

**Program Report for the
Initial Preparation of Middle Level Educators
National Middle School Association (NMSA)**

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

C O V E R S H E E T

Institution Southeastern Louisiana University **State** LA

Date submitted September 15, 2007

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Program documented in this report:

Name of institution's program(s) B.S. in Middle School Education Grades 4-8

Grade levels for which candidates are being prepared Grades 4-8

Degree or award level Bachelor of Science

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

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared
Grades 4-8

Program report status:

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

State licensure requirement for national recognition:

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

- Yes** **No**

SECTION I—CONTEXT

1. Description of any state or institutional policies that may influence the application of NMSA standards.

The Middle School Education Program for Grades 4-8 is designed to meet the Requirements for Louisiana State certification for grade levels 4-8. This program was developed as a mandate for the Louisiana Blue Ribbon Commission on Educational Excellence to revise existing elementary/middle level education programs.

The Blue Ribbon Commission on Teacher Quality was formed by the Board of Regents and the Board of Elementary and Secondary Education in April of 1999 for the purpose of improving teacher quality in Louisiana. The Commission was composed of thirty-one state, university, district, school, and community leaders. It was given the charge to recommend policies to the Governor, Board of Regents, and Board of Elementary and Secondary Education that would lead to a cohesive PK-16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produced higher achieving K-12 students. The commission met from September 1999 to May 2001.

There are three interrelated sets of standards that govern the application of NMSA standards: a) Louisiana Components of Effective Teaching (LCET), b) INTASC/NCATE, and c) our college's conceptual framework-*The Effective Educator*. LCET, Louisiana's Teaching Standards, were developed from the professional knowledge base on teaching and "craft knowledge" acquired by experienced educators. The LCET form the criteria used to assess the teaching practices of new and experienced teachers. The State Board of Elementary and Secondary Education (SBESE) approved the LCET in September of 1992. Revisions to the Components are approved by the SBESE as needed. In the Louisiana Components of Effective Teaching, a domain is defined as a major area of teaching responsibilities. A component is a critical function within the domain. An attribute is a behavior that relates to and helps to define a component. The domains of the LCET consist of planning, management, instruction, professional development, and school improvement. The state mandates that programs meet NCATE standards. The components of the conceptual framework provide for the development of effective education professionals who set the standards for excellence through best practice and include professional standards, strategies and methods, knowledge of the learner, and content knowledge with the integration of diversity and technology throughout the framework.

2. Description of the field and clinical experiences required for the program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Students pursuing a degree in the Middle School Education Program at Southeastern Louisiana University are required to be involved in a comprehensive program of structured field experiences beginning with observation and class participation in the sophomore year and progressing to intense involvement in the senior year for a total of 180 hours before they begin student teaching. These experiences are shaped by the conceptual framework of the College of Education and Human Development and are designed to prepare effective educators by allowing students to strengthen knowledge in core content areas, develop awareness of the needs of middle level students in the classroom, and build understanding of best pedagogical practices. Direct teaching experiences in a middle level setting allow teacher candidates the opportunity to demonstrate teaching skills and dispositions appropriate for a teacher of young adolescent learners. Candidates in the middle school program are prepared for and participate in specialized field experiences based on two selected content focus areas (English, Mathematics, Social Studies, Science) and courses solely for middle level teacher candidates (EDUC 308 and EDUC 484). In other courses that may include elementary majors (EPSY 315, EDUC 320, EDUC 228), course activities, requirements, assessment, and field experiences focus on the middle level

learner for candidates in the Middle School Program enrolled in those courses. In addition, candidates participate in collaborative learning activities in other courses (LSED 402, SPED 495) that will prepare them for successful field experiences in a middle level setting. Candidates are assigned to middle school classrooms in schools who sign a contract to participate as selected by the instructor or by the PK16 Field Experience Coordinator depending on the course. Teachers who work with candidates during field experiences must be certified and have at least three years of teaching experience.

Teacher candidates' field experiences begin during their first two education courses which are taken concurrently and include 5 hours of observation and 5 hours direct teaching in diverse settings. These early experiences are generally in a 4-6 grade setting and include observing the Louisiana Components of Effective Teaching domains as well as the Praxis domains of teaching in the classroom. As students continue in the program, field experiences continue for each education course with a focus on specific areas including 10 hours of observation focusing on classroom management and motivation, 15 hours of observation and one-on-one experiences related to the characteristics and needs of children and adolescents, 10 hours of direct teaching focused on planning and assessment, all with middle level learners. Students also do observation and small group teaching in a middle level setting in educational technology and as part of their specialized education courses including communication, math, as well as additional hours related to the needs of special education students. Field experiences become more intense in their junior year when they are enrolled in their methods block (EDUC 320 and 328). Students spend 4 weeks in an elementary school where they complete 20 hours of direct teaching of middle level students concentrating on Reading and Mathematics. Candidates also complete field experiences consisting of observation and direct teaching in the courses required in two chosen focus areas, coordinated through the instructor and the Department of Teaching and Learning's Field Experiences Coordinator (English, Mathematics, Social Studies), or in connection to the courses coordinated by the Department of Teaching and Learning's Field Experiences Coordinator only (Science) allowing for the building of specialized knowledge in content and pedagogy. A major portion of field experience for students in the Middle School Program (40 hours) are completed in the upper elementary curriculum and instruction course designed specifically for middle school candidates where students spend 4 weeks in a middle level classroom. These experiences focus on Language Arts, Science, and Social Studies where students experience the total teaching experience and participate fully in the classroom and middle school environment and use knowledge to plan and implement integrative lessons in diverse classroom settings.

The culminating experience consists of 270 hours of student teaching which takes place the entire class day for a full semester and includes observation, participation, and a minimum of 180 actual clock hours of teaching. A substantial portion of the 180 hours is in full day teaching under supervision of the assigned cooperating school teacher. Teacher candidates are placed in fourth, fifth, sixth, seventh, or eighth grade in at least one and sometimes both of their focus areas.

3. Description of the criteria for admission, retention, and exit from the program, including required GPA's and minimum grade requirements for the content courses accepted by the program

Admission Procedures: To enter the Southeastern Louisiana University's Grades 4-8 initial teacher preparation program, candidates are required to submit an application to the Professional Program in Teacher Education, which is reviewed by the Selective Admission and Retention in Teacher Education (SARTE) Committee and by the Dean of the College of Education and

Human Development (COEHD). To achieve *full status*, candidates must meet the following criteria:

1. Meet all requirements for exit from the Junior Division (Basic College):
 - a. Have twenty-four credit hours with a 2.0 GPA or better.
 - b. Pass ENG 101 and ENG 102 or 122 with proficiency as mandated by the Board of Regents.
 - c. Pass MATH 160, 161, or 165 with proficiency as mandated by the Board of Regents.
2. Have at least a 2.5 GPA (based on a minimum of 30 credit hours).
3. Achieve a passing score on the PRAXIS I PPST or the CBPPST -Reading (172, 319), Writing (171, 316), and Mathematics (170, 315) tests.
4. Earn a grade of C or better in ENG 102.
5. Earn a grade of B or better in EDUC 201 (Introduction to Education) and EDUC 211 (Diversity in Education)
6. Complete a speech and hearing screening
7. Participate in a group interview screening.
8. Have never been convicted of a felony.

Candidates may be admitted with *provisional status* if they have a 2.5 GPA and a B or better in EDUC 201 and EDUC 211 but are deficient in one or more remaining components. Provisional students may not schedule professional courses beyond EDUC 204, however, they may take EPSY 301 (Educational Psychology of Children and Adolescents). Candidates who do not meet criteria for either full or provisional status receive *ineligible status*.

Retention Procedures: To remain in the Middle School Education Program, candidates must maintain a 2.5 GPA or better and exhibit professional behaviors. On-going screening utilizing the standards of the Professional Program in Teacher Education will occur each semester. Students are permitted to enroll in an EDUC, ECE, and EPSY courses only twice. Students are permitted to repeat only two EDUC, ECE, EPSY courses. Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession will be referred for review and may result in: 1) No action being taken but further observations, 2) Recommendation of a Professional Improvement Plan (monitored by the Coordinator of the Teacher Development Program), or 3) Referral to SARTE which may recommend probation with specified conditions, temporary suspension from the Teacher Education program with specified conditions, or expulsion for the Teacher Education program.

Portfolios: A performance-based portfolio consisting of reflections, artifacts, and evidence, which demonstrate that the knowledge, skills, and dispositions as indicated in the Louisiana Components of Effective Teaching and the Conceptual Framework is required to continue in the program. The portfolio (1) allows the student to demonstrate, through reflections, his/her understanding of how the artifacts contained in the portfolio meet the program outcomes; (2) provide a process by which a student can become a reflective practitioner to foster continuous improvement; and (3) documents a student's growth from the Introductory Level (novice stage) to a level of competence as an educator, the Competency Level. Through the portfolio process, evaluators will have an opportunity to identify areas for improvement at each level of assessment and develop a plan for remediation when necessary. By completing and submitting a portfolio, students will gain an understanding that they are ultimately responsible for acquiring the knowledge and skills necessary for being an effective classroom teacher. Students are required to submit an Introductory Portfolio before their first methods class (EDUC 328), a Developing Portfolio before student teaching, and a Competency Portfolio before graduation.

Appeal Procedures: Students who wish to appeal decisions of the SARTE Committee may do so in writing to the Dean. If students demonstrate behaviors, dispositions, or characteristics that make it questionable whether they can succeed in teaching, they will be referred a review. A review may result in: 1) No action being taken except for further observations, 2) Recommendation of a Professional Improvement Plan, monitored by the Coordinator of the Teacher Development Program, or 3) Referral to the SARTE Committee that may recommend probation with conditions, temporary suspension from the program with conditions, or expulsion.

Requirements for Student Teaching: Candidates must:

1. Be seniors. (Have at least ninety hours of credit).
2. Have been registered in the COEHD for at least three semesters.
3. Pass a proficiency examination in Standard English communication PPST or CBPPST Reading (172, 319), PPST or CBPPST Writing (171, 316), and a proficiency exam in mathematics PPST or CBPPST Math (170, 315).
4. Have earned an overall GPA of 2.5 and a GPA of 2.5 for all work done at Southeastern.
5. Have earned a grade of C or better in all EDUC, ETEC, and EPSY courses.
6. Pass the PRAXIS I PPST in Reading (172), Writing (171), and Mathematics (170) and PRAXIS II examinations in Principles of Learning and Teaching (PLT score=154) and Content Specialty Area Tests in two focus areas chosen in curriculum (Mathematics, Science, Social Studies, English/Language Arts): Middle School Mathematics (148); Middle School Science (145—effective 6/1/2006 and raised to 150—effective 6/1/2009); Middle School Social Studies (149); Middle School/English Language Arts (160).
7. Have completed EDUC 201 and EDUC 211 with a B or better and all other special education, specialized education, professional education courses, and required courses in their first teaching fields with a C or better .
8. Completed EDUC 484 at Southeastern with a grade of C or better.
9. Have completed an approved Developing Level portfolio.
10. Have approval of the Director of Performance Assessment.
11. Have a statement from their department head certifying that they are competent in the subject matter in which they are seeking certification.

Requirements for Graduation: To graduate, candidates must:

1. Pass courses (with required grades) in the core curriculum and specialized education courses (see attachment)
2. Earn a cumulative or degree G.P.A. of 2.5 and a 2.5 cumulative or degree G.P.A. in all SLU work
3. Have no grade lower than a B in Education 201 and 211 and have no grade lower than a C in other professional courses (EDUC, ETEC, EPSPY).
4. Complete 270 hours in all-day, all-semester student teaching (180 hours of actual teaching)
5. Demonstrate computer literacy in the following ways: a. use computers to aid in learning, solving problems, and managing information; and b. have knowledge of function, applications, capabilities, limitations and related technology.
6. Have completed an approved Competency Level Portfolio.

4. Description of the relationship of the program to the unit's conceptual framework.

Southeastern Louisiana University's Middle School Education Program reflects the integration of four critical components that provide direction for the development of effective education

professionals who can successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future. These components provide for innovative and progressive programs that develop candidates to become effective professionals who set the standard for excellence through best practices. A candidate completing a Middle Level Education Program in the College of Education and Human Development should be one who is well grounded in content knowledge (CK). They must demonstrate a depth of knowledge in two selected focus areas and breadth of understanding of general subjects within the educational unit. The program reflects the belief illustrated in the conceptual framework that knowledge of the learner (KL) strongly impacts student learning. The program prepares candidates to demonstrate and value sensitivity to the needs of all learners and incorporate understanding of young adolescent learners as individuals in teaching and decision-making. This component of the college's conceptual framework directly aligns with

The program recognizes that successful middle school level professionals demonstrate use of strategies and methods (SM) that are effective and developmentally appropriate for the young adolescent learner. Candidates should demonstrate best pedagogical practices through inquiry, creativity, and reflective thinking. As reflective practitioners, effective middle education teacher candidates consider and integrate complex information and use constructive problem-solving processes to meet the needs of middle level learners. This component addresses all five standards.

Professional Standards (PS) are the fourth area of emphasis within the conceptual framework. Students in the Middle School Education Program incorporate appropriate professional standards at the grade, state, and national level as they progress through their coursework. This area is modeled in the program which is developmentally appropriate and standards-based, enabling candidates to develop the knowledge, skills, and dispositions to become effective middle level educators. Learner outcomes in each professional education course are aligned with the Louisiana Components of Effective Teaching (LCET), National Board for Professional Teaching Standards, Interstate New Teachers Assessment and Support Consortium (INTASC) and the Conceptual Framework of the College of Education and Human Development (COEHD).

The Middle School Education Program is consistent with the focus of the conceptual framework in that each major is required to become proficient in two content focus areas, participate in a pedagogical program geared towards research-based strategies and methods appropriate for middle level learners, demonstrate professional skills and dispositions that will maximize learning, and engage in the planning, implementation, and evaluation of a variety of instructional strategies appropriate for the young adolescent learners. The program integrates technology and diversity which is supported in our teaching and reflected in our assessments.

5. Indication whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.

The assessments used for the Middle School Education Program are informed by the unit's assessments of the College of Education and Human Development and the Department of Teaching and Learning as they are interconnected in a way that informs, supports, and reflects growth and change in each other. The assessments provide key information as to how effectively candidates are building a knowledge base, developing lessons plans, constructing assessment, and demonstrating attributes within the components and domains of the Louisiana Components of Effective Teaching and other professional skills and dispositions in connection to middle level education. Specific descriptions are included for each item of all assessments used in the Middle School Program to illustrate the context through which the instruments are viewed when

assessors are evaluating middle level teacher candidates. The need to develop a unique instrument to ensure that students were familiar with areas related to all of the National Middle School Association standards and how these standards connect to the overall assessment was identified and completed as a student teacher addendum.

The *NMSA Addendum* is unique to this program and added to the *Final Report on Student Teaching*. The intent of these items is to specifically target the candidate's knowledge of components of certain standards and provide support to the items assessed throughout the entire report. The addendum uses specific language of the NMSA standards in order to generate discussion regarding their meaning and implementation between student teachers, their classroom supervising teachers, and university supervisors and items are connected to areas that are similar in the Louisiana Components of Effective Teaching. The instrument was developed and piloted in the fall semester of 2006. Data gathered from the instrument will be used to inform decisions regarding future use of the instrument, possible revisions, and program improvements. A goal within the program is to add this addendum to EDUC 484, a course with intensive field experiences specific to Middle School Education Majors.

Assessment 2 Narrative

Final grades in two content focus areas

CONTENT KNOWLEDGE: Assessment of content knowledge in the middle level education.

1. A brief description of the assessment and its use in the program

Middle School Education candidates are required to obtain a C (2.0) in their two focus area courses in order to be admitted into Methods I and Methods II courses and to be able to student teach. This grade requirement ensures that candidates have satisfactory content knowledge in their focus areas so that they can put this knowledge into action in their methods courses and in student teaching. One course requirement in each focus area is a general content course that expects candidates to build knowledge in important concepts and meet specific objectives in that particular content area. A second required content course is geared toward teaching methods in the particular content area which allows students to build content knowledge while participating in the middle school classroom environment for the English, Math, and Social Studies focus areas. Each of these courses are specifically designed for education majors and include field experiences in subject-specific middle school settings. Courses also include class learning experiences which are also appropriate in middle school classrooms such as demonstrations in Science and cooperative groups in Mathematics. Teacher candidates who meet the requirements of content courses are later evaluated on their content knowledge in their Methods I and II courses and again in their student teaching for the two focus areas chosen.

2. Description of Alignment with NMSA standards

Content knowledge as described with this assessment aligns with Standards 1-5 as shown in Attachment A. Teacher candidates build knowledge of core concepts and topics of study by participating in and meeting the objectives of appropriate content focus area courses and put their content knowledge to use in different middle school settings as part of their required focus area field experiences and throughout the program. The program emphasizes the importance of content knowledge in teaching focus areas through content course assessment and field experiences, and it also values content knowledge outside of the two areas in methods courses. The study of crucial focus content area topics along with implementation in content and education courses prepares candidates to make interdisciplinary instructional decisions and to integrate content and concepts in their content teaching procedures. Candidates are assessed on the ability to plan a variety of developmentally appropriate learning opportunities for the young adolescent learner, implement integrative lesson plans, and make instructional decisions that allow them to demonstrate a breadth and depth of knowledge of principles and concepts in not only their two content focus areas courses, but also in the additional core areas as part of their later methods courses where they integrate concepts in their planning and teaching of middle level lessons (EDUC 320/328 - integration of Mathematics and Reading and EDUC 484 – integration of concepts in Science, Social Studies, and Language Arts).

3. A brief analysis of the data findings

All 3 candidates who finished the Middle School Education program in Fall 2006, chose mathematics and science as their content focus areas and obtained the required grades in the focus area courses listed in Attachment A in those fields. In Spring 2006, 2 candidates completed the program. One candidate completed all four focus area course requirements, while the other candidate completed focus area requirements in mathematics and science. Both candidates obtained the required grades in their selected focus area courses listed in Attachment A. Candidates who do not earn at least a C in these required courses are not allowed to continue to student teaching. Thus 100% of the teaching candidates who finish the program pass the requirements for two content focus areas. The data was obtained from student transcripts.

Faculty and administrators in the Department of Teaching and Learning have access to candidate's transcripts.

4. An interpretation of how that data provides evidence for meeting standards

Evidence that the courses listed in this assessment are aligned with the specific NMSA indicators consists of the course objectives developed by each Department. Objectives are listed in Attachment B for each course required for each content focus area. A grade of C or better in one of these content courses is evidence that a teaching candidate has mastered course objectives at a level of satisfactory. Content knowledge data aligns with the standards as candidates not only studied core concepts as part of their coursework to prepare for teaching, but also demonstrated knowledge effectively in their fieldwork as indicated in their grades for those courses. In addition, content knowledge is consistently assessed throughout the Middle School Program including the *Louisiana Components of Effective Teaching Summative Evaluation-Instruction #7* and #8 used in Methods I and Methods II and in the *Final Report on Student Teaching-Instruction #7* and #8 as shown below.

7. Presents content at a developmentally appropriate level:

- o applies cognitive theories of learning for young adolescents.

NMSA St 1 K 1,2,3,6,7 D 1,2,3,4,,7 P 2,3,4,5,8,10

8. Presents accurate subject matter:

- o evidence of breadth and depth of content knowledge; integrates concepts from other content areas.

NMSA St 4 K 1,2 D 1,2,3 P 1,2,4,6

Candidates are prepared in focus area courses to demonstrate a breadth and depth of content knowledge appropriate for a middle level educator, and use it to plan and implement lessons that are challenging, integrative, and effective for the young adolescent learner. Due to the change in the program's PRAXIS requirements which will be raised from 145 to 150 on June 1, 2009, science has been identified as an area that should be carefully examined and monitored.

Although candidates met all requirements, two candidates with science focus areas in the fall semester of 2006 received content grades less favorable than other content areas along with PRAXIS scores not high enough to meet the future requirements if they were candidates in 2009. For this reason, the following recommendations have been made to strengthen future candidates' science content knowledge to prepare for the change:

1. Strengthen the field experiences component and corresponding objectives in the science focus area course – Chemistry 106.
2. Communicate with faculty in the College of Science and Technology to make sure that candidates are prepared to meet the forthcoming higher middle school science PRAXIS scores.

ATTACHMENT A
Assessment 2
Final Grades in Two Content Focus Areas

Teacher candidates in the Middle School Program are required to choose two content focus areas of study (English, Mathematics, Social Studies, Science) and must take specific coursework to meet the requirements of the program based on the two selections. Candidates are assigned a final grade at the end of the semester in which the course was completed and each is revealed on university transcripts. Candidates must receive a C or higher in all focus area content courses.

ENGLISH FOCUS

Course Number and Name	Specific SPA Standards Addressed By Course	Brief Description of Course
English 230 - World Literature OR	NMSA St. 3 K 3 D 1, 2 NMSA St. 4 K 1,2 P 6	A survey of major writings of the Western tradition from classical times to the present with an emphasis on reading, writing, and analytical skills as well as the development of appreciation.
English 231 - English Literature OR	NMSA St. 3 K 3 D 1, 2 NMSA St. 4 K 1,2 P 6	A course in the study of prose, drama, and poetry by the major writers of English literature with and emphasis on reading, writing, and analytical skills as well as the development of appreciation.
English 232 - American Literature AND	NMSA St. 3 K 3 D 1, 2 NMSA St. 4 K 1,2 P 6	A course in the study of prose, drama, and poetry by major writers of American literature with an emphasis on reading, writing, and analytical skills as well as the development of appreciation.
English 467 - The Teaching of Writing	NMSA St. 1 K 3,6 D 2,3,4, 5 P 2,3,4,10 NMSA St. 2 K 4 D 4 P 2,4 NMSA St. 3 K 3,5,10 D 3, 4,9 P 5,9 NMSA St. 4 K 2, 3 D 3, 4 P 1, 2,3,5,6 NMSA St. 5 K 2,7 D 1 P 1,3	Theory and methods for teaching writing. Emphasis on students' own writing development through hands-on creation of original teaching materials. Students gain practical experience by serving as writing consultants for two hours per week in area schools and in the SLU Writing Center.

MATHEMATICS FOCUS

Course Number and Name	Specific SPA Standards Addressed By Course	Brief Description of Course
Math 367 – Topics in Elementary Mathematics	NMSA St. 1 K 2,3 D 2,3,4 P 3,4,5,10 NMSA St. 2 K 4 D 4 P 2,4 NMSA St. 3 K 3,10,11 D 1,2 P 1 NMSA St. 4 K 1,2,3 D 3 P 1,2,6	An extension of the structure of the rational and real numbers using the role of axiomatic systems; the concepts of exactness and approximation, applications of proportional reasoning; dimensional analysis and scientific notation; simple logic; modular systems; and the use of matrices and spread sheets. Students participate in 1 hour of field experience per week.
Math 467 - Elementary Calculus Concepts	NMSA St. 1 K 2,3 D 2 NMSA St. 3 K 3,8 D 1,2 NMSA St. 4 K 1,2,4	An investigation the difference between the concepts of discrete and continuous; the concept of rates of change, differentiation, integration and the notion of limits. Students also examine the history of calculus.

SOCIAL STUDIES FOCUS

Course Number and Name	Specific SPA Standards Addressed By Course	Brief Description of Course
History 101 - Western Civilization to 1500 OR	NMSA St. 3 K 3 D 1,2 NMSA St. 4 K 1,2	A survey of the Ancient Near East; the Ancient Greeks, the Ancient Roman World, and the Middle Ages with in-depth coverage of the role of women.
History 201 - American History to 1877	NMSA St. 3 K 3 D 1,2 NMSA St. 4 K 1,2	A survey of American History from the age of discovery until 1877 with a focus on the Colonial Period (1492-1763); the Revolution and the Early National Period (1763-1816); the Age of Compromise (1816-50); and the Civil War and Reconstruction (1850-77)

		with in-depth coverage of the role of women and minorities.
History 321 - History of Louisiana	NMSA St. 3 K 3 D 1,2 NMSA St. 4 K 1,2 P 6	A survey of Louisiana history from the age of discovery based on units in Colonial Louisiana; 19 th Century Louisiana; and Modern Louisiana with in-depth coverage of the role of women and minorities and particular attention to African-American and Cajun influence.
History 322 - Practicum for Education Majors	NMSA St. 1 K 3 P 2,3,4,10 NMSA St. 3 K 3 D 1,2 P 1 NMSA St. 4 K 1,2,3 D 1,2,3,4 P 1,2,6	Students participate in a minimum of 20 direct teaching hours in Social Studies in concurrence with History 321.

SCIENCE FOCUS

Course Number and Name	Specific SPA Standards Addressed By Course	Brief Description of Course
Chemistry 106 - Chemistry for the Consumer	NMSA St. 3 K 3, 5 D 1,2 NMSA St. 4 K 1,2 D 1 P 6	A survey course in the cultural and applied aspects of chemistry designed primarily for Business and Education Majors.
Earth Science 102 – Earth Science II	NMSA St. 3 K 3 D 1,2 NMSA St. 4 K 1,2 P 6	An elementary study of geology and oceanography.

ATTACHMENT B
Final Grades in Two Content Focus Areas
Scoring Guide

Teacher candidates in the Middle School Program are required to choose two content focus areas of study (English, Mathematics, Social Studies, Science). Candidates must take specific courses based on the two selections and must receive a C or higher in all focus area content courses. Final grades for these courses are letter grades (A=Excellent, B=Good, C=Fair, D=Poor, and F=Failed) and are determined by university instructors of the course. The scoring criteria for each course is presented below.

ENGLISH FOCUS

Scoring Guide for Grades in English 230

A

- Able to identify examples of major writers and their work from ancient times to the present proficiently.
- Able to demonstrate close reading and analytical skills proficiently.
- Able to examine texts such as *The Iliad*, *The Odyssey*, *The Aeneid*, and *The Inferno*, in terms of the literary/historical periods they represent proficiently.
- Able to discuss themes, structure, and relationships of major works such as: *The Iliad*, *The Odyssey*, *The Aeneid*, and *The Inferno* proficiently.
- Able to demonstrate writing and analysis skills in the form of journals, essay questions, and critical essays proficiently.

B

- Able to identify examples of major writers and their work from ancient times to the present with very few errors.
- Able to demonstrate close reading and analytical skills with very few errors.
- Able to examine texts such as *The Iliad*, *The Odyssey*, *The Aeneid*, and *The Inferno*, in terms of the literary/historical periods they represent with very few errors.
- Able to discuss themes, structure, and relationships of major works such as: *The Iliad*, *The Odyssey*, *The Aeneid*, and *The Inferno* with very few errors.
- Able to demonstrate writing and analysis skills in the form of journals, essay questions, and critical essays with very few errors.

C

- Able to identify examples of major writers and their work from ancient times to the present with occasional errors.
- Able to demonstrate close reading and analytical skills with occasional errors.
- Able to examine texts such as *The Iliad*, *The Odyssey*, *The Aeneid*, and *The Inferno*, in terms of the literary/historical periods they represent with occasional errors.
- Able to discuss themes, structure, and relationships of major works such as: *The Iliad*, *The Odyssey*, *The Aeneid*, and *The Inferno* with occasional errors.
- Able to demonstrate writing and analysis skills in the form of journals, essay questions, and critical essays with occasional errors.

D

- Able to identify examples of major writers and their work from ancient times to the present with frequent errors.
- Able to demonstrate close reading and analytical skills with occasional errors.

- Able to examine texts such as *The Iliad*, *The Odyssey*, *The Aeneid*, and *The Inferno*, in terms of the literary/historical periods they represent with frequent errors.
- Able to discuss themes, structure, and relationships of major works such as: *The Iliad*, *The Odyssey*, *The Aeneid*, and *The Inferno* with frequent errors.
- Able to demonstrate writing and analysis skills in the form of journals, essay questions, and critical essays with frequent errors.

F

- Not able to do most of the items mentioned under “D”

Scoring Guide for Grades in English 231

A

- Able to identify examples of major writers of English literature proficiently.
- Able to demonstrate close reading and analytical skills proficiently.
- Able to examine texts such as *Gawain and the Green Knight*, *Jane Eyre*, *As You Like It*, *Life and Loves of a She-Devil*, as well as Shakespeare sonnets, lyric poetry of the 19th century, the short stories of D.H. Lawrence, and contemporary short stories in terms of the literary/historical periods they represent proficiently.
- Able to discuss themes, structure, and relationships of major English works proficiently.
- Able to demonstrate writing and analysis skills in the form of constructed response and critical essays proficiently.

B

- Able to identify examples of major writers of English literature with very few errors.
- Able to demonstrate close reading and analytical skills with very few errors.
- Able to examine texts such as *Gawain and the Green Knight*, *Jane Eyre*, *As You Like It*, *Life and Loves of a She-Devil*, as well as Shakespeare sonnets, lyric poetry of the 19th century, the short stories of D.H. Lawrence, and contemporary short stories in terms of the literary/historical periods they represent with very few errors.
- Able to discuss themes, structure, and relationships of major English works with very few errors.
- Able to demonstrate writing and analysis skills in the form of constructed response and critical essays with very few errors.

C

- Able to identify examples of major writers of English literature with occasional errors.
- Able to demonstrate close reading and analytical skills with occasional errors.
- Able to examine texts such as *Gawain and the Green Knight*, *Jane Eyre*, *As You Like It*, *Life and Loves of a She-Devil*, as well as Shakespeare sonnets, lyric poetry of the 19th century, the short stories of D.H. Lawrence, and contemporary short stories in terms of the literary/historical periods they represent with occasional errors.
- Able to discuss themes, structure, and relationships of major English with occasional errors.
- Able to demonstrate writing and analysis skills in the form of constructed response and critical essays with occasional errors.

D

- Able to identify examples of major writers of English literature with frequent errors.
- Able to demonstrate close reading and analytical skills with frequent errors.
- Able to examine texts such as *Gawain and the Green Knight*, *Jane Eyre*, *As You Like It*, *Life and Loves of a She-Devil*, as well as Shakespeare sonnets, lyric poetry of the 19th

century, the short stories of D.H. Lawrence, and contemporary short stories in terms of the literary/historical periods they represent with frequent errors.

- Able to discuss themes, structure, and relationships of major English with frequent errors.
- Able to demonstrate writing and analysis skills in the form of constructed response and critical essays with frequent errors.

F

- Not able to do most of the items mentioned under “D”

Scoring Guide for Grades in English 232

A

- Able to describe American writers representative of various ethnicities and historical periods along with their major works (examples: Morales, Smith, Bradford, Franklin, Hawthorne, Cahan, Mukherjee, Malamud) proficiently.
- Able to explain the way that American literature both reflects and shapes historical circumstances proficiently.
- Able to demonstrate writing, close reading, and analytical skills proficiently.
- Able to discuss the conventions of major literary genres proficiently.

B

- Able to describe American writers representative of various ethnicities and historical periods along with their major works (examples: Morales, Smith, Bradford, Franklin, Hawthorne, Cahan, Mukherjee, Malamud) with very few errors.
- Able to explain the way that American literature both reflects and shapes historical circumstances with very few errors.
- Able to demonstrate writing, close reading, and analytical skills with very few errors.
- Able to discuss the conventions of major literary genres with very few errors.

C

- Able to describe American writers representative of various ethnicities and historical periods along with their major works (examples: Morales, Smith, Bradford, Franklin, Hawthorne, Cahan, Mukherjee, Malamud) with occasional errors.
- Able to explain the way that American literature both reflects and shapes historical circumstances with occasional errors.
- Able to demonstrate writing, close reading, and analytical skills with occasional errors.
- Able to discuss the conventions of major literary genres with occasional errors.

D

- Able to describe American writers representative of various ethnicities and historical periods along with their major works (examples: Morales, Smith, Bradford, Franklin, Hawthorne, Cahan, Mukherjee, Malamud) with frequent errors.
- Able to explain the way that American literature both reflects and shapes historical circumstances with frequent errors.
- Able to demonstrate writing, close reading, and analytical skills with frequent errors.
- Able to discuss the conventions of major literary genres with frequent errors.

F

- Not able to do most of the items mentioned under “D”

Scoring Guide for Grades in English 467

A

- Able to demonstrate understanding of important issues in reading and writing theory, research, and practice proficiently.

- Able to effectively work with developing writers at age-appropriate levels proficiently.
- Able to develop and practice a range of methodological options for addressing those issues across contexts of reading and writing instruction proficiently.
- Able to create the beginning of a detailed, practical plan for teaching writing in an instructional context, including practical materials for use in the classroom proficiently.
- Able to collect a substantial file of practical resource materials proficiently.
- Able to use technology as a writing and teaching tool proficiently.

B

- Able to demonstrate understanding of important issues in reading and writing theory, research, and practice with very few errors.
- Able to effectively work with developing writers at age-appropriate levels with very few errors.
- Able to develop and practice a range of methodological options for addressing those issues across contexts of reading and writing instruction with very few errors.
- Able to create the beginning of a detailed, practical plan for teaching writing in an instructional context, including practical materials for use in the classroom with very few errors.
- Able to collect a substantial file of practical resource materials with very few errors.
- Able to use technology as a writing and teaching tool with very few errors.

C

- Able to demonstrate understanding of important issues in reading and writing theory, research, and practice with occasional errors.
- Able to effectively work with developing writers at age-appropriate levels with occasional errors.
- Able to develop and practice a range of methodological options for addressing those issues across contexts of reading and writing instruction with occasional errors.
- Able to create the beginning of a detailed, practical plan for teaching writing in an instructional context, including practical materials for use in the classroom with occasional errors.
- Able to collect a substantial file of practical resource materials with occasional errors.
- Able to use technology as a writing and teaching tool with occasional errors.

D

- Able to demonstrate understanding of important issues in reading and writing theory, research, and practice with frequent errors.
- Able to effectively work with developing writers at age-appropriate levels with frequent errors.
- Able to develop and practice a range of methodological options for addressing those issues across contexts of reading and writing instruction with frequent errors.
- Able to create the beginning of a detailed, practical plan for teaching writing in an instructional context, including practical materials for use in the classroom with frequent errors.

- Able to collect a substantial file of practical resource materials with frequent errors.
- Able to use technology as a writing and teaching tool with frequent errors.

F

- Not able to do most of the items mentioned under “D”

MATHEMATICS FOCUS

Scoring Guide for Grades in Math 367

A

- Able to determine the truth-value of a statement proficiently.
- Able to express statements in symbolic form proficiently.
- Able to express symbolic statements as English sentences proficiently.
- Able to write simple truth tables for compound statements proficiently.
- Able to write the various forms of conditional statements proficiently.
- Able to determine if two statements are equivalent proficiently.
- Able to show the equivalence of a statement and its contrapositive proficiently.
- Able to use truth tables to determine equivalence proficiently.
- Able to negate a statement proficiently.
- Able to identify sets and subsets proficiently.
- Able to determine the equivalence of sets proficiently.
- Able to find complements of sets proficiently.
- Able to find unions and intersections of sets proficiently.
- Able to solve problems using Venn diagrams proficiently.
- Able to use Venn diagrams to determine the validity of arguments proficiently.
- Able to write an argument in symbolic form proficiently.
- Able to draw a valid conclusion from given statements proficiently.
- Able to test the validity of an argument proficiently.
- Able to identify the “personalities” of fractions proficiently.
- Able to represent and recognize fractional parts with objects and diagrams proficiently.
- Able to find equivalent fractions proficiently.
- Able to explain the meaning of the four basic operations with fractions proficiently.
- Able to explain the relationship between numbers written in fractional form and numbers written in decimal form proficiently.
- Able to change fractions to decimals and decimals to fractions proficiently.
- Able to write decimal numbers in expanded notation proficiently.
- Able to add, subtract, multiply, and divide decimal numbers and fractions proficiently.
- Able to explain the common algorithms for operations on decimal numbers and fractions proficiently.
- Able to create a visual representation for percents proficiently.
- Able to describe the relationship between fractions, decimals, and percents proficiently.
- Able to compare and order fractions, decimals, and percents proficiently.
- Able to solve problems involving percents proficiently.
- Able to identify and solve problems using unit rates proficiently.
- Able to define “the golden ratio” and give examples of its use proficiently.
- Able to determine the ratios associated with given problems proficiently.
- Able to use dimensional analysis to exchange units for a given rate proficiently.
- Able to define the term “proportion” proficiently.

- Able to relate direct proportionality with a particular linear relationship proficiently.
- Able to solve problems involving proportional reasoning proficiently.
- Able to recognize and extend patterns proficiently.
- Able to make rules for extending patterns proficiently.
- Able to use patterns to solve applied problems proficiently.
- Able to define the term “variable” and recognize its usage proficiently.
- Able to explain the concept of equations as a balance of two quantities proficiently.
- Able to solve equations using the properties of equality proficiently.
- Able to use counting, manipulatives, and/or drawings to represent, explain and solve problems proficiently.
- Able to model physical, social, and purely quantitative phenomenon proficiently.
- Able to use the coordinate system, tables of values, and graphing to represent mathematical situations proficiently.
- Able to interpret graphical representations proficiently.
- Able to write number sentences too represent quantitative statements proficiently.
- Able to problem-solve using a variety of representative tools proficiently.
- Able to simplify algebraic expressions proficiently.
- Able to solve quadratic equations using the square root property proficiently.
- Able to use the Pythagorean Theorem to solve problems proficiently.
- Able to solve linear inequalities proficiently.
- Able to explain and use the average rate of change in problems proficiently.
- Able to calculate the slope of a line proficiently.
- Able to solve problems involving exponential growth and decay proficiently.
- Able to explain the difference between linear and exponential growth or decay proficiently.
- Able to discuss and apply Polya’s problem solving process proficiently.
- Able to solve a variety of non-routine problems proficiently.
- Able to describe effective teaching practices based on field experiences in a middle-level mathematics classroom proficiently.
- Able to implement effective mathematics strategies during direct contact with students in a middle-level mathematics classroom proficiently.

B

- Able to determine the truth-value of a statement with very few errors.
- Able to express statements in symbolic form with very few errors.
- Able to express symbolic statements as English sentences with very few errors.
- Able to write simple truth tables for compound statements with very few errors.
- Able to write the various forms of conditional statements with very few errors.
- Able to determine if two statements are equivalent with very few errors.
- Able to show the equivalence of a statement and its contrapositive with very few errors.
- Able to use truth tables to determine equivalence with very few errors.
- Able to negate a statement with very few errors.
- Able to identify sets and subsets with very few errors.
- Able to determine the equivalence of sets with very few errors.
- Able to find complements of sets with very few errors.
- Able to find unions and intersections of sets with very few errors.
- Able to solve problems using Venn diagrams with very few errors.
- Able to use Venn diagrams to determine the validity of arguments with very few errors.

- Able to write an argument in symbolic form with very few errors.
- Able to draw a valid conclusion from given statements with very few errors.
- Able to test the validity of an argument with very few errors.
- Able to identify the “personalities” of fractions with very few errors.
- Able to represent and recognize fractional parts with objects and diagrams with very few errors.
- Able to find equivalent fractions with very few errors.
- Able to explain the meaning of the four basic operations with fractions with very few errors.
- Able to explain the relationship between numbers written in fractional form and numbers written in decimal form with very few errors.
- Able to change fractions to decimals and decimals to fractions with very few errors.
- Able to write decimal numbers in expanded notation with very few errors.
- Able to add, subtract, multiply, and divide decimal numbers and fractions with very few errors.
- Able to explain the common algorithms for operations on decimal numbers and fractions with very few errors.
- Able to create a visual representation for percents with very few errors.
- Able to describe the relationship between fractions, decimals, and percents with very few errors.
- Able to compare and order fractions, decimals, and percents with very few errors.
- Able to solve problems involving percents with very few errors.
- Able to identify and solve problems using unit rates with very few errors.
- Able to define “the golden ratio” and give examples of its use with very few errors.
- Able to determine the ratios associated with given problems with very few errors.
- Able to use dimensional analysis to exchange units for a given rate with very few errors.
- Able to define the term “proportion” with very few errors.
- Able to relate direct proportionality with a particular linear relationship with very few errors.
- Able to solve problems involving proportional reasoning with very few errors.
- Able to recognize and extend patterns with very few errors.
- Able to make rules for extending patterns with very few errors.
- Able to use patterns to solve applied problems with very few errors.
- Able to define the term “variable” and recognize its usage with very few errors.
- Able to explain the concept of equations as a balance of two quantities with very few errors.
- Able to solve equations using the properties of equality with very few errors.
- Able to use counting, manipulatives, and/or drawings to represent, explain and solve problems with very few errors.
- Able to model physical, social, and purely quantitative phenomenon with very few errors.
- Able to use the coordinate system, tables of values, and graphing to represent mathematical situations with very few errors.
- Able to interpret graphical representations with very few errors.
- Able to write number sentences too represent quantitative statements with very few errors.
- Able to problem-solve using a variety of representative tools with very few errors.
- Able to simplify algebraic expressions with very few errors.

- Able to solve quadratic equations using the square root property with very few errors.
- Able to use the Pythagorean Theorem to solve problems with very few errors.
- Able to solve linear inequalities with very few errors.
- Able to explain and use the average rate of change in problems with very few errors.
- Able to calculate the slope of a line with very few errors.
- Able to solve problems involving exponential growth and decay with very few errors.
- Able to explain the difference between linear and exponential growth or decay with very few errors.
- Able to discuss and apply Polya's problem solving process with very few errors.
- Able to solve a variety of non-routine problems with very few errors.
- Able to describe effective teaching practices based on field experiences in a middle-level mathematics classroom with very few errors.
- Able to implement effective mathematics strategies during direct contact with students in a middle-level mathematics classroom with very few errors.

C

- Able to determine the truth-value of a statement with occasional errors.
- Able to express statements in symbolic form with occasional errors.
- Able to express symbolic statements as English sentences with occasional errors.
- Able to write simple truth tables for compound statements with occasional errors.
- Able to write the various forms of conditional statements with occasional errors.
- Able to determine if two statements are equivalent with occasional errors.
- Able to show the equivalence of a statement and its contrapositive with occasional errors.
- Able to use truth tables to determine equivalence with occasional errors.
- Able to negate a statement with occasional errors.
- Able to identify sets and subsets with occasional errors.
- Able to determine the equivalence of sets with occasional errors.
- Able to find complements of sets with occasional errors.
- Able to find unions and intersections of sets with occasional errors.
- Able to solve problems using Venn diagrams with occasional errors.
- Able to use Venn diagrams to determine the validity of arguments with occasional errors.
- Able to write an argument in symbolic form with occasional errors.
- Able to draw a valid conclusion from given statements with occasional errors.
- Able to test the validity of an argument with occasional errors.
- Able to identify the "personalities" of fractions with occasional errors.
- Able to represent and recognize fractional parts with objects and diagrams with occasional errors.
- Able to find equivalent fractions with occasional errors.
- Able to explain the meaning of the four basic operations with fractions with occasional errors.
- Able to explain the relationship between numbers written in fractional form and numbers written in decimal form with occasional errors.
- Able to change fractions to decimals and decimals to fractions with occasional errors.
- Able to write decimal numbers in expanded notation with occasional errors.
- Able to add, subtract, multiply, and divide decimal numbers and fractions with occasional errors.
- Able to explain the common algorithms for operations on decimal numbers and fractions with occasional errors.

- Able to create a visual representation for percents with occasional errors.
- Able to describe the relationship between fractions, decimals, and percents with occasional errors.
- Able to compare and order fractions, decimals, and percents with occasional errors.
- Able to solve problems involving percents with occasional errors.
- Able to identify and solve problems using unit rates with occasional errors.
- Able to define “the golden ratio” and give examples of its use with occasional errors.
- Able to determine the ratios associated with given problems with occasional errors.
- Able to use dimensional analysis to exchange units for a given rate with occasional errors.
- Able to define the term “proportion” with occasional errors.
- Able to relate direct proportionality with a particular linear relationship with occasional errors.
- Able to solve problems involving proportional reasoning with occasional errors.
- Able to recognize and extend patterns with occasional errors.
- Able to make rules for extending patterns with occasional errors.
- Able to use patterns to solve applied problems with occasional errors.
- Able to define the term “variable” and recognize its usage with occasional errors.
- Able to explain the concept of equations as a balance of two quantities with occasional errors.
- Able to solve equations using the properties of equality with occasional errors.
- Able to use counting, manipulatives, and/or drawings to represent, explain and solve problems with occasional errors.
- Able to model physical, social, and purely quantitative phenomenon with occasional errors.
- Able to use the coordinate system, tables of values, and graphing to represent mathematical situations with occasional errors.
- Able to interpret graphical representations with occasional errors.
- Able to write number sentences too represent quantitative statements with occasional errors.
- Able to problem-solve using a variety of representative tools with occasional errors.
- Able to simplify algebraic expressions with occasional errors.
- Able to solve quadratic equations using the square root property with occasional errors.
- Able to use the Pythagorean Theorem to solve problems with occasional errors.
- Able to solve linear inequalities with occasional errors.
- Able to explain and use the average rate of change in problems with occasional errors.
- Able to calculate the slope of a line with occasional errors.
- Able to solve problems involving exponential growth and decay with occasional errors.
- Able to explain the difference between linear and exponential growth or decay with occasional errors.
- Able to discuss and apply Polya’s problem solving process with occasional errors.
- Able to solve a variety of non-routine problems with occasional errors.
- Able to describe effective teaching practices based on field experiences in a middle-level mathematics classroom with occasional errors.
- Able to implement effective mathematics strategies during direct contact with students in a middle-level mathematics classroom with occasional errors.

- Able to determine the truth-value of a statement with frequent errors.
- Able to express statements in symbolic form with frequent errors.
- Able to express symbolic statements as English sentences with frequent errors.
- Able to write simple truth tables for compound statements with frequent errors.
- Able to write the various forms of conditional statements with frequent errors.
- Able to determine if two statements are equivalent with frequent errors.
- Able to show the equivalence of a statement and its contrapositive with frequent errors.
- Able to use truth tables to determine equivalence with frequent errors.
- Able to negate a statement with frequent errors.
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- Able to find complements of sets with frequent errors.
- Able to find unions and intersections of sets with frequent errors.
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- Able to use Venn diagrams to determine the validity of arguments with frequent errors.
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- Able to draw a valid conclusion from given statements with frequent errors.
- Able to test the validity of an argument with frequent errors..
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- Able to represent and recognize fractional parts with objects and diagrams with frequent errors.
- Able to find equivalent fractions with frequent errors.
- Able to explain the meaning of the four basic operations with fractions with frequent errors.
- Able to explain the relationship between numbers written in fractional form and numbers written in decimal form with frequent errors.
- Able to change fractions to decimals and decimals to fractions with frequent errors.
- Able to write decimal numbers in expanded notation with frequent errors.
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- Able to explain the common algorithms for operations on decimal numbers and fractions with frequent errors.
- Able to create a visual representation for percents with frequent errors.
- Able to describe the relationship between fractions, decimals, and percents with frequent errors.
- Able to compare and order fractions, decimals, and percents with frequent errors.
- Able to solve problems involving percents with frequent errors.
- Able to identify and solve problems using unit rates with frequent errors.
- Able to define “the golden ratio” and give examples of its use with frequent errors.
- Able to determine the ratios associated with given problems with frequent errors..
- Able to use dimensional analysis to exchange units for a given rate with frequent errors.
- Able to define the term “proportion” with frequent errors.
- Able to relate direct proportionality with a particular linear relationship with frequent errors.
- Able to solve problems involving proportional reasoning with frequent errors.
- Able to recognize and extend patterns with frequent errors.
- Able to make rules for extending patterns with frequent errors.

- Able to use patterns to solve applied problems with frequent errors.
- Able to define the term “variable” and recognize its usage with frequent errors.
- Able to explain the concept of equations as a balance of two quantities with frequent errors.
- Able to solve equations using the properties of equality with frequent errors.
- Able to use counting, manipulatives, and/or drawings to represent, explain and solve problems with frequent errors.
- Able to model physical, social, and purely quantitative phenomenon with frequent errors.
- Able to use the coordinate system, tables of values, and graphing to represent mathematical situations with frequent errors.
- Able to interpret graphical representations with frequent errors.
- Able to write number sentences to represent quantitative statements with frequent errors.
- Able to problem-solve using a variety of representative tools with frequent errors.
- Able to simplify algebraic expressions with frequent errors.
- Able to solve quadratic equations using the square root property with frequent errors.
- Able to use the Pythagorean Theorem to solve problems with frequent errors.
- Able to solve linear inequalities with frequent errors.
- Able to explain and use the average rate of change in problems with frequent errors.
- Able to calculate the slope of a line with frequent errors.
- Able to solve problems involving exponential growth and decay with frequent errors.
- Able to explain the difference between linear and exponential growth or decay with frequent errors.
- Able to discuss and apply Polya’s problem solving process with frequent errors.
- Able to solve a variety of non-routine problems with frequent errors.
- Able to describe effective teaching practices based on field experiences in a middle-level mathematics classroom with frequent errors.
- Able to implement effective mathematics strategies during direct contact with students in a middle-level mathematics classroom with frequent errors.

F

- Not able to do most of the items mentioned under “D”

Scoring Guide for Grades in Math 467

A

- Able to represent functions in a variety of ways: graphical, numerical, analytical or verbal and describe their connections proficiently.
- Able to distinguish between discrete and continuous behaviors proficiently.
- Able to discuss the concept of limit and its development proficiently.
- Able to find simple limits proficiently.
- Able to solve problems involving rates of change proficiently.
- Able to describe the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of a rate of change, and be able to use integrals to solve a variety of problems proficiently.
- Able to describe the relationship between the derivative and the definite integral as expressed in both parts of the fundamental Theorem of Calculus proficiently.
- Able to use technology to reinforce relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results proficiently.

- Able to discuss the history and development of Calculus as a coherent body of knowledge and as a human accomplishment proficiently.
- Able to identify characteristics of learning styles, cooperative learning, and constructivist theory as it pertains to learning mathematics proficiently.

B

- Able to represent functions in a variety of ways: graphical, numerical, analytical or verbal and describe their connections with very few errors.
- Able to distinguish between discrete and continuous behaviors with very few errors.
- Able to discuss the concept of limit and its development with very few errors.
- Able to find simple limits with very few errors.
- Able to solve problems involving rates of change with very few errors.
- Able to describe the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of a rate of change, and be able to use integrals to solve a variety of problems with very few errors.
- Able to describe the relationship between the derivative and the definite integral as expressed in both parts of the fundamental Theorem of Calculus with very few errors.
- Able to use technology to reinforce relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results with very few errors.
- Able to discuss the history and development of Calculus as a coherent body of knowledge and as a human accomplishment with very few errors.
- Able to identify characteristics of learning styles, cooperative learning, and constructivist theory as it pertains to learning mathematics with very few errors.

C

- Able to represent functions in a variety of ways: graphical, numerical, analytical or verbal and describe their connections with occasional errors.
- Able to distinguish between discrete and continuous behaviors with occasional errors.
- Able to discuss the concept of limit and its development with occasional errors.
- Able to find simple limits with occasional errors.
- Able to solve problems involving rates of change with occasional errors.
- Able to describe the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of a rate of change, and be able to use integrals to solve a variety of problems with occasional errors.
- Able to describe the relationship between the derivative and the definite integral as expressed in both parts of the fundamental Theorem of Calculus with occasional errors.
- Able to use technology to reinforce relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results with occasional errors.
- Able to discuss the history and development of Calculus as a coherent body of knowledge and as a human accomplishment with occasional errors.
- Able to identify characteristics of learning styles, cooperative learning, and constructivist theory as it pertains to learning mathematics with occasional errors.

D

- Able to represent functions in a variety of ways: graphical, numerical, analytical or verbal and describe their connections with frequent errors.
- Able to distinguish between discrete and continuous behaviors with frequent errors.
- Able to discuss the concept of limit and its development with occasional errors.
- Able to find simple limits with frequent errors.

- Able to solve problems involving rates of change with frequent errors.
- Able to describe the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of a rate of change, and be able to use integrals to solve a variety of problems with frequent errors.
- Able to describe the relationship between the derivative and the definite integral as expressed in both parts of the fundamental Theorem of Calculus with frequent errors.
- Able to use technology to reinforce relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results with frequent errors.
- Able to discuss the history and development of Calculus as a coherent body of knowledge and as a human accomplishment with frequent errors.
- Able to identify characteristics of learning styles, cooperative learning, and constructivist theory as it pertains to learning mathematics with frequent errors.

F

- Not able to do most of the items mentioned under “D”

SOCIAL STUDIES FOCUS

Scoring Guide for Grades in History 101

A

- Able to describe the form and function of early states at a level of excellent.
- Able to analyze the roles of class and gender in social and political organization in Ancient Near East, Ancient Greece, the Ancient Roman World, and the Middle Ages at a level of excellent.
- Able to discuss the place of religion in society and its effect on politics and culture in the ancient world at a level of excellent.
- Able to demonstrate analytical and writing skills at a level of excellent.

B

- Able to describe the form and function of early states at a level of good.
- Able to analyze the roles of class and gender in social and political organization in Ancient Near East, Ancient Greece, the Ancient Roman World, and the Middle Ages at a level of good.
- Able to discuss the place of religion in society and its effect on politics and culture in the ancient world at a level of good.
- Able to demonstrate analytical and writing skills at a level of good.

C

- Able to describe the form and function of early states at a level of average.
- Able to analyze the roles of class and gender in social and political organization in Ancient Near East, Ancient Greece, the Ancient Roman World, and the Middle Ages at a level of average.
- Able to discuss the place of religion in society and its effect on politics and culture in the ancient world at a level of average.
- Able to demonstrate analytical and writing skills at a level of average.

D

- Able to describe the form and function of early states at a level of below average.
- Able to analyze the roles of class and gender in social and political organization in Ancient Near East, Ancient Greece, the Ancient Roman World, and the Middle Ages at a level of below average.

- Able to discuss the place of religion in society and its effect on politics and culture in the ancient world at a level of below average.
- Able to demonstrate analytical and writing skills at a level of below average.

F

- Not able to do most of the items mentioned under “D”

Scoring Guide for Grades in History 201

A

- Able to describe prominent persons and major events in American history from the colonial period until Civil War reconstruction at a level of excellent.
- Able to identify key geographical areas from the colonial period until Civil War reconstruction on a map at a level of excellent.
- Able to describe the various factors that contributed to the creation of the United States at a level of excellent.
- Interpret the forces and events that led to the American Revolution and the Civil War at a level of excellent.
- Able to evaluate the causes and results of the Post Civil War Reconstruction Plans at a level of excellent.
- Able to determine the political, economic, environmental, and cultural influences that shaped and defined early American values at a level of excellent.
- Able to critically evaluate the interpretations of American history during the colonial period, the Revolution and Early National period, the Age of Compromise the Civil and Reconstruction at a level of excellent.
- Able to analyze the role of diversity in the formation of political movements, regional cultures, economic developments, institutions and daily life at a level of excellent.
- Able to demonstrate analytical and writing skills at a level of excellent.

B

- Able to describe prominent persons and major events in American history from the colonial period until Civil War reconstruction at a level of good.
- Able to identify key geographical areas from the colonial period until Civil War reconstruction on a map at a level of good.
- Able to describe the various factors that contributed to the creation of the United States at a level of good.
- Able to interpret the forces and events that led to the American Revolution and the Civil War at a level of good.
- Able to evaluate the causes and results of the Post Civil War Reconstruction Plans at a level of good.
- Able to determine the political, economic, environmental, and cultural influences that shaped and defined early American values at a level of good.
- Able to critically evaluate the interpretations of American history during the colonial period, the Revolution and Early National period, the Age of Compromise the Civil and Reconstruction at a level of good.
- Able to analyze the role of diversity in the formation of political movements, regional cultures, economic developments, institutions and daily life at a level of good.
- Able to demonstrate analytical and writing skills at a level of good.

C

- Able to describe prominent persons and major events in American history from the colonial period until Civil War reconstruction at a level of average.
- Able to identify key geographical areas from the colonial period until Civil War reconstruction on a map at a level of average.
- Able to describe the various factors that contributed to the creation of the United States at a level of average.
- Able to interpret the forces and events that led to the American Revolution and the Civil War at a level of average.
- Able to evaluate the causes and results of the Post Civil War Reconstruction Plans at a level of average.
- Able to determine the political, economic, environmental, and cultural influences that shaped and defined early American values at a level of average.
- Able to critically evaluate the interpretations of American history during the colonial period, the Revolution and Early National period, the Age of Compromise the Civil and Reconstruction at a level of average.
- Able to analyze the role of diversity in the formation of political movements, regional cultures, economic developments, institutions and daily life at a level of average.
- Able to demonstrate analytical and writing skills at a level of average.

D

- Able to describe prominent persons and major events in American history from the colonial period until Civil War reconstruction at a level of below average.
- Able to identify key geographical areas from the colonial period until Civil War reconstruction on a map at a level of below average.
- Able to describe the various factors that contributed to the creation of the United States at a level of below average.
- Able to interpret the forces and events that led to the American Revolution and the Civil War at a level of below average.
- Able to evaluate the causes and results of the Post Civil War Reconstruction Plans at a level of below average.
- Able to determine the political, economic, environmental, and cultural influences that shaped and defined early American values at a level of below average.
- Able to critically evaluate the interpretations of American history during the colonial period, the Revolution and Early National period, the Age of Compromise the Civil and Reconstruction at a level of below average.
- Able to analyze the role of diversity in the formation of political movements, regional cultures, economic developments, institutions and daily life at a level of below average.
- Able to demonstrate analytical and writing skills at a level of below average.

F

- Not able to do most of the items mentioned under “D”

Scoring Guide for Grades in History 321

A

- Able to describe the diverse cultures, events, and peoples that have shaped the history of the state of Louisiana at a level of excellent.
- Able to explain various aspects of the political, social and cultural history of Louisiana at a level of excellent.
- Able to connect the flow of events in Louisiana’s past at a level of excellent.

- Able to analyze how events have affected the past and present situation in the state of Louisiana at a level of excellent.
- Able to demonstrate analytical and writing skills at a level of excellent.

B

- Able to describe the diverse cultures, events, and peoples that have shaped the history of the state of Louisiana at a level of good.
- Able to explain various aspects of the political, social and cultural history of Louisiana at a level of good.
- Able to connect the flow of events in Louisiana’s past at a level of good.
- Able to analyze how events have affected the past and present situation in the state of Louisiana at a level of good.
- Able to demonstrate analytical and writing skills at a level of good.

C

- Able to describe the diverse cultures, events, and peoples that have shaped the history of the state of Louisiana at a level of average.
- Able to explain various aspects of the political, social and cultural history of Louisiana at a level of average.
- Able to connect the flow of events in Louisiana’s past at a level of average.
- Able to analyze how events have affected the past and present situation in the state of Louisiana at a level of average.
- Able to demonstrate analytical and writing skills at a level of average.

D

- Able to describe the diverse cultures, events, and peoples that have shaped the history of the state of Louisiana at a level of below average.
- Able to explain various aspects of the political, social and cultural history of Louisiana at a level of below average.
- Able to connect the flow of events in Louisiana’s past at a level of below average.
- Able to analyze how events have affected the past and present situation in the state of Louisiana at a level of below average.
- Able to demonstrate analytical and writing skills at a level of below average.

F

- Not able to do most of the items mentioned under “D”

Scoring Guide for Grades in History 322

A

- Able to demonstrate the research and presentation skills necessary to effectively teach Louisiana History to the middle-level learner at a level of excellent.

B

- Able to demonstrate the research and presentation skills necessary to effectively teach Louisiana History to the middle-level learner at a level of good.

C

- Able to demonstrate the research and presentation skills necessary to effectively teach Louisiana History to the middle-level learner at a level of average.

D

- Able to demonstrate the research and presentation skills necessary to effectively teach Louisiana History to the middle-level learner at a level of below average.

F

- Not able to do the item at the level mentioned under “D”

SCIENCE FOCUS

Scoring Guide for Grades in Chemistry 106

A

- Able to use the scientific method proficiently.
- Able to use science process skills in problem-solving proficiently.
- Able to use the metric system of measurement proficiently.
- Able to convert temperature proficiently.
- Able to use the periodic table proficiently.
- Able to describe the following concepts proficiently:
 - compounds, mass, matter, density, structure of an atom, reactions, electromagnetic radiation, half-life, radioisotopes, nuclear fission and nuclear fusion, engines, motors, refrigeration, ozone depletion, nuclear energy, polarity, intermolecular forces, basic inorganic and organic nomenclature.
- Able to apply the following concepts proficiently:
 - Dalton’s atomic hypothesis, Bohr’s Theory, Heisenberg uncertainty principle, transformers circuits, equilibrium, conservation laws, the laws of thermodynamics, the combustion process, the Kinetic Molecular Theory of Gases, Dalton’s Law of Partial Pressures.
- Able to explain electric power distribution proficiently.
- Able to solve chemical equation proficiently.
- Able to collect accurate references that explain: Series and parallel electrical circuits, Electromagnets, Direct current and alternating current, Direct current electric motors, Alternators and generators, Transformers, Rectifiers, Internal combustion engines (gasoline and diesel), and Mechanical refrigeration and air-conditioning proficiently

B

- Able to use the scientific method with very few errors.
- Able to use science process skills in problem-solving with very few errors.
- Able to use the metric system of measurement with very few errors.
- Able to convert temperature with very few errors.
- Able to use the periodic table with very few errors.
- Able to describe the following concepts with very few errors:
 - compounds, mass, matter, density, structure of an atom, reactions, electromagnetic radiation, half-life, radioisotopes, nuclear fission and nuclear fusion, engines, motors, refrigeration, ozone depletion, nuclear energy, polarity, intermolecular forces, basic inorganic and organic nomenclature.
- Able to apply the following concepts with very few errors:
 - Dalton’s atomic hypothesis, Bohr’s Theory, Heisenberg uncertainty principle, transformers circuits, equilibrium, conservation laws, the laws of thermodynamics, the combustion process, the Kinetic Molecular Theory of Gases, Dalton’s Law of Partial Pressures.
- Able to explain electric power distribution with very few errors.
- Able to solve chemical equation with very few errors.
- Able to collect accurate references that explain: Series and parallel electrical circuits, Electromagnets, Direct current and alternating current, Direct current electric motors, Alternators and generators, Transformers, Rectifiers, Internal combustion engines

(gasoline and diesel), and Mechanical refrigeration and air-conditioning with very few errors.

C

- Able to use the scientific method with occasional errors.
- Able to use science process skills in problem-solving with occasional errors.
- Able to use the metric system of measurement with occasional errors.
- Able to convert temperature with occasional errors.
- Able to use the periodic table with occasional errors.
- Able to describe the following concepts with occasional errors:
 - compounds, mass, matter, density, structure of an atom, reactions, electromagnetic radiation, half-life, radioisotopes, nuclear fission and nuclear fusion, engines, motors, refrigeration, ozone depletion, nuclear energy, polarity, intermolecular forces, basic inorganic and organic nomenclature.
- Able to apply the following concepts with occasional errors:
 - Dalton's atomic hypothesis, Bohr's Theory, Heisenberg uncertainty principle, transformers circuits, equilibrium, conservation laws, the laws of thermodynamics, the combustion process, the Kinetic Molecular Theory of Gases, Dalton's Law of Partial Pressures.
- Able to explain electric power distribution with occasional errors.
- Able to solve chemical equation with occasional errors.
- Able to collect accurate references that explain: Series and parallel electrical circuits, Electromagnets, Direct current and alternating current, Direct current electric motors, Alternators and generators, Transformers, Rectifiers, Internal combustion engines (gasoline and diesel), and Mechanical refrigeration and air-conditioning with occasional errors.

D

- Able to use the scientific method with frequent errors.
- Able to use science process skills in problem-solving with frequent errors.
- Able to use the metric system of measurement with frequent errors.
- Able to convert temperature with frequent errors.
- Able to use the periodic table with frequent errors.
- Able to describe the following concepts with frequent errors:
 - compounds, mass, matter, density, structure of an atom, reactions, electromagnetic radiation, half-life, radioisotopes, nuclear fission and nuclear fusion, engines, motors, refrigeration, ozone depletion, nuclear energy, polarity, intermolecular forces, basic inorganic and organic nomenclature.
- Able to apply the following concepts with frequent errors:
 - Dalton's atomic hypothesis, Bohr's Theory, Heisenberg uncertainty principle, transformers circuits, equilibrium, conservation laws, the laws of thermodynamics, the combustion process, the Kinetic Molecular Theory of Gases, Dalton's Law of Partial Pressures.
- Able to explain electric power distribution with frequent errors.
- Able to solve chemical equation with frequent errors.
- Able to collect accurate references that explain: Series and parallel electrical circuits, Electromagnets, Direct current and alternating current, Direct current electric motors, Alternators and generators, Transformers, Rectifiers, Internal combustion engines (gasoline and diesel), and Mechanical refrigeration and air-conditioning with frequent errors.

F

- Not able to do most of the items mentioned under “D”

Scoring Guide for Grades in Earth Science 102

A

- Able to explain and apply the scientific method proficiently.
- Able to collect, analyze, classify, and communicate information proficiently.
- Able to describe the basis for mineral and rock identification proficiently.
- Able to describe the structure and composition of the earth’s surface, subsurface, and deep interior proficiently.
- Able to explain processes that alter the observed structure of the earth:
ex. rock transformation, erosion, mountain building, plate tectonics, earthquakes, volcanism, and seafloor spreading.
- Able to interpret simple graphs and diagrams proficiently
- Able to read a topographic map proficiently.
- Able to describe the structure and composition of the atmosphere proficiently.
- Able to describe the major factors and processes resulting in the variation of the earth's weather and climate patterns proficiently.
- Able to interpret simple weather data proficiently.
- Able to analyze the interrelationships among processes of the Earth’s interior, surface, oceans, and atmosphere proficiently.
- Able to discuss how our earth is constantly changing and the impact humans have on its transformation proficiently.

B

- Able to explain and apply the scientific method with very few errors.
- Able to collect, analyze, classify, and communicate information with very few errors.
- Able to describe the basis for mineral and rock identification with very few errors.
- Able to describe the structure and composition of the earth’s surface, subsurface, and deep interior with very few errors.
- Able to explain processes that alter the observed structure of the earth with very few errors: ex. rock transformation, erosion, mountain building, plate tectonics, earthquakes, volcanism, and seafloor spreading.
- Able to interpret simple graphs and diagrams with very few errors.
- Able to read a topographic map with very few errors.
- Able to describe the structure and composition of the atmosphere with very few errors.
- Able to describe the major factors and processes resulting in the variation of the earth's weather and climate patterns with very few errors.
- Able to interpret simple weather data with very few errors.
- Able to analyze the interrelationships among processes of the Earth’s interior, surface, oceans, and atmosphere with very few errors.
- Able to discuss how our earth is constantly changing and the impact humans have on its transformation with very few errors.

C

- Able to explain and apply the scientific method with occasional errors.
- Able to collect, analyze, classify, and communicate information with occasional errors.
- Able to describe the basis for mineral and rock identification with occasional errors.
- Able to describe the structure and composition of the earth’s surface, subsurface, and deep interior with occasional errors.

- Able to explain processes that alter the observed structure of the earth with occasional errors: ex. rock transformation, erosion, mountain building, plate tectonics, earthquakes, volcanism, and seafloor spreading.
- Able to interpret simple graphs and diagrams with occasional errors.
- Able to read a topographic map with occasional errors.
- Able to describe the structure and composition of the atmosphere with occasional errors.
- Able to describe the major factors and processes resulting in the variation of the earth's weather and climate patterns with occasional errors.
- Able to interpret simple weather data with occasional errors.
- Able to analyze the interrelationships among processes of the Earth's interior, surface, oceans, and atmosphere with occasional errors.
- Able to discuss how our earth is constantly changing and the impact humans have on its transformation with occasional errors.

D

- Able to explain and apply the scientific method with frequent errors.
- Able to collect, analyze, classify, and communicate information with frequent errors.
- Able to describe the basis for mineral and rock identification with frequent errors.
- Able to describe the structure and composition of the earth's surface, subsurface, and deep interior with frequent errors.
- Able to explain processes that alter the observed structure of the earth with frequent errors: ex. rock transformation, erosion, mountain building, plate tectonics, earthquakes, volcanism, and seafloor spreading.
- Able to interpret simple graphs and diagrams with frequent errors.
- Able to read a topographic map with frequent errors.
- Able to describe the structure and composition of the atmosphere with frequent errors.
- Able to describe the major factors and processes resulting in the variation of the earth's weather and climate patterns with frequent errors.
- Able to interpret simple weather data with frequent errors.
- Able to analyze the interrelationships among processes of the Earth's interior, surface, oceans, and atmosphere with frequent errors.
- Able to discuss how our earth is constantly changing and the impact humans have on its transformation with frequent errors.

F

- Not able to do most of the items mentioned under "D"

ATTACHMENT C
Assessment 2
Final Grades in Two Content Focus Areas

Table 1 Grades in Selected Content Focus Areas for Program Completers in Fall 2006

REQUIRED CONTENT FOCUS AREAS GRADES FALL 2006 PROGRAM COMPLETERS				
	Math 367	Math 467	Chemistry 106	Earth Science 102
Candidate 1 Math and Science	A	B	B	C
Candidate 2 Math and Science	A	A	C	A
Candidate 3 Math and Science	A	A	A	A

Table 2 Grades in Selected Content Focus Areas for Program Completers in Spring 2006

REQUIRED CONTENT FOCUS AREAS GRADES SPRING 2006 PROGRAM COMPLETERS									
	English 232	English 467	Math 367	Math 467	History 101	History 321	History 322	Chemistry 106	Earth Science 102
Candidate 1 (All content areas)	A	B	A	A	A	A	A	A	A
Candidate 2 (Math and Science)	---	---	A	A	---	---	---	A	A

Assessment 3 Narrative Lesson Plan Rubric

Assessment of Candidates Ability to Plan Instruction

1. A brief description of the assessment and its use in the program

The lesson plan rubric is primarily an assessment of candidates' ability to plan an effective lesson addressing the middle level curriculum. Candidates are rated in 10 different areas as shown in the chart in Part 2. This formal evaluation is completed by the course instructor during the semester the candidate is enrolled in EDUC 307: Instructional Planning & Assessment and both the lesson plan and evaluation are included as part of a candidate's Introductory Level Portfolio. Candidates at this level are provided instruction in the construction of effective middle level lesson plans and are assessed using the described instrument to provide evidence of lesson planning skills before implementing them in beginning methods classes. Before candidates prepare the lesson plan, a content paper is constructed in which the candidate must research a middle level curriculum topic using a variety of accepted research/resource documents. Candidates collaborate with "teaching partners" in the appreciation and collaborations of realistic middle level teaching environments. Once the paper has been critiqued and approved by the instructor, the candidate then constructs appropriate instruction and assessment based on state comprehensive curriculum for middle levels. The lesson plan is then submitted for instructor assessment using this instrument. Descriptions for indicators are shown in Attachment A to illustrate the context through which the rubric is viewed by assessors, specific to candidates in the Middle School Education Program enrolled in the course.

2. Description of Alignment with NMSA standards

Assessment 3: Lesson Plan Rubric Components	Specific NMSA SPA Standards Addressed By Assessment
Objectives	NMSA St 1 K 1,2 D 2,3,4,6,7 P 2,3,4,10; NMSA St 2 D 2,3 P 1; NMSA St 3 K 1,2,3,4 D 1,2,5; NMSA St 4 K 1,2 D 2 P 1; NMSA St 5 K 1 D 3 P 2,3
State Content Standards/Benchmarks/Grade Level Expectations	NMSA St 3 K 4 D 1
Introductory/Focusing/Anticipatory Set/Engagement/Motivation	NMSA St 1 K 1,2,3 D 2,3,4 P 2,3,4,5; NMSA St 2 K 4 D 2,3 P 1; NMSA St 3 K 1,2,3,6 D 1,2,4 P 2,3; NMSA St 4 K 1,2 D 2,3; NMSA St 5 K 1,2,3,5,7 D 1,2,7 P 1,2,4
Procedures/Activities/Experiences/Concept Development	NMSA St 1 K 1,2,3 D 2,3,4,6 P 2,3,4,7; NMSA St 2 K 2,3,4 D 2,4 P 1,4; NMSA St 3 K 1,2,3,6 D 1,2,4,5 P 2,3; NMSA St 4 K 2,3 D 2 P 1; NMSA St 5 K 1,2,3,5,7 D 1,2,7 P 1,2,3,4
Closure/Confirming	NMSA St 1 K 1,3 D 2,3,4,6 P 2,3,5; NMSA St 2 K 4 D 2 P 1; NMSA St 3 K 1,3 D 1,2 P 3; NMSA St 4 K 1,2 D 1,2; NMSA St 5 K 1,2,3 D 1,2 P 1,2,3,4
Assessment/Evaluation	NMSA St 1 K 1,2 D 6,7 P 10; NMSA St 2 K 1,4,6 D 4; NMSA St 3 K 3,7 D 1,2,3; NMSA St 4 K 3 D 3 P 2; NMSA St 5 K 4,9 D 5,6,8
Materials/Resources/References	NMSA St 1 K 1,6,8; NMSA St 3 K 8; NMSA St 4 K 4 D 4; NMSA St 5 K 7
Integration of Technology into Planning or Implementation	NMSA St 2 K 4, 6; NMSA St 3 K 1,5,8 D 5; NMSA St 4 K 4 D 4; NMSA St 5 K 7 D 7
Student Centered	NMSA St 1 K 1,2,3,6 D 23,4 P 2,3,6,7; NMSA St 2 K 4 D 4 P 1; NMSA St 3 K 1,2,3,4 10,11 D 4 P 6; NMSA St 4 K 3 D 3 P 6; NMSA St 5 K 1,2,3,5,7 D 1,2,3 P 1,2,3,4
Diverse Learner Needs/Accommodations/Individual Differences	NMSA St 1 K 1,2,6 D 2 P 2; NMSA St 5 D 1,2 P 1,2

This evaluation assesses to what extent teacher candidates use specific knowledge and skills learned from early courses to construct an effective, student-centered middle level lesson plan.

This tool requires the plan to contain developmentally appropriate instruction for students from diverse backgrounds (St 5). The candidate must provide motivational strategies that allow learners to become actively engaged, including opening and closing activities, with student choice and collaboration as an area of emphasis (St 2 & 5). The plan must be designed to meet the needs of all students at the appropriate developmental level, including cultural stages of development, learning styles, multiple intelligences, strengths and needs (St 1). Plans must include strategies which integrate state-of-the art technology and a variety of materials and resources appropriate for middle level learners (St 4). Lesson plans must include measurable objectives that correspond with middle school level standards, benchmarks, and grade level expectations and must be aligned with planned instructional procedures as well as assessment (St 3).

3. A brief analysis of the data findings.

Our program had 12 Middle School teacher candidates enrolled in EDUC 307 in Spring, 2006. The data indicates that candidates are well versed in the construction of lesson plans (Range of 3.33-3.92 out of 4.0). Data collected at this introductory phase of instruction indicate candidates' meet or exceed expectations of instructional planning. Highest scores were in the Introductory, the Closure, and the Materials categories. The Diverse Learner category had the lowest score.

4. An interpretation of how that data provides evidence for meeting standards

As noted in the description of alignment, this instrument addresses many NMSA Standards. Because all candidates rated at least a 3.3 across all categories, the results provide convincing evidence that our candidates have met these standards. This evaluation takes place prior to methods courses, thus we believe it is an adequate assessment of candidates who are still at the introductory level in their program as they continue to develop these important skills for planning developmentally appropriate instruction for young adolescents and are learning more concepts in specific content areas. The data shows that candidates are ready to move into methods courses where they will have the opportunity to integrate a variety of concepts from different content areas, collaborate with others, participate in the classroom environment, and implement lesson plans. Although the Diverse Learners category was above the meeting expectations level (3), it had one of the lowest ratings and merits some attention. It is an expectation of the program that candidates improve in this area as they move beyond the Introductory Level where they complete more coursework including content courses, construct and implement additional lesson plans, and work with a variety of students in a classroom setting. However, we would like to see this measure come closer to exceeding expectations as it is such an important component in the education of middle level students (St.5). The Instructional Planning and Assessment course as well as later Methods I and Methods II courses should continue to emphasize and provide opportunity to practice, along with other skills, ways to meet the needs of diverse learners.

ASSESSMENT 3

ATTACHMENT A

Lesson Plan Rubric

Lesson Plan Title: _____ Submitted By: _____ Revised: Spring 2006
 Subject Area: _____ Grade Level: _____ Duration of Lesson: _____

	Unacceptable (U)	Approaching Expectations (A)	Meets Expectations (M)	Exceeds Expectations (E)
Objectives: <ul style="list-style-type: none"> developmentally appropriate for young adolescents; relevant to middle level curriculum and specific content area; evidence of interdisciplinary connections; high, realistic expectations for learning. 	The objective (s) is (are) imprecise or unclear or written in terms of teacher behavior, rather than student behavior.	Some of the objectives are clear and some are not. The number of objectives is unrealistic within the scope of the lesson.	Each objective is stated in terms of student outcomes and identifies the learning that will take place.	Each objective is clearly stated in terms of student outcomes and addresses the learning that will take place. Each objective is measurable and observable.
State Content Standards/ Benchmarks/ Grade Level Expectations: <ul style="list-style-type: none"> based on local, state and national middle level curriculum standards. 	The lesson provides no connection to state content standards/ benchmarks/ GLE's	The lesson provides some connections to state content standards/ benchmarks/ GLE's	The lesson provides connections with significant and clear references to state content standards/ benchmarks/ GLE's	Emphasis on the standards, benchmarks that have been identified for the lesson are clearly seen through all major phases of the lesson plan
Introductory/ Focusing/ Anticipatory/ Engagement/ Motivation: <ul style="list-style-type: none"> allows for exploration, relevant, encourages higher-order thinking, stimulates curiosity, personally motivating, academically challenging; considers major concepts, principles and theories of young adolescents; addresses intellectual, physical, social, emotional, developmental needs and differences; appropriate for content area and makes connections with other content areas. 	The lesson is void of any introductory activities.	The lesson introduction is somewhat disconnected from the objectives and distracts students from learning.	Opening activities set the stage for the lesson and are connected to the states objectives, but lack in motivation or transition value	Opening activities are relevant to objectives, provide creative and motivating background in which to begin the lesson. There is opportunity for active student participation and connection between future and prior learning.

<p>Procedures Activities, Experiences, Concept Development:</p> <ul style="list-style-type: none"> o illustrate variety of teaching/learning strategies with consideration given to the developmental characteristics of all young adolescents; take into consideration the understanding of the interrelationships among the characteristics and needs of all young adolescents; demonstrate high, realistic expectations for the learning and behavior of all young adolescents; foster social, intellectual, and ethical growth; facilitates higher-order thinking; socially equitable; evidence of best practices that promote an engaging and productive learning environment for a middle school setting. 	<p>Learning experiences are disconnected and not focused on the objectives.</p>	<p>Learning experiences are connected to the objectives but disconnected from one another.</p>	<p>All experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate.</p>	<p>All experiences are aligned with the objective(s), build upon each other, are appropriately placed, and developmentally appropriate. The activities are engaging, creative, and innovative with clear connection to each other.</p>
<p>Closure/ Confirming:</p> <ul style="list-style-type: none"> o utilize higher order thinking skills, integrate content, show relationships between concepts; show understanding of needs/differences of middle level learners; consider students' ideas and interests. 	<p>The lesson contains no closure.</p>	<p>Closing activities are minimally developed and done primarily by the teacher.</p>	<p>Closing activities are minimally developed and done primarily by the teacher.</p>	<p>Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding. Students are active participants.</p>
<p>Assessment/ Evaluation:</p> <ul style="list-style-type: none"> o academically challenging and relevant for young adolescents; based on the needs of middle level learners; assessment strategies encompass multiple rolls in the instructional process; developmentally responsive. 	<p>Opportunities for student assessment are not provided.</p>	<p>Assessments are identified and make limited connections to the Louisiana Content Standards.</p>	<p>Assessments are identified and require students to apply knowledge or demonstrate understanding of LA Content Standards. Provide limited evidence that students have achieved the stated objectives.</p>	<p>Assessments are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the LA Content Standards. Provide clear evidence that students have achieved the stated objectives.</p>
<p>Materials/Resources/References:</p> <ul style="list-style-type: none"> o developmentally appropriate for middle level learners; positive and relevant use of media and technology; considers diverse backgrounds, interests, values, skills of young adolescents. 	<p>Materials/resources/ references necessary for student and teacher use are not listed.</p>	<p>An incomplete list of student and/or teacher materials/resources/references are provided.</p>	<p>Materials/resources/references necessary for both students and teacher to complete the lesson are listed and are made available.</p>	<p>All necessary materials/ resources/references are identified. It is clear what materials and/or resources are referenced in the lesson (e.g. rather than just listing).</p>
<p>Integration of Technology into Planning or Implementation:</p> <ul style="list-style-type: none"> o relevant, motivational, and developmentally responsive; supports learning of middle level learners 	<p>The lesson does not provide for any technology-connected experiences or technology is not used in planning.</p>	<p>Technology-connected learning experiences are limited to enrichment or extension activities or technology is limited in planning.</p>	<p>Technology is integrated into the lesson to improve the quality of student work or provides use of technology as a source to enhance the lesson.</p>	<p>A variety of technology is integrated appropriately in a manner that enhances the effectiveness of the lesson and the learning of the student.</p>

<p>Student Centered:</p> <ul style="list-style-type: none"> ○ relevant, challenging, and personally equitable to young adolescents; social equitable; considers diverse backgrounds, interests, values, skills and talents of young adolescents; addresses and respects the individual differences, developmental characteristics, and various needs (e.g. social, intellectual, emotional) of middle level learners; includes best practices that maximize learning in a middle school setting; encourages the use of observation, questioning skills and interpretation of knowledge from diverse perspectives; foster intellectual, social, and ethical growth of young adolescents. 	<p>There is no evidence of student choice and/or opportunities for students to work collaboratively.</p>	<p>Student choice and/or collaboration is limited to one part of the lesson.</p>	<p>The lesson considers student interest and provides opportunities for student choice and/or collaboration.</p>	<p>The lesson contains elements that motivate students to become actively engaged through choice and/or collaboration.</p>
<p>Diverse Learner Needs/ Accommodations/ Individual Differences:</p> <ul style="list-style-type: none"> ○ reflects an understanding of and values the developmental and instructional needs and differences among young adolescents including social, emotional, and learning; promotes a productive learning environment for a middle school setting; . 	<p>There is no variety in approaches to learning and instructional opportunities that are adapted to learners from diverse backgrounds.</p>	<p>Instructional design is for learners with varied learning styles.</p>	<p>Instructional design is developmentally appropriate for learners with varied learning styles and diverse needs.</p>	<p>Instructional design is developmentally appropriate for students from diverse backgrounds (cultural, stages of development, learning styles, strengths, needs).</p>

ATTACHMENT B
Assessment 3
Lesson Plan Rubric Scoring Guide

During the semester candidates are enrolled in Education 307: Instructional Planning and Assessment, their skills in creating effective lesson plans are assessed using the *Lesson Plan Rubric*. Candidates in the Middle School Program create an integrated lesson plan appropriate for learners in a middle level classroom which is rated in each of the areas listed below (A-J). Specific descriptions of the indicators are included to demonstrate how the lesson plan is viewed through a middle level context by the assessor when evaluating plans submitted by Middle School Education teacher candidates in that particular course. The ratings include:

- (4) Exceeds Expectations
(Evidence of individual component of plan is above satisfactory in connection to planning appropriate middle level instruction.)
- (3) Meets Expectations
(Evidence of individual component of plan is satisfactory in connection to planning appropriate middle level instruction.)
- (2) Approaching Expectations
(Evidence of individual component of plan is below satisfactory in connection to planning appropriate middle level instruction.)
- (1) Unacceptable
(Evidence of individual component of plan does not meet minimum expectations.)

When individual assessors assign ratings for each component of the assignment, it is based on an analysis of patterns with a rating most representative of those patterns assigned (holistic approach) to each area. A rating of at least a 3 is required in all components.

A. Objectives:

- developmentally appropriate for young adolescents; relevant to middle level curriculum and specific content area; evidence of interdisciplinary connections; high, realistic expectations for learning.

B. State Content Standards/ Benchmarks/ Grade Level Expectations:

- based on local, state and national middle level curriculum standards.

C. Introductory/ Focusing/Anticipator/Engagement/Motivation

- allows for exploration, relevant, encourages higher-order thinking, stimulates curiosity, personally motivating, academically challenging; considers major concepts, principles and theories of young adolescents; addresses intellectual, physical, social, emotional, developmental needs and differences; appropriate for content area and makes connections with other content areas.

D. Procedures Activities, Experiences, Concept Development:

- illustrate variety of teaching/learning strategies with consideration given to the developmental characteristics of all young adolescents; take into consideration the understanding of the interrelationships among the characteristics and needs of all young adolescents; demonstrate high, realistic expectations for the learning and behavior of all young adolescents; foster social, intellectual, and ethical growth; facilitates higher-order thinking; socially equitable; evidence of best practices that promote an engaging and productive learning environment for a middle school setting.

E. Closure/ Confirming:

- utilize higher order thinking skills, integrate content, show relationships between concepts; show understanding of needs/differences of middle level learners; consider students' ideas and interests.

F. Assessment/ Evaluation:

- academically challenging and relevant for young adolescents; based on the needs of middle level learners; assessment strategies encompass multiple rolls in the instructional process; developmentally responsive.

G Materials/Resources/References:

- developmentally appropriate for middle level learners; positive and relevant use of media and technology; considers diverse backgrounds, interests, values, skills of young adolescents.

H. Integration of Technology into Planning or Implementation:

- relevant, motivational, and developmentally responsive; supports learning of middle level learners

I. Student Centered:

- relevant, challenging, and personally equitable to young adolescents; social equitable; considers diverse backgrounds, interests, values, skills and talents of young adolescents; addresses and respects the individual differences, developmental characteristics, and various needs (e.g. social, intellectual, emotional) of middle level learners; includes best practices that maximize learning in a middle school setting; encourages the use of observation, questioning skills and interpretation of knowledge from diverse perspectives; foster intellectual, social, and ethical growth of young adolescents.

J. Diverse Learner Needs/Accommodations/Individual Differences:

- reflects an understanding of and values the developmental and instructional needs and differences among young adolescents including social, emotional, and learning; promotes a productive learning environment for a middle school setting;

ATTACHMENT C
Assessment 3
Lesson Plan Rubric Data Table

Table 1 reflects summary data collected in Instructional Planning and Assessment (Education 307) during Spring 2006 for teacher candidates in the program. Each score represents the average of the candidates' performance on that particular indicator which was assessed for that group of candidates. Each of the indicators is aligned with specific NMSA standards and includes specific descriptions that illustrate the context through which the rubric is viewed by assessors specific to candidates in the Middle School Education Program enrolled in the course. The rubric used in the assessment of the Lesson Plan is based on a Likert scale (1-4): (1= Unacceptable 2=Approaching Expectations 3=Meets Expectations 4=Exceeds Expectations)

Table 1

LESSON PLAN RUBRIC SPRING 2006 (4 point scale)	
	Middle School n=12
<p>Objectives:</p> <ul style="list-style-type: none"> ○ developmentally appropriate for young adolescents; relevant to middle level curriculum and specific content area; evidence of interdisciplinary connections; high, realistic expectations for learning. <p>NMSA St 1 K 1,2 D 2,3,4,6,7 P 2,3,4,10; NMSA St 2 D 2,3 P 1; NMSA St 3 K 1,2,3,4 D 1,2,5; NMSA St 4 K 1,2 D 2 P 1; NMSA St 5 K 1 D 3 P 2,3</p>	3.67
<p>State Content Standards/Benchmarks/Grade Level Expectations:</p> <ul style="list-style-type: none"> ○ based on local, state and national middle level curriculum standards. <p>NMSA St 3 K 4 D 1</p>	3.67
<p>Introductory/Focusing/Anticipatory Set/Engagement/Motivation:</p> <ul style="list-style-type: none"> ○ allows for exploration, relevant, encourages higher-order thinking, stimulates curiosity, personally motivating, academically challenging; considers major concepts, principles and theories of young adolescents; addresses intellectual, physical, social, emotional, developmental needs and differences; appropriate for content area and makes connections with other content areas. <p>NMSA St 1 K 1,2,3 D 2,3,4 P 2,3,4,5; NMSA St 2 K 4 D 2,3 P 1; NMSA St 3 K 1,2,3, 6 D 1,2,4 P 2,3; NMSA St 4 K 1,2 D 2,3 ; NMSA St 5 K 1,2,3,5,7 D 1,2,7 P 1,2,4</p>	3.83
<p>Procedures/Activities/Experiences/Concept Development:</p> <ul style="list-style-type: none"> ○ illustrate variety of teaching/learning strategies with consideration given to the developmental characteristics of all young adolescents; take into consideration the understanding of the interrelationships among the characteristics and needs of all young adolescents; demonstrate high, realistic expectations for the learning and behavior of all young adolescents; foster social, intellectual, and ethical growth; facilitates higher-order thinking; socially equitable; evidence of best practices that promote an engaging and productive learning environment for a middle school setting. <p>NMSA St 1 K 1,2,3 D 2,3,4,6 P 2,3,4,7; NMSA St 2 K 2,3,4 D 2,4 P 1,4; NMSA St 3 K 1,2,3,6 D 1,2,4,5 P 2,3; NMSA St 4 K 2,3 D 2 P 1; NMSA St 5 K 1,2,3,5,7 D 1,2,7 P 1,2,3,4</p>	3.58
<p>Closure/Confirming:</p> <ul style="list-style-type: none"> ○ utilize higher order thinking skills, integrate content, show relationships between concepts; show understanding of needs/differences of middle level learners; consider students' ideas and interests. 	3.92

NMSA St 1 K 1,3 D 2,3,4,6 P 2,3,5; NMSA St 2 K 4 D 2 P 1; NMSA St 3 K 1,3 D 1,2 P 3 ; NMSA St 4 K 1,2 D 1,2 ; NMSA St 5 K 1,2,3 D 1,2 P 1,2,3,4	
<p>Assessment/Evaluation:</p> <ul style="list-style-type: none"> academically challenging and relevant for young adolescents; based on the needs of middle level learners; assessment strategies encompass multiple rolls in the instructional process; developmentally responsive. <p>NMSA St 1 K 1,2 D 6,7 P 10; NMSA St 2 K 1,4,6 D 4; NMSA St 3 K 3,7 D 1,2,3 NMSA St 4 K 3 D 3 P 2; NMSA St 5 K 4,9 D 5,6,8</p>	3.58
<p>Materials/Resources/References:</p> <ul style="list-style-type: none"> developmentally appropriate for middle level learners; positive and relevant use of media and technology; considers diverse backgrounds, interests, values, skills of young adolescents. <p>NMSA St 1 K 1,6,8; NMSA St 3 K 8,; NMSA St 4 K 4 D 4; NMSA St 5 K 7</p>	3.83
<p>Integration of Technology into Planning or Implementation:</p> <ul style="list-style-type: none"> relevant, motivational, and developmentally responsive; supports learning of middle level learners <p>NMSA St 2 K 4, 6; NMSA St 3 K 1,5,8 D 5; NMSA St 4 K 4 D 4; NMSA St 5 K 7 D 7</p>	3.42
<p>Student Centered:</p> <ul style="list-style-type: none"> relevant, challenging, and personally equitable to young adolescents; social equitable; considers diverse backgrounds, interests, values, skills and talents of young adolescents; addresses and respects the individual differences, developmental characteristics, and various needs (e.g. social, intellectual, emotional) of middle level learners; includes best practices that maximize learning in a middle school setting; encourages the use of observation, questioning skills and interpretation of knowledge from diverse perspectives; foster intellectual, social, and ethical growth of young adolescents. <p>NMSA St 1 K 1,2,3,6 D 23,4 P 2,3,6,7; NMSA St 2 K 4 D 4 P 1; NMSA St 3 K 1,2,3,4 10,11 D 4 P 6; NMSA St 4 K 3 D 3 P 6; NMSA St 5 K 1,2,3,5,7 D 1,2,3 P 1,2,3,4</p>	3.58
<p>Diverse Learner Needs/Accommodations/Individual Differences:</p> <ul style="list-style-type: none"> reflects an understanding of and values the developmental and instructional needs and differences among young adolescents including social,emotional, and learning; promotes a productive learning environment for a middle school setting; . <p>NMSA St 1 K 1,2,6 D 2 P 2; NMSA St 5 D 1,2 P 1,2</p>	3.33

Assessment 4 Narrative
Final Report on Student Teaching
Assessment of Student Teaching

1. A brief description of the assessment and its use in the program

Student teachers in the Middle School Program are evaluated with the *Final Report on Student Teaching* addressing: Planning, Management, Instruction, Assessment, Other, Professional Attributes, and Professional Characteristics and an addendum specific to the NMSA standards. The language and intent of the standards are directly reflected in the items. Specific descriptions for indicators in all areas of the assessment illustrate the context through which the rubric is viewed by assessors, specific to student teachers in the Middle School Education Program. Student teachers and their supervisors understand these descriptions and refer to the NMSA Standards so that they may respond accordingly to all components. The evaluation is completed by the cooperating teacher and student teacher collaboratively, as well as the university supervisor at the end of the student teaching semester.

2. Description of Alignment with NMSA standards

Final Report On Student Teaching	Specific SPA Standards Addressed By Assessment
Planning	NMSA St 1 K 1-3,6,8 D 2,-4,6,7 P 2-4,7,10; NMSA St 2 K 1-4,6 D 2-6 P 1,4; NMSA St 3 K 1-8 D 1-5 P 2,3; NMSA St 4 K 1-4 D 2-4 P 1,2,4; NMSA St 5 K 1-5,7,9 D 1-,3, 5-8 P 1-4
Management:	NMSA St 1 K 1-4,6,7 D 1-4,5-7 P 1-5,8,10; NMSA St 2 K 1-4,6 D 1-4 P 1-4; NMSA St 5 K 8 D 2 P 7
Instruction.	NMSA St 1 K 1,2,3,5,6,7 D 1,2,3,4,5,6,7 P 1,2,3,4,5,6,7,8,10; NMSA St 2 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4,9; NMSA St 3 K 1,2,3,4,5,6,8,9,10,11 D 1,2,4,5 P 1,2,3,4,5,6,9; NMSA St 4 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4,5,6; NMSA St 5 K 1,2,3,5,7 D 1,2,3,7 P 1,2,3,4,6
Assessment	NMSA St 1 K 1-4,6,7 D 1-7 P 6; NMSA St 2 K 4 D 2,-4 P 1,2,4; NMSA St 3 K 7,11 D 1-4 P 1,2,8; NMSA St 4 K 3 D 3 P 1,2; NMSA St 5 K 1-4,8,9 D 1,5-8 P 1,2,8,9,10
Other	NMSA St 1 K 7 D 5,7; NMSA St 2 K 2,5 D 2-4 P 1-4; NMSA St 3 K 3,8 D 5 P 10; NMSA St 4 D 1 P 6; NMSA St 5 D 1 P 5; NMSA St 6 K 1,2,4,5,9 D 1,2,5,6,7 P 1,2,3,7; NMSA St 7 K 1-,9 D 1-3,6,7 P 1,3-5
Professional Attributes	NMSA St 1 K 1,2,3,6,7 D 1,2,4,5,6,7 P 1,2,3,5,7,8,10; NMSA St 2 K 1-4 D 1,2 P 1,3,4; NMSA St 3 K 1-11 D 1-5 P 1-3, 5- 9; NMSA St 4 K 1-4 D 1-,4 P 1-6; NMSA St 5 K 1-9 D 1-8 P 1,2,4-6,10; NMSA St 6 K 1,2,4,9 D 1,2,5 P 3; NMSA St 7 K 1-3 D 1,2,4-7 P 1,3,4,7
Professional Characteristics	NMSA St 1 K 1-3 D 1,2,4-7 P 2,3,7,10; NMSA St 2 K 1-4 D 1,2 P 1,3,4; NMSA St 3 K 1-11 D 1-5 P 1-9; NMSA St 4 K 1-4 D 1-4 P 1-6; NMSA St 5 K 1-9 D 1-8 P 1,2,5,6,10; NMSA St 7 K 1-3 D 1-3 P 1
NMSA Addendum	NMSA St 1 K 1-7 D 1,2,6,7 P 1-8,10; NMSA St 2 K 1-4 D 1,2 P 1,3,4; NMSA St 3 K 1-11 D 1-5 P 1-9; NMSA St 4 K 1-,4 D 1-4 P 1-6; NMSA St 5 K 1-9 D 1, 2,5-8 P 1,2,5,6,10; NMSA St 6 K 1,2,4,9 D 1,2,5-7 P 1-3,7; NMSA St 7 K 1-3 D 1-3 P 1

Standards 1-7 are supported by this assessment as shown in the chart. Specific alignment for each item is in Attachment C. The instrument is used when university supervisors observe student teachers conducting lessons in a middle level class. Faculty members and adjunct faculty who serve as supervisors have experience as middle level teachers and hold advanced degrees. Middle level student teachers implement developmentally responsive practices appropriate for a middle school setting based on knowledge built throughout the program including courses in content focus areas. To prepare for student teaching, candidates participate in courses that address middle school curriculum and instruction aligned with the cognitive development of young adolescents. They are trained to include experiences and activities that are relevant, challenging socially equitable, and allow self- discovery learning through exploration. Student teachers apply ideas learned not only from courses but also from extensive experience in the field which exposes them to various middle school philosophies and organizational elements. The student teacher develops lessons that include methods of discovery, content-relevant experiences, and other student-centered activities based on their knowledge of young adolescent

characteristics and their various life experiences, diverse needs, and background. Student teachers have learned that creating a climate conducive to learning at the middle school level includes questioning techniques and instructional strategies that stimulate higher-order thinking and the integration of technology. Class-room management strategies appropriate to the young adolescent are emphasized and assessed. Various assessment strategies are developed by student teachers to authentically measure their impact on student learning. Student teachers are encouraged to become part of the middle school setting by attending meetings and conferences and collaborating with other middle level professionals.

3. A brief analysis of the data findings.

Scores of middle level student teachers are reported as mean scores in Attachment C. The student teacher can earn a 4, as the highest score, indicating a high level of competency and 1 as the lowest, indicating lack of use of skills. The mean score for the entire instrument is 3.78 with the area of Instruction being the lowest (3.67) and the area of Other which includes such skills as forming professional relationships and the awareness of professional organizations, being the highest (3.87). In the areas of Planning, Management, Assessment, and Other the scores were all well above the level of 3. Professional Attributes scores were also favorable with a mean of 2.94 on items with 3 as the highest possible level and a mean score of 3.58 on those with 4 as the highest possible level. The mean score on the NMSA addendum was 3.21 out of a possible 4.

4. An interpretation of how that data provides evidence for meeting standards

High scores on the instrument indicate ample progress in meeting the NMSA standards. On each of the first 5 sections, ratings approach the highest attainable score of 4, pointing to the conclusion that student teachers are prepared to instruct young adolescents by using the skills of planning, instruction, management, assessment, and forming relationships with the school community appropriately and competently, approaching a high degree of competence. The items that appear to warrant the greatest improvement are planning for individual differences (3.00) and accommodating individual differences during instruction (2.70). These results indicate that more emphasis on implementing knowledge of learning theories with regards to learning styles and multiple intelligences warrant review and additional practice to improve candidates' potential as teachers. Data from the Professional Attributes Section shows that student teachers are making sufficient progress in meeting the standards, particularly St 7, associated with professional attributes and characteristics however they do indicate that some improvement is necessary in performance. Even though mean scores of student teachers fall below the highest attainable score in the areas of self-initiative, reliability/ dependability, creativity and potential as a teacher, the descriptions associated with the ratings inform the audience that student teachers rate above satisfactory in these areas in meeting the standards. However, increasing scores in these areas would in turn enhance their potential as teachers. According to the data from the NMSA addendum, student teachers in the Middle School program are making adequate progress in approaching the highest level of high competency in meeting the NMSA standards.

ATTACHMENT A
Assessment 4
Final Report on Student Teaching

Student's Name _____ Date _____
 Cooperating School _____ Principal _____ Grade _____
 or Subject (s) Taught _____ Supervising/Mentor Teacher _____

Directions: Please evaluate the student teacher/intern in each of the areas listed below. Please use the comments section under each major category to explain your ratings and/or add additional information. Documentation must be provided for any rating of 1.

The scale is:
 1 – Has not developed or used this skill
 2 – Is beginning to incorporate this skill
 3 – Uses this skill appropriately and competently
 4 – Uses this skill consistently with a high degree of competence and confidence

Planning: The student teacher/intern plans effectively for instruction.				
1. Specifies learner outcomes in clear, concise objectives: <ul style="list-style-type: none"> o developmentally appropriate for young adolescents; relevant to middle level curriculum and specific content area; evidence of interdisciplinary connection and higher-order thinking; high, realistic expectations for learning. 	1	2	3	4
2. Includes activity/activities that develop(s) objectives: <ul style="list-style-type: none"> o variety; exploratory in nature; interconnected; integrate content areas; considers diverse backgrounds, developmental level, and experiences of young adolescents; personally motivating; academically challenging; socially equitable; consider prior knowledge and diverse skills of middle level learners; best practices that promote a productive learning environment for a middle school setting. 	1	2	3	4
3. Identifies and plans for individual differences: <ul style="list-style-type: none"> o considers diverse backgrounds, developmental level, prior knowledge, needs, and experiences of young adolescents; promote a productive learning environment for a middle school setting. 	1	2	3	4
4. Identifies materials, other than standard materials, as needed for lesson: <ul style="list-style-type: none"> o materials personally motivate young adolescents and relate to real world experiences; relevant; developmentally appropriate for middle level learners; consider diverse backgrounds, experiences, and interests of young adolescent learners. 	1	2	3	4
5. States method(s) of evaluation to measure learner outcomes: <ul style="list-style-type: none"> o appropriate for middle level learners and middle school curriculum; diverse methods of assessment 	1	2	3	4
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs: <ul style="list-style-type: none"> o uses state standards/benchmarks/GLE's developed for middle school students 	1	2	3	4
7. Plans for the use of technology: integrates technology that is relevant, personally motivating, and developmentally responsive into lesson plans; supports learning in a middle school setting.	1	2	3	4
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (Special Education teachers only)	1	2	3	4

Comments:

Management: The student teacher/ intern maintains an environment conducive to learning, maximizes the amount of time available for instruction and manages learner behavior to provide productive learning opportunities.				
1. Organizes available space, materials, and/or equipment to facilitate learning: <ul style="list-style-type: none"> o considers the physical development and diverse needs of young adolescents; allows for a productive learning environment at the middle school level. 	1	2	3	4
2. Promotes a positive learning climate:	1	2	3	4

<ul style="list-style-type: none"> ○ enthusiastic; respectful; supportive; considers the social and psychological development of young adolescents; shows understanding of developmental differences and diverse needs of middle level learner; allows for productive learning at middle school level; fosters intellectual, social, and emotional growth. 				
<p>3. Manages routines and transitions in a timely manner:</p> <ul style="list-style-type: none"> ○ appropriate for young adolescents and a middle school setting; maximize learning in a middle school classroom; shows understanding of developmental differences and diverse needs of middle level learners. 	1	2	3	4
<p>4. Manages and/or adjusts allotted time for activities planned:</p> <ul style="list-style-type: none"> ○ allows for productive learning environment at middle school level; shows understanding of developmental differences and diverse needs of middle level learners. 	1	2	3	4
<p>5. Establishes expectations for learner behavior:</p> <ul style="list-style-type: none"> ○ appropriate for middle school setting; encourage responsibility; considers the social physical and moral development of the young adolescent , respect expected from student to student and student to teacher allows for productive learning environment at middle school level. 	1	2	3	4
<p>6. Uses monitoring techniques to facilitate learning:</p> <ul style="list-style-type: none"> ○ shows understanding of developmental differences and diverse needs of middle level learner; allows for productive learning at middle school level. 	1	2	3	4

Comments:

<p>Instruction: The student teacher/ intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.</p>				
<p>1. Initiates lesson effectively:</p> <ul style="list-style-type: none"> ○ developmentally responsive; stimulates curiosity; focus on inquiry; encourages higher-order thinking; strives to motivate young adolescents to learn through exploration, relevancy, and interconnectedness of concepts. appropriate for content area and makes connections with other content areas. 	1	2	3	4
<p>2. Uses technique(s) which develop(s) lesson objective(s):</p> <ul style="list-style-type: none"> ○ developmentally responsive; relevant; academically challenging; personally motivating; socially equitable; evidence of best practices for middle level learners; considers the diverse backgrounds, experiences, prior knowledge, skills, and talents of young adolescent learners; fosters intellectual, social and ethical growth; facilitate higher order thinking; shows relationship between concepts and integrates content areas. 	1	2	3	4
<p>3. Sequences lesson to promote learning:</p> <ul style="list-style-type: none"> ○ appropriate for middle level learners. 	1	2	3	4
<p>4. Uses available teaching material(s) to achieve lesson objective(s):</p> <ul style="list-style-type: none"> ○ developmentally appropriate for middle level learners.; academically challenging and personally motivating. 	1	2	3	4
<p>5. Adjusts lesson when appropriate:</p> <ul style="list-style-type: none"> ○ considers the diverse abilities and strengths of young adolescents; developmentally appropriate. 	1	2	3	4
<p>6. Integrates technology into instruction (when appropriate):</p> <ul style="list-style-type: none"> ○ relevant; personally motivating; developmentally appropriate for young adolescents; support learning of middle level learners. 	1	2	3	4
<p>7. Presents content at a developmentally appropriate level:</p> <ul style="list-style-type: none"> ○ applies cognitive theories of learning for young adolescents. 	1	2	3	4
<p>8. Presents accurate subject matter:</p> <ul style="list-style-type: none"> ○ evidence of breadth and depth of content knowledge; integrates concepts 	1	2	3	4

from other content areas.				
9. Relates relevant examples, unexpected situations, or current events to the content <ul style="list-style-type: none"> incorporates ideas, interests, and experiences of young adolescents; integrates content areas; developmentally appropriate; integrates content areas. 	1	2	3	4
10. Integrates content across the curriculum: <ul style="list-style-type: none"> allows young adolescents to form connections between and among concepts from different content areas. 	1	2	3	4
11. Accommodates individual differences: <ul style="list-style-type: none"> values the diverse developmental and instructional needs of young adolescents, developmentally appropriate; promotes a productive learning environment for a middle school setting. 	1	2	3	4
12. Demonstrates ability to communicate effectively with students: <ul style="list-style-type: none"> caring; supportive; mutual respect shown; developmentally responsive; considers diverse needs of the young adolescent. 	1	2	3	4
13. Stimulates and encourages higher order thinking at the appropriate developmental levels: <ul style="list-style-type: none"> promotes critical and creative thinking; inquiry and problem solving skills are incorporated; appropriate for middle level learners; show understanding of developmental differences. 	1	2	3	4
14. Encourages student participation: <ul style="list-style-type: none"> promotes student observation, questioning, and consideration of diverse perspectives; consider the diverse needs of young adolescent learners; fosters intellectual, social and ethical growth; socially equitable; developmentally appropriate. 	1	2	3	4
15. Exhibits enthusiasm toward the subject content: <ul style="list-style-type: none"> models positive attitudes for young adolescents; encourages development of new ideas and questions. 	1	2	3	4
16. Uses wait time	1	2	3	4
17. Uses effective questioning techniques: <ul style="list-style-type: none"> interdisciplinary; academically challenging; allow young adolescents to infer, synthesize, evaluate, analyze, apply knowledge, make connections, and interpret knowledge from diverse viewpoints; foster intellectual, social, and ethical growth; equitable; encourage exploration; developmentally appropriate for middle level learners. 	1	2	3	4
18. Utilizes appropriate motivational techniques: <ul style="list-style-type: none"> opportunities for exploration; developmentally appropriate for middle level learners; inquiry based, considers diverse needs, experiences, backgrounds, and prior knowledge of young adolescents; foster intellectual, social, and ethical growth. <p>NMSA St 1 K 1,2,3 D 1,2,4,6,7 P 2,3,7,10 NMSA St 2 K 1,2,3,4 D 1,2,4 P 1,2,4; NMSA St 3 K 1,2,3,6,10 D 1,2,4,5 P 1,2,3,5,6 NMSA St 4 P 3 NMSA St 5 K 1, 2,3,5,7 D 1, 2, 7 P 1,2,4,6</p>	1	2	3	4
19. Utilizes an effective lesson closure: <ul style="list-style-type: none"> utilize higher order thinking skills, integrate content, show relationships between concepts; show understanding of needs/differences of middle level learners. 	1	2	3	4
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)	1	2	3	4

Comments:

Assessment: The student teacher / intern assesses student progress.

1. Consistently monitors ongoing performance of students: ○ incorporates best practices for middle level learners and content area; variety; appropriate for middle school setting; variety of techniques used to check for understanding.	1	2	3	4
2. Uses appropriate and effective assessment technique(s): ○ multiple types of assessments appropriate for young adolescents and middle school setting; assess higher-order thinking skills; developmentally responsive.	1	2	3	4
3. Provides timely feedback to students regarding progress: ○ respectful; enhances middle level learners' intellectual, social, and ethical growth; considers diverse needs and developmental differences of young adolescents	1	2	3	4
4. Produces evidence of student academic growth under his/her instruction	1	2	3	4
5. Develops well constructed assessment instruments/procedures/performances: ○ various types of assessments, appropriate for young adolescents.	1	2	3	4
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning: ○ considers developmental level, individual differences, needs of young adolescent learner; allows for productive learning environment at middle school level; best practices for content area and for middle level learners.	1	2	3	4
7. Interprets and utilizes standardized/non-standardized test results: ○ uses assessment to inform instruction; appropriate for middle level learner	1	2	3	4

Comments:

Other: The student teacher				
1. Participates in grade level and subject area curriculum planning and evaluation: ○ collaborates with middle school teachers in other content areas.	1	2	3	4
2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel: ○ respectful of diverse cultures and family structures.	1	2	3	4
3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning: ○ respectful of diverse cultures and family structures .	1	2	3	4
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher.	1	2	3	4
5. Has planned lessons to address the School Improvement Plan	1	2	3	4
6. Exhibits sensitivity to diverse community and cultural norms	1	2	3	4
7. Shows awareness of the purposes of professional organizations	1	2	3	4
8. Observes and/or participates in team evaluations (IEP's, etc.)	1	2	3	4

Comments:

Professional Attributes and Characteristics Scale

Directions: For each attribute/characteristic, select **ONE** adjective or statement that describes the behavior the student teacher of young adolescents typically displays. Please elaborate further in the comments section when additional feedback will help the student

1) Attendance	2) Punctuality
<input type="checkbox"/> Frequently absent <input type="checkbox"/> Rarely absent <input type="checkbox"/> Exemplary attendance	<input type="checkbox"/> Frequently late <input type="checkbox"/> Generally punctual <input type="checkbox"/> Always on time
3) Professional Appearance	4) Oral Expression
<input type="checkbox"/> Occasionally appears inappropriately/unprofessionally dressed <input type="checkbox"/> Is usually dressed appropriately <input type="checkbox"/> Always dresses/appears in a professional manner	<input type="checkbox"/> Makes frequent usage and/or grammatical errors <input type="checkbox"/> Inarticulate <input type="checkbox"/> Articulate <input type="checkbox"/> Expressive, animated
5) Written Expression	6) Tact/Judgement:
<input type="checkbox"/> Written work contains misspellings and/or grammatical errors <input type="checkbox"/> Written work is often unclear and disorganized <input type="checkbox"/> Written work is organized and clearly expresses ideas	<input type="checkbox"/> Thoughtless: Highly insensitive to others' feelings and opinions <input type="checkbox"/> Somewhat or sometimes insensitive and undiplomatic <input type="checkbox"/> Perceives what to do or say in order to maintain good relations with others and responds accordingly <input type="checkbox"/> Diplomatic: Highly sensitive to others' feelings and opinions
7) Reliability/Dependability:	8) Self-Initiative/Independence:
<input type="checkbox"/> considers the particular needs of young adolescent students	<input type="checkbox"/> considers needs and differences of young adolescents
<input type="checkbox"/> Sometimes fails to complete assigned tasks and duties <input type="checkbox"/> Sometimes needs to be reminded to attend to assigned tasks/duties <input type="checkbox"/> Responsible: Attends to assigned tasks/duties on schedule without prompting <input type="checkbox"/> Self-starter: Perceives needs and attends to them immediately	<input type="checkbox"/> Passive: Depends on others for directions, ideas and guidance <input type="checkbox"/> Has good ideas, works effectively with limited supervision <input type="checkbox"/> Creative and resourceful; independently implements plans
9) Self-Confidence:	10) Collegiality:
<input type="checkbox"/> Anxious: Often appears self-conscious, nervous <input type="checkbox"/> Arrogant: Has unfounded belief in abilities <input type="checkbox"/> Usually confident – comfortable in classroom situations <input type="checkbox"/> Realistically self-assured; competently handles class demands	<input type="checkbox"/> Often works in isolation <input type="checkbox"/> Reluctant to share ideas and materials <input type="checkbox"/> Willingly shares ideas and materials

11) Interaction with Students	12) Response to Students' Needs
<input type="checkbox"/> acts as an advocate for young adolescent	<input type="checkbox"/> considers diversity in backgrounds, experiences

students, considers developmental needs/differences of middle level learners		and abilities of young adolescents as well as developmental needs.	
<input type="checkbox"/> Can appear threatening or antagonistic towards students <input type="checkbox"/> Shy: Hesitant to work with students <input type="checkbox"/> Relates easily and positively with students <input type="checkbox"/> Outgoing: Actively seeks opportunities to work with students		<input type="checkbox"/> Does not attempt to accommodate needs of unique learners <input type="checkbox"/> Makes negative comments about students' ability to learn <input type="checkbox"/> Usually accepts responsibility for all students' learning <input type="checkbox"/> Consistently responds to the learning needs of all students	
13) Response to Feedback <ul style="list-style-type: none"> ○ considers the implications for instructing young adolescents, values the feedback of parents, colleagues, mentors, supervisors. 		14) Ability to Reflect and Improve Performance <ul style="list-style-type: none"> ○ relates knowledge of best practices and theories for young adolescent students; exhibits knowledge of philosophical foundations of middle level education. 	
<input type="checkbox"/> Defensive: Unreceptive to feedback <input type="checkbox"/> Receptive – but does not implement suggestions <input type="checkbox"/> Receptive – and adjusts performance accordingly <input type="checkbox"/> Solicits suggestions and feedback from others		<input type="checkbox"/> Reluctant to analyze performance <input type="checkbox"/> Makes some effort to review skills <input type="checkbox"/> Actively seeks ways to assess abilities <input type="checkbox"/> Consistently deepens knowledge of classroom practice and student learning	
15) Professional Characteristics			
Seldom	Usually	Always	For each characteristic, check the frequency indicator that most accurately reflects the student teacher's/intern's behavior (when instructing young adolescents).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Commitment – demonstrates genuine concern for students and is dedicated to the teaching profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Creativity – seeks opportunities to develop imaginative instructional lessons <ul style="list-style-type: none"> ○ incorporates activities that are exploratory, relevant, and challenging; appropriate for young adolescents.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Flexibility – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Integrity – maintains high ethical and professional standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Organization – is efficient, successfully manages multiple tasks simultaneously.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Perseverance – strives to complete tasks and improve teaching skills <ul style="list-style-type: none"> ○ best practices for young adolescent students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. Positive Disposition – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable
16) Potential as a Teacher			
<input type="checkbox"/> Recommend review of career options and consideration of profession other than teaching. <input type="checkbox"/> Recommend continuation in teaching profession. <input type="checkbox"/> Highly recommend continuation in teaching profession: Strong candidate (at the middle school level).			

Enz, B.J., Freeman, D.J., & Cook, S.J. (1990). The professional attributes scale. In B.J. Enz, S.J. Cook, & B.J.

Webber (eds.), *The student teaching experience: A professional approach*. Dubuque, IA: Kendall-Hunt Publishers.

NMSA Grades 4-8 Addendum

Please evaluate the student teacher in each of the areas listed below. This evaluation should be completed jointly by the supervising teacher and the student teacher. Please use the comments section to explain your ratings and/or add additional information. Documentation must be provided for any rating of 1.

The scale is:

- 1 – Has not developed or used this skill**
- 2 – Is beginning to incorporate this skill**
- 3 – Uses this skill appropriately and competently**
- 4 – Uses this skill consistently with a high degree of competence and confidence**

<p>1. Applies knowledge of the characteristics of young adolescents and multiple influences on development & learning to his/her work with young adolescent learners:</p> <ul style="list-style-type: none"> o positive relationships with students; fosters intellectual, ethical and social growth, teaching practices demonstrate understanding of the intellectual, physical and social development of young adolescents and are realistic for middle level learners; engage students in activities related to their interpersonal, community, and societal responsibilities; respond positively to diversity of young adolescents. 	1	2	3	4
<p>2. Uses developmental knowledge of young adolescents to create healthy, respectful, supportive, equitable, and challenging learning experiences:</p> <ul style="list-style-type: none"> o teaching practices are relevant, discovery-based, integrated, and include critical and creative thinking skills; consider the diverse needs of the young adolescent learner. 	1	2	3	4
<p>3. Uses knowledge of philosophical foundations of middle level education in his/her work with young adolescents:</p> <ul style="list-style-type: none"> o teaching practices reflect understanding of philosophical foundations of middle level education and are socially equitable. 	1	2	3	4
<p>4. Engages young adolescent learners in relevant experiences that integrate content, knowledge, and diverse perspectives:</p> <ul style="list-style-type: none"> o teaching practices consider the diversity of backgrounds and experiences of young adolescents as well as prior knowledge; help students see relationships between ideas, integrate concepts from several content areas. 	1	2	3	4
<p>5. Uses a variety of developmentally appropriate assessment tools/approaches in a productive manner:</p> <ul style="list-style-type: none"> o utilizes formative and summative assessments that guide instruction of young adolescents, shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level. 	1	2	3	4
<p>6. Incorporates knowledge of family and community in his/her work with young adolescent learners:</p> <ul style="list-style-type: none"> o contemporary, respectful of diverse cultures and family structures 	1	2	3	4
<p>7. Involves himself/herself with the middle level education field while upholding high ethical and professional standards:</p> <ul style="list-style-type: none"> o observes or participates in middle level student advocacy programs (e.g. advisor) 	1	2	3	4

Comments:

ATTACHMENT B
Assessment 4
Final Report on Student Teaching Scoring Guide

Part 1. General Instrument

The Final Report on Student Teaching contains 50 four-point scaled items in five domains: Planning, Management, Instruction, Assessment, and Other. The Other Category includes broad-based skills such as establishing professional relationships and showing awareness of professional organizations. The *four-point* rating scale is used to determine ratings on all attributes in Part I. It is applied during each individual assessment visit and in scoring the student teacher/intern. In every case, the four points are defined in the same way:

- 4 – Uses this skill consistently with a high degree of competence and confidence
(Requires little to no support and guidance in connection to middle level education)
- 3 – Uses this skill appropriately and competently
(Meets Expectations: Requires occasional minimum support in connection to middle level education)
- 2 – Is beginning to incorporate this skill
(Meets Expectations: Limited use of this skill; often requires support guidance in connection to middle level education)
- 1 – Has not developed or used this skill
(Does not meet minimal expectations for standard in connection to middle level education)
- NA – Not applicable or Not Observed (performance in this Attribute was not observed)

Note: A rating of *NA* may be awarded for Planning: Attribute 8 which applies to Special education Teachers only and Instruction: Attribute 20 which applies to physical education teachers only. All other Attributes must be rated as 1, 2, 3, or 4.

Part 2. Professional Attribute Scale

In addition to the five domains, the instrument includes a Professional Attribute component, which addresses 21 characteristics. The items in the Professional Attribute component have three to four possible ratings with the wording and number of the criteria depending on the item's content defining the points as shown in Part I. For each item, the score that shows the most need for improvement is "1" (Does not meet minimal expectations). For items #1, 2, 3, 5, 8, 10, 15, and 16, the best score is "3" indicating the highest level. For all other items, the best score is "4", although 3 is considered positive. By the culmination of student teaching, candidates are expected to obtain a positive score on each item, depending on whether it is a 3-point or 4-point item.

Part 3. NMSA Addendum

This assessment also contains a ten-question addendum designed specifically to correlate with the National Middle School Association standards, as shown in the assessment instrument and data table, and uses the same scale described in Part 1.

When the scale is applied in various instruments to specific attributes, each scale point is behaviorally anchored: i.e., definitions of practices or behaviors required to achieve that rating have been developed as shown on the assessment instrument and data chart.

When individual assessors develop ratings for Attributes and Components, and other characteristics in the *Final Report on Student Teaching*, the procedures described below are followed.

- To develop ratings for an attribute, the assessor analyzes patterns within the data and determines the attribute rating most representative of those patterns, taking all practices and behaviors into account (holistic approach).
- To form an overall evaluation, a candidate's minimum score should be a 2 on each item with at least 80% of the scores a minimum of 3 or higher.

ATTACHMENT C
Assessment 4
Final Report on Student Teaching
Data Table

Final Report on Student Teaching Mean Scores Fall 2006 n=3	
Planning: The student teacher/intern plans effectively for instruction. (Key to scoring: 1 = Has not developed or used this skill; 2 = Is beginning to incorporate this skill; 3 = Uses this skill appropriately and competently; 4 = Uses this skill consistently with a high degree of competence and confidence)	
1. Specifies learner outcomes in clear, concise objectives: <ul style="list-style-type: none"> ○ developmentally appropriate for young adolescents; relevant to middle level curriculum and specific content area; evidence of interdisciplinary connection and higher-order thinking; high, realistic expectations for learning. NMSA St 1 K 1,2 D 2,3,4,6,7 P 2,3,4,10 NMSA St 2 D 2,3 P 1 NMSA St 3 K 1,2,3,4 D 1,2,5 NMSA St 4 K 1,2 D 2 P 1 NMSA St 5 K 1 D 3 P 2,3	4.00
2. Includes activity/activities that develop(s) objectives: <ul style="list-style-type: none"> ○ variety; exploratory in nature; interconnected; integrate content areas; considers diverse backgrounds, developmental level, and experiences of young adolescents; personally motivating; academically challenging; socially equitable; consider prior knowledge and diverse skills of middle level learners; best practices that promote a productive learning environment for a middle school setting. NMSA St 1 K 1,2,3 D 2,3,4,6 P 2,3,4,7 NMSA St 2 K 2,3,4 D 2,4 P 1,4 NMSA St 3 K 1,2,3,6 D 1,2,4,5 P 2,3 NMSA St 4 K 2,3 D 2 P 1 NMSA St 5 K 1,2,3,5,7 D 1,2,7 P 1,2,3,4	3.67
3. Identifies and plans for individual differences: <ul style="list-style-type: none"> ○ considers diverse backgrounds, developmental level, prior knowledge, needs, and experiences of young adolescents; promote a productive learning environment for a middle school setting. NMSA St 1 K 1,2,6 D 2 P 2 NMSA St 5 D 1,2 P 1,2	3.00
4. Identifies materials, other than standard materials, as needed for lesson: <ul style="list-style-type: none"> ○ materials personally motivate young adolescents and relate to real world experiences; relevant; developmentally appropriate for middle level learners; consider diverse backgrounds, experiences, and interests of young adolescent learners. NMSA St 1 K 1,6,8 NMSA St 3 K 8, NMSA St 4 K 4 D 4 NMSA St 5 K 7	4.00
5. States method(s) of evaluation to measure learner outcomes: <ul style="list-style-type: none"> ○ appropriate for middle level learners and middle school curriculum; diverse methods of assessment NMSA St 1 K 1,2 D 6,7 P 10 NMSA St 2 K 1,4,6 D 4	3.70

NMSA St 3 K 3,7 D 1,2,3 NMSA St 4 K 3 D 3 P 2 NMSA St 5 K 4,9 D 5,6,8	
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs: <ul style="list-style-type: none"> ○ uses state standards/benchmarks/GLE's developed for middle school students NMSA St 3 K 4 D 1	4.00
7. Plans for the use of technology: <ul style="list-style-type: none"> ○ integrates technology that is relevant, personally motivating, and developmentally responsive into lesson plans; supports learning in a middle school setting. NMSA St 2 K 4, 6 NMSA St 3 K 1,5,8 D 5 NMSA St 4 K 4 D 4 NMSA St 5 K 7 D 7	3.70
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (Special Education teachers only) NMSA St 4 K 4 D 4 P 4 NMSA St 5 K 1,7 D 1 P 1	5.00
Management: The student teacher/ intern maintains an environment conducive to learning, maximizes the amount of time available for instruction and manages learner behavior to provide productive learning opportunities. (Key to scoring: 1 = Has not developed or used this skill; 2 = Is beginning to incorporate this skill; 3 = Uses this skill appropriately and competently; 4 = Uses this skill consistently with a high degree of competence and confidence)	
1. Organizes available space, materials, and/or equipment to facilitate learning: <ul style="list-style-type: none"> ○ considers the physical development and diverse needs of young adolescents; allows for a productive learning environment at the middle school level. NMSA St 1 K1,6,7 D 1,2,3,4,7 P 2,3,4	4.00
2. Promotes a positive learning climate: <ul style="list-style-type: none"> ○ enthusiastic; respectful; supportive; considers the social and psychological development of young adolescents; shows understanding of developmental differences and diverse needs of middle level learner; allows for productive learning at middle school level; fosters intellectual, social, and emotional growth. NMSA St 1 K 1,2,3,6,7 D 1,2,3,4,5,6,7 P1,2,3,4,5,8,10 NMSA St 2 K 1,3,4 D 1,2,3,4 P 1,2,3,4	4.00
3. Manages routines and transitions in a timely manner: <ul style="list-style-type: none"> ○ appropriate for young adolescents and a middle school setting; maximize learning in a middle school classroom; shows understanding of developmental differences and diverse needs of middle level learners. NMSA St 1 K1,2,4,6,7 D 1,2,3,4,7 P 2,4 NMSA St 2 K 6 D 3,4 P 2,3,4 NMSA St 5 K 8 D 2 P 7	3.70
4. Manages and/or adjusts allotted time for activities planned: <ul style="list-style-type: none"> ○ allows for productive learning environment at middle school level; shows understanding of developmental differences and diverse needs of middle level learners. NMSA St 2 K 4 D 4 P 2,3,4 NMSA St 5 K 8 D 2 P 7	3.70
5. Establishes expectations for learner behavior: <ul style="list-style-type: none"> ○ appropriate for middle school setting; encourage responsibility; considers the social physical and moral development of the young adolescent , respect expected from student to student and student to teacher allows for productive learning environment at middle school level. 	3.70

NMSA St 1 K 1,2,3,5,6,7 D 1,2,3,4,5,6,7 P 1,2,3,4,5,8, NMSA St 2 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4 NMSA St 5 K 8 D 2 P 7	
6. Uses monitoring techniques to facilitate learning: <ul style="list-style-type: none"> o shows understanding of developmental differences and diverse needs of middle level learner; allows for productive learning at middle school level. NMSA St 1 K 1,2,3,6,7 D 1,2,3,4,5,6,7 P 1,2,3,8,10 NMSA St 2 K 1,2,3,4 D 1,2,3,4 P 1,2,4 NMSA St 5 K 8 D 2 P 7	3.70
Instruction: The student teacher/ intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process. (Key to scoring: 1 = Has not developed or used this skill; 2 = Is beginning to incorporate this skill; 3 = Uses this skill appropriately and competently; 4 = Uses this skill consistently with a high degree of competence and confidence)	
1. Initiates lesson effectively: <ul style="list-style-type: none"> o developmentally responsive; stimulates curiosity; focus on inquiry; encourages higher-order thinking; strives to motivate young adolescents to learn through exploration, relevancy, and interconnectedness of concepts; appropriate for content area and makes connections with other content areas. NMSA St 1 K 1,2,3 D 2,3,4 P 2,3,4,5,10 NMSA St 2 K 4 D 2,3 P 1,2,4 NMSA St 3 K 1,2,3,6 D 1,2,4 P 1,2,3,4,6 NMSA St 4 K 1,2 D 2,3 P 1,3,4 NMSA St 5 K 1,2,3,5,7 D 1,2,7 P 1,2,4	4.00
2. Uses technique(s) which develop(s) lesson objective(s): <ul style="list-style-type: none"> o developmentally responsive; relevant; academically challenging; personally motivating; socially equitable; evidence of best practices for middle level learners; considers the diverse backgrounds, experiences, prior knowledge, skills, and talents of young adolescent learners; fosters intellectual, social and ethical growth; facilitate higher order thinking; shows relationship between concepts and integrates content areas. NMSA St 1 K 1,2,3,6 D 2,3,4 P 2,3,6,7 NMSA St 2 K 4 D 4 P 1,9 NMSA St 3 K 1,2,3,4 10,11 D 4 P 6 NMSA St 4 K 3,4 D 3,4 P 4,6 NMSA St 5 K 1,2,3,5,7 D 1,2,3 P 1,2,3,4	3.67
3. Sequences lesson to promote learning: <ul style="list-style-type: none"> o appropriate for middle level learners. NMSA St 5 P 1 D 2	3.70
4. Uses available teaching material(s) to achieve lesson objective(s): <ul style="list-style-type: none"> o developmentally appropriate for middle level learners.; academically challenging and personally motivating. NMSA St 1 P 2 NMSA St 2 P 2 NMSA St 3 K 10 P 1 NMSA St 5 K 7 D 2 P 3	4.00
5. Adjusts lesson when appropriate: <ul style="list-style-type: none"> o considers the diverse abilities and strengths of young adolescents; developmentally appropriate. NMSA St 1 K 1,2,3,6,7 D 2,3,4,5,7 P 2,3,4,5,8,10	4.00
6. Integrates technology into instruction (when appropriate): <ul style="list-style-type: none"> o relevant; personally motivating; developmentally appropriate for young adolescents; support learning of middle level learners. 	3.70

NMSA St 2 K 4, D 4 P 2 NMSA St 3 K 1,3,5,8 D 5 P 9 NMSA St 4 K 4 D 4 P 5 NMSA St 5 K 7 D 1, 2,7 P 1	
7. Presents content at a developmentally appropriate level: <ul style="list-style-type: none"> ○ applies cognitive theories of learning for young adolescents. NMSA St 1 K1,2,3,6,7 D 1,2,3,4,,7 P 2,3,4,5,8,10	4.00
8. Presents accurate subject matter: <ul style="list-style-type: none"> ○ evidence of breadth and depth of content knowledge; integrates concepts from other content areas. NMSA St 4 K 1,2 D 1,2,3 P 1,2,4,6	4.00
9. Relates relevant examples, unexpected situations, or current events to the content: <ul style="list-style-type: none"> ○ incorporates ideas, interests, and experiences of young adolescents; integrates content areas; developmentally appropriate; integrates content areas NMSA St 3 K 1,6,10 D 4,5 P 1,2,3 NMSA St 4 K1,2 D 1,2,3 P 1,2,3,4,6 NMSA St 5 D 1, 2 P 1,2	4.00
10. Integrates content across the curriculum: <ul style="list-style-type: none"> ○ allows young adolescents to form connections between and among concepts from different content areas. NMSA St 3 K 1,2,3 D 1,2,5 P 1,2,4 NMSA St 4 K1,2 D 1,2 P 1,4	3.33
11. Accommodates individual differences: <ul style="list-style-type: none"> ○ values the diverse developmental and instructional needs of young adolescents, developmentally appropriate; promotes a productive learning environment for a middle school setting. NMSA St 1 K 1,2,6,7 D 2 P 1,2,7 NMSA St 5 D 1,2 P 1,2	2.70
12. Demonstrates ability to communicate effectively with students: <ul style="list-style-type: none"> ○ caring; supportive; mutual respect shown; developmentally responsive; considers diverse needs of the young adolescent. NMSA St 1 K1,2,5 6,7 D 1,2,5,6,7 P1,3,8,10	3.70
13. Stimulates and encourages higher order thinking at the appropriate developmental levels: <ul style="list-style-type: none"> ○ promotes critical and creative thinking; inquiry and problem solving skills are incorporated; appropriate for middle level learners; show understanding of developmental differences. NMSA St 1 K 1,2,3 D 2,4,5,6,7 P 2,3,7,10 NMSA St 3 K 1,6, D 1,2 P 1, 5 NMSA St 4 P 1,2,3 NMSA St 5 K 1, 2, 3,5 D 1,2 7 P 1,2,4	3.67
14. Encourages student participation: <ul style="list-style-type: none"> ○ promotes student observation, questioning, and consideration of diverse perspectives; consider the diverse needs of young adolescent learners; fosters intellectual, social and ethical growth; socially equitable; developmentally appropriate. NMSA St 1 K 1,2,3 D 2,4,5,6,7 P 2,3,4,5,7,10 NMSA St 2 K 1,2,3,4 D 1,2 P 1,2,3,4 NMSA St 3 K 1,6,9,10 D 1,2,4 P 1,3,5,6 NMSA St 4 D 3 P 1,2,3 NMSA St 5 K 1, 2, 3,5 D 1, 2 7 P 1,2,4,6	3.70
15. Exhibits enthusiasm toward the subject content: <ul style="list-style-type: none"> ○ models positive attitudes for young adolescents; encourages development of new ideas and questions. NMSA St 1 D 5	3.67
16. Uses wait time	3.70

NMSA St 5 K 1 D 2 P 6	
<p>17. Uses effective questioning techniques:</p> <ul style="list-style-type: none"> ○ interdisciplinary; academically challenging; allow young adolescents to infer, synthesize, evaluate, analyze, apply knowledge, make connections, and interpret knowledge from diverse viewpoints; foster intellectual, social, and ethical growth; equitable; encourage exploration; developmentally appropriate for middle level learners. <p>NMSA St 1 K 1,2,3 D 1,2,3,4,6,7 P 1,2,3,7,10 NMSA St 2 K 1,4 D 1,2 P 1,2,3,4 NMSA St 3 K 1,2,3,6,8,10,11 D 1,2,4,5 P 1,2,3,4,5,6 NMSA St 4 K 2,3 D 1,2,3 P 1,2,3,4 NMSA St 5 K 1, 2, 3,5 D 1, 2,7 P 1,2,4,6</p>	3.67
<p>18. Utilizes appropriate motivational techniques:</p> <ul style="list-style-type: none"> ○ opportunities for exploration; developmentally appropriate for middle level learners; inquiry based, considers diverse needs, experiences, backgrounds, and prior knowledge of young adolescents; foster intellectual, social, and ethical growth. <p>NMSA St 1 K 1,2,3 D 1,2,4,6,7 P 2,3,7,10 NMSA St 2 K 1,2,3,4 D 1,2,4 P 1,2,4; NMSA St 3 K 1,2,3,6,10 D 1,2,4,5 P 1,2,3,5,6 NMSA St 4 P 3 NMSA St 5 K 1, 2,3,5,7 D 1, 2, 7 P 1,2,4,6</p>	3.70
<p>19. Utilizes an effective lesson closure:</p> <ul style="list-style-type: none"> ○ utilize higher order thinking skills, integrate content, show relationships between concepts; show understanding of needs/differences of middle level learners. <p>NMSA St 1 K 1,3 D 2,3,4,6 P 2,3,5 NMSA St 2 K 4 D 2 P 1 NMSA St 3 K 1,3 D 1,2 P 3 NMSA St 4 K 1,2 D 1,2 NMSA St 5 K 1,2,3 D 1,2 P 1,2,3,4</p>	3.00
<p>20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)</p> <p>NMSA St 5 K 2,7 D 3 P 3</p>	N/A
<p>Assessment: The student teacher / intern assesses student progress. (Key to scoring: 1 = Has not developed or used this skill; 2 = Is beginning to incorporate this skill; 3 = Uses this skill appropriately and competently; 4 = Uses this skill consistently with a high degree of competence and confidence)</p>	
<p>1. Consistently monitors ongoing performance of students:</p> <ul style="list-style-type: none"> ○ incorporates best practices for middle level learners and content area; variety; appropriate for middle school setting; variety of techniques used to check for understanding. <p>NMSA St 1 K 2,4,6 D 1,2,3,4,5,6,7 P 6 NMSA St 2 K 4 D 2,3,4 P 2,4 NMSA St 3 K 7,11 D 1,2,3 P 8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4,8,9 D 1,5,6,8 P 2,8,9</p>	4.00
<p>2. Uses appropriate and effective assessment technique(s):</p> <ul style="list-style-type: none"> ○ multiple types of assessments appropriate for young adolescents and middle school setting; assess higher-order thinking skills; developmentally responsive. <p>NMSA St 1 K 1,2,4,6,7 D 1,2,3,4,5,6,7 P 6 NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4,8,9 D 1, 5,6,8 P 1,2,8,9,10</p>	4.00

3. Provides timely feedback to students regarding progress: <ul style="list-style-type: none"> o respectful; enhances middle level learners' intellectual, social, and ethical growth; considers diverse needs and developmental differences of young adolescents. NMSA St. 5 D 8 P 10	3.70
4. Produces evidence of student academic growth under his/her instruction NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 2, 4,9 D 5,6,8 P 8,9,10	4.00
5. Develops well constructed assessment instruments/procedures/performances: <ul style="list-style-type: none"> o various types of assessments, appropriate for young adolescents NMSA St 1 K 2 D 2,3,6 P 6 NMSA St 2 K 4 D 2 P 1,4 NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4 D 5,6,8 P 8,9	3.67
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning: <ul style="list-style-type: none"> o considers developmental level, individual differences, needs of young adolescent learner; allows for productive learning environment at middle school level; best practices for content area and for middle level learners. NMSA St 1 K 2,4,6 D 1,2,3,4,5,6,7 P 6 NMSA St 2 K 4 D 2,3,4 P 2,4 NMSA St 3 K 7,11 D 1,2,3 P 8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4,8,9 D 1,5,6,8 P 2,8,9	4.00
7. Interprets and utilizes standardized/non-standardized test results: <ul style="list-style-type: none"> o uses assessment to inform instruction; appropriate for middle level learner NMSA St 1 P 6 NMSA St 3 K 7 D 1,2,3,4 P 1,2 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2 D 8 P 8,9,10	3.70
Other: The student teacher: (Key to scoring: 1 = Has not developed or used this skill; 2 = Is beginning to incorporate this skill; 3 = Uses this skill appropriately and competently; 4 = Uses this skill consistently with a high degree of competence and confidence)	
1. Participates in grade level and subject area curriculum planning and evaluation: <ul style="list-style-type: none"> o collaborates with middle school teachers in other content areas NMSA St 1 K 7 D 5,7 NMSA St 2 K 2,5 D 2,3,4 P 1,2,3 NMSA St 3 K 3,8 D 5 P 10 NMSA St 4 D 1 P 6 NMSA St 5 D 1 P 5	4.00
2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel: <ul style="list-style-type: none"> o respectful of diverse cultures and family structures. NMSA St 6 K 1,2,4,9 D 1,2, 5,6,7 P 1,2,3,7 NMSA St 7 K 1,2,4,5,6,7,8,9 D 1,2,3,6,7 P 3,4,5	4.00
3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning: <ul style="list-style-type: none"> o respectful of diverse cultures and family structures NMSA St 6 K 1,2,4,9 D 1,2, 5,6,7 P 1,2,3,7 NMSA St 7 P 3	3.67
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher NMSA St 2 K 5 D 4 P 2, 4	4.00

NMSA St 7 K 13,5,6,8,9 D 1,2,3,6,7 P 3,5	
5. Has planned lessons to address the School Improvement Plan NMSA St 2 K 5 D 3,4 P 2,3, 4	3.67
6. Exhibits sensitivity to diverse community and cultural norms NMSA St 6 K 5 D 5,6,7 NMSA St 7 P 1	3.67
7. Shows awareness of the purposes of professional organizations NMSA St 7 K 1,7,8 D 1,2,3 P 4,5	4.00
8. Observes and/or participates in team evaluations (IEP's, etc.) NMSA St 1 K 7 D 5,7 NMSA St 2 K 5 D 4 NMSA St 7 K 1 D 7 P 3	4.00
Professional Attributes Scale (Scale varies: Read individual items for scoring guide.)	
1. Attendance (1=Frequently absent, 2=Rarely absent, 3=Exemplary attendance) NMSA St 1 D 5 NMSA St 7 D 4 P 1	3.00
2. Punctuality (1=Frequently late, 2=Generally punctual, 3=Always on time) NMSA St 1 D 5 NMSA St 7 D 4 P 1	3.00
3. Professional Appearance (1=Occasionally appears inappropriately/ unprofessionally dressed, 2=Is usually dressed appropriately, 3=Always dresses/ appears in a professional manner) NMSA St 1 D 5 NMSA St 7 D 4 P 1	3.00
4. Oral Expression (1=Makes frequent usage and/ or grammatical errors, 2=Inarticulate. 3=Articulate, 4=Expressive, animated) NMSA St 7 D 4 P 1	3.33
5. Written Expression (1=Written work contains misspellings and/ or grammatical errors, 2=Written work is often unclear and disorganized, 3=Written work is organized and clearly expresses ideas) NMSA St 7 D 4 P 1	3.00
6. Tact, Judgment (1=Thoughtless: Highly insensitive to others' feelings and opinions, 2=Somewhat or sometimes insensitive and undiplomatic, 3=Perceives what to do or say in order to maintain good relations with others and responds accordingly, 4=Diplomatic: Highly sensitive to others' feelings and opinions) o mutual respect exhibited, considers the ideas and opinions of the students; shows understanding of diverse needs of young adolescents NMSA St 1 D 1,2,4,5,6,7 NMSA St 2 K 1,2,3,4 D 1,2 P 1,3,4	3.67
7. Reliability / Dependability (1=Sometimes fails to complete assigned tasks and duties, 2=Sometimes needs to be reminded to attend to assigned tasks/ duties, 3=Responsible: Attends to assigned tasks/ duties on schedule without prompting, 4=Self-starter: Perceives needs and attends to them immediately) o considers the particular needs of young adolescent students NMSA St 3 K 1,2,4,5,9,10 D 1,2,3,4 P 1,2,3,5,7 NMSA St 7 D 4 P 1	3.00
8. Self Initiative/ Independence (1=Passive: Depends on others for direction, ideas, and guidance, 2=Has good ideas, works effectively with limited supervision, 3=Creative and resourceful: Independently implements plans) o considers needs and differences of young adolescents NMSA St 3 K 1,2,4,5,9,10 D 1,2,3,4 P 1,2,3,5,7; NMSA St 4 K 1, 2, 3,4 D 1, 2,3,4 P 1,3,4,5; NMSA St 5 K 2,3,5,6,7 D 1, 2,3,4,7 P 1,2,4,6	2.67
9. Self-Confidence	3.67

<p>(1=Anxious: Often appears self-conscious, nervous, 2=Arrogant: Has unfounded belief in abilities, 3=Usually confident: comfortable in classroom situations, 4=Realistically self-assured; competently handles class demands)</p> <p>NMSA St 7 K 1,2,3 D 1,2,4,6,7 P 1,3,4</p>	
<p>10. Collegiality (1=Often works in isolation, 2=Reluctant to share ideas and materials, 3=Willingly shares ideas and materials)</p> <p>NMSA St 7 D 2,7 P 3,4,5</p>	3.00
<p>11. Interaction with Students (1=Can appear threatening or antagonistic towards students, 2=Shy: Hesitant to work with students, 3=Relates easily and positively with students, 4=Outgoing: Actively seeks opportunities to work with students)</p> <ul style="list-style-type: none"> ○ acts as an advocate for young adolescent students, considers developmental needs/differences of middle level learners <p>NMSA St 1 K 6,7 D 1,2,4,5,6,7 P 2,3,7,10 NMSA St 6 K 1,2 D 1,2,5 P 3</p>	4.00
<p>12. Response to Student Needs (1=Does not attempt to accommodate needs of unique learners, 2=makes negative comments about students' ability to learn, 3=Usually accepts responsibility for all students' learning, 4=Consistently responds to the learning needs of all students)</p> <ul style="list-style-type: none"> ○ considers diversity in backgrounds, experiences and abilities of young adolescents as well as developmental needs. <p>NMSA St 1 K 6,7 D 1,2,4,5,6,7 P 2,3,7,10 NMSA St 3 K 1,2,4,5,9,10 D 1,2,3,4 P 1,2,3,5,7 NMSA St 4 K 3 D 1 P 1,3,4 NMSA St 5 K 2,6,7 D 2,3,4 P 1,2,5,6,10</p>	3.67
<p>13. Response to feedback (1=Defensive: Unreceptive to feedback, 2=Receptive—but does not implement suggestions, 3=Receptive – <u>and</u> adjusts performance accordingly, 4=Solicits suggestions and feedback from others)</p> <ul style="list-style-type: none"> ○ considers the implications for instructing young adolescents, values the feedback of parents, colleagues, mentors, supervisors. <p>NMSA St 1 K 6,7 D 1,6,7 P 1,3,4,5,8,10 NMSA St 6 K 1,2,4,9 D 1,2, 5,6,7 P 1,2,3,7</p>	3.67
<p>14. Ability to Reflect and Improve Performance (1=Reluctant to analyze performance, 2=Makes some effort to review skills, 3=Actively seeks ways to assess abilities, 4=Consistently deepens knowledge of classroom practice and student learning)</p> <ul style="list-style-type: none"> ○ relates knowledge of best practices and theories for young adolescent students; exhibits knowledge of philosophical foundations of middle level education. <p>NMSA St 1 K 1,2,3 D 1,2,4,5,6,7 P 2,3,7,10 NMSA St 2 K 1,2,3,4 D 1,2 P 1,3,4 NMSA St 3 K 1,2,3,4,5,6,7,8,9,10,11 D 1,2,3,4,5 P 1,2, 3,4,5,6,8,9 NMSA St 4 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4,5,6 NMSA St 5 K 1, 2, 3,4,5,6,7,8,9 D 1, 2,5,6,7,8 P 1,2,5,6,10</p>	3.67
<p>15. Professional Characteristics (1=Seldom, 2=Usually, 3=Always)</p>	
<p>A. Commitment- Demonstrates genuine concern for students and is dedicated to the teaching profession</p> <p>NMSA St 7 K 1,2,3 D 1,2,3 P 1</p>	3.00
<p>B. Creativity – Seeks opportunities to develop imaginative instructional lessons</p> <ul style="list-style-type: none"> ○ incorporates activities that are exploratory, relevant, and challenging; appropriate for young adolescents. <p>NMSA St 1 K 1,2,3 D 1,2,4,5,6,7 P 2,3,7,10</p>	2.67

NMSA St 2 K 1,2,3,4 D 1,2 P 1,3,4 NMSA St 3 K 1,2,3,4,5,6,7,8,9,10,11 D 1,2,3,4,5 P 1,2,3,4,5,6,8,9 NMSA St 4 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4,5,6 NMSA St 5 K 1, 2, 3,4,5,6,7,8,9 D 1, 2,5,6,7,8 P 1,2,5,6,10	
C. Flexibility – Responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary. NMSA St 7 K 1,2,3 D 1,2,3 P 1	3.00
D. Integrity – Maintains high ethical and professional standards NMSA St 7 K 1,2,3 D 1,2,3 P 1	3.00
E. Organization – Is efficient, successfully manages multiple tasks simultaneously NMSA St 7 K 1,2,3 D 1,2,3 P 1	3.00
F. Perseverance – Strives to complete tasks and improve teaching skills NMSA St 3 K 1,2,4,5,9,10 D 1,2,3,4 P 1,2,3,5,7 NMSA St 4 K 3 D 1 P 1,3,4; NMSA St 5 K 2,6,7 D 2,3,4 P 1,2,5,6,10 NMSA St 7 K 1,2,3 D 1,2,3 P 1	3.00
G. Positive Disposition – Possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable. NMSA St 7 K 1,2,3 D 1,2,3 P 1	3.00
16. Potential as a Teacher – (1=Recommend review of career options and consideration of profession other than teaching, 2=Recommend continuation in teaching profession, 3=Highly recommend continuation in teaching profession: Strong candidate)	2.67
NMSA Addendum (Key to scoring: 1 = Has not developed or used this skill; 2 = Is beginning to incorporate this skill; 3 = Uses this skill appropriately and competently; 4 = Uses this skill consistently with a high degree of competence and confidence)	
1. Applies knowledge of the characteristics of young adolescents and multiple influences on development & learning to his/her work with young adolescent learners: <ul style="list-style-type: none"> o positive relationships with students; fosters intellectual, ethical and social growth, teaching practices demonstrate understanding of the intellectual, physical and social development of young adolescents and are realistic for middle level learners; engage students in activities related to their interpersonal, community, and societal responsibilities; respond positively to diversity of young adolescents. NMSA St 1 K 1,2,3,5,6 D 1,2,6,7 P 1,2,3,7,10	3.50
2. Uses developmental knowledge of young adolescents to create healthy, respectful, supportive, equitable, and challenging learning experiences: <ul style="list-style-type: none"> o teaching practices are relevant, discovery-based, integrated, and include critical and creative thinking skills; consider the diverse needs of the young adolescent learner. NMSA St 2 K 1,2,3,4 D 1,2 P 1,3,4 NMSA St 3 K 1,2,3,4,5,6,7,8,9,10,11 D 1,2,3,4,5 P 1,2,3,4,5,6,8,9 NMSA St 4 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4,5,6 NMSA St 5 K 1, 2, 3,4,5,6,7,8,9 D 1, 2,5,6,7,8 P 1,2,5,6,10	3.25
3. Uses knowledge of philosophical foundations of middle level education in his/her work with young adolescents: <ul style="list-style-type: none"> o teaching practices reflect understanding of philosophical foundations of middle level education and are socially equitable. NMSA St 7 K 1,2,3 D 1,2,3 P 1	3.00
4. Engages young adolescent learners in relevant experiences that integrate	3.25

<p>content, knowledge, and diverse perspectives:</p> <ul style="list-style-type: none"> ○ teaching practices consider the diversity of backgrounds and experiences of young adolescents as well as prior knowledge; help students see relationships between ideas, integrate concepts from several content areas. <p>NMSA St 2 K 1,2,3,4 D 1,2 P 1,3,4 NMSA St 3 K 1,2,3,4,5,6,7,8,9,10,11 D 1,2,3,4,5 P 1,2,3,4,5,6,8,9 NMSA St 4 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4,5,6 NMSA St 5 K 1, 2, 3,4,5,6,7,8,9 D 1, 2,5,6,7,8 P 1,2,5,6,10</p>	
<p>5. Uses a variety of developmentally appropriate assessment tools/approaches in a productive manner:</p> <ul style="list-style-type: none"> ○ utilizes formative and summative assessments that guide instruction of young adolescents, shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level. <p>NMSA St 1 K 1,2,4,6,7 D 1,2,3,4,5,6,7 P 6 NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4,8,9 D 1, ,5,6,8 P 1,2,8,9,10</p>	3.25
<p>6. Incorporates knowledge of family and community in his/her work with young adolescent learners:</p> <ul style="list-style-type: none"> ○ contemporary, respectful of diverse cultures and family structures <p>NMSA St 1 K 6,7 D 1,6,7 P 1,3,4,5,8,10 NMSA St 6 K 1,2,4,9 D 1,2, 5,6,7 P 1,2,3,7</p>	3.00
<p>7. Involves himself/herself with the middle level education field while upholding high ethical and professional standards:</p> <ul style="list-style-type: none"> ○ observes or participates in middle level student advocacy programs (e.g. advisor) <p>NMSA St 3 K 12 P 7 NMSA St 7 K 1,2,3 D 1,2,3 P 1</p>	3.25

Assessment 5 Narrative Assessment Plan

Assessment of candidate effect on student learning

1. A brief description of the assessment and its use in the program

Teacher candidates in the Middle School Education Program submit an assessment plan with specific requirements which is assessed using the *Assessment Plan Rubric*. The plan is constructed for a middle level class that teacher candidates are working with at the time of assessment collection. This three-part assessment addresses the following areas: 1)

Assessment Plan – Addresses the pre/post and formative assessment administered to each child to measure learning goals and objectives. Also indicates the format of the developmentally appropriate, valid, reliable, and rigorous assessment for use with grade 4-8 children; 2)

Analyzing the Results – Used to show the learning gains made by each middle level student from pre/post assessments that are designed in a developmentally appropriate manner; and 3) Impact of Instruction – Consists of a reflective narrative that provides descriptive information of candidate impact on student achievement. The open ended responses are read by the evaluator and used to make the final evaluation decision reflected on the Likert scale (1-5) in methods courses and the Likert scale (1-4) in student teaching. This instrument is collected two times during the Middle School Education program, by the instructor in Methods II (EDUC 484) and by the university supervisor in Student Teaching. As the assessment was being phased in during Spring 2006, assessment plan data was collected as part of the assessment component of the *LCET Summative Evaluation*. Data was not collected using a separate instrument until Fall 2006 in Methods II when the assessment portion of the Summative Evaluation was removed and used as an individual assessment tool. Attachment A shows the rubric used for the assessment plan which stems from LCET and the rubric used for student teaching which eliminates three items and provides a copy of the 3 parts of the assessment plan requirements

2. Description of Alignment with NMSA standards

The rubric aligns with Standards 1-5. Specific alignment for each indicator is shown in Attachment C along with descriptions to illustrate the middle level context through which the rubric is viewed by assessors. The candidates are required to use 3 types of assessment in their assessment plan. The assessments the candidate choose to use in their plan reflect their understanding of the nature of the adolescent learner (St 1). Through these assessments, candidates are asked to reflect in order to justify a number of characteristics about the assessments they have chosen to use. Candidates must connect the assessments to the state standards, benchmarks, grade level expectations, and teaching procedures to illustrate alignment. Because the candidates are asked to document the use of more than one assessment, they are demonstrating understanding of how the use of multiple assessment tools and multiple measures can give a better indication of the prior knowledge, experiences, and the abilities of the variety of learners in the classroom. These assessments must be developmentally appropriate for the adolescent learners and must be appropriate for the requirements and school culture of grades 4-8 (St 2). Candidates are asked to reflect on the success of the assessments they have selected allowing them to focus on young adolescents' needs, interests, and experiences and understand how effective assessment is interwoven with effective instruction and an effective middle school (St 2). The reflective component of the assessment enhances the candidate's ability to develop curriculum appropriate for meeting the needs of all learners in the classroom and to make subsequent decisions on how to adapt instruction to meet the needs of students who have difficulty achieving success. This is a crucial skill in the middle school classroom where learners are at a unique and challenging level of cognitive development.

3. A brief analysis of the data findings.

The data findings using the assessment tools to evaluate the assessment plan artifact submitted in Methods II and during student teaching show that our middle school candidates have achieved our desired goal of development and competency. All achieved this goal as indicated by scores of 4 or higher in all areas during Methods II and all but 1 in student teaching. Candidates use assessment skills competently with frequency (4.00) during Methods II middle level classroom lesson implementation and are thus well-prepared for student teaching. Candidates' assessment artifacts at both levels in the program illustrate strong skills in all areas measured by the assessment tool. Methods II candidates show specific strength in monitoring the performance of middle school students and providing feedback as well as the ability to produce evidence of student academic growth under his/her instruction with scores at the highest level (5/5). Student teachers scored highest in three areas of the assessment tool (4/4) indicating strength in the ability to develop well constructed assessment, use appropriate and effective assessment techniques, and produce evidence of student academic growth under his/her instruction. Need for improvement is shown in candidates ability to interpret and utilize test results where the average score was lowest (3.33/4.00) for student teachers.

4. An interpretation of how that data provides evidence for meeting standards

Candidates effectively use knowledge, skills, and dispositions in NMSA standards 1-5 as illustrated by the positive findings of the assessment plan assessment. Critical components that must exist in the assessment plan include linking Louisiana's GLE's with the lesson, well constructed assessment instruments, appropriate and effective techniques, utilizing a variety of formal and informal assessment, consistently monitoring performance, providing timely feedback, producing evidence of growth, and interpreting and utilizing test results all of which align with the standards. The high scores indicate that candidates use assessment skills competently with frequency during Methods II lesson implementation and are prepared to use assessment effectively to measure and to make decisions that will improve achievement of middle level learners. Student teaching data also indicates that candidates demonstrate knowledge, skills, and dispositions appropriately and competently in all areas of assessment that are consistent with the standards and in most cases do so consistently with a high degree of competence and confidence. Because impact on student learning is an important area of emphasis in St 5, we would like to see scores closer to 4 in student teaching to provide evidence that candidates can interpret and utilize test results consistently with a high degree of competence before they complete the program and have considered ideas for providing enhancement such as a Professional Development session. In addition, to maintain consistency in program analysis, we have revised the rubric for Methods II to make it a 4 point rating scale that is similar to the rubric used to assess student teachers.

ATTACHMENT A
Assessment 5
Assessment Plan

Assessment used in Methods II Assessment Plan (description of requirements included in Attachment A)
ASSESSMENT PLAN RUBRIC

ASSESSMENT: The teacher candidate:					
Develops well constructed assessment instruments/procedures/performances. ○ various types of assessments, appropriate for young adolescents	1	2	3	4	5
Uses appropriate and effective assessment technique(s) effectively. ○ multiple types of assessments appropriate for young adolescents and middle school setting; assess higher-order thinking skills; developmentally responsive.	1	2	3	4	5
Utilizes a variety of formal and informal assessment techniques to monitor student learning. ○ considers developmental level, individual differences, needs of young adolescent learner; allows for productive learning environment at middle school level; best practices for content area and for middle level learners.	1	2	3	4	5
Consistently monitors ongoing performance of students. ○ incorporates best practices for middle level learners and content area; variety; appropriate for middle school setting; variety of techniques used to check for understanding.	1	2	3	4	5
Provides timely feedback to students regarding their progress. ○ respectful; enhances middle level learners' intellectual, social, and ethical growth; considers diverse needs and developmental differences of young adolescents	1	2	3	4	5
Produces evidence of student academic growth under his/her instruction.	1	2	3	4	5
Interprets and utilizes standardized/non-standardized test results. ○ uses assessment to inform instruction; appropriate for middle level learner	1	2	3	4	5

Comments:

Assessment used in Student Teaching Assessment Plan
 (description of requirements is the same as Methods II and included
 in Attachment A)
ASSESSMENT PLAN RUBRIC

ASSESSMENT: The teacher candidate:				
Develops well constructed assessment instruments/procedures/performances: ○ various types of assessments, appropriate for young adolescents	1	2	3	4
Uses appropriate and effective assessment technique(s) effectively. ○ multiple types of assessments appropriate for young adolescents and middle school setting; assess higher-order thinking skills; developmentally responsive.	1	2	3	4
Produces evidence of student academic growth under his/her instruction.	1	2	3	4
Interprets and utilizes standardized/non-standardized test results. ○ uses assessment to inform instruction; appropriate for middle level learner	1	2	3	4

Comments:

ASSESSMENT PLAN ARTIFACT REQUIREMENTS

1. **Provide a table** (see sample below) outlining the pre-, post- and at least 1 *formative assessment* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s) and your learning goal(s). List assessments in the order in which they will be administered.

The Table should include:

- A) Type of assessments (e.g., pre, formative, or post).
- B) The learning objectives; these are specific to the learning activities.
- C) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance, matching, T/F, etc.).

2. **Provide a narrative description which:**

- Explains how the assessments specifically addresses each of the goals/objectives and

Type of Assessments	Learning Objectives	Format of Assessment
1. Pre Assessment		
2. Formative Assessment		
3. Post Assessment		

why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed,

- Explains why you have chosen each of these assessments to attain your stated learning objectives,
- Provides assessment instructions that are understood by all students,
- Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms,
- Explains special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence.

3. **Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as an attachment.**

Analyzing the Results: Used to show the learning gain made by each student from pre- to post- assessment

Students	Pre Assessment	Post Assessment	Gain + or -	Objectives				Comments
				Yes	No	Yes	No	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

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Reflecting on the Impact of Instruction

1. How many students accomplished all of the objectives you established for this body of instruction? What % of students did not meet all objectives? What factors contributed to their success/failure?

2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?

3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.

4. Since the conclusion of the unit and/or lesson, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?

5. What impact will the information gained from your reflection about you students' performance have on future lessons? Describe the adjustments you will make in your instruction.

ATTACHMENT B
Assessment 5
Assessment Plan Scoring Guide

ASSESSMENT PLAN RUBRIC - Methods course

The Assessment Plan Artifact is assessed during the upper elementary methods II course (EDUC 484) on 7 specific items. The *five-point* rating scale is used to determine ratings on all attributes. A description of the specific requirements for the assessment plan is included in Attachment A along with specific descriptions of the indicator used by assessors of teacher candidates in the Middle School Program.

- 5 = Uses this skill proficiently with consistency (Requires no support and guidance in connection to appropriate middle level assessment)
- 4 = Uses this skill competently with frequency (Above Expectations: Requires little minimum support in connection to appropriate middle level assessment)
- 3 = Uses this skill appropriately (Meets Expectations: Requires occasional minimum support in connection to appropriate middle level assessment)
- 2 = Is beginning to incorporate this skill (Below Expectations: Limited use of this skill; often requires support and guidance in connection to appropriate middle level assessment)
- 1 = Has not developed or used this skill (Does not meet minimal expectations for standard in connection to appropriate middle level assessment)

When the scale is applied in various instruments to specific attributes, each scale point is behaviorally anchored: i.e., definitions of practices or behaviors required to achieve that rating have been developed as shown on the assessment instrument and data chart.

When individual assessors develop ratings for Attributes and Components, and other characteristics in the *Assessment Plan Rubric*, the procedures described below are followed.

- To develop ratings for an attribute, the assessor analyzes patterns within the data and determines the attribute rating most representative of those patterns, taking all practices and behaviors into account (holistic approach).
- To form an overall evaluation, a candidate's minimum score should be a 3 on each item with at least 80% of the scores a minimum of 4 or higher. (holistic approach).

ASSESSMENT PLAN RUBRIC - Student Teaching

During the Student Teaching semester candidates are also assessed using the *Assessment Plan* Artifact on 4 specific items. This assignment was structured to be aligned with the indicators of the existing Louisiana Components of Effective Teaching (LCET) document used during the Student Teaching semester. A description of the specific requirements for the assessment plan is included in Attachment A along with specific descriptions of the indicator used by assessors of teacher candidates in the Middle School Program. The *four-point* rating scale is used to determine ratings on all attributes. It is applied during each individual assessment visit and in scoring the teacher education candidate Assessment Plan. In every case, the four points are defined in the same way:

- 4 – Uses this skill consistently with a high degree of competence and confidence. (Target: Requires little to no support and guidance in connection to appropriate middle level assessment)
- 3 – Uses this skill appropriately and competently (Meets Expectations: Requires occasional minimum support in connection to appropriate middle level

assessment)

2 – Is beginning to incorporate this skill (Meets Expectations: Limited use of this skill; often requires support and guidance in connection to appropriate middle level assessment)

1 – Has not developed or used this skill (Does not meet minimal expectations for standard in connection to appropriate middle level assessment)

NA – Not applicable or Not Observed (performance in this Attribute was not observed) **Note:** A rating of NA may be awarded for Planning: Attribute 8 which applies to Special Education Teachers only and Instruction: Attribute 20 which applies to physical education teachers only. All other Attributes must be rated as 1,2,3, or 4

When the scale is applied in various instruments to specific attributes, each scale point is behaviorally anchored: i.e., definitions of practices or behaviors required to achieve that rating have been developed.

When individual assessors develop ratings for Attributes and Components, the procedures described below are followed.

- To develop ratings for an attribute, the assessor analyzes patterns within the data and determines the attribute rating most representative of those patterns, taking all practices and behaviors into account (holistic approach). The Assessment Plan is assessed based on evidence described below to determine a rating for each category.

1. Develops well constructed assessment instruments/procedures/performance which adhere to the principles of good test and/or performance assessment construction. <i>It is apparent that the teacher candidate understands alignment and there is evidence that there has been a genuine attempt to align these elements of the instructional process.</i>
2. Uses appropriate and effective assessment technique(s): <i>The pre- and post- assessment methods and instruments were appropriate for measuring the knowledge and skills described in the objective(s). The plan for assessment relates to the content or body of instruction.</i>
3. Produces evidence of student academic growth under his/her instruction: <i>The teacher candidate reports in the reflective summary that a majority (more than 50%) of the students met all objectives and is consistent with the information on the “analyzing the results” chart. At least 80% of students not meeting all objectives made substantial gains from pre- to post-assessment.</i>
4. Interprets and utilizes standardized/non-standardized test results: <i>For each student who demonstrated little or no gain from pre- to post-assessment, there is a plausible explanation of circumstances that may have impeded student learning. The teacher candidate describes strategies he/she has used or has planned to use to help low achieving students accomplish the objective(s) of the work sample.</i>

- To form an overall evaluation, a candidate’s minimum score should be a 2 on each item with at least 80% of the scores a minimum of 3 or higher. (holistic approach).

ATTACHMENT C
Assessment 5
Assessment Plan
Candidate Data Table

These results come from the LCET document used during the Methods II course of the Middle School Education Program, EDUC 484 - Upper Elementary Curriculum and Instruction. The Assessment Plan was integrated into the LCET document during the Spring 2006 semester. Table 1 reflects summary data collected in the methods course during Spring 2006. Table 2 reflects summary data collected at the end of the candidates' student teaching during Spring 2006. Each score represents the average of the candidates' performance on that particular indicator which was assessed for that group of candidates. Each of the indicators is aligned with specific NMSA standards. The rubric used in the methods course is based on a Likert scale (1-5) and the final report on student teaching is uses a Likert scale (1-4).

Table 1 Methods II

SPRING 2006		
Average of Candidate Performance on the Assessment Plan		
(5 point scale)		
		n=2
1.	Develops Assessment Develops well constructed assessment instruments/ procedures/performances. <ul style="list-style-type: none"> ○ various types of assessments, appropriate for young adolescents NMSA St 1 K 2 D 2,3,6 P 6 NMSA St 2 K 4 D 2 P 1,4 NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4 D 5,6,8 P 8,9	4.50
2.	Assessment Techniques Uses appropriate and effective assessment technique(s) effectively. <ul style="list-style-type: none"> ○ multiple types of assessments appropriate for young adolescents and middle school setting; assess higher-order thinking skills; developmentally responsive. NMSA St 1 K 1,2,4,6,7 D 1,2,3,4,5,6,7 P 6 NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4,8,9 D 1, ,5,6,8 P 1,2,8,9,10	4.50
3.	Variety of Formal & Informal Assessments Utilizes a variety of formal and informal assessment techniques to monitor student learning. <ul style="list-style-type: none"> ○ considers developmental level, individual differences, needs of young adolescent learner; allows for productive learning environment at middle school level; best practices for content area and for middle level learners. 	4.00

	<p>NMSA St 1 K 2,4,6 D 1,2,3,4,5,6,7 P 6 NMSA St 2 K 4 D 2,3,4 P 2,4 NMSA St 3 K 7,11 D 1,2,3 P 8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4,8,9 D 1,5,6,8 P 2,8,9</p>	
4.	<p>Monitors Performance Consistently monitors ongoing performance of students.</p> <ul style="list-style-type: none"> ○ incorporates best practices for middle level learners and content area; variety; appropriate for middle school setting; variety of techniques used to check for understanding. <p>NMSA St 1 K 2,4,6 D 1,2,3,4,5,6,7 P 6 NMSA St 2 K 4 D 2,3,4 P 2,4 NMSA St 3 K 7,11 D 1,2,3 P 8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4,8,9 D 1,5,6,8 P 2,8,9</p>	5.00
5.	<p>Provides Feedback Provides timely feedback to students regarding their progress.</p> <ul style="list-style-type: none"> ○ respectful; enhances middle level learners' intellectual, social, and ethical growth; considers diverse needs and developmental differences of young adolescents <p>NMSA St. 5 D 8P 10</p>	5.00
6.	<p>Impact on Student Learning Produces evidence of student academic growth under his/her instruction.</p> <p>NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 2, 4,9 D 5,6,8 P 8,9,10</p>	5.00
7.	<p>Interprets/Utilizes Test Results Interprets and utilizes standardized/non-standardized test results.</p> <ul style="list-style-type: none"> ○ uses assessment to inform instruction; appropriate for middle level learner <p>NMSA St 1 P 6 NMSA St 3 K 7 D 1,2,3,4 P 1,2 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2 D 8 P 8,9,10</p>	4.50

Table 2 Student Teaching

SPRING 2006		
Average of Candidate Performance on the Assessment Plan (4 point scale)		
		n=3
1.	<p>Develops Assessments Develops well constructed assessment instruments/ procedures/performances.</p> <ul style="list-style-type: none"> ○ various types of assessments, appropriate for young adolescents <p>NMSA St 1 K 2 D 2,3,6 P 6 NMSA St 2 K 4 D 2 P 1,4 NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4 D 5,6,8 P 8,9</p>	4.00
2.	<p>Assessment Techniques Uses appropriate and effective assessment technique(s) effectively.</p> <ul style="list-style-type: none"> ○ multiple types of assessments appropriate for young adolescents and middle school setting; assess higher-order thinking skills; developmentally responsive. <p>NMSA St 1 K 1,2,4,6,7 D 1,2,3,4,5,6,7 P 6 NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2, 3,4,8,9 D 1, ,5,6,8 P 1,2,8,9,10</p>	4.00
3.	<p>Impact on Student Learning Produces evidence of student academic growth under his/her instruction.</p> <p>NMSA St 3 K 7,11 D 1,2,3,4 P 1,8 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 2, 4,9 D 5,6,8 P 8,9,10</p>	4.00
4.	<p>Interprets/Utilizes Test Results Interprets and utilizes standardized/non-standardized test results.</p> <ul style="list-style-type: none"> ○ uses assessment to inform instruction; appropriate for middle level learner <p>NMSA St 1 P 6 NMSA St 3 K 7 D 1,2,3,4 P 1,2 NMSA St 4 K 3 D 3 P 1,2 NMSA St 5 K 1, 2 D 8 P 8,9,10</p>	3.33

Assessment 6
LCET Summative Evaluation

Additional assessment that addresses NMSA standards

1. A brief description of the assessment and its use in the program

All candidates are evaluated with a common instrument, the *Louisiana Components of Effective Teaching (LCET): Summative Evaluation*, during field experiences in Methods I and Methods II. This formal evaluation for each teacher candidate is completed by the university instructors (2) teaching the Methods I course block (EDUC 320 and 328) and the university instructor teaching the Methods II course (EDUC 484) and addresses Planning, Management, and Instruction.

Instrument items have five possible ratings:

5 =(uses this skill proficiently with consistency), 4 =(uses this skill competently with frequency), 3 =(uses this skill appropriately), 2 =(is beginning to incorporate this skill), and 1 =(has not developed or used this skill). For Methods I courses, candidates can receive no higher than a 3 on all items and for the Methods II course, candidates can receive no higher than a 4 on all items (effective Fall 2006) in order to progress to student teaching. These levels are appropriate for the amount of time candidates spend in the field as part of those courses. Lesson plans that correspond with these evaluations, as well as the completed assessments are included in candidate's Developmental Portfolios.

2. Description of Alignment with NMSA standards

LCET Summative Evaluation	Specific SPA Standards Addressed By Assessment
Planning	NMSA St 1 K 1,2,3,6,8 D 2,3,4,6,7 P 2,3,4,7,10; NMSA St 2 K 1,2,3,4,6 D 2,3,4,5,6 P 1,4; NMSA St 3 K 1,2,3,4, 5,6,7,8 D 1,2,3,4,5 P 2,3; NMSA St 4 K 1,2,3,4 D 2,3,4 P 1,2,4; NMSA St 5 K 1,2,3,4,5,7,9 D 1,2,3, 5,6,7,8 P 1,2,3,4
Management	NMSA St 1 K1,2,3,4,6,7 D 1,2,3,4,5,6,7 P 1,2,3,4,5,8,10; NMSA St 2 K 1,2,3,4,6 D 1,2,3,4 P 1,2,3,4; NMSA St 5 K 8 D 2 P 7
Instruction	NMSA St 1 K 1,2,3,5,6,7 D 1,2,3,4,5,6,7 P 1,2,3,4,5,6,7,8,10; NMSA St 2 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4,9; NMSA St 3 K 1,2,3,4,5,6,8,9,10,11 D 1,2,4,5 P 1,2,3,4,5,6,9; NMSA St 4 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4,5,6; NMSA St 5 K 1,2,3,5,7 D 1,2,3,7 P 1,2,3,4,6

Standards 1, 2, 3, 4, 5, 6 and 7 are supported by the *LCET Summative Evaluation*. This assessment tool aligns with NMSA programmatic standards (St 1,2) in that the instrument is applied when Methods I and Methods II instructors observe candidates in the field conducting lessons in middle level classes. Candidates are assessed by two instructors in Methods I and one in Methods II all of who observe candidates in the field conducting integrated lessons in middle level classes. The Methods I course block focuses on Reading and Mathematics along with the integration of these subjects in a middle level classroom and the Methods II course which focuses on middle school Language Arts, Science and Social Studies as well as the integration of these subjects. This design ensures that candidates participate in well-rounded experiences in diverse settings. This extensive experience in the field exposes them to various school philosophies and organizational elements of middle schools and their collaboration with middle school teachers assists them in learning about and engaging in competent professional roles (St 2,6). Candidates are judged on how the environment is organized to promote a positive learning climate according to their knowledge of adolescent characteristics (St 5). The methods courses

are informed by constructivist theory to provide a model for implementing strategies that engage middle level learner in an inquiry based manner that addresses higher-order thinking. These areas are assessed in the *LCET Summative Evaluation* (St, 1,3,4,5). Curriculum content is presented that is based on cognitive learning theory pertaining to middle school students in these courses which assist candidates in effectively implementing integrated lessons that cross over disciplines and address various multiple intelligences and differences in prior knowledge. Lessons must bring in examples and experiences relevant to young adolescents and the lessons must be developmentally appropriate, challenging, and equitable. Candidates must use classroom management strategies that are suitable to young adolescents who bring various experiences to the classroom and must demonstrate understanding that middle level students have different academic, social, and personal needs. As required by the assessment tool, candidates must develop and utilize a variety of assessments that must be authentic, developmentally appropriate, and aligned with objectives that meet Louisiana content standards and grade-level expectations found in the state's Com-prehensive Curriculum. Each of the indicators for this assessment is aligned with specific NMSA standards in Attachment C with descriptions that illustrate the context through which the rubric is viewed by assessors, specific to candidates in the Middle School Education Program.

3. A brief analysis of the data findings.

In the Spring 2006 semester, we had 5 teacher candidates in Methods I and 3 in Methods II. All candidates successfully achieved minimum scores or higher in methods courses. Methods II candidates scores were high indicating strengths in all areas showing their ability to begin student teaching and the likelihood that they will be successful. Strongest areas in both methods were in Planning and Management. Scores were lowest in Methods I in Instruction. Particular scores in this area that demonstrate need for improvement are higher-order thinking, enthusiasm, questioning, and motivational techniques. In addition, Methods I scores in Planning-integration of content demonstrate need for improvement.

4. An interpretation of how that data provides evidence for meeting standards

As noted in the description of alignment, this instrument addresses most of the standards. Since 8 candidates rated positively across all categories and items, particularly in the Methods II course, the results of this assessment provide convincing evidence that our candidates have met these standards. In spite of these positive findings, our analysis of the data shows areas in which we could improve in Methods I. For example content integration, higher order thinking, enthusiasm, questioning, and motivational strategies were not rated as highly as we would have liked. Possible reasons for this include inexperience in handling all aspects of teaching. This notion is supported by the high scores in Methods II where students gain 40 additional hours of intensive middle level teaching experience. These suggestions should be discussed among faculty members involved in the Middle School Education program: A) Additional emphasis in 307 and Methods II on skills in integrating content. B) Professional development opportunities in addressing higher order thinking, effective questioning strategies, and motivational strategies specific to the middle level learner. To maintain consistency in program analysis, we have revised this rubric for Methods I and Methods II to make it a 4 point rating scale that is similar to the rubric used to assess student teachers.

ATTACHMENT A

Assessment 6 LCET Summative Evaluation



LCET Summative

Evaluation (Revision: August 2005)

Candidate's Name _____ W# _____

Course Number _____ Instructor _____ Date _____

School Name/Code _____ Grade Level _____

Content _____

Directions: Please evaluate the candidate in each of the areas below.

- The scale is:**
- 1 – Has not developed or used this skill**
 - 2 – Is beginning to incorporate this skill**
 - 3 – Uses this skill appropriately**
 - 4 – Uses this skill competently with frequency**

5 – Uses this skill proficiently with consistency

PLANNING: The teacher plans effectively for instruction.					
1. Specifies learner outcomes in clear, concise objectives: <ul style="list-style-type: none"> o Developmentally appropriate for young adolescents; relevant to middle level curriculum and specific content area; evidence of interdisciplinary connection and higher-order thinking; high, realistic expectations for learning. 	1	2	3	4	5
2. Includes activity/activities that develop(s) objectives: <ul style="list-style-type: none"> o variety; exploratory in nature; interconnected; integrate content areas; considers diverse backgrounds, developmental level, and experiences of young adolescents; personally motivating; academically challenging; socially equitable; consider prior knowledge and diverse skills of middle level learners; best practices that promote a productive learning environment for a middle school setting. 	1	2	3	4	5
3. Identifies and plans for individual differences: <ul style="list-style-type: none"> o considers diverse backgrounds, developmental level, prior knowledge, needs, and experiences of young adolescents; promote a productive learning environment for a middle school setting. 	1	2	3	4	5
4. Identifies materials, other than standard materials, as needed for lesson: <ul style="list-style-type: none"> o materials personally motivate young adolescents and relate to real world experiences; relevant; developmentally appropriate for middle level learners; consider diverse backgrounds, experiences, 	1	2	3	4	5
5. States method(s) of evaluation to measure learner outcomes: <ul style="list-style-type: none"> o appropriate for middle level learners and middle school curriculum; diverse methods of assessment 	1	2	3	4	5

6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs: <ul style="list-style-type: none"> o uses state standards/benchmarks/GLE's developed for middle school students 	1	2	3	4	5
7. Plans for the use of technology: <ul style="list-style-type: none"> o integrates technology that is relevant, personally motivating, and developmentally responsive into lesson plans; supports learning in a middle school setting. 	1	2	3	4	5
Comments:					
MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.					
1. Organizes available space, materials, and/or equipment to facilitate learning: <ul style="list-style-type: none"> o considers the physical development and diverse needs of young adolescents; allows for a productive learning environment at the middle school level. 	1	2	3	4	5
2. Promotes a positive learning climate: <ul style="list-style-type: none"> o enthusiastic; respectful; supportive; considers the social and psychological development of young adolescents; shows understanding of developmental differences and diverse needs of middle level learner; allows for productive learning at middle school level; fosters intellectual, social, and emotional growth. 	1	2	3	4	5
3. Manages routines and transitions in a timely manner <ul style="list-style-type: none"> o appropriate for young adolescents and a middle school setting; maximize learning in a middle school classroom; shows understanding of developmental differences and diverse needs of middle level learners. 	1	2	3	4	5
4. Manages and/or adjusts allotted time for activities planned <ul style="list-style-type: none"> o allows for productive learning environment at middle school level; shows understanding of developmental differences and diverse needs of middle level learners. 	1	2	3	4	5
5. Establishes expectations for learner behavior: <ul style="list-style-type: none"> o appropriate for middle school setting; encourage responsibility; considers the social physical and moral development of the young adolescent , respect expected from student to student and student to teacher allows for productive learning environment at middle school level. 	1	2	3	4	5
6. Uses monitoring techniques to facilitate learning <ul style="list-style-type: none"> o shows understanding of developmental differences and diverse needs of middle level learner; allows for productive learning at middle school level. 	1	2	3	4	5
Comments:					
INSTRUCTION: The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.					
1. Initiates lesson effectively: <ul style="list-style-type: none"> o developmentally responsive; stimulates curiosity; focus on inquiry; encourages higher-order thinking; strives to motivate young adolescents to learn through exploration, relevancy, and interconnectedness of concepts. appropriate for content area and makes connections with other content areas. 	1	2	3	4	5

2. Uses technique(s) which develop(s) lesson objective(s): <ul style="list-style-type: none"> ○ developmentally responsive; relevant; academically challenging; personally motivating; socially equitable; evidence of best practices for middle level learners; considers the diverse backgrounds, experiences, prior knowledge, skills, and talents of young adolescent learners; fosters intellectual, social and ethical growth; facilitate higher order thinking; shows relationship between concepts and integrates content areas. 	1	2	3	4	5
3. Uses a variety of teaching materials to achieve lesson objective(s) <ul style="list-style-type: none"> ○ developmentally appropriate for middle level learners.; academically challenging and personally motivating. 	1	2	3	4	5
4. Sequences lesson to promote learning <ul style="list-style-type: none"> ○ appropriate for middle level learners. 	1	2	3	4	5
5. Adjusts lesson when appropriate: <ul style="list-style-type: none"> ○ considers the diverse abilities and strengths of young adolescents; developmentally appropriate. 	1	2	3	4	5
6. Integrates technology into instruction <ul style="list-style-type: none"> ○ relevant; personally motivating; developmentally appropriate for young adolescents; support learning of middle level learners. 	1	2	3	4	5
7. Presents content at a developmentally appropriate level: <ul style="list-style-type: none"> ○ applies cognitive theories of learning for young adolescents. 	1	2	3	4	5
8. Presents accurate subject matter <ul style="list-style-type: none"> ○ evidence of breadth and depth of content knowledge; integrates concepts from other content areas. 	1	2	3	4	5
9. Relates relevant examples, unexpected situations, or current events to the content <ul style="list-style-type: none"> ○ incorporates ideas, interests, and experiences of young adolescents; integrates content areas; developmentally appropriate; integrates content areas 	1	2	3	4	5
10. Integrates content across the curriculum: <ul style="list-style-type: none"> ○ allows young adolescents to form connections between and among concepts from different content areas. 	1	2	3	4	5
11. Accommodates individual differences: <ul style="list-style-type: none"> ○ values the diverse developmental and instructional needs of young adolescents, developmentally appropriate; promotes a productive learning environment for a middle school setting. 	1	2	3	4	5
12. Demonstrates ability to communicate effectively with students: <ul style="list-style-type: none"> ○ caring; supportive; mutual respect shown; developmentally responsive; considers diverse needs of the young adolescent. 	1	2	3	4	5
13. Exhibits enthusiasm toward the subject content: <ul style="list-style-type: none"> ○ models positive attitudes for young adolescents; encourages development of new ideas and questions. 	1	2	3	4	5
14. Stimulates and encourages higher order thinking at the appropriate developmental levels: <ul style="list-style-type: none"> ○ promotes critical and creative thinking; inquiry and problem solving skills are incorporated; appropriate for middle level learners; show understanding of developmental differences. 	1	2	3	4	5
15. Uses effective questioning techniques: <ul style="list-style-type: none"> ○ interdisciplinary; academically challenging; allow young adolescents to infer, synthesize, evaluate, analyze, apply knowledge, make connections, and interpret knowledge from diverse viewpoints; foster intellectual, social, and ethical growth; equitable; encourage exploration; developmentally appropriate for middle level learners. 	1	2	3	4	5

<p>16. Utilizes appropriate motivational techniques:</p> <ul style="list-style-type: none"> ○ opportunities for exploration; developmentally appropriate for middle level learners; inquiry based, considers diverse needs, experiences, backgrounds, and prior knowledge of young adolescents; foster intellectual, social, and ethical growth. 	1	2	3	4	5
<p>17. Encourages student participation:</p> <ul style="list-style-type: none"> ○ promotes student observation, questioning, and consideration of diverse perspectives; consider the diverse needs of young adolescent learners; fosters intellectual, social and ethical growth; socially equitable; developmentally appropriate. 	1	2	3	4	5
<p>18. Utilizes an effective lesson closure</p> <ul style="list-style-type: none"> ○ utilize higher order thinking skills, integrate content, show relationships between concepts; show understanding of needs/differences of middle level learners. 	1	2	3	4	5
<p>19. Uses wait time</p>	1	2	3	4	5
<p>Comments:</p>					

ATTACHMENT B
Assessment 6
LCET Summative Evaluation
Scoring Guide

The *Louisiana Components of Effective Teaching Summative Evaluation* contains 49 five-point scaled items in three domains: Planning, Management, and Instruction.

Items have five possible ratings:

- 5 = Uses this skill proficiently with consistency
(Requires no support and guidance in connection to middle level education)
- 4 = Uses this skill competently with frequency
(Above Expectations: Requires little minimum support in connection to middle level education)
- 3 = Uses this skill appropriately
(Meets Expectations: Requires occasional minimum support in connection to middle level education))
- 2 = Is beginning to incorporate this skill
Below Expectations: Limited use of this skill; often requires support and guidance in connection to middle level education))
- 1 = Has not developed or used this skill
Does not meet minimal expectations for standard in connection to middle level education))

When individual assessors develop ratings for Attributes and Components, and other characteristics in the *Final Report on Student Teaching*, the procedures described below are followed.

- To develop ratings for an attribute, the assessor analyzes patterns within the data and determines the attribute rating most representative of those patterns, taking all practices and behaviors into account (holistic approach).
- To form an overall evaluation, a candidate's minimum score should be a 2 on each item with at least 80% of the scores a minimum of 3 or higher in Methods I. In Methods II, a candidate's minimum score should be a 3 on each item with at least 80% of the scores a minimum of 4 or higher.

ATTACHMENT C
Assessment 6
LCET Summative Evaluation
Data Chart

	LCET Summative Evaluation Scores SPRING 2006	Methods 1 n=5	Methods 2 n=3
	Planning:		
1.	<p>Specifies learner outcomes in clear, concise objectives:</p> <ul style="list-style-type: none"> ○ developmentally appropriate for young adolescents; relevant to middle level curriculum and specific content area; evidence of interdisciplinary connection and higher-order thinking; high, realistic expectations for learning. <p>NMSA St 1 K 1,2 D 2,3,4,6,7 P 2,3,4,10 NMSA St 2 D 2,3 P 1 NMSA St 3 K 1,2,3,4 D 1,2,5 NMSA St 4 K 1,2 D 2 P 1 NMSA St 5 K 1 D 3 P 2,3</p>	3.00	5.00
2.	<p>Includes activity/activities that develop(s) objectives:</p> <ul style="list-style-type: none"> ○ variety; exploratory in nature; interconnected; integrate content areas; considers diverse backgrounds, developmental level, and experiences of young adolescents; personally motivating; academically challenging; socially equitable; consider prior knowledge and diverse skills of middle level learners; best practices that promote a productive learning environment for a middle school setting. <p>NMSA St 1 K 1,2,3 D 2,3,4,6 P 2,3,4,7 NMSA St 2 K 2,3,4 D 2,4 P 1,4 NMSA St 3 K 1,2,3,6 D 1,2,4,5 P 2,3 NMSA St 4 K 2,3 D 2 P 1 NMSA St 5 K 1,2,3,5,7 D 1,2,7 P 1,2,3,4</p>	3.00	5.00
3.	<p>Identifies and plans for individual differences:</p> <ul style="list-style-type: none"> ○ considers diverse backgrounds, developmental level, prior knowledge, needs, and experiences of young adolescents; promote a productive learning environment for a middle school setting. <p>NMSA St 1 K 1,2,6 D 2 P 2 NMSA St 5 D 1,2 P 1,2</p>	2.80	4.00
4.	<p>Identifies materials, other than standard materials, as needed for lesson:</p> <ul style="list-style-type: none"> ○ materials personally motivate young adolescents and relate to real world experiences; relevant; developmentally appropriate for middle level learners; consider diverse backgrounds, experiences, <p>NMSA St 1 K 1,6,8 NMSA St 3 K 8, NMSA St 4 K 4 D 4 NMSA St 5 K 7</p>	3.00	5.00
5.	<p>States method(s) of evaluation to measure learner outcomes:</p> <ul style="list-style-type: none"> ○ appropriate for middle level learners and middle school curriculum; diverse methods of assessment <p>NMSA St 1 K 1,2 D 6,7 P 10</p>	2.80	4.50

	NMSA St 2 K 1,4,6 D 4 NMSA St 3 K 3,7 D 1,2,3 NMSA St 4 K 3 D 3 P 2 NMSA St 5 K 4,9 D 5,6,8		
6.	Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs: <ul style="list-style-type: none"> uses state standards/benchmarks/GLE's developed for middle school students NMSA St 3 K 4 D 1	3.00	4.00
7.	Plans for the use of technology: <ul style="list-style-type: none"> integrates technology that is relevant, personally motivating, and developmentally responsive into lesson plans; supports learning in a middle school setting. NMSA St 2 K 4, 6 NMSA St 3 K 1,5,8 D 5 NMSA St 4 K 4 D 4 NMSA St 5 K 7 D 7	2.80	5.00
Management			
1.	Organizes available space, materials, and/or equipment to facilitate learning: <ul style="list-style-type: none"> considers the physical development and diverse needs of young adolescents; allows for a productive learning environment at the middle school level. NMSA St 1 K1,6,7 D 1,2,3,4,7 P 2,3,4	3.00	5.00
2.	Promotes a positive learning climate: <ul style="list-style-type: none"> enthusiastic; respectful; supportive; considers the social and psychological development of young adolescents; shows understanding of developmental differences and diverse needs of middle level learner; allows for productive learning at middle school level; fosters intellectual, social, and emotional growth. NMSA St 1 K 1,2,3,6,7 D 1,2,3,4,5,6,7 P1,2,3,4,5,8,10 NMSA St 2 K 1,3,4 D 1,2,3,4 P 1,2,3,4	3.00	5.00
3.	Manages routines and transitions in a timely manner: <ul style="list-style-type: none"> appropriate for young adolescents and a middle school setting; maximize learning in a middle school classroom; shows understanding of developmental differences and diverse needs of middle level learners. NMSA St 1 K1,2,4,6,7 D 1,2,3,4,7 P 2,4 NMSA St 2 K 6 D 3,4 P 2,3,4 NMSA St 5 K 8 D 2 P 7	2.80	4.00
4.	Manages and/or adjusts allotted time for activities planned: <ul style="list-style-type: none"> allows for productive learning environment at middle school level; shows understanding of developmental differences and diverse needs of middle level learners. NMSA St 2 K 4 D 4 P 2,3,4 NMSA St 5 K 8 D 2 P 7	2.80	4.50
5.	Establishes expectations for learner behavior: <ul style="list-style-type: none"> appropriate for middle school setting; encourage responsibility; considers the social physical and moral development of the young adolescent , respect expected from student to student and student to teacher allows for productive learning environment at middle school level. 	3.00	5.00

	NMSA St 1 K 1,2,3,5,6,7 D 1,2,3,4,5,6,7 P 1,2,3,4,5,8, NMSA St 2 K 1,2,3,4 D 1,2,3,4 P 1,2,3,4 NMSA St 5 K 8 D 2 P 7		
6.	<p>Uses monitoring techniques to facilitate learning:</p> <ul style="list-style-type: none"> shows understanding of developmental differences and diverse needs of middle level learner; allows for productive learning at middle school level. <p>NMSA St 1 K 1,2,3,6,7 D 1,2,3,4,5,6,7 P 1,2,3,8,10 NMSA St 2 K 1,2,3,4 D 1,2,3,4 P 1,2,4 NMSA St 5 K 8 D 2 P 7</p>	3.00	5.00
	Instruction		
1.	<p>Initiates lesson effectively:</p> <ul style="list-style-type: none"> developmentally responsive; stimulates curiosity; focus on inquiry; encourages higher-order thinking; strives to motivate young adolescents to learn through exploration, relevancy, and interconnectedness of concepts. appropriate for content area and makes connections with other content areas. <p>NMSA St 1 K 1,2,3 D 2,3,4 P 2,3,4,5,10 NMSA St 2 K 4 D 2,3 P 1,2,4 NMSA St 3 K 1,2,3,6 D 1,2,4 P 1,2,3,4,6 NMSA St 4 K 1,2 D 2,3 P 1,3,4 NMSA St 5 K 1,2,3,5,7 D 1,2,7 P 1,2,4</p>	3.00	5.00
2.	<p>Uses technique(s) which develop(s) lesson objective(s):</p> <ul style="list-style-type: none"> developmentally responsive; relevant; academically challenging; personally motivating; socially equitable; evidence of best practices for middle level learners; considers the diverse backgrounds, experiences, prior knowledge, skills, and talents of young adolescent learners; fosters intellectual, social and ethical growth; facilitate higher order thinking; shows relationship between concepts and integrates content areas. <p>NMSA St 1 K 1,2,3,6 D 2,3,4 P 2,3,6,7 NMSA St 2 K 4 D 4 P 1,9 NMSA St 3 K 1,2,3,4 10,11 D 4 P 6 NMSA St 4 K 3,4 D 3,4 P 4,6 NMSA St 5 K 1,2,3,5,7 D 1,2,3 P 1,2,3,4</p>	3.00	5.00
3.	<p>Uses a variety of teaching materials to achieve lesson objective(s):</p> <ul style="list-style-type: none"> developmentally appropriate for middle level learners.; academically challenging and personally motivating. <p>NMSA St 1 P 2 NMSA St 2 P 2 NMSA St 3 K 10 P 1 NMSA St 5 K 7 D 2 P 3</p>	3.00	5.00
4.	<p>Sequences lesson to promote learning:</p> <ul style="list-style-type: none"> appropriate for middle level learners. <p>NMSA St 5 P 1 D 2</p>	3.00	5.00
5.	<p>Adjusts lesson when appropriate:</p> <ul style="list-style-type: none"> considers the diverse abilities and strengths of young adolescents; developmentally appropriate. <p>NMSA St 1 K 1,2,3,6,7 D 2,3,4,5,7 P 2,3,4,5,8,10</p>	2.40	4.00
6.	Integrates technology into instruction:	2.40	5.00

	<ul style="list-style-type: none"> ○ relevant; personally motivating; developmentally appropriate for young adolescents; support learning of middle level learners. <p>NMSA St 2 K 4, D 4 P 2 NMSA St 3 K 1,3,5,8 D 5 P 9 NMSA St 4 K 4 D 4 P 5 NMSA St 5 K 7 D 1, 2,7 P 1</p>		
7.	Presents content at a developmentally appropriate level: <ul style="list-style-type: none"> ○ applies cognitive theories of learning for young adolescents. <p>NMSA St 1 K1,2,3,6,7 D 1,2,3,4,,7 P 2,3,4,5,8,10</p>	3.00	5.00
8.	Presents accurate subject matter: <ul style="list-style-type: none"> ○ evidence of breadth and depth of content knowledge; integrates concepts from other content areas. <p>NMSA St 4 K 1,2 D 1,2,3 P 1,2,4,6</p>	3.00	5.00
9.	Relates relevant examples, unexpected situations, or current events to the content: <ul style="list-style-type: none"> ○ incorporates ideas, interests, and experiences of young adolescents; integrates content areas; developmentally appropriate; integrates content areas <p>NMSA St 3 K 1,6,10 D 4,5 P 1,2,3 NMSA St 4 K1,2 D 1,2,3 P 1,2,3,4,6 NMSA St 5 D 1, 2 P 1,2</p>	2.80	4.00
10.	Integrates content across the curriculum: <ul style="list-style-type: none"> ○ allows young adolescents to form connections between and among concepts from different content areas. <p>NMSA St 3 K 1,2,3 D 1,2,5 P 1,2,4 NMSA St 4 K1,2 D 1,2 P 1,4</p>	2.00	5.00
11.	Accommodates individual differences: <ul style="list-style-type: none"> ○ values the diverse developmental and instructional needs of young adolescents, developmentally appropriate; promotes a productive learning environment for a middle school setting. <p>NMSA St 1 K 1,2,6,7 D 2 P 1,2,7 NMSA St 5 D 1,2 P 1,2</p>	2.40	4.00
12.	Demonstrates ability to communicate effectively with students: <ul style="list-style-type: none"> ○ caring; supportive; mutual respect shown; developmentally responsive; considers diverse needs of the young adolescent. <p>NMSA St 1 K1,2,5 6,7 D 1,2,5,6,7 P1,3,8,10</p>	2.80	5.00
13.	Exhibits enthusiasm toward the subject content: <ul style="list-style-type: none"> ○ models positive attitudes for young adolescents; encourages development of new ideas and questions. <p>NMSA St 1 D 5</p>	2.20	5.00
14.	Stimulates and encourages higher order thinking at the appropriate developmental levels: <ul style="list-style-type: none"> ○ promotes critical and creative thinking; inquiry and problem solving skills are incorporated; appropriate for middle level learners; show understanding of developmental differences. <p>NMSA St 1 K 1,2,3 D 2,4,5,6,7 P 2,3,7,10 NMSA St 3 K 1,6, D 1,2 P 1, 5 NMSA St 4 P 1,2,3 NMSA St 5 K 1, 2, 3,5 D 1,2 7 P 1,2,4</p>	2.40	4.50
15.	Uses effective questioning techniques: <ul style="list-style-type: none"> ○ interdisciplinary; academically challenging; allow young adolescents 	2.40	5.00

	<p>to infer, synthesize, evaluate, analyze, apply knowledge, make connections, and interpret knowledge from diverse viewpoints; foster intellectual, social, and ethical growth; equitable; encourage exploration; developmentally appropriate for middle level learners.</p> <p>NMSA St 1 K 1,2,3 D 1,2,3,4,6,7 P 1,2,3,7,10 NMSA St 2 K 1,4 D 1,2 P 1,2,3,4 NMSA St 3 K 1,2,3,6,8,10,11 D 1,2,4,5 P 1,2,3,4,5,6 NMSA St 4 K 2,3 D 1,2,3 P 1,2,3,4 NMSA St 5 K 1, 2, 3,5 D 1, 2,7 P 1,2,4,6</p>		
16.	<p>Utilizes appropriate motivational techniques:</p> <ul style="list-style-type: none"> o opportunities for exploration; developmentally appropriate for middle level learners; inquiry based, considers diverse needs, experiences, backgrounds, and prior knowledge of young adolescents; foster intellectual, social, and ethical growth. <p>NMSA St 1 K 1,2,3 D 1,2,4,6,7 P 2,3,7,10 NMSA St 2 K 1,2,3,4 D 1,2,4 P 1,2,4; NMSA St 3 K 1,2,3,6,10 D 1,2,4,5 P 1,2,3,5,6 NMSA St 4 P 3</p>	2.40	5.00
17.	<p>Encourages student participation:</p> <ul style="list-style-type: none"> o promotes student observation, questioning, and consideration of diverse perspectives; consider the diverse needs of young adolescent learners; fosters intellectual, social and ethical growth; socially equitable; developmentally appropriate. <p>NMSA St 1 K 1,2,3 D 2,4,5,6,7 P 2,3,4,5,7,10 NMSA St 2 K 1,2,3,4 D 1,2 P 1,2,3,4 NMSA St 3 K 1,6,9,10 D 1,2,4 P 1,3,5,6 NMSA St 4 D 3 P 1,2,3 NMSA St 5 K 1, 2, 3,5 D 1, 2 7 P 1,2,4,6</p>	2.80	5.00
18.	<p>Utilizes an effective lesson closure:</p> <ul style="list-style-type: none"> o utilize higher order thinking skills, integrate content, show relationships between concepts; show understanding of needs/differences of middle level learners. <p>NMSA St 1 K 1,3 D 2,3,4,6 P 2,3,5 NMSA St 2 K 4 D 2 P 1 NMSA St 3 K 1,3 D 1,2 P 3 NMSA St 4 K 1,2 D 1,2 NMSA St 5 K 1,2,3 D 1,2 P 1,2,3,4</p>	3.00	5.00
19.	<p>Uses wait time</p> <p>NMSA St 5 K 1 D 2 P 6</p>	3.00	5.00

**Assessment 7 Narrative
Classroom Management Plan Holistic Rating Scale**

Additional assessment that addresses NMSA standards

1. A brief description of the assessment and its use in the program

This is primarily an assessment of candidates' ability to produce a realistic classroom management plan for a middle level classroom. The items that are rated include: Classroom Procedures, Classroom Rules, Consequences, Individual and Group Motivations and Rewards, Preventive and Supportive Discipline, Parental Involvement, Classroom Arrangement, Application, and Structure & Writing. Items in these areas have four possible ratings: 1 (*unacceptable*); 2 (*approaching expectations*); 3 (*meets expectations*); and 4 (*exceeds expectations*). This formal evaluation for each teacher candidate is completed by the course instructor during the semester the candidate is enrolled in Educational Psychology 315: Classroom Management and Motivation for Beginning Teachers which is generally taken during the junior year and is a requirement for candidates' developmental portfolio which is submitted prior to student teaching. Descriptions for indicators are shown in Attachment A to illustrate the context through which the rubric is viewed by assessors specific to candidates in the Middle School Education Program enrolled in the course.

2. Description of Alignment with NMSA standards

Classroom Management Rating Scale	Specific SPA Standards Addressed By Assessment
Classroom Procedures	NMSA St 1 K 1,2, 4,6,7 D 1,3,4,5,6,7 P 1,3,8; NMSA St 2 K 1,2,3 D 1, 2,3,4 P 4; NMSA St 5 K 8 D 2 P 6,7
Classroom Rules	NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6,7 P 1,3,8; NMSA St 2 K 1,2,3 D 1 2,3,4 P 4; NMSA St 5 K 8 D 2 P 6,7
Consequences	NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6, 7 P 1,3,8; NMSA St 2 K 1,2,3 D 1,2,3,4 P 4; NMSA St 5 K 8 D 2 P 6,7
Individual and Group Motivation and Rewards	NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6, 7 P 1, 3, 8; NMSA St 5 K 8 D 2 P 6,7; NMSA St 6 K 2,7; NMSA St 7 K 8,9 D 6
Preventive and Supportive Discipline	NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6,7 P 1,3,8; NMSA St 5 K 8 D 2 P 6,7; NMSA St 6 K 9 D 5 P 2; NMSA St 7 K 8,9 D 6
Parental Involvement	NMSA St 6 K 1,3,4,7,9 D 1,2,4,7,8; NMSA St 7 P 1,7; 7 D 2, 3
Classroom Arrangement	NMSA St 2 K 2,3,4 D 2,3 P 1,3; NMSA St 5 K 8 D 2 P 6,7
Application	NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6,7 P 1,3,8; NMSA St 2 K 1,2,3 D 1,2,3,4 P 2,3,4; NMSA St 5 D 2 P 6,7; NMSA St 6 D 5, 7 K 4
Structure and Writing	NMSA St 7 K 4, P 1

Standards 1, 2, 5, 6, and 7 are supported by this assessment in that candidates construct a plan for effectively managing a classroom environment for young adolescent learners. The candidates are assessed on their ability to plan for a supportive and motivating classroom climate that assists young adolescent learners in developing responsibility for their behavior. This plan must account for the developmental needs of a middle school student and provide preventive and supportive measures that respect these needs (St 1). Candidates must effectively demonstrate the

interrelationship of factors that influence a successful classroom environment in their application responses to a potential but realistic behavior problem. Candidates are required to construct developmentally appropriate rules, procedures, and consequences all of which are crucial in helping middle level learners achieve academic success in the classroom. In their responses, candidates connect the major concepts of classroom management to major theories and philosophies within the middle school framework to support their decision-making (St 2). The plan must include research-based ideas for motivating and supporting middle level students and for preventing problems in the classroom. Candidates must also apply these ideas to a specific middle level classroom scenario (St 5). It must also include research-based strategies for involving and communicating with parents, an element which crucial in helping middle level learners develop to their full potential and achieve academically in the classroom (St 6).

3. A brief analysis of the data findings.

Six Middle School teacher candidates were enrolled in EPSY 315 in Spring 2006. As seen in Attachment C, the average score for each item was well above Level 3, Meets Expectations. Strongest areas were Classroom Procedures, Individual and Group Motivation and Rewards, and Parental Involvement with the highest level of scores at Level 4 – Exceeding Expectations. It is clear that candidates in the Middle School Program understand the need for family collaboration, efficient routines and procedures, and motivational strategies all of which are extremely important in the intellectual, ethical, and social growth of the young adolescent learner and can plan accordingly.

Need for improvement was seen in areas of Consequences, Preventive and Supportive Discipline, Application, and Structure and Writing in order to help candidates achieve scores closer to exceeding expectations.

4. An interpretation of how that data provides evidence for meeting standards

As noted in Part 2, this instrument addresses many of the NMSA Standards. Because all students rated at least a 3.5 across all categories and items, the results of this assessment provide convincing evidence that our candidates have met these standards. This course takes place during the junior year, prior to methods courses and student teaching, therefore we believe this is an adequate assessment of candidates who are still at the developing level in their degree program as they continue to develop these important performance skills for teaching and learning with young adolescents. Our analysis of the data shows areas that should be kept in mind as candidate's progress through the program. For example, the Preventive and Supportive Discipline measure and Application was one of the lowest ratings. While it was still well above a 3 (Meets Expectations), we would like to see this measure come closer to exceeding expectations, as it is such an important component in the overall education of middle level students. The following actions have been identified to maintain the quality of our program:

1. The Educational Psychology course should continue to emphasize, along with many other issues, the importance of and valuable need for positive, respectful preventive classroom management strategies and successful application of developmentally appropriate techniques in the middle level classroom.
2. Course instructors should continue to emphasize the specific descriptions for each indicator in the Classroom Management Plan to make sure that students understand and are addressing key elements of the NMSA Standards.

<p align="center">ATTACHMENT A Assessment 7 Narrative Classroom Management Plan Holistic Rating Scale</p>	<p align="center">Unacceptable (Level 1)</p>	<p align="center">Approaching Expectations (Level 2)</p>	<p align="center">Developing Level: Meets Expectations (Level 3)</p>	<p align="center">Exceeds Expectations (Level 4)</p>
<p>Classroom Procedures: What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management.</p> <ul style="list-style-type: none"> ○ considers developmental level, individual differences, needs of young adolescent learner; allows for productive learning environment at middle school level. 	<p>Procedures meet less than half of the requirement</p>	<p>Procedures meet half of the requirement</p>	<p>Procedures meet most of the requirement</p>	<p>Procedures meet all of the requirement</p>
<p>Classroom Rules: What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents?</p> <ul style="list-style-type: none"> ○ positive, shows understanding of developmental differences of middle level learner; ; allows for productive learning environment at middle school level. 	<p>Classroom rules reflect little or no understanding of the lesson/or subject matter</p>	<p>Classroom rules reflect some understanding of the lesson/or subject matter Classroom discipline/management</p>	<p>Classroom rules reflect an understanding of the lesson/or subject matter Classroom discipline/management</p>	<p>Classroom rules reflect a clear understanding of the lesson/or subject matter Classroom discipline/management</p>
<p>Consequences: What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort.</p> <ul style="list-style-type: none"> ○ respectful, realistic, and appropriate for young adolescents; equitable; helps young adolescent develop responsibility, shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level. 	<p>Consequences lack clarity and are not well understood</p>	<p>Consequences are and are somewhat understood</p>	<p>Consequences are provided and an attempt is made to make them manageable</p>	<p>Consequences are clear and well understood</p>
<p>Individual and Group Motivation and Rewards: What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and</p>	<p>Plan is ineffective in demonstrating student's understanding of motivations, rewards, and</p>	<p>Plan is somewhat ineffective in demonstrating student's understanding of motivations, rewards, and punishments.</p>	<p>Plan attempts to demonstrate student's understanding of motivations, rewards, and punishments.</p>	<p>Plan is very effective in demonstrating student's understanding of motivations, rewards, and punishments.</p>

reward the entire group? <ul style="list-style-type: none"> o respectful, supportive, considers diverse needs of young adolescent, supports developmental differences. 	punishments.			
Preventive and Supportive Discipline: Which techniques (minimum of 4) will you use to prevent discipline problems? Why? <ul style="list-style-type: none"> o shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level. 	There are no techniques provided to prevent discipline problems.	There is a slight attempt to provide techniques but they are inadequate.	For the most part, the techniques to prevent discipline problems are provided.	Four or more techniques are given to prevent discipline problems and a well constructed and sound rationale is also provided.
Parental Involvement: How will you involve parents in your classroom? How will you communicate student progress? School events? <ul style="list-style-type: none"> o contemporary, respectful of diverse cultures and family structures 	There are no examples used to address parental involvement, communications, and awareness	Insufficient examples used to address parental involvement, communications, and awareness	Some examples are used to address parental involvement, communications, and awareness	Very effective examples are used to address parental involvement, communications, and awareness
Application: Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior. <ul style="list-style-type: none"> o considers developmental needs of middle level learners; equitable; respectful; allows for productive learning environment at middle school level; helps young adolescent develop responsibility 	Application does not follow the student's management model	Application follows model and addresses inappropriate but fails to address response to the appropriate behavior	Application follows model and addresses appropriate behavior	Application follows model, addresses appropriate behavior and provides insight in to changing behavior
Classroom Arrangement: Attach sketch and explanation <ul style="list-style-type: none"> o considers developmental needs and differences of middle level learners; realistic within a middle school setting; maximize learning. 	Does not address a sufficient number of required organizational patterns and elements	Addresses a minimum number of required organizational patterns and elements	Addresses all required organizational patterns and elements	Addresses all required organizational patterns and elements and exceeds expectations through mobility, organization and addressing students needs/ accommodations
Structure & Writing: Your narrative explanation describing and applying your model should be well written and organized.	The paper is poorly structured, and there are more than five writing errors.	The plan is adequately structured. There are no more than five writing errors.	The paper is well developed with a general adherence to conventions of writing. There are no more than two writing errors.	The paper is well developed and adheres to all conventions of writing. There are no errors in grammar, punctuation, and spelling.

ATTACHMENT B
Assessment 7
Scoring Guide for Classroom Management Plan Holistic Rating Scale

During the semester candidates are enrolled in Educational Psychology 315: Classroom Management and Motivation for Beginning Teachers, their understanding of management plans is assessed using the *Classroom Management Plan Holistic Rating Scale*. Candidates create a *Classroom Management Plan* which is rated in each area listed below (A-I). Specific descriptions of the indicators are included to demonstrate how it is viewed through a middle school level context by the assessor when evaluating plans submitted by Middle School Education teacher candidates. The ratings include:

- (4) Exceeds Expectations
(Evidence of individual component of plan is above satisfactory in connection to appropriate middle level classroom management.)
- (3) Meets Expectations
(Evidence of individual component of plan is satisfactory in connection to appropriate middle level classroom management.)
- (2) Approaching Expectations
(Evidence of individual component of plan is below satisfactory in connection to appropriate middle level classroom management.)
- (1) Unacceptable
(Evidence of individual component of plan does not meet minimum expectations.)

When individual assessors assign ratings for each component of the assignment, it is based on an analysis of patterns with a rating most representative of those patterns assigned to each area (holistic approach). A rating of at least a 3 is required in all components.

A. Classroom Procedures (CP): *What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management.*

- o considers developmental level, individual differences, needs of young adolescent learner; allows for productive learning environment at middle school level.

B. Classroom Rules (CR): *What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents?*

- o positive, shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level.

C. Consequences (C): *What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort.*

- o respectful, realistic, and appropriate for young adolescents; equitable; helps young adolescent develop responsibility, shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level.

D. Individual and Group Motivations and Rewards (M): *What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group?*

- o respectful, supportive, considers diverse needs of young adolescent, supports developmental differences.
- E. Preventive and Supportive Discipline (D): *Which techniques (minimum of 4) will you use to prevent discipline problems? Why?*
- o shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level.
- F. Parental Involvement (PI): *How will you involve parents in your classroom? How will you communicate student progress? School events?*
- o contemporary; respectful of diverse cultures and family structures
- G. Application (A): *Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior.*
- o considers developmental needs of middle level learners; equitable; respectful; allows for productive learning environment at middle school level; helps young adolescent develop responsibility
- H. Classroom Arrangement (CA): *Attach sketch and explanation*
- o considers developmental needs and differences of middle level learners; realistic within a middle school setting; maximize learning.
- I. Structure & Writing (W): *Should be well written and organized*

ATTACHMENT C
Assessment 7
Data for Classroom Management Holistic Rating Scale
Candidate Data Table

Table 1 reflects summary data collected in Classroom Management and Motivation for Beginning Teachers Course (Educational Psychology 315) during Spring 2006 for teacher candidates in the program. Each score represents the average of the candidates' performance on that particular indicator which was assessed for that group of candidates. Each of the indicators contains specific descriptions and is aligned with NMSA standards. The rubric used in the assessment of the Management plan is based on a Likert scale (1-4). (1= Unacceptable 2=Approaching Expectations 3=Meets Expectations 4=Exceeds Expectations)

Table 1

CLASSROOM MANAGEMENT PLAN MEAN SCORES SPRING 2006 (4 point scale)	
	n=6
<p>Classroom Procedures: What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management.</p> <ul style="list-style-type: none"> ○ considers developmental level, individual differences, needs of young adolescent learner; allows for productive learning environment at middle school level. <p>NMSA St 1 K 1,2, 4,6,7 D 1,3,4,5,6,7 P 1,3,8 NMSA St 2 K 1,2,3 D 1,2,3,4; NMSA St 5 K 8 D 2 P 6,7</p>	4.00
<p>Classroom Rules: What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents?</p> <ul style="list-style-type: none"> ○ positive, shows understanding of developmental differences of middle level learner; ; allows for productive learning environment at middle school level. <p>NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6,7 P 1,3,8 NMSA St 2 K 1,2,3 D 1 2,3,4 NMSA St 5 K 8 D 2 P 6,7</p>	3.67
<p>Consequences: What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort.</p> <ul style="list-style-type: none"> ○ respectful, realistic, and appropriate for young adolescents; equitable; helps young adolescent develop responsibility, shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level. <p>NMSA St 1 K 1,2,4,6,7; D1,3,4,5,6, 7 P 1,3,8 NMSA St 2 K 1,2,3 D 1,2,3,4; NMSA St 5 K 8 D 2 P 6,7</p>	3.50
<p>Individual and Group Motivation and Rewards: What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you</p>	4.00

<p>motivate and reward the entire group?</p> <ul style="list-style-type: none"> o respectful, supportive, considers diverse needs of young adolescent, supports developmental differences. <p>NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6, 7 P 1, 3, 8 NMSA St 5 K 8 D 2 P 6,7 NMSA St 6 K 2,7 NMSA St 7 K 8,9 D 6</p>	
<p>Preventive and Supportive Discipline: Which techniques (minimum of 4) will you use to prevent discipline problems? Why?</p> <ul style="list-style-type: none"> o shows understanding of developmental differences of middle level learner; allows for productive learning environment at middle school level. <p>NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6,7 P 1,3,8 NMSA St 5 K 8 D 2 P 6,7 NMSA St 6 K 9 D 5 P 2 NMSA St 7 K 8,9 D 6</p>	3.50
<p>Parental Involvement: How will you involve parents in your classroom? How will you communicate student progress? School events?</p> <ul style="list-style-type: none"> o contemporary, respectful of diverse cultures and family structures <p>NMSA St 6 K 1,3,4,7,9 D 1,2,4,7,8 NMSA St 7 P 1,7; 7 D 2,3</p>	4.00
<p>Application: Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior.</p> <ul style="list-style-type: none"> o considers developmental needs of middle level learners; equitable; respectful; allows for productive learning environment at middle school level; helps young adolescent develop responsibility <p>NMSA St 1 K 1,2,4,6,7 D 1,3,4,5,6,7 P 1,3,8 NMSA St 2 K 1,2,3 D 1,2,3,4 P 2,3,4 NMSA St 5 D 2 P 6,7 NMSA St 6 D 5; 7 K 4</p>	3.67
<p>Classroom Arrangement: Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior.</p> <ul style="list-style-type: none"> o considers developmental needs of middle level learners; equitable; respectful; allows for productive learning environment at middle school level; helps young adolescent develop responsibility <p>NMSA St 2 K 2,3,4 D 2,3 P 1,3 NMSA St 5 K 8 D 2 P 6,7</p>	3.50
<p>Structure and Writing NMSA St 7 K 4, P 1</p>	3.50

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

The Middle School Education Program is a new program for the Department of Teaching and Learning. In the second year of implementation our region was impacted by Hurricane Katrina which impeded our progress for the entire 2005-2006 academic year. However, we are getting back on track as we continue to monitor and use assessment results to improve this new degree program. Despite this interruption, we are pleased with the success of the program at this point. Our program demonstrates considerable strengths in connection to the National Middle School Association Program Standards and we recognize opportunities to make it even stronger. Based on a summary of the assessment data collected from candidates in the program, several ideas have been identified and discussed including planned efforts to use the assessment data. A description of these areas along with our strengths center around content knowledge, professional and pedagogical knowledge, skills, and dispositions and student learning. A Middle School Education Program Committee was reorganized in Fall, 2006. This committee will continue to review, discuss, and/or implement suggestions based on assessment data of candidates each semester. This action is of utmost importance as the number of candidates who have entered our program has significantly increased. This committee will focus specifically on a) using assessment data to identify ways to improve the program, b) developing action plans to improve the program, and c) providing evidence of how we have used assessment results to improve our program.

(1) Content Knowledge

The candidates in the Middle School Education Program at Southeastern Louisiana University demonstrate strong content area knowledge in their two focus areas. All teacher candidates passed the *PRAXIS II* by meeting state qualifying scores for the *Principles of Learning and Teaching* and *Content Specialty Area Tests* in middle school education. All teacher candidates obtained a grade of C or higher in their content specialty courses for two selected focus areas which include the study of key concepts for teaching middle level learners and associated field experiences where candidates use content knowledge in practice with middle level learners. In addition, teacher candidates are assessed on content knowledge as part of the *Louisiana Components of Effective Teaching Summative Evaluation* in their Methods I and Methods II courses where they implement lessons that integrate content areas and again in student teaching when they teach all day and all semester in one or both of their selected content focus areas. In examining the data from methods courses and student teaching, candidates are effectively using content knowledge when teaching middle level students. As we continue to strive to improve our program, we will continue to examine the structure of content courses and assessment to ensure our candidates are being prepared to integrate important concepts and use content knowledge to plan and implement meaningful learning activities for their students. This is particularly important in the science content area as scores for Middle School Science on *PRAXIS II* are being raised from 145 to 150 on June 1, 2009. Also, as more students enroll in the Middle School Education Program we will analyze sub-scores to identify more specific areas in need of development as well as specific strengths in connection to pedagogy and knowledge in focus content areas.

(2) Professional and Pedagogical Knowledge, Skills, and Dispositions

At this time data has been collected on three student teachers in our new program. The data from the *Final Report on Student Teaching Instrument* indicates that Middle School Education student teachers are well prepared and ready to join a middle school faculty as a beginning teacher and that they are likely to be successful in future assessments for the state of Louisiana. The student teachers received scores that indicate their ability to use professional and pedagogical knowledge and skills appropriately and competently with the exception of accommodating individual differences during instruction. This area has been identified as one in need of improvement and continued emphasis in our program. Ideas for assisting candidates in building and implementing knowledge of learning theories with regards to learning styles, multiple intelligences, accommodations, and other ways of meeting the needs of diverse learners warrant review, discussion, and action. Results from the *Professional Attributes Scale* and the *National Middle School Association Addendum* portion of the student teaching assessment indicate above satisfactory ratings. Our candidates demonstrate favorable dispositions that will support success in the middle level classroom and show potential to be positive and ethical role models for their future students. Our candidates are prepared to be effective professionals within the framework of middle school organizations and to teach young adolescents with a variety of unique and challenging academic, social, and emotional needs. Finally, this assessment indicates candidates are able to incorporate knowledge of family and community when working with young adolescent learners. In methods courses, candidates are using pedagogical and professional skills appropriately and competently as shown on the results of the *Louisiana Components of Effective Teaching (LCET) Summative Evaluation* data analysis and are prepared to use these skills in student teaching. Particular areas that call for purposeful monitoring are higher-order thinking, enthusiasm, questioning, and motivational techniques based on Methods I results, however, we clearly see that these scores are higher in the Methods II course where students gain more experience in a middle school setting. We believe the intensive field experiences in this course strengthen candidates' ability to make effective decisions in those areas but will carefully examine them when reviewing candidate performance.

Data results from the *Lesson Plan Rubric* and *Classroom Management Plan Holistic Rubric* indicate that program candidates are strong even at the introductory level of coursework. We would like to see the scores related to diverse learners/accommodations/ individual differences come closer to the exceeding expectations level which may in turn improve their ability to do accommodate individual differences in Methods I. Scores on the classroom management rubric were the "meets expectations" level. It is clear that candidates in the Middle School Program understand the need for family collaboration, efficient routines, procedures, consequences and motivational strategies all of which are extremely important in the intellectual, ethical, and social growth of the young adolescent learner and can plan accordingly before they begin their Methods I block. Scores related to management on the *LCET Summative Evaluation* in Methods I and Methods II and on the *Final Report on Student Teaching* show continued strength in these areas as they progress through the program. We are pleased that our candidates meet high expectations at each phase of their coursework indicating readiness to move to the next level. As stated earlier, we recognize several areas of consideration that will strengthen our program. We have discussed the need to increase professional development opportunities and have identified specific topics of emphasis that will improve the Middle School Program based on assessment data. The committee's first major task in addition to the completion of this report was to develop an action plan for increasing professional development opportunities that are focused specifically on the middle level learner and the experiences of young adolescents. One example of

implementation was a Diversity Lecture Seminar that specifically focused on social and emotional issues of young adolescents (ages 9-13) that arise from the interaction of their unique social needs, level of brain development, and the influence of the media and culture, all of which connect to the NMSA standards. Middle school education candidates enrolled in Methods II (EDUC 484) were required to attend this presentation. We feel that continued emphasis in this area will enhance the program and prepare candidates for a grade level that is identified in research as extremely challenging. Our committee has identified topics for professional development for the Spring 2007 semester based on assessment data as documented in this report and submitted these ideas to our Department Head and the director of Teacher Development who coordinates the professional development seminars. These topics include addressing higher-order thinking, motivational strategies, questioning techniques appropriate for the middle school environment, and topics related to healthy mental and social development of young adolescents such as the one implemented in Fall, 2006 which will help prepare teacher candidates to act as knowledgeable advocates for the middle level learner.

(3) Student Learning

Our candidates in the Middle School Education program are prepared to use assessment effectively to measure and to make decisions that will create environments that support learners as demonstrated data from the *Assessment Plan Rubric* used in Methods II and again in student teaching. Our candidates demonstrate knowledge, skills, and dispositions appropriately and competently in all areas of assessment and in most cases do so consistently with a high degree of competence and confidence. Because impact on student learning is an important area of emphasis in NMSA Standards we would like to improve our candidates' ability to interpret and utilize test results consistently with a high degree of competence and confidence before they leave the program. We have identified this area as a potential professional development topic and suggest that all education courses should continue to emphasize, along with other skills, the importance of interpreting and using test results to inform instruction and improve academic achievement of middle level learners as well to improve the middle level classroom and school. The Middle School Program is an evolving program that will change as we gain more information from assessments and continue to discuss and implement ways of improving our candidate's ability to create an environment that supports student learning. As a result of Spring, 2006 *LCET Summative Evaluation* data, we have already added the *NMSA Addendum* to the Student Teaching Assessment for all Middle School Education candidates as of Fall 2006. We felt that our program evidence was not as strong in family and community involvement and middle school professional roles that support student learning. Although we felt our candidates were strong and we knew this was an area of emphasis in our program, we believed we needed additional evidence to document this. We also wanted to make sure that candidates were familiar with specific language of the NMSA Standards and how the standards are interwoven throughout the Louisiana Components of Effective Teaching (LCET). We felt that creating an addendum would allow us to communicate connections to LCET, assess specific areas, further support our initial assumption as well as the scores on additional items on the *Final Report on Student Teaching*, and make consequential decisions more effectively. The data from this addendum from student teachers shows that our assumption was valid and that candidates are strong in areas specific to the NMSA standards and in connection to the Louisiana Components of Effective Teaching. We plan to continue to use this assessment addendum in student teaching and we are discussing the usefulness of the addendum at the developing level in the Methods II course (EDUC 484).