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### This We Believe, This We Do: Performance-Based Assessment in Middle Level Teacher Education

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This we believe, this we do:  
Performance-based assessment in middle level teacher education

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**Table 1: Assessments Aligned with NMSA Performance-Based Standards**

<i>NMSA Standards</i>	<i>Assessments</i>
<p>Standard 1:  <b><i>Young Adolescent Development</i></b>            Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.</p>	<ul style="list-style-type: none"> <li>• Adolescent Life History Paper*</li> <li>• Shadow a Student Case Study*</li> <li>• Case Study</li> <li>• Young adult short story</li> <li>• Parent Handbook/Web Site</li> <li>• Adolescent Characteristics Checklist</li> <li>• Team &amp; Individual Web Site Development</li> <li>• Practicum Reflection Journal</li> <li>• NMSA Standards Pre/Post Self-Evaluation</li> <li>• Team Data Report</li> <li>• Young Adolescent Advocacy Project</li> </ul>
<p>Standard 2:  <b><i>ML Philosophy &amp; School Organization</i></b>            Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.</p>	<ul style="list-style-type: none"> <li>• Design of the Ideal Middle School*</li> <li>• Beginning of the Year Case Study*</li> <li>• Advisory Simulation</li> <li>• Flexible/Block Scheduling Simulation</li> <li>• Observation Modules</li> <li>• Interdisciplinary Field Trip Plan</li> <li>• Interdisciplinary Community Service Plan</li> <li>• Interdisciplinary Advisory Plan</li> <li>• Middle School Floor Plan Design</li> <li>• Practicum Reflection Journal</li> <li>• NMSA Standards Pre/Post Self-Evaluation</li> <li>• Team Data Report</li> <li>• Team Building</li> <li>• Middle School Advisory Project</li> </ul>
<p>Standard 3:  <b><i>ML Curriculum &amp; Assessment</i></b>            Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.</p>	<ul style="list-style-type: none"> <li>• Interdisciplinary Thematic Unit*</li> <li>• Position Paper*</li> <li>• Curriculum Unit (development &amp; implementation)*</li> <li>• National/State Standards Report</li> <li>• AEIS Report</li> <li>• Interdisciplinary Curriculum Unit (development)</li> <li>• Mid-Term &amp; Final Student Teaching Evaluation</li> <li>• NMSA Standards Pre/Post Self-Evaluation</li> <li>• Team Data Report</li> <li>• Understanding by Design Unit (development)</li> <li>• Integrated, Interdisciplinary, Thematic Unit (development)</li> <li>• Teacher Work Sample</li> </ul>
<p>Standard 4:  <b><i>ML Teaching Fields</i></b>            Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.</p>	<ul style="list-style-type: none"> <li>• Interdisciplinary, Internship Field Experience Evaluation*+</li> <li>• State and National Website Evaluation*</li> <li>• Book Review*</li> <li>• Content Analysis</li> <li>• Website Evaluation</li> <li>• Lesson Plans from Methods and Content courses</li> <li>• Website Evaluation</li> <li>• Lesson Plans (development &amp; implementation)</li> <li>• Mid-Term &amp; Final Student Teaching Evaluation</li> </ul>

<p>Standard 5: <b><i>ML Instruction &amp; Assessment</i></b> Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<ul style="list-style-type: none"> <li>• NMSA Standards Pre/Post Self-Evaluation</li> <li>• Curriculum Unit (development &amp; implementation)*+</li> <li>• Lesson Videotape and Reflection*</li> <li>• Website Evaluation</li> <li>• Case Study</li> <li>• Lesson Plan (development &amp; implementation)</li> <li>• Interdisciplinary Advisory Plan</li> <li>• Lesson Plans (development &amp; implementation)</li> <li>• Mid-Term &amp; Final Student Teaching Evaluation</li> <li>• NMSA Standards Pre/Post Self-Evaluation</li> <li>• Team Data Report</li> <li>• Understanding by Design Unit (implementation)</li> <li>• Instruction and Assessment Log</li> </ul>
<p>Standard 6: <b><i>Family &amp; Community Involvement</i></b> Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.</p>	<ul style="list-style-type: none"> <li>• Team &amp; Individual Web Site Development*+</li> <li>• Interactive Homework*</li> <li>• Design of the Ideal Middle School*</li> <li>• Parent Involvement Project</li> <li>• Parent Handbook/Web Site</li> <li>• Service Learning Projects</li> <li>• Interdisciplinary Field Trip Plan</li> <li>• Interdisciplinary Community Service Plan</li> <li>• NMSA Standards Pre/Post Self-Evaluation</li> <li>• Team Data Report</li> <li>• Parent Support Program</li> <li>• Service Learning Projects</li> </ul>
<p>Standard 7: <b><i>ML Professional Roles</i></b> Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p>	<ul style="list-style-type: none"> <li>• Book Review*</li> <li>• Conference Presentation*</li> <li>• Position Paper*</li> <li>• Standards for Professional Practice</li> <li>• Journal Entries</li> <li>• CMLA participation</li> <li>• Log of professional experiences</li> <li>• Electronic Portfolio</li> <li>• Mid-Term &amp; Final Student Teaching Evaluation</li> <li>• Practicum Reflection Journal</li> <li>• State &amp; National Website Evaluation</li> <li>• CMLA membership</li> <li>• MMSA membership</li> <li>• NMSA Standards Pre/Post Self-Evaluation</li> <li>• Team Data Report</li> </ul>

*\*Assessments described in text*

*+Rubric included*



**CI-4400 – Evaluation  
Middle Grades Internship**

**Teacher Candidate** \_\_\_\_\_ **Semester** \_\_\_\_\_

**Master Teacher** \_\_\_\_\_ **School** \_\_\_\_\_

**Concentration Area(s):** \_\_\_\_\_

*Directions for Master Teacher: Please complete this evaluation form and discuss it with the teacher candidate during the last week of the semester. Check the appropriate box to the right of the indicator. The form should be forwarded to the university supervisor.*

<b>Standard 1: Young Adolescent Development</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not demonstrate an understanding of young adolescent development.	0	The middle grades teacher candidate demonstrates an understanding of young adolescent development.	1	The middle grades teacher candidate demonstrates a thorough understanding of young adolescent development.	2
The middle grades teacher candidate does not establish mutually respectful relationships with young adolescents that support their intellectual, ethical, and social growth.	0	The middle grades teacher candidate establishes respectful relationships with young adolescents.	1	The middle grades teacher candidate establishes mutually respectful relationships with young adolescents that support their intellectual, ethical, and social growth.	2
The middle grades teacher candidate does not maintain developmentally appropriate learning environments.	0	The middle grades teacher candidate maintains developmentally appropriate learning environments.	1	The middle grades teacher candidate maintains positive, productive learning environments where developmental differences are respected and supported.	2
The middle grades teacher candidate does not model the acceptance and appreciation of diversity in and among young adolescents.	0	The middle grades teacher candidate models the acceptance and appreciation of diversity in and among young adolescents.	1	The middle grades teacher candidate models the acceptance and appreciation of diversity in and among young adolescents, and encourages young adolescents to accept, respect, and appreciate diversity in people who are different from them.	2
Comments:					

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<b>Standard 2: Middle Grades Philosophy and Organization</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not demonstrate an understanding of the characteristic components and rationale of developmentally responsive middle level schools.	0	The middle grades teacher candidate demonstrates an understanding of the rationale and characteristic components of developmentally responsive middle level schools.	1	The middle grades teacher candidate demonstrates a comprehensive understanding of the rationale and characteristic components of developmentally responsive middle level schools.	2
The middle grades teacher candidate does not demonstrate support and commitment to developmentally responsive teaching and learning.	0	The middle grades teacher candidate demonstrates support and commitment to developmentally responsive teaching, learning, and schooling	1	The middle grades teacher candidate demonstrates support and commitment to developmentally responsive teaching, learning, and schooling.	2
Comments:					

<b>Standard 3: Middle Grades Curriculum</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not demonstrate an understanding that curriculum should be inviting, challenging, integrative, and exploratory.	0	The middle grades teacher demonstrates an understanding that curriculum should be inviting, challenging, integrative, and exploratory.	1	The middle grades teacher candidate understands that curriculum should be inviting, challenging, integrative, and exploratory and seeks opportunities to implement this type of curriculum	2
The middle grades teacher candidate does not apply adequate knowledge of state and national middle level curriculum standards.	0	The middle grades teacher candidate exhibits some knowledge of state and national middle level curriculum standards.	1	The middle grades teacher candidate exhibits extensive knowledge of state and national middle level curriculum standards.	2
The middle grades teacher candidate does not connect curriculum to the needs, interests, and experiences of young adolescents.	0	The middle grades teacher candidate plans and uses curriculum, instruction, resources, and assessments in ways that provide for the needs of young adolescents.	1	The middle grades teacher candidate successfully plans and uses curriculum, instruction, resources, and assessments in ways that provide for the needs of all young adolescents.	2
Comments:					

<b>Standard 4: Content Knowledge</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not demonstrate an appropriate level of content knowledge.	0	The middle grades teacher candidate demonstrates an appropriate level of content knowledge.	1	The middle grades teacher candidate demonstrates extensive content knowledge.	2
The middle grades teacher candidate does not use content knowledge in ways that increase young adolescents' learning.	0	The middle grades teacher candidate uses content knowledge in ways that increase young adolescents' learning.	1	The middle grades teacher candidate integrates multi-disciplinary content knowledge in ways that increase young adolescents' learning.	2
Comments:					

<b>Standard 5: Middle Grades Instruction</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not plan collaboratively with master teacher and other school personnel.	0	The middle grades teacher candidate plans collaboratively with master teacher and other school personnel.	1	The middle grades teacher candidate plans collaboratively with master teacher and other school personnel and assists with the implementation of those plans.	2
The middle grades teacher candidate does not participate in establishing positive learning environments.	0	The middle grades teacher candidate participates in establishing positive learning environments.	1	The middle grades teacher candidate initiates an active role in establishing positive learning environments.	2
The middle grades teacher does not use a variety of effective teaching strategies.	0	The middle grades teacher uses a variety of effective teaching strategies.	1	The middle grades teacher candidate uses a variety of effective teaching strategies, analyzes their effectiveness, and modifies instruction based on this analysis.	2
The middle grades teacher candidate does not employ appropriate classroom management techniques.	0	The middle grades teacher candidate understands the established classroom management techniques and assists in maintaining these expectations.	1	The middle grades teacher candidate understands the established classroom management techniques and confidently implements these techniques during instruction.	2
Comments:					



<b>Standard 6: Middle Grades Professional Roles</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not establish successful professional relationships with members of the school community.	0	The middle grades teacher candidate seeks to establish professional relationships with members of the school community.	1	The middle grades teacher candidate establishes and maintains successful professional relationships with members of the school community.	2
Comments:					

<b>Standard 7: Family and Community Involvement</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not demonstrate an understanding that family background and home environment affect student learning and performance.	0	The middle grades teacher candidate demonstrates an understanding that family background and home environment affect student learning and performance.	1	The middle grades teacher candidate demonstrates a thorough understanding that family background and home environment affect student learning and performance.	2
The middle grades teacher candidate does not demonstrate an understanding of the information that can and should be shared with other teachers, family members, and community agencies and what should remain private and confidential.	0	The middle grades teacher candidate demonstrates some understanding of the information that can and should be shared with other teachers, family members, and community agencies and what should remain private and confidential.	1	The middle grades teacher candidate demonstrates an understanding of the information that can and should be shared with other teachers, family members, and community agencies and what should remain private and confidential and applies that knowledge during the internship.	2
The middle grades teacher candidate does not demonstrate respect for young adolescents and their families and is not committed to assisting them.	0	The middle grades teacher candidate demonstrates respect for young adolescents and their families.	1	The middle grades teacher candidate demonstrates respect for young adolescents and their families and is committed to assisting them.	2
Comments:					

<b>Standard 8: Assessment</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate	0	The middle grades teacher candidate	1	The middle grades teacher candidate	2

does not demonstrate an understanding of the essential role of assessment in the instructional process.		demonstrates an understanding of the essential role of assessment in the instructional process.		demonstrates a thorough understanding of the essential role of assessment in the instructional process.	
The middle grades teacher candidate does not participate in assessing student performance.	0	The middle grades teacher candidate participates in assessing student performance.	1	The middle grades teacher candidate uses a variety of effective strategies to assess student performance.	2
Comments:					

<b>Standard 9: Literacy</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not value literacy as a dimension of all content areas.	0	The middle grades teacher candidate values literacy as a dimension of all content areas.	1	The middle grades teacher candidate values literacy as a dimension of all content areas and provides opportunities for students to respond in multiple ways (e.g., writing, multimedia presentations).	2
The middle grades teacher candidate does not incorporate literacy as a dimension in planning and instruction.	0	The middle grades teacher candidate incorporates literacy as a dimension in planning and instruction.	1	The middle grades teacher candidate successfully incorporates literacy as a dimension in planning and instruction.	2
The middle grades teacher candidate fails to use a variety of electronic and multimedia resources (e.g., tradebooks, primary sources) in content area instruction.	0	The middle grades teacher candidate uses a variety of electronic and multimedia resources (e.g., tradebooks, primary sources) in content area instruction.	1	The middle grades teacher candidate uses and facilitates students' use of a variety of electronic and multimedia resources (e.g., tradebooks, primary sources) in content area instruction.	2
Comments:					

<b>Standard 10: Diversity</b>					
<i>Does Not Meet Standard</i>		<i>Meets Standard</i>		<i>Goal</i>	
The middle grades teacher candidate does not demonstrate an understanding of the ways that diversity shapes the emotional, social, intellectual, and moral	0	The middle grades teacher candidate demonstrates an understanding of the ways that diversity shapes the emotional, social, intellectual, and moral development of	1	The middle grades teacher candidate demonstrates an understanding of the ways that diversity shapes the emotional, social, intellectual, and moral development of young	2

development of young adolescents.		young adolescents.		adolescents and incorporates this knowledge into his or her teaching.	
The middle grades teacher candidate does not maintain supportive, nurturing, and safe environments for young adolescents to express the dimensions of their diversity.	0	The middle grades teacher candidate demonstrates an awareness of the need for a safe environment for young adolescents to express the dimensions of their diversity.	1	The middle grades teacher candidate maintains supportive, nurturing, and safe environments for young adolescents to express the dimensions of their diversity.	2
Comments:					

<b>Professional Behavior</b>					
The middle grades teacher candidate is frequently absent or late.	0	The teacher candidate is sometimes absent or late.	1	The middle grades teacher candidate is rarely absent or late.	2
The middle grades teacher candidate frequently makes errors in oral and/or written expression.	0	The teacher candidate makes few errors in oral and/or written expression.	1	The middle grades teacher candidate is articulate with oral expression and organized in written expression.	2
The middle grades teacher candidate is not reliable and responsible.	0	The middle grades candidate is usually reliable and responsible.	1	The middle grades teacher candidate is reliable and responsible.	2
The middle grades teacher candidate does not behave in a professional manner.	0	The middle grades candidate usually behaves in a professional manner.	1	The middle grades teacher candidate behaves in a professional manner.	2
The middle grades teacher candidate's attire is not professional and does not reflect the norm of the school setting and dress code.	0	The middle grades teacher candidate's attire is usually professional and reflects the norm of the school setting and dress code.	1	The middle grades teacher candidate's attire is professional and reflects the norm of the school setting and dress code.	2
Comments:					

### Scoring Summary

Standard	Acceptable Point Range	Score	Comments
Standard 1: Young Adolescent Development	4-8		
Standard 2: Middle Grades Philosophy and Organization	2-4		
Standard 3: Middle Grades Curriculum	3-6		
Standard 4: Content Knowledge	2-4		
Standard 5: Middle Grades Instruction	4-8		
Standard 6: Middle Grades Professional Roles	1-2		
Standard 7: Family and Community Involvement	3-6		
Standard 8: Assessment	2-4		
Standard 9: Literacy	3-6		
Standard 10: Diversity	2-4		
Professional Behavior	5-10		
Total Score		/62	
Comments:			

**Signatures:**

**Teacher Candidate** \_\_\_\_\_

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

**Master Teacher** \_\_\_\_\_

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

**University Professor** \_\_\_\_\_

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

**Additional Comments:**

**Table 2: Program Descriptions**

<b>Appalachian State University, Boone, North Carolina</b>	
Institution:	Public, Enrollment – 15,850
NCATE Accreditation:	Yes
Programs:	Initial – Undergraduate, Grades 6-9; Masters – Graduate, Grades 6-9
Graduates Per Year:	Initial – 25; Masters - 19
Web Address:	<a href="http://www.ced.appstate.edu/departments/ci/degrees.aspx#UG">www.ced.appstate.edu/departments/ci/degrees.aspx#UG</a>
Author Contact:	Melanie Greene
<b>Undergraduate Program</b>	
<p>The undergraduate program has a three semester cohort plan that requires 128 hours of coursework and field experiences. Two teaching fields are required, and all content areas total 24 semester hours which meets state licensure and No Child Left Behind requirements. A total of 33 hours of professional courses and internships are required. Twenty of these hours are specialized middle level courses and field experiences. A highlight of the program includes three sequential field experiences in partnership sites known as Professional Development Schools (PDS).</p>	
<b>Graduate Program</b>	
<p>The graduate program requires 39 hours of coursework. Applicants must hold a valid teaching license and meet Graduate School and program criteria for acceptance into the middle grades program. Nine hours of course work are devoted to young adolescent development, middle school philosophy and concepts, and developmentally responsive curriculum. Twelve hours of the program require specialization in a content area including math, science, language arts, or social studies. The remaining program hours include a focus on teacher leadership, research, and technology, culminating with a graduation portfolio.</p>	
<b>California State University San Marcos, San Marcos, California</b>	
Institution:	Public, Enrollment –8,500
NCATE Accreditation:	Yes
Programs:	Initial – Post-Baccalaureate, Grades 5-9
Graduates Per Year:	25
Web Address:	<a href="http://lynx.csusm.edu/coe/academics/Teacher.Ed.asp#Middle%20Level%20Credential%20Program">lynx.csusm.edu/coe/academics/Teacher.Ed.asp#Middle%20Level%20Credential%20Program</a>
Author Contact:	Janet McDaniel
<b>Post-Baccalaureate Program</b>	
<p>The middle level program is a post-baccalaureate, two-semester full-time program of study. Candidates enter the program having demonstrated their subject matter knowledge in one or more fields through coursework (typically, an academic major) or standardized exams. Since California has no middle grades licensure, the program is built on the elementary education licensure with a university-granted Certificate in Advanced Study in Middle Level Education. During their year in the program, candidates take courses on teaching and learning in middle schools, content area methods, and multilingual/multicultural education. Coursework is taught by a team of instructors, including an exemplary middle school teacher who is a Distinguished Teacher in Residence “on loan” to Cal State San Marcos for two years. All classes are taught in a university-owned modular classroom on the campus of a middle school in San Marcos, providing opportunities for interaction between candidates and the middle school students and staff. Four to six middle schools host candidates for student teaching, with supervision being a</p>	

shared responsibility of a site teacher and a university teaching team member.

**Missouri Southern State University, Joplin, Missouri**

Institution: Public, Enrollment – 6,000

NCATE Accreditation: Yes

Programs: Initial – Undergraduate, Grades 5-9

Graduates Per Year: Initial – 12

Web Address: [www.mssu.edu/edu/pdf/BSEmiddle school.pdf](http://www.mssu.edu/edu/pdf/BSEmiddle school.pdf)

Author Contact: Vikki Spencer

**Undergraduate Program**

The undergraduate program requires a total of 130+ hours of coursework and field experiences. Candidates have dual certification, choosing two of seven offered teaching fields, with 23-29 semester hours each. A total of 56 hours of professional coursework and field experiences are included, with 33 of these hours in middle level courses and field experiences. As part of the MSSU International Mission, many candidates have the opportunity to participate in the International Comparative Education Program for travel and observation in middle level classrooms with partner teachers in Australia, Austria, England, France, Germany, Italy, New Zealand, Scotland, or Switzerland. In addition, some complete five weeks of their student teaching in the Southampton, England partner school. Through the Domestic Comparative Education Program, candidates also have the opportunity to observe and teach in a partnership program with a Washington, D. C. magnet middle school.

**Trinity University, San Antonio, Texas**

Institution: Private, Enrollment – 2,500

NCATE Accreditation: Yes

Programs: Initial – MAT, Grades 4-8

Graduates Per Year: Initial - 8

Web Address: [www.trinity.edu/departments/Education/Degree\\_Programs/mat.htm](http://www.trinity.edu/departments/Education/Degree_Programs/mat.htm)

Author Contact: Laura Allen

**MAT Program**

The Master of Arts in Teaching program is a one year, post-baccalaureate, cohort program requiring 30 hours of coursework and internships. Candidates enter the program with a B.S. or B.A. in one or more content fields as well as 10-14 hours of undergraduate education work. After a six-hour summer session, candidates complete a full-year internship in a middle grades Professional Development School (PDS), while taking concurrent coursework. University faculty and PDS mentors collaborate to write and revise program curriculum, which includes writing interdisciplinary curriculum, developing two Understanding by Design units, presenting at the state middle level conference, serving as a member of an academic team, co-sponsoring an extracurricular activity, and working closely with parents in a variety of ways.

**University of Texas at Arlington, Arlington, Texas**

Institution: Public, Enrollment - 25,500

NCATE Accreditation: Yes

Programs: Initial - Undergraduate, Grades 4-8; Graduate - Grades 4-8 (Certification-Only)

Graduates Per Year: Initial - 42; Graduate – 30

Web Address: [www.uta.edu/coed/undergrad/degrees/](http://www.uta.edu/coed/undergrad/degrees/)

Author Contact: Kim Ruebel

**Undergraduate Program**

The undergraduate program has a four semester cohort plan that requires 120 hours of coursework and field experiences. Candidates choose either dual teaching fields (Math/Science or ELAR/Social Studies) or a Generalist certification. All three degree plans (M/S, ELAR/SS, and Generalist) meet the 24/12 hour rule for state certification and No Child Left Behind requirements. In other words, candidates complete 24 hours in the content area with a minimum of 12 of those hours in upper level coursework. A total of 27 hours of professional coursework is included with 21 of these hours being specialized middle level courses, an internship, and residency. The final year of the program includes field work in partnership schools and culminates with an entire semester in the field on a full time basis, following the school district calendar for 18-19 weeks of residency.

**Graduate Program**

The graduate program is a certification-only program completed prior to the masters degree. Candidates complete 15 hours of coursework including a final residency semester. Nine of the required 15 hours are specialized middle level courses. This program feeds into a Curriculum and Instruction masters degree with various options for advanced certification.



**Table 4: Rubric – Curriculum Unit**

**MID-LEVEL CURRICULUM UNIT EVALUATION RUBRIC**

*The curriculum unit must be created and shared for review in LiveText*

Develop a thematic unit which includes

- Overall theme/topic
- Web search on the Internet as well as a library search to find resources and other information about the theme. Document evidence supporting both searches in the final product (i.e. search engines used, information and resources found, and APA citations and web addresses for that information). Be sure to include teacher as well as student resources (with an emphasis on literature, community ties, and so on).
- Plan a five to ten day (see undergraduate/graduate length requirements) unit, including:
  - an overview of the calendar (using a calendar format)
  - a list of objectives/skills students will be expected to learn
  - lesson plans documenting activities, questions for discussion, stimulating anticipatory and culminating events, supplementary materials, etc.

COMPONENT	UNACCEPTABLE – 0 pts	ACCEPTABLE – 3 pts	TARGET – 5 pts
<b>Length</b>	Lesson plans made for less than four days of instruction (nine for graduate students)	Lesson plans made for four days of instruction ( nine for graduate students)	Lesson plans made for five days of instruction (ten for graduate students)
COMPONENT	UNACCEPTABLE – 0 pts	ACCEPTABLE – 4 pts	TARGET – 5 pts
<b>Unit/Lesson Objectives, Description of the Learners, &amp; Calendar</b>	Unit/Lesson objectives are lacking, not covering all levels of understanding (Bloom’s), and TEK standards are inaccurately referenced; a description of the classroom learners is insufficient; overview of the calendar for each day of the unit (use calendar format) may not be present	Unit/Lesson objectives are provided, adequately cover levels of understanding (Bloom’s), and TEK standards are accurately referenced in most instances; a description of the classroom learners is provided; overview of the calendar for each day of the unit (use calendar format) is present	Unit/Lesson objectives are provided, cover all levels of understanding (Bloom’s), and TEK standards are accurately referenced; a complete description of the classroom learners is provided; overview of the calendar for each day of the unit (use calendar format) is present
COMPONENT	UNACCEPTABLE – 0 pts	ACCEPTABLE – 1 pts	TARGET – 2 pts
<b>Mechanics, Spelling and Punctuation</b>	Many errors; not clear, lengthy or wordy and not well-written	Errors are present, but still readable; somewhat clear, and well-written	Relatively no or little errors; reflective of college level writing; clear, articulate, concise
COMPONENT	UNACCEPTABLE – 3 pts	ACCEPTABLE – 8 pts	TARGET – 10 pts

<b>Content Knowledge</b>	Candidate rarely demonstrates knowledge of a variety of teaching/learning strategies that respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs inadequate lessons, failing to select materials that are challenging, integrative and student-centered (NMSA #3); candidate consistently fails to demonstrate a comprehensive depth and breadth of knowledge of relevant content and rarely makes connection among disciplines (NMSA #4); candidate consistently does not select instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)	Candidate demonstrates knowledge of teaching/learning strategies that often respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs adequate lessons and often selects materials that are challenging, integrative and student-centered (NMSA #3); candidate demonstrates a depth and breadth of knowledge of relevant content and makes connection among disciplines (NMSA #4); candidate often selects instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)	Candidate demonstrates knowledge of a wide variety of teaching/learning strategies that respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs exceptional lessons and selects materials that are challenging, integrative and student-centered (NMSA #3); candidate consistently demonstrates a comprehensive depth and breadth of knowledge of relevant content and makes connection among disciplines (NMSA #4); candidate consistently selects instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)
<b>COMPONENT</b>	<b>UNACCEPTABLE – 2 pts</b>	<b>ACCEPTABLE – 6 pts</b>	<b>TARGET – 8 pts</b>
<b>Professional and Pedagogical Knowledge, Skills and Dispositions</b>	Candidate fails to demonstrate the ability to assess student achievement and is rarely able to articulate criteria for strategy selection (NMSA #3); candidate rarely demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate rarely/never uses assessment to inform instruction (NMSA #5)	Candidate demonstrates the ability to assess student achievement and is able to articulate satisfactory criteria for strategy selection (NMSA #3); candidate demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate uses assessment to inform instruction (NMSA #5)	Candidate demonstrates the ability to assess student achievement and is able to articulate clear and concise criteria for strategy selection (NMSA #3); candidate often demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate consistently uses assessment to inform instruction (NMSA #5)
<b>COMPONENT</b>	<b>UNACCEPTABLE – 4 pts</b>	<b>ACCEPTABLE – 8 pts</b>	<b>TARGET – 10 pts</b>
<b>Effect on Student Learning</b>	Candidate does not seem to understand, utilize and/or articulate the middle level school curriculum; candidate does not always reference	Candidate understands, utilizes and articulates the middle level school curriculum; candidate references appropriate TEK standards in most	Candidate consistently understands, utilizes and articulates the middle level school curriculum; candidate always references appropriate

	<p>appropriate TEK standards (NMSA #3); candidate does not accurately incorporate content knowledge in a student-centered curriculum (NMSA #4); candidate understands TEKS objectives and active learning experiences for students, but may not accurately incorporate them into daily lessons; candidate fails to adequately describe performance expectations and assessment results for students, and does not include a complete description of how assessment will effect current and future teaching</p>	<p>instances (NMSA #3); candidate incorporates content knowledge in a student-centered curriculum (NMSA #4); candidate understands TEKS objectives and active learning experiences for students; candidate adequately describes performance expectations and assessment results for students, including a description of how assessment will effect current and future teaching</p>	<p>TEK standards (NMSA #3); candidate consistently incorporates content knowledge in a student-centered curriculum (NMSA #4); candidate understands and articulates TEKS objectives and active learning experiences for students; candidate clearly describes performance expectations and assessment results for students, including a detailed description of how assessment will effect current and future teaching</p>
<p><b>TOTAL</b> <b>(40 points possible)</b></p>	<hr/> <p><b>Unacceptable = below 30 pts</b></p>	<hr/> <p><b>Acceptable = 30-37 pts</b></p>	<hr/> <p><b>Target = 38-40 pts</b></p>

**Table 5: Rubric – Team and Individual Website Development**

**TEAM AND INDIVIDUAL WEBSITE RUBRIC**  
**Scoring Guide for Team Webpage(s) (20 pts.) & Individual Webpage(s) (40 pts.)**

Use Bravehost.com or Tripod.com to build your web pages.

Your User Name becomes your url, so it should be educ413- then your team name.

**Names**

<b>TEAM PAGE(s) <a href="http://www.educ413-">http://www.educ413-</a></b>			
<b>ATTACH WITH PAPER COPY OF WEBPAGE(S)</b>			
<b>DESIGN/LAYOUT (5 pts)</b> <b>Standards: 1, 2, 3, 6</b>	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>
St. 1: Did you design the page with developmental interests in mind? St. 2: Did you organize easy access to common team elements? St. 3: Did you incorporate components for both students and family related to curriculum and assessment information? St. 6: Did you include an information/resource section for parents?	<ul style="list-style-type: none"> <li>The given, expected learner outcome, and evaluation are unclear or missing..</li> <li>Social studies &amp; interdisciplinary Standards are weak or omitted.</li> </ul> • Pts (0-3 pts):	<ul style="list-style-type: none"> <li>Two of the three, (the given, expected learner outcome, and evaluation) are present and apparent.</li> <li>Some Standards are included for social studies</li> <li>Some Interdisciplinary Standards are included.</li> </ul> • Pts (5-9 pts):	<ul style="list-style-type: none"> <li>The given, expected learner outcome, and evaluation are clearly and concisely written.</li> <li>Standards are included for social studies</li> <li>Interdisciplinary Standards are included.</li> </ul> • Pts (10-12 pts):
<b>GENERAL INFORMATION (10 pts)</b> <b>Standards: 1, 2, 3</b>	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>
St. 1: Were you positive and enthusiastic about adolescents? St. 2: Did you incorporate common Team policies? St. 3: Did you include information related to Advisory topics?	•	•	•

<b>HELPFUL LINKS (2 pts)</b> <b>Standards: 1, 2, 3, 6, 7</b>	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>
St. 1: Did you create connections to interpersonal, community, and societal information sites? St. 2: Are there links to study resources? St. 3: Are there links to Advisory topics? St. 6: Did you provide parent resources for understanding & helping pre-adolescents? St. 7: Are there links to community resource & support groups?	•	•	•
<b>SPECIAL FEATURES (3 pts)</b> <b>Identify Applicable Standards #’s</b>	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>
	•	•	•
<b>INDIVIDUAL TEACHER WEBPAGE(s) <a href="http://www.educ413-">http://www.educ413-</a></b>			
<b>ATTACH WITH PAPER COPY OF WEBPAGE(S)</b>			
<b>DESIGN/LAYOUT (5 pts)</b> <b>Standards: 1, 2, 3, 6</b>	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>
St. 1: St. 2: St. 3: St. 6:	<ul style="list-style-type: none"> <li>• The given, expected learner outcome, and evaluation are unclear or missing..</li> <li>• Social studies &amp; interdisciplinary Standards are weak or omitted.</li> </ul> • Pts (0-3 pts):	<ul style="list-style-type: none"> <li>• Two of the three, (the given, expected learner outcome, and evaluation) are present and apparent.</li> <li>• Some Standards are included for social studies</li> <li>• Some Interdisciplinary Standards are included.</li> </ul> • Pts (5-9 pts):	<ul style="list-style-type: none"> <li>• The given, expected learner outcome, and evaluation are clearly and concisely written.</li> <li>• Standards are included for social studies</li> <li>• Interdisciplinary Standards are included.</li> </ul> • Pts (10-12 pts):

<b>GENERAL INFORMATION (25 pts)</b> <b>Standards: 1, 2, 3, 4, 5</b>	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>
St. 1: St. 2: St. 3: St. 4: St. 5:	•	•	•
<b>HELPFUL LINKS (5 pts)</b> <b>Standards: 1, 2, 3, 4, 5, 7</b>	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>
St. 1: St. 3: St. 4: St. 5: St. 7:	•	•	•
<b>SPECIAL FEATURES (5 pts)</b> <b>Identify Applicable Standards #’s</b>	<b>Does Not Meet Expectations</b>	<b>Emerging</b>	<b>Meets Expectations</b>
	•	•	•