MLE PA# 2 Family Newsletter Project

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

Course Assessment is administered in	Date Developed & Last Revised
TCH 233	7/13; Editorial Revision 9/18

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

	Does Not Meet	Developing	Meets	Exceeds
1.A: 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.
1.C: 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.
3.A: 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.

	Does Not Meet	Developing	Meets	Exceeds
3.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 3b-1)	The TC is unable to describe differences between middle level schools that adhere to the principles articulated in *This We Believe* and traditional junior high schools.	The TC is aware that there are differences between middle level schools that adhere to the principles articulated in *This We Believe* 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 *This We Believe* and traditional junior high schools.	The TC articulates accurately and completely the differences between middle level schools that adhere to the principles articulated in *This We Believe* and traditional junior high schools.
3.C: 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.
2.C: 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 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.

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, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6S, 9A	EC1, EC3, EC4, IC1, IC2, IC3, IC5

Course Assessment is administered in	**Date Developed & Last Revised**
TCH 333	7/13; Editorial Revision 9/18

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

	Does Not Meet	Developing	Meets	Exceeds
1.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.
2.A: 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)	**2.A.1**: The TC cannot demonstrate a depth and adequate breadth of content knowledge.	The TC demonstrates minimal understanding of content knowledge.	The TC demonstrates an understanding of content knowledge.	The TC demonstrates a thorough understanding of content knowledge.
	2.A.2: The TC cannot successfully integrate content knowledge in his or her teaching.	The TC is able to integrate some content knowledge in their teaching.	The TC is able to integrate content knowledge in their teaching.	The TC is able to successfully integrate comprehensive content knowledge in their teaching.
	2.A.3: Teaching strategies demonstrate minimal understanding of what young adolescent learners need	Teaching strategies demonstrate a basic understanding of what young adolescent learners need.	Teaching strategies demonstrate an understanding of what young adolescent learners need.	Teaching strategies demonstrate a thorough and comprehensive understanding of what young adolescent learners need.

	Does Not Meet	Developing	Meets	Exceeds
2.C: 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 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: 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-2)	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: 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.
4.A: TC is knowledgeable about teaching and assessment strategies that are especially	The TC does not demonstrate an understanding of the	The TC demonstrates a beginning understanding of principles for effective instruction and assessment	The TC demonstrates an understanding of principles for effective instruction and	The TC demonstrates a thorough understanding of principles for effective instruction and assessment

	Does Not Meet	Developing	Meets	Exceeds
effective in taught content fields. (AMLE 4a)	principles of effective instruction.	relative to his/her content field.	assessment relative to his/her content field.	relative to his/her content field.
4.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.
4.C: 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 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.
4.E: TC understands how to motivate all young adolescents and facilitates their learning	The TC does not demonstrate how to create learning experiences that actively	The TC inconsistently delivers developmentally responsive lessons. The	The TC consistently delivers developmentally responsive lessons that actively engage	The TC is consistent and highly successful at delivering developmentally

	Does Not Meet	Developing	Meets	Exceeds
through a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials, and contemporary media). (AMLE 4d-1)	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.	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.	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.	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# 5 Literacy Assessment

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

Course Assessment is administered in	**Date Developed & Last Revised**
TCH 206	7/13; Editorial Revision 9/18

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

	Does Not Meet	Developing	Meets	Exceeds
2.B: TC incorporates literacy skills and state-of-the-art technologies into teaching the content of taught subjects. (AMLE 2a-2)	**2.B.1**: 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.
	2.B.2: 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.	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.	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.	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.
4.A: 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.
4.B: TC knows a wide variety of teaching, learning, and	The TC does not demonstrate knowledge of nor use a	The TC demonstrates knowledge of a few teaching,	The TC demonstrates knowledge of a wide variety	The TC demonstrates a thorough understanding of

assessment strategies, and applies them in ways that increase learning for all young adolescents. (AMLE 4b-1)	variety of teaching, learning, and assessment strategies that increase learning for young adolescents.	learning, and assessment strategies that increase learning for most adolescents.	of teaching, learning, and assessment strategies that increase learning for all adolescents.	teaching, learning, and assessment strategies that increase learning for all adolescents.
4.C: 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 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.
4.D: 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	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.

instruction based on the knowledge gained. (AMLE 4c)				

Assessment 6 – Shadow Study

The Shadow Study assessment is specifically targeted at NMSA Standard 2. We feel that our candidates must understand the unique developmental characteristics of young adolescents. Not only do they need to identify characteristics of development, they must also recognize the implications of these characteristics. The Shadow Study encourages candidates to address this important aspect of their teacher preparation in an early field experience in middle level classrooms. Directions for the assignment, the assessment rubric and data from two applications (Fall 2009 and Spring 2010) of the assessment for candidates for the 2009-2010 school year are included in this section of the report.

General Directions for the Student Shadow Assignment:

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.

Collecting information: You may find it useful to use the Study Observation Form to record your observations. **Shadow Study Observation Form:**

TIME (7-10 minute intervals)	**Specific Behavior** observed behaviors listed; facts only	**Environment** Description of the room, etc.	**Comment** Personal observations; opinions; reflections

The 7-10 minute interval will give you a bit of flexibility, but you should reflect the flow of activity. Begin a new time interval with each class change.

Ask yourself the following questions and make notes on each:

How does the student behave in different classes and contexts? Are there consistent patterns of behavior or do you notice different behaviors in different contexts? In addition to classes, be sure to include observations of lunch, playground, gym, and any after school activities.

What is the school day like from a student's perspective? What are the highs and lows? What is the horizontal curriculum (i.e., across different courses and subject areas) like? Are connections made among the student's various courses? To what degree do teachers send messages that the student is "valued"?

What are the student's perceptions of what school is all about? What are her/his perceptions of each subject? What does it mean to your student to learn "math" or "language arts"? What are her/his favorite and least favorite subjects? Why? What is her/his attitude toward assessment?

Note the student's *physical* development. Does s/he seem to feel "comfortable" with her/his appearance? Note the student's *social* development. Who are the student's friends? Do these friends spend time with one another outside of school? Does s/he appear to be more influenced by peers or by parents? Does s/he interact frequently with members of the opposite gender?

Note the student's sense of *identity* (versus inferiority). Note the student's sense of *ethics*. If s/he confronted a dilemma during the observation, note how the student reacted.

Note the student's frame of *thinking*. Does s/he appear to be more of a concrete thinker or more of a formal thinker?

Writing the case study report: After collecting information, write your case study in two parts: (1) a description of the student and her/his day and (2) an analysis of the student and her/his day. These should be near–equal parts of the case study (about 3-4 pages each, for a total of 6-8 pages).

Description: Report to your readers what the day was like. Lead us through the school day chronologically so that we see what happened from arrival through departure. Describe the student physically. Tell us a little bit about each class period or activity, although you will not be able to report a great deal of detail. In this section, include the episodes that will be important to your analysis.

Analysis: After describing the student's day, think about what this case means. In your analysis, incorporate what you have been learning about early adolescence and instructional implications of early adolescent development. You will not be able to answer all of the following questions, but perhaps they will give you somewhere to begin in thinking about your analysis:

Where does the student seem to be in her/his development (physically, socially, ethically, personality/identity and/or cognitively)? Provide support from your data. Make connections to the theoretical models we have addressed in class, but *do not diagnose the student in any absolute terms.* (e.g., do not say, "This student is at the concrete operational stage." Instead, say, "When the student was working on his math problems, her/his use of manipulatives indicated s/he may have been thinking at the concrete operational stage.") Remember, you have seen the student for only one day, and it would be presumptuous of you to make sweeping statements that categorize the student based on such a short acquaintance.

What have you learned about the student in relationship to the school? How does your case fit within the material covered in your readings and in class? What issues about middle level schooling are raised through your observations?

What are the implications of your case for your work as a teacher? If you were a teacher to this student, what are some still unanswered questions that you would like to have answered? What do you think you might do in your classroom to address the needs of this student?

Focus on a particular theme or issue that best characterizes what you have observed. This may be a theme concerning the student (e.g., "the enthusiastic student"), the day ("a day in the 7th grade village"), or an issue ("caring for a special needs middle school student"). Choose the most interesting or important aspects of this experience to include in the case study. *Even though we have suggested many questions for you to think about, do not try to be all-inclusive in your analysis.*

The evening of the day of your Shadow Study observations, write out your impressions, reactions and reflections while the day's events are fresh in your mind. Remember that ideas not immediately recorded usually enjoy the shelf life of unrefrigerated food! Close your Shadow Study with a "narrative reflection" of the experience.

Criteria for evaluation:

Exemplary papers are characterized by:

Completeness of descriptions of developmental characteristics

Interesting and supportive examples for analysis

Reasonable inferences so that the analysis and the descriptive data are compatible

Integration of your readings and class sessions into the case study

Correct grammar, syntax, spelling

C & I 233 Shadow Study Scoring Rubric

	Value: 0-2 pts.	**Value: 3-4 pts.**	**Value 5-6 pts.**

	Unacceptable	Acceptable	Target
Physical Development Characteristics (1, 12%)	The report has little or no information about physical characteristics of the subject. The description of physical characteristics is confusing and vague.	The report contains some descriptions of physical characteristics of the subject. Some of the descriptions focus on evidence of the growth spurt and/or secondary sexual maturation characteristics.	The report contains rich descriptions of physical characteristics of the subject. Aspects of the growth spurt and secondary sexual maturation characteristics are featured in the report. The subjects' comfort level with their physical self is observed and reported.
Analysis of Physical Development Characteristics (1, 12%)	The report contains few or no connections between research data about young adolescents and what was observed in the study. The few connections made in the report are confusing or contradict what is known about young adolescent physical development.	The report includes a few connections between what is known about physical development of young adolescents and what was observed during the study. Some analysis of the observation data has been reported.	The report clearly connects research about the physical characteristics of young adolescents with the observed physical characteristics of the subject. It is evident that a careful and thorough analysis of the observation data has been included in the report.
Intellectual Development Characteristics (1, 12%)	The report has little or no information about intellectual characteristics of the subject. The description of intellectual characteristics is	The report contains some descriptions of intellectual characteristics of the subject. Some of the descriptions focus on evidence of formal operations and/or other	The report contains rich descriptions of intellectual characteristics of the subject. Aspects of use of formal operations and other important intellectual characteristics are featured in the

	confusing and vague.	important intellectual characteristics.	report. The subjects' comfort level with their intellectual self is observed and reported.
Analysis of Intellectual Development Characteristics (1, 12%)	The report contains few or no connections between research data about young adolescents and what was observed in the study. The few connections made in the report are confusing or contradict what is known about young adolescent intellectual development.	The report includes a few connections between what is known about intellectual development of young adolescents and what was observed during the study. Some analysis of the observation data has been reported.	The report clearly connects research about the intellectual characteristics of young adolescents with the observed intellectual characteristics of the subject. It is evident that a careful and thorough analysis of the observation data has been included in the report.
Socio-emotional Development Characteristics (1, 12%)	The report has little or no information about socio-emotional characteristics of the subject. The description of socio-emotional characteristics is confusing and vague.	The report contains some descriptions of socio-emotional characteristics of the subject. Some of the descriptions focus on evidence of the identity formation and/or other important socio-emotional characteristics.	The report contains rich descriptions of socio-emotional characteristics of the subject. Aspects of identity formation and other important socio-emotional development characteristics are featured in the report. The subjects' comfort level with their socio-emotional self is observed and reported.
Analysis of Socio-emotional Development	The report contains few or no connections between research data about young	The report includes a few connections between what is known about socio-emotional	The report clearly connects research about the socio-emotional characteristics of

Characteristics (1, 12%)	adolescents and what was observed in the study. The few connections made in the report are confusing or contradict what is known about young adolescent socio-emotional development.	development of young adolescents and what was observed during the study. Some analysis of the observation data has been reported.	young adolescents with the observed socio-emotional characteristics of the subject. It is evident that a careful and thorough analysis of the observation data has been included in the report.
Implications for Teaching Young Adolescents (1, 12%)	The report contains no or very few links between observations made in the study and implications of the observations for teachers and instruction in middle level schools.	There are some noted links in the report between the observations made and the implications of those observations for teachers and instruction in middle level schools. Clearly more connections could be made based on the reported observations from the study.	The report contains numerous links between what was observed in the study and how those observations might impact teachers and instruction in middle level schools. It is obvious that the candidate has carefully analyzed the study data and used the data to draw their conclusions about teachers and teaching.
Professionalism and Professional Roles (1, 12%)	The shadow study report contains numerous grammatical and spelling errors. It is not well organized and does not follow proper writing conventions. The report suggests that the candidate is unprepared to fulfill the professional role	The shadow study report contains a few (2-3) grammatical and spelling errors and is organized in a manner that makes it flow logically. The report suggests that the candidate is nearing the professional role expectations for	The shadow study report is extremely well written. It is free of grammatical and spelling errors and is structured in a manner that supports proper writing. The report reflects the respect the candidate has for their professional

	expectations for middle level teachers.	middle level teachers.	role as a middle level teacher.

Rubric: Rubric

	Unacceptable *(0 pts)*	Acceptable *(1 pts)*	Target *(2 pts)*	*Mean*	*Mode*	*Stdev*
Physical Development Characteristics	5	16	93	1.77	2	0.51
Analysis of Physical Development Characteristics	2	29	83	1.71	2	0.49
Intellectual Development Characteristics	3	31	80	1.68	2	0.52
Analysis of Intellectual Development Characteristics	6	37	71	1.57	2	0.59
Socio-emotional Development Characteristics	3	26	85	1.72	2	0.50
Analysis of Socio-emotional Development Characteristics	3	40	71	1.60	2	0.54
Implications for Teaching Young Adolescents	8	45	61	1.46	2	0.62
Professionalism and Professional Roles	4	71	39	1.31	1	0.53

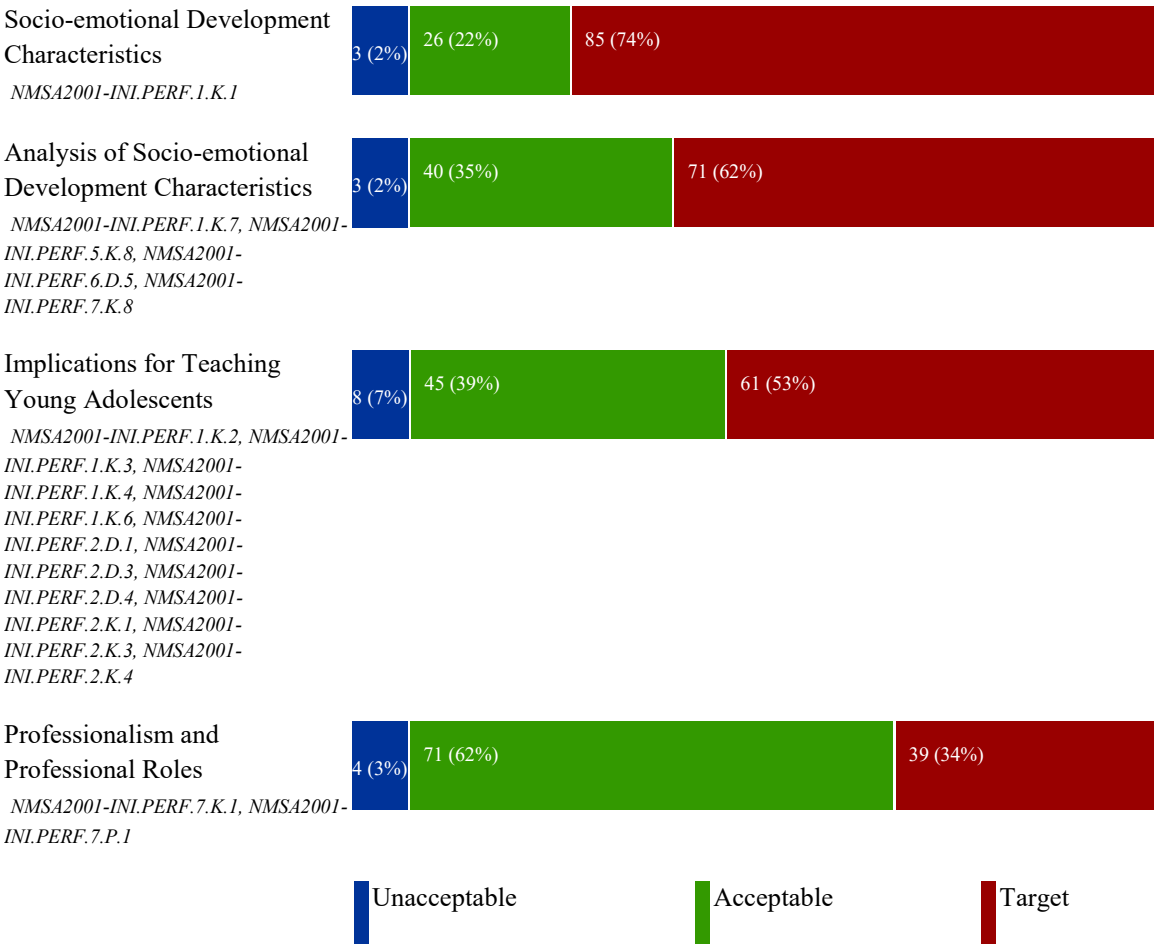
Physical Development Characteristics
NMSA2001-INI.PERF.1.D.2, NMSA2001-INI.PERF.1.K.1

Analysis of Physical Development Characteristics
NMSA2001-INI.PERF.1.K.7, NMSA2001-INI.PERF.7.K.8

Intellectual Development Characteristics
NMSA2001-INI.PERF.1.K.1, NMSA2001-INI.PERF.3.D.2

Analysis of Intellectual Development Characteristics
NMSA2001-INI.PERF.1.D.3, NMSA2001-

INI.PERF.1.K.7, NMSA2001-INI.PERF.7.K.8



These report data indicate that ISU Middle Level candidates can identify and analyze developmental characteristics of young adolescents. Not surprisingly, the content area with the lowest average for this assessment is Implications for Teaching Young Adolescents. The average is not surprising due to the fact that the course where this assessment resides is an entry level course. Candidates have not had much experience in schools at this point in the program and they have not taken any methods courses. Even though those are factors, our candidates have some pretty good ideas about ways developmental characteristics impact teaching in middle level classrooms.