes that young adolescent development is a factor in selecting instructional strategies, but may not always choose the appropriate curricular decision.	TC incorporates factors of young adolescent development in selecting appropriate instructional strategies and making curricular decisions.	TC consistently embeds factors of young adolescent development in selecting appropriate instructional strategies and making curricular decisions.
<b>2.A:</b> TC demonstrates a depth and breadth of subject matter content knowledge that reflects the subjects taught (e.g., mathematics, English/language arts, reading, science, social studies, speech and drama, health, physical education, and family and consumer science). (AMLE 2a-1)	<b>2.A.1:</b> The TC <u>cannot demonstrate</u> a depth and adequate breadth of content knowledge.	The TC demonstrates <u>minimal understanding</u> of content knowledge.	The TC demonstrates an <u>understanding</u> of content knowledge.	The TC demonstrates a <u>thorough understanding</u> of content knowledge.
	<b>2.A.2:</b> The TC <u>cannot</u> successfully integrate content knowledge in his or her teaching.	The TC is able to <u>integrate some content</u> knowledge in their teaching.	The TC is able to <u>integrate content</u> knowledge in their teaching.	The TC is able to <u>successfully integrate comprehensive</u> content knowledge in their teaching.
	<b>2.A.3:</b> Teaching strategies demonstrate <u>minimal understanding</u> of what young adolescent learners need	Teaching strategies demonstrate <u>a basic understanding</u> of what young adolescent learners need.	Teaching strategies demonstrate <u>an understanding</u> of what young adolescent learners need.	Teaching strategies demonstrate a <u>thorough and comprehensive understanding</u> of what young adolescent learners need.
<b>2.C:</b> TC understands the interdisciplinary nature of knowledge and helps young adolescents make connections among subject areas and with their own ideas, interests, and experiences. (AMLE 2b-1)	The TC <u>cannot make</u> connections between content disciplines.	The TC <u>can make some</u> connections between content disciplines.	The TC <u>can make valid</u> connections between content disciplines.	The TC is <u>highly accomplished</u> at making valid connections between content disciplines.
<b>2.D:</b> TC understands that middle level curriculum should be relevant, challenging,	The TC <u>cannot demonstrate an understanding</u> of the importance of relevant,	The TC demonstrates <u>some understanding</u> of the importance of relevant,	The TC demonstrates an <u>understanding</u> of the importance of relevant,	The TC demonstrates a <u>thorough and comprehensive</u>

	Does Not Meet	Developing	Meets	Exceeds
integrative, and exploratory and provide learning opportunities that enhance critical thinking and problem solving in their specialty fields (e.g., mathematics, social studies, health). (AMLE 2b-2)	challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	<u>understanding</u> of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.
<b>2.E:</b> TC is knowledgeable about local, state, national and common core middle level curriculum standards and knows how to teach and assess the content of those standards. (AMLE 2c)	The TC <u>cannot demonstrate an understanding</u> of local, state, national, and common core middle level curriculum standards and <u>cannot demonstrate</u> how to teach and assess the content of these standards.	The TC demonstrates <u>some understanding</u> of local, state, national, and common core middle level curriculum standards and <u>may be able to demonstrate</u> how to teach and assess the content of these standards.	The TC demonstrates an <u>understanding</u> of local, state, national, and common core middle level curriculum standards and <u>can demonstrate</u> how to teach and assess the content of these standards.	The TC demonstrates a <u>thorough and comprehensive understanding</u> of local, state, national, and common core middle level curriculum standards and <u>can successfully demonstrate</u> how to teach and assess the content of these standards.
<b>4.A:</b> TC is knowledgeable about teaching and assessment strategies that are especially effective in taught content fields. (AMLE 4a)	The TC does not demonstrate an understanding of the principles of effective instruction.	The TC demonstrates a beginning understanding of principles for effective instruction and assessment relative to his/her content field.	The TC demonstrates an understanding of principles for effective instruction and assessment relative to his/her content field.	The TC demonstrates a thorough understanding of principles for effective instruction and assessment relative to his/her content field.
<b>4.B:</b> TC knows a wide variety of teaching, learning, and assessment strategies, and applies them in ways that increase learning for all young adolescents. (AMLE 4b-1)	The TC does not demonstrate knowledge of nor use a variety of teaching, learning, and assessment strategies that increase learning for young adolescents.	The TC demonstrates knowledge of a few teaching, learning, and assessment strategies that increase learning for most adolescents.	The TC demonstrates knowledge of a wide variety of teaching, learning, and assessment strategies that increase learning for all adolescents.	The TC demonstrates a thorough understanding of teaching, learning, and assessment strategies that increase learning for all adolescents.
<b>4.C:</b> TC creates learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can	The TC does not create learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can be	Teaching methodology may be mainly teacher/textbook/lecture centered, mono-cultural, and focused on one or two	The TC makes an effort to create student centered instruction and present varied socio-cultural points of view in relation to the concepts studied; students	Numerous examples of student-centered pedagogy are present; TC uses authentic source documents to present various points of view; students have input

	Does Not Meet	Developing	Meets	Exceeds
be actively engaged in learning. (AMLE 4b-2)	actively engaged in learning.	learning styles.	are provided with options for acquiring and presenting knowledge related to their particular learning styles and can utilize some forms of technology to demonstrate learning.	into creating activities that incorporate multiple intelligences; both the teacher and students utilize multiple forms of technology.
<b>4.E:</b> TC understands how to motivate all young adolescents and facilitates their learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials, and contemporary media). (AMLE 4d-1)	The TC does not demonstrate how to create learning experiences that actively engage young adolescents. The selected materials for the unit are: below/above the ability levels of most middle level learners; are disconnected from the essential concepts of the unit; are unlikely to engage middle level learners; there is little effort to incorporate technology within the unit.	The TC inconsistently delivers developmentally responsive lessons. The selected materials may be age/grade inappropriate at times; tied to some of the essential components; geared to the interests of some middle grades students; limited technology integration.	The TC consistently delivers developmentally responsive lessons that actively engage young adolescents. The majority of the selected materials are: age/grade appropriate; tied to many of the essential concepts of the unit; are geared to the interests of most middle grades students; varied forms of technology are connected to the unit.	The TC is consistent and highly successful at delivering developmentally responsive lessons that actively engage young adolescents. The selected materials are: age/grade appropriate; tied to the all of essential concepts of the unit; are geared to the interests of middle grades students; varied forms of technology are essential to the unit.

### MLE PA# 4 Student Teaching Assessment (STT 399.55)

AMLE (2012)	IPTS (2010)	ISU Conceptual Framework
1.A, 1.B, 2.A, 2.B, 2.C, 3.A, 3.B, 4.A, 4.B, 4.C, 4.D, 5.A, 5.B, 5.C, 5.D	1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1J, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 2J, 2K, 2L, 2M, 2O, 2P, 2Q, 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3I, 3J, 3M, 3N, 3O,	EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC4, IC5  EC1, EC2, EC3, IC4

	3P, 3Q, 4A, 4B, 4G, 4H, 5A, 5C, 5E, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 6A, 6B, 6C, 6D, 6F, 6G, 6I, 6J, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7L, 7N, 7O, 7P, 7Q, 7R, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8S, 8T, 9B, 9C, 9D, 9E, 9F, 9K, 9L, 9M, 9N, 9O, 9P, 9Q, 9R	
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### **Assessment Guidelines**

Assessment 4 is administered by cooperating teachers that host our student teachers. This ‘outside’ assessment is valuable for the program as it lends a voice to our partners in the various school settings where our candidates complete their teacher preparation.

Classroom supervising teachers complete the middle level student teaching form in the last three weeks of the student teaching term. The assessment instrument below was created to indicate candidates’ abilities to meet AMLE standards.

Candidate \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_ Site \_\_\_\_\_

Cooperating Teacher(s) \_\_\_\_\_ ST Supervisor \_\_\_\_\_

**Standard 1:**

Not Able to Assess	Does Not Meet	Developing	Meets	Exceeds
	TC does not demonstrate an understanding of young adolescent development.	TC demonstrates a beginning understanding of young adolescent development. This understanding may be inconsistent/ incomplete.	TC demonstrates a basic understanding of young adolescent development.	TC demonstrates a thorough understanding of young adolescent development.
	TC struggles to recognize that young adolescent development is a factor in selecting instructional strategies, and does not always choose the appropriate curricular decision.	TC recognizes that young adolescent development is a factor in selecting instructional strategies, but may not always choose the appropriate curricular decision.	TC incorporates factors of young adolescent development in selecting appropriate instructional strategies and making curricular decisions.	TC consistently embeds factors of young adolescent development in selecting appropriate instructional strategies and making curricular decisions.
	TC struggles in understanding the implications of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools.	TC demonstrates a beginning understanding of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools. This understanding may be inconsistent/ incomplete.	TC demonstrates a basic understanding of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools.	TC demonstrates a sophisticated understanding of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools.
<b>Notes/Examples/ Comments For Standard 1:</b>				

**Standard 2:**

Not Able to Assess	Does Not Meet	Developing	Meets	Exceeds
	<p><b>2.A.1:</b> The TC cannot demonstrate a depth and adequate breadth of content knowledge.</p>	<p>The TC demonstrates minimal understanding of content knowledge.</p>	<p>The TC demonstrates an understanding of content knowledge</p>	<p>The TC demonstrates a thorough understanding of content knowledge.</p>
	<p><b>2.A.2:</b> The TC cannot successfully integrate content knowledge in his or her teaching.</p>	<p>The TC is able to integrate some content knowledge in their teaching.</p>	<p>The TC is able to integrate content knowledge in their teaching.</p>	<p>The TC is able to successfully integrate comprehensive content knowledge in their teaching.</p>
	<p><b>2.A.3:</b> Teaching strategies demonstrate minimal understanding of what young adolescent learners need</p>	<p>Teaching strategies demonstrate a basic understanding of what young adolescent learners need.</p>	<p>Teaching strategies demonstrate an understanding of what young adolescent learners need.</p>	<p>Teaching strategies demonstrate a thorough and comprehensive understanding of what young adolescent learners need.</p>
	<p><b>2.B.1:</b> The TC cannot model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.</p>	<p>The TC can generally model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.</p>	<p>The TC models effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.</p>	<p>The TC consistently models effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.</p>
	<p><b>2.B.2:</b> The TC does not possess an adequate understanding of the relationship between literacy and learning in the content areas and is unable to articulate literacy processes, practices, and events associated with those disciplines.</p>	<p>The TC has some understanding of the relationship between literacy and learning in the content areas and is able to articulate some literacy processes, practices, and events associated with those disciplines.</p>	<p>The TC understands the relationship between literacy and learning in the content areas and is able to articulate literacy processes, practices, and events associated with those disciplines.</p>	<p>The TC has a thorough and comprehensive understanding of the relationship between literacy and learning in the content areas and can articulate and implement literacy processes, practices, and events associated with those disciplines.</p>

Not Able to Assess	Does Not Meet	Developing	Meets	Exceeds
	2.C The TC cannot make connections between content disciplines.	The TC can make some connections between content disciplines.	The TC can make valid connections between content disciplines.	The TC is highly accomplished at making valid connections between content disciplines.
	2.D The TC cannot demonstrate an understanding of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	The TC demonstrates some understanding of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	The TC demonstrates an understanding of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	The TC demonstrates a thorough and comprehensive understanding of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.
	2.E The TC cannot demonstrate an understanding of local, state, national, and common core middle level curriculum standards and cannot demonstrate how to teach and assess the content of these standards.	The TC demonstrates some understanding of local, state, national, and common core middle level curriculum standards and may be able to demonstrate how to teach and assess the content of these standards.	The TC demonstrates an understanding of local, state, national, and common core middle level curriculum standards and can demonstrate how to teach and assess the content of these standards.	The TC demonstrates a thorough and comprehensive understanding of local, state, national, and common core middle level curriculum standards and can successfully demonstrate how to teach and assess the content of these standards.
<b>Notes/Examples/Comments For Standard 2:</b>				

**Standard 3:**

Not Able to Assess	Does Not Meet	Developing	Meets	Exceeds
	<p>The TC is unable to articulate knowledge of philosophic foundations of middle level education or articulates knowledge that is incorrect about middle level philosophy.</p>	<p>The TC demonstrates a minimal understanding of the philosophical foundations of middle level education. The TC articulates knowledge of developmentally responsive middle level education that may be incomplete.</p>	<p>The TC demonstrates an understanding of the philosophical foundations of developmentally responsive middle level education including some aspects of the focus and/or purpose of middle level schools with some comparisons to elementary and schools.</p>	<p>The TC demonstrates a thorough understanding of the philosophical foundations of developmentally responsive middle level education including focus and/or purpose of middle level schools with comparisons to elementary and secondary schools.</p>
	<p>The TC is unable to describe differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high schools.</p>	<p>The TC is aware that there are differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high schools, but those descriptions are unclear or inconsistent.</p>	<p>The TC is able to describe the differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high schools.</p>	<p>The TC articulates accurately and completely the differences between middle level schools that adhere to the principles found in <i>This We Believe</i> and traditional junior high schools.</p>
	<p>The TC is unable to describe or participate in appropriate middle level program components.</p>	<p>The TC demonstrates a minimal understanding of the rationale and appropriate components of developmentally responsive middle level schools. Application of this understanding in a clinical setting is marginal.</p>	<p>The TC articulates an understanding of the rationale and appropriate components of developmentally responsive middle level schools and shows evidence of being to apply this understanding in a clinical setting.</p>	<p>The TC demonstrates a thorough understanding of the rationale and appropriate components of developmentally responsive middle level schools and participates effectively in any of these components that are included as a part of the assigned clinical experience.</p>

<b>Notes/Exam ples/Comm ents For Standard 3:</b>	
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**Standard 4**

Not Able to Assess	Does Not Meet	Developing	Meets	Exceeds
	The TC does not demonstrate an understanding of the principles of effective instruction.	The TC demonstrates a beginning understanding of principles for effective instruction and assessment relative to his/her content field.	The TC demonstrates an understanding of principles for effective instruction and assessment relative to his/her content field.	The TC demonstrates a thorough understanding of principles for effective instruction and assessment relative to his/her content field.
	The TC does not demonstrate knowledge of nor use a variety of teaching, learning, and assessment strategies that increase learning for young adolescents.	The TC demonstrates knowledge of a few teaching, learning, and assessment strategies that increase learning for most adolescents.	The TC demonstrates knowledge of a wide variety of teaching, learning, and assessment strategies that increase learning for all adolescents.	The TC demonstrates a thorough understanding of teaching, learning, and assessment strategies that increase learning for all adolescents.
	The TC does not create learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can be actively engaged in learning.	Teaching methodology may be mainly teacher/textbook/lecture centered, mono-cultural, and focused on one or two learning styles.	The TC makes an effort to create student centered instruction and present varied socio-cultural points of view in relation to the concepts studied; students are provided with options for acquiring and presenting knowledge related to their particular learning styles and can utilize some forms of technology to demonstrate learning.	Numerous examples of student-centered pedagogy are present; TC uses authentic source documents to present various points of view; students have input into creating activities that incorporate multiple intelligences; both the teacher and students utilize multiple forms of

				technology.
	The TC does not demonstrate an understanding of the essential role of assessment and its application in the instructional process. The TC does not use assessment results to monitor and improve teaching.	The TC demonstrates a limited understanding of the essential role of assessment and its application in the instructional process. The TC may not always use assessment results to monitor and improve teaching.	The TC demonstrates an understanding of the essential role of assessment and its application in the instructional process. The TC uses assessment results to monitor and improve teaching.	The TC demonstrates a thorough understanding of the essential role of assessment and its application in the instructional process. The TC designs and utilizes assessment instruments to monitor and improve instruction.
	The TC does not demonstrate how to create learning experiences that actively engage young adolescents. The selected materials for the unit are: below/above the ability levels of most middle level learners; are disconnected from the essential concepts of the unit; are unlikely to engage middle level learners; there is little effort to incorporate technology within the unit.	The TC inconsistently delivers developmentally responsive lessons. The selected materials may be age/grade inappropriate at times; tied to some of the essential components; geared to the interests of some middle grades students; limited technology integration.	The TC consistently delivers developmentally responsive lessons that actively engage young adolescents. The majority of the selected materials are: age/grade appropriate; tied to many of the essential concepts of the unit; are geared to the interests of most middle grades students; varied forms of technology are connected to the unit.	The TC is consistent and highly successful at delivering developmentally responsive lessons that actively engage young adolescents. The selected materials are: age/grade appropriate; tied to the all of essential concepts of the unit; are geared to the interests of middle grades students; varied forms of technology are essential to the unit.
	The TC does not create or maintain a supportive learning environment that supports the healthy development of young adolescents.	The TC makes a concerted effort to establish a supportive learning environment that promotes the healthy development of young adolescents.	The TC demonstrates the ability to establish a supportive learning environment that promotes the healthy development of young adolescents.	The TC is highly successful at creating and maintaining a supportive learning environment that promotes the healthy development of young adolescents.
<b>Notes/Examples/Comments For</b>				

<b>Standard 4:</b>				
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**Standard 5:**

<b>Not Able to Assess</b>	<b>Does Not Meet</b>	<b>Developing</b>	<b>Acceptable</b>	<b>Exceeds</b>
	TC does not demonstrate an understanding of his/her role as a middle level professional as it relates to teaming and advisory.	TC demonstrates a beginning understanding of his/her role as a middle level professional as it relates to teaming and advisory.	TC demonstrates an understanding of his/her role as a middle level professional as it relates to teaming and advisory.	TC demonstrates a thorough and comprehensive understanding of his/her role as a middle level professional as it relates to teaming and advisory.
	TC is not committed to assisting young adolescents and their families. TC does not participate in youth related community activities.	TC is committed to assisting young adolescents and their families. TC seeks opportunities and participates in youth related community activities.	TC is committed to and seeks opportunities to assist young adolescents and their families. TC seeks opportunities participate in youth related community activities and uses these experiences to advocate for young adolescents.	TC takes on a leadership role in participating in or creating programs to assist young adolescents and their families. The candidate works beyond the school day by providing services to community-based organizations.
	TC fails to recognize that each adolescent has unique learning needs and require equal educational opportunities.	TC realizes that each adolescent brings unique learning needs and that an equitable education respects those needs.	TC understands that public education is often inequitable and therefore seeks out ways to provide equitable educational experiences.	TC has a thorough understanding of his/her leadership responsibilities and takes a leadership role in advocating for and implementing equal educational opportunities for students.
	TC does not demonstrate an understanding that family background and home environment affect student	TC demonstrates a beginning understanding that family background and home environment affect student learning and	TC demonstrates an understanding that family background and home environment affect student	TC demonstrates a thorough understanding that family background and home environment affect student

	learning and performance.	performance.	learning and performance.	learning and performance.
	<b>5.E.1:</b> TC does not establish respective professional relationships with students and colleagues.	TC establishes respectful professional relationships with students and colleagues.	TC establishes and maintains successful and respectful professional relationships with students, colleagues, and community.	TC engages in collaborative educational efforts that involve family members and community partners.
	<b>5.E.2:</b> TC does not understand the inter-relationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).	TC demonstrates a beginning understanding of the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).	TC demonstrates an understanding of the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators.)	TC has a thorough and comprehensive understanding of and actively participates in the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, and home-school coordinators).
	<b>5.E.3:</b> TC does not demonstrate an understanding of the information that can and should be shared with other teachers, family members, and community agencies and what should remain private and confidential.	TC demonstrates a beginning understanding of the information that can and should be shared with other teachers, family members, and community agencies and what should remain private and confidential.	TC demonstrates an understanding of the information that can and should be shared with other teachers, family members, and community agencies and uses that knowledge appropriately.	TC has a thorough understanding of what information can and should be shared with other teachers, family members, and community agencies. TC is seen as a valuable liaison that connects the school with the larger community.
	TC lacks commitment to teaching young adolescents and behaves in ways that could negatively influence young adolescents.	TC demonstrates a beginning commitment to teaching young adolescents and is generally a positive role model and mentor for young adolescents.	TC demonstrates dedication to teaching young adolescents and is consistently a positive role model for students. TC demonstrates respect for young adolescents and their families that results in positive learning conditions.	TC exemplifies what it means to be a professional teacher and inspires his/her students to behave ethically and morally.

Notes/Exam ples/Comm ents For Standard 5:				
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### MLE PA# 5 Literacy Assessment (TCH 306)

AMLE (2012)	IPTS (2010)	ISU Conceptual Framework
2.C, 2.D, 4.A, 4.B, 4.C, 4.D	1I, 2G, 2K, 2M, 2N, 3B, 3D, 3I, 3J, 3K, 3L, 4G, 4H, 5B, 5D, 5G, 5H, 5I, 5L, 5P, 5S, 6H, 6K, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7L, 7N, 7O, 7Q, 7R, 9A	EC3, IC1, IC3, IC5

### Assessment Guidelines

#### **Part I: Context**

The teacher candidate will describe the relationship between literacy and learning in at least one content area and will articulate literacy processes, practices, and events associated with that discipline. This description should include a discussion of “text” in this discipline.

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

The teacher candidate will administer a series of assessments to one or more middle level learner(s) to determine his/her learning and literacy needs. Assessment methods should be appropriately selected to demonstrate an understanding of assessment in one’s content area. 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 middle level learner(s), a description of the informal and/or formal assessment methods used and a justification for assessment instruments administered. The narrative should also include a discussion/interpretation of the data and implications for instructional planning.

**Part III. Instructional Plan**

The teacher candidate will interpret the assessment data to design an instructional plan that best meets the needs of the learner(s). This lesson plan(s) should demonstrate an understanding of the essential role of assessment and its application in the instructional process. Additionally, the lesson plan should be student-centered and allow for varying points of view and learning styles. While implementing the lesson plan, the teacher candidate will model effective reading, writing, listening, and speaking skills and utilize some forms of technology.

**Part IV. Reflection on Teaching and Learning**

After completing this literacy-focused instructional experience, the teacher candidate is required to reflect on his/her own instructional behaviors and decisions. A revised instructional plan should be included that demonstrates the TC's ability to monitor and improve teaching.

*What to post in LiveText:* A reflective narrative that addresses the following questions and a revised lesson plan.

- a. What progress did learners achieve from pre-assessment to post-assessment?
- b. What did you learn about text and literacy practices in your content area?
- c. What did you learn about the connection between assessment and effective instruction

**MLE PA# 5 Literacy Assessment Rubric (TCH 306)**

	<b>Does Not Meet</b>	<b>Developing</b>	<b>Meets</b>	<b>Exceeds</b>
<b>2.B:</b> TC incorporates literacy skills and state-of-the-art technologies into teaching the content of taught subjects. (AMLE 2a-2)	<b>2.B.1:</b> The TC cannot model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.	The TC can generally model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.	The TC models effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.	The TC consistently models effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities at a level appropriate for a professional educator.
	<b>2.B.2:</b> The TC does not possess an adequate understanding of the relationship between literacy	The TC has some understanding of the relationship between literacy and learning in the content	The TC understands the relationship between literacy and learning in the content areas and is able to articulate	The TC has a thorough and comprehensive understanding of the relationship between literacy

	and learning in the content areas and is unable to articulate literacy processes, practices, and events associated with those disciplines.	areas and is able to articulate some literacy processes, practices, and events associated with those disciplines.	literacy processes, practices, and events associated with those disciplines.	and learning in the content areas and can articulate and implement literacy processes, practices, and events associated with those disciplines.
<b>4.A:</b> TC is knowledgeable about teaching and assessment strategies that are especially effective in taught content fields. (AMLE 4a)	The TC does not demonstrate an understanding of the principles of effective instruction.	The TC demonstrates a beginning understanding of principles for effective instruction and assessment relative to his/her content field.	The TC demonstrates an understanding of principles for effective instruction and assessment relative to his/her content field.	The TC demonstrates a thorough understanding of principles for effective instruction and assessment relative to his/her content field.
<b>4.B:</b> TC knows a wide variety of teaching, learning, and assessment strategies, and applies them in ways that increase learning for all young adolescents. (AMLE 4b-1)	The TC does not demonstrate knowledge of nor use a variety of teaching, learning, and assessment strategies that increase learning for young adolescents.	The TC demonstrates knowledge of a few teaching, learning, and assessment strategies that increase learning for most adolescents.	The TC demonstrates knowledge of a wide variety of teaching, learning, and assessment strategies that increase learning for all adolescents.	The TC demonstrates a thorough understanding of teaching, learning, and assessment strategies that increase learning for all adolescents.
<b>4.C:</b> TC creates learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can be actively engaged in learning. (AMLE 4b-2)	The TC does not create learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can be actively engaged in learning.	Teaching methodology may be mainly teacher/textbook/lecture centered, mono-cultural, and focused on one or two learning styles.	The TC makes an effort to create student centered instruction and present varied socio-cultural points of view in relation to the concepts studied; students are provided with options for acquiring and presenting knowledge related to their particular learning styles and can utilize some forms of technology to demonstrate	Numerous examples of student-centered pedagogy are present; TC uses authentic source documents to present various points of view; students have input into creating activities that incorporate multiple intelligences; both the teacher and students utilize multiple forms of

			learning.	technology.
<b>4.D:</b> TC develops and administers assessments and uses them as formative and summative tools to create meaningful learning experiences by effectively judging prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained. (AMLE 4c)	The TC does not demonstrate an understanding of the essential role of assessment and its application in the instructional process. The TC does not use assessment results to monitor and improve teaching.	The TC demonstrates a limited understanding of the essential role of assessment and its application in the instructional process. The TC may not always use assessment results to monitor and improve teaching.	The TC demonstrates an understanding of the essential role of assessment and its application in the instructional process. The TC uses assessment results to monitor and improve teaching.	The TC demonstrates a thorough understanding of the essential role of assessment and its application in the instructional process. The TC designs and utilizes assessment instruments to monitor and improve instruction.

### MLE PA #6 Current Issues Project (TCH 395)

AMLE (2012)	IPTS (2010)	ISU Conceptual Framework
1.A, 1.B, 2.D, 2.E, 3.A, 3.B, 3.C, 4.B, 4.D, 4.E	1A, 1B, 1C, 1D, 1E, 1G, 1H, 1I, 1J, 1K, 1L, 2A, 2E, 2G, 2I, 2J, 2K, 2M, 2N, 2P, 3A, 3B, 3C, 3D, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3O, 3Q, 4A, 4B, 4C, 4D, 4E, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5P, 5R, 6C, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K,	EC1, EC2, EC3, EC4, IC1, IC2, IC3, IC4, IC5

	7L, 7N, 7O, 7Q, 7R, 8A, 8F, 8G, 8J, 8K, 8L, 8M, 8N, 8O, 8R, 9D, 9K	
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### **Assessment Guidelines**

Groups of 3 to 4 students will work together to complete a Current Issues project. Each group will focus on a current issue that affects young adolescents. **The project must include:**

- 1) An overview of the issue and why it's important in the lives of young adolescents including evidence that local, state, or national standards are met by addressing the issue. (Examples of standards include Common Core, Social-Emotional, and those designated by AMLE, RDI, or IPTS.),
- 2) A summary of what the research literature has to say about the issue,
- 3) Information about the coordination with other professionals that serve young adolescents that might be necessary to address the issue,
- 4) A 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 APA format, (found in the *Publication Manual of the American Psychological Association*) will be distributed to all class members.

**The actual product** resulting from the project is up to the group. For example, it may be a traditional paper, a 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.

The project must be submitted to Livetext for NCATE purposes.

### MLE PA #6 Current Issues Project Rubric (TCH 395)

	Does Not Meet	Developing	Meets	Exceeds
<b>1.A:</b> TC understands the major concepts, principles, and theories of young adolescent development --intellectual, physical, social, emotional, and moral. (AMLE 1a)	TC does not demonstrate an understanding of young adolescent development.	TC demonstrates a beginning understanding of young adolescent development. This understanding may be inconsistent/ incomplete.	TC demonstrates a basic understanding of young adolescent development.	TC demonstrates a thorough understanding of young adolescent development.
<b>1.B:</b> TC utilizes knowledge of young adolescent development when selecting instructional strategies and making curricular decisions. (AMLE 1b-1)	TC struggles to recognize that young adolescent development is a factor in selecting instructional strategies, and does not always choose the appropriate curricular decision.	TC recognizes that young adolescent development is a factor in selecting instructional strategies, but may not always choose the appropriate curricular decision.	TC incorporates factors of young adolescent development in selecting appropriate instructional strategies and making curricular decisions.	TC consistently embeds factors of young adolescent development in selecting appropriate instructional strategies and making curricular decisions.
<b>2.D:</b> TC understands that middle level curriculum should be relevant, challenging, integrative, and exploratory and provide learning opportunities that enhance critical thinking and problem solving in their specialty fields (e.g., mathematics, social studies, health). (AMLE 2b-	The TC cannot demonstrate an understanding of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	The TC demonstrates some understanding of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	The TC demonstrates an understanding of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.	The TC demonstrates a thorough and comprehensive understanding of the importance of relevant, challenging, integrative, and exploratory approaches to education and uses this knowledge in instruction.

2)				
<b>2.E:</b> TC is knowledgeable about local, state, national and common core middle level curriculum standards and knows how to teach and assess the content of those standards. (AMLE 2c)	The TC cannot demonstrate an understanding of local, state, national, and common core middle level curriculum standards and cannot demonstrate how to teach and assess the content of these standards.	The TC demonstrates some understanding of local, state, national, and common core middle level curriculum standards and may be able to demonstrate how to teach and assess the content of these standards.	The TC demonstrates an understanding of local, state, national, and common core middle level curriculum standards and can demonstrate how to teach and assess the content of these standards.	The TC demonstrates a thorough and comprehensive understanding of local, state, national, and common core middle level curriculum standards and can successfully demonstrate how to teach and assess the content of these standards.
<b>3.A:</b> TC demonstrates an understanding of the philosophical foundations of developmentally responsive middle level programs and schools. (AMLE 3a)	The TC is unable to articulate knowledge of philosophic foundations of middle level education or articulates knowledge that is incorrect about middle level philosophy.	The TC demonstrates a minimal understanding of the philosophical foundations of middle level education. The TC articulates knowledge of developmentally responsive middle level education that may be incomplete.	The TC demonstrates an understanding of the philosophical foundations of developmentally responsive middle level education including some aspects of the focus and/or purpose of middle level schools with some comparisons to elementary and schools.	The TC demonstrates a thorough understanding of the philosophical foundations of developmentally responsive middle level education including focus and/or purpose of middle level schools with comparisons to elementary and secondary schools.
<b>3.B:</b> TC understands effective components of middle level programs and schools that foster equitable educational practices, and demonstrates the ability to use that knowledge to function successfully within a variety of school organizational settings (e.g., K-8, 6-8, and 7-12). (AMLE	The TC is unable to describe differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high schools.	The TC is aware that there are differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high schools, but those descriptions are unclear or inconsistent.	The TC is able to describe the differences between middle level schools that adhere to the principles articulated in <i>This We Believe</i> and traditional junior high schools.	The TC articulates accurately and completely the differences between middle level schools that adhere to the principles found in <i>This We Believe</i> and traditional junior high schools.

3b-1)				
<b>3.C:</b> TC understands and participates successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and professional learning communities. (AMLE 3b-2)	The TC is unable to describe or participate in appropriate middle level program components.	The TC demonstrates a minimal understanding of the rationale and appropriate components of developmentally responsive middle level schools. Application of this understanding in a clinical setting is marginal.	The TC articulates an understanding of the rationale and appropriate components of developmentally responsive middle level schools and shows evidence of being to apply this understanding in a clinical setting.	The TC demonstrates a thorough understanding of the rationale and appropriate components of developmentally responsive middle level schools and participates effectively in any of these components that are included as a part of the assigned clinical experience.
<b>4.B:</b> TC knows a wide variety of teaching, learning, and assessment strategies, and applies them in ways that increase learning for all young adolescents. (AMLE 4b-1)	The TC does not demonstrate knowledge of nor use a variety of teaching, learning, and assessment strategies that increase learning for young adolescents.	The TC demonstrates knowledge of a few teaching, learning, and assessment strategies that increase learning for most adolescents.	The TC demonstrates knowledge of a wide variety of teaching, learning, and assessment strategies that increase learning for all adolescents.	The TC demonstrates a thorough understanding of teaching, learning, and assessment strategies that increase learning for all adolescents.
<b>4.E:</b> TC understands how to motivate all young adolescents and facilitates their learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials, and contemporary media). (AMLE 4d-1)	The TC does not demonstrate how to create learning experiences that actively engage young adolescents. The selected materials for the unit are: below/above the ability levels of most middle level learners; are disconnected from the essential concepts of the unit; are unlikely to engage middle level learners; there is little	The TC inconsistently delivers developmentally responsive lessons. The selected materials may be age/grade inappropriate at times; tied to some of the essential components; geared to the interests of some middle grades students; limited technology integration.	The TC consistently delivers developmentally responsive lessons that actively engage young adolescents. The majority of the selected materials are: age/grade appropriate; tied to many of the essential concepts of the unit; are geared to the interests of most middle grades students; varied forms of technology are	The TC is consistent and highly successful at delivering developmentally responsive lessons that actively engage young adolescents. The selected materials are: age/grade appropriate; tied to the all of essential concepts of the unit; are geared to the interests of middle grades students; varied forms of

	effort to incorporate technology within the unit.		connected to the unit.	technology are essential to the unit.
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