

EDEE 515-01
EDMG 415-01
Middle School Organization and Curriculum
Spring 2015

Instructor: Dr. Rénard Harris
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Course Description: This course is designed as an overview of the basic aspects of middle grades education including middle level philosophy, student development and diversity, organizational attributes of middle grades settings, curriculum, instruction, assessment, instructional planning, classroom management, involvement of family and community, and professional development.

Course Objectives:

Upon completion of this course, teacher candidates will:

1. Articulate the history of, and rationale for, middle schools. (ETC*3, Standard**VII)
2. Demonstrate an understanding of the unique physical, intellectual, emotional, social, and character development of young adolescents and incorporate the variety of ways young adolescents exemplify diversity into course activities and assignments. (ETC 1, Standard I).
3. Write reflectively about characteristics of effective middle grades teachers. (ETC 3, Standard IV)
4. Articulate understanding of common and recommended structures of middle schools. (ETC 3, Standards IV and VII)
5. Relate the philosophy of the National Middle School Association to the various influences on middle grades curriculum. (ETC 3, Standard II)
6. Demonstrate a variety of instructional strategies, as well as articulate the theoretical bases for instructional choices. (ETC 2, Standards II and III)
7. Articulate the necessity and complexities of assessment, from classroom to standardized. (ETC 2, Standard VI)
8. Demonstrate knowledge of the many levels of instructional planning. (ETC 2, Standards II, III, IV)
9. Recognize and analyze the relative effectiveness of philosophies and strategies of managing the learning environment. (ETC 1 and 2, Standards I and IV)
10. Write reflectively about the importance of family and community involvement, as well as strategies for ensuring involvement. (ETC 3, Standards V and VII)

*Elements of Teacher Competency ** School of Education Standard

AMLE Standards

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 6. Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Standard 7. Middle Level Professional Roles

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

READING

Powell, S. (2014). *Introduction to Middle Level Education*. Massachusetts: Pearson.

Grading and Assignments

Course Requirements All written assignments must be word processed, double spaced, and in 12-point type. Any written assignment submitted is considered a final product that will be graded on both **what** is written (clarity, depth, and insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work.

EVALUATION SCALE AND POINT VALUES

Assignment 1 - School Organization Plan 60 pts

Assignment 2 - Unit Plan 60 pts

Assignment 3 – Literature review/research 80 pts

Mid – term exam 100 pts

Assignment 4 – lesson plan 40 pts

Assignment 5 – middle school student Q and A 10 pts

Assignment 6 – virtual classroom literature synthesis participation 10 pts

Assignment 7 – virtual classroom literature synthesis reference sheet 20 pts

Semester Exam 100 pts

TOTAL 480 pts

Assignments:

School Organization Plan

Each student will create a fictional middle school based on middle school characteristics and qualities (see rubric for details)

Open format

Unit Plan

Each student will write an interdisciplinary and integrated unit plan based on a middle school standard/indicator and arts/interest of his/her choice (see rubric for details)

The unit Plan Format can be found at the end of this document

Literature review and Research (grad students are responsible for the literature review and the pilot qualitative research)

Each student will choose a middle school topic. Undergraduate students will write a literature review of the topic and formulate a research question. The literature will cover a minimum of 1-3 years depending on the topic. 8-10 page paper. Minimum - 8 sources.

(double spaced, 12 font, Times New Roman)

APA format

Pilot Research (Graduate Students) Each graduate student will write a literature review, formulate a research question, and conduct a qualitative research pilot study.

The study should include the following:

Literature review - Research Question — Participants – data collection – Data analysis – Findings **TOTAL 8 – 12PAGES**

Lesson Plan

Each student will write a lesson plan based on a middle school standard/indicator using the format provided

The lesson plan format can be found at the end of this document

Middle School Student Q & A Transcription

Each student will ask a middle school age child a pre-written question for class related to the assigned reading/chapter. The child's response should be transcribed verbatim (typed/written) for each class and turned in at the end of the semester.

Virtual classroom literature synthesis participation

In groups of four (4) each students will circle desk in the room and discuss specific problems, articles, and solutions (a fifth desk will be added for drop in students to add to the discussion)

ON THE FINAL DAY OF THIS ACTIVITY EACH GROUP WILL SHARE ACTION STEPS

Virtual classroom literature synthesis reference sheet

Each student will turn in a reference sheet of articles related to his/her groups virtual classroom issue (the central question should be at the top of the reference sheet)

Mid-term Exam

The mid-term exam will consist of objective questions and short answer questions (the majority of the questions will be objective) from the textbook

Semester Exam

The final exam will consist of objective questions and short answer questions (the majority of the questions will be objective) from the textbook

GRADING SCALE

UNDERGRADUATE GRADING SCALE:

93-100 = A

91-92 = A-

89-90 = B+

86-88 = B

84-85 = B-

82-84 = C+

79-81 = C
 77-78 = C-
 75-76 = D+
 72-74 = D
 70-71 = D-
 Below 69 = F

GRADUATE GRADING SCALE

93-100 A
89-92 B+
85-88 B
81-84 C+
77-80 C
0-76 F

PROFESSIONAL BEHAVIOIR/DISPOSITIONS:

Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behavior consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for differences.
- Value of positive human interaction.
- Intellectual curiosity and willingness to gain new knowledge.

Attendance Policy:

Attendance is vital in this course. If you have to miss class for a family emergency or illness, please let the instructor know as soon as possible. If you miss **more than 2 classes** you will be dropped with a WA. Prompt arrival is also extremely important; tardiness is unacceptable.

Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. Three tardies (arriving late/leaving early) count as one absence. These strict policies are based on the professionalism required of teachers.

TENTATIVE SCHEDULE

JAN 13	Class format and Syllabus assignments: Virtual classroom issue set-up	
JAN 20	NO CLASS	LITERATURE REVIEW TOPIC /RESEARCH TOPIC by E-mail

JAN 27	<p>Book Chapter 2 Development of Middle Level Learners</p> <p>Creating a lesson plan</p>	<p>VIRTUAL CLASSROOM LITERATURE SYNTHESIS ACTIVITY</p> <p>Suggested Question: How do you learn best? Is your learning style being addressed?</p>
FEB 3	<p>Book Chapter 4 Societal Context of Middle Level Education</p>	<p>LESSON PLAN DUE</p> <p>V.C.L.S. ACTIVITY CONTINUED</p> <p>Suggested Question: If you had the mic and all teachers were listening, what would you say?</p>
FEB 10	<p>Book Chapter 5 Structures of Middle Level Education</p>	<p>V.C.L.S. ACTIVITY CONTINUED</p> <p>Suggested Question: Do you like the way your classes are structured?</p>
FEB 17	<p>Book Chapter 6 Middle Level Curriculum</p>	<p>V.C.L.S. ACTIVITY CONTINUED</p> <p>Suggested Question: Do you like what you are learning in middle school? If so why? Why not?</p>
FEB 24	<p>Book Chapter 7 Middle Level Instruction</p>	<p>UNIT PLAN DUE</p> <p>Suggested Question: Is the teaching style in middle school different than the teaching style in elementary?</p>

MARCH 3	MID TERM EXAM	MID TERM EXAM
MARCH 10	SPRING BREAK	
MARCH 17	Book Chapter 8 Assessment of Middle Level Learners	V.C.L.S. ACTIVITY CONTINUED Suggested Question: What is your favorite form of assessment?
MARCH 24	Book Chapter 9 Planning for Teaching and Learning	LITERATURE REVIEW DUE V.C.L.S. ACTIVITY CONTINUED Suggested Question: Do you have any role models at your school?
MARCH 31	Book Chapter 8 Assessment of Middle Level Learners	V.C.L.S. ACTIVITY CONTINUED
APRIL 7	Book Chapter 10 Maintaining a Positive, Productive Learning Environment	SCHOOL ORGANIZATION PLAN DUE GRAD STUDENT PILOT RESEARCH DUE V.C.L.S. ACTIVITY CONTINUED Suggested Question: Overall, do you enjoy the energy of your classroom? Is it tense? Exciting? Boring? Fun?

APRIL 14	Book Chapter 3 Diversity among middle level learners	V.C.L.S. ACTIVITY CONTINUED Suggested Question: Do teachers teach/talk about diversity in your classroom? Is the topic of diversity important?
APRIL 21	Book Chapter 11 Relationships and realities of middle level education	V.C.L.S. ACTIVITY ACTION STEPS Suggested Question: Does everyone get along reasonably well in the classroom? Are there cliques? Popular groups?
APRIL 28	READING DAY	
FINAL	FINAL EXAM	FINAL EXAM

MAKE-UP EXAMINATIONS, PRESENTATIONS, AND QUIZZES:

If an examination, presentation, or quiz (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up session. It is the responsibility of the student to contact the professor within 48 hours and make arrangements for the make-up. This is to be done as soon as possible after the missed examination, presentation, or quiz.

FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean).

PAPERS: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (Fifth Edition, 2001). The College of Charleston does have a writing lab that can help you. They have a useful handout for using the APA Handbook. The hours of the lab are M-H 9-9 and F 9-12.

HONOR SYSTEM: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to

the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission- - is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others' exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at <http://www.cofc.edu/generaldocuments/handbook.pdf>

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc.).

ADA Accommodations:

In compliance with the American with Disabilities Act (ADA), all qualified students are entitled to "reasonable accommodations." Please notify the instructor during the first week of class of any accommodations needed.

Required Technology:

Enrollment in this course requires you to utilize the following computer applications: PowerPoint, Excel, Internet/WWW, WebCT via Internet, e-mail, and Word Processing. It is expected that you can utilize the above listed computer applications. These computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. If you do not have reliable access to these applications you should plan to use the campus computer laboratories.

School of Education Mission:

The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of this mission, faculty and students will demonstrate:

intellectual curiosity and rigor; reflective, research-based practice; collaboration and consensus building;

field-oriented service and community outreach; and cultural sensitivity and understanding.

MAKE THE TEACHING AND LEARNING CONNECTION

Element of Teacher Competency

1: Understand and value the learner.

Standard I: Evidence theoretical and practical understanding of the ways learners develop.

2: Know what and how to teach and assess and how to create an environment in which learning occurs.

Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

Standard III: Evidence a variety of strategies that optimize student learning.

Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

3: Understand oneself as a professional

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

Standard V: Communicate effectively with students, parents, colleagues, and the community.

Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.^{52(33K)}

Center for Student Learning: I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843)953-5635.

School Organization

Standard	Description		
3b	Middle level teacher candidates utilize their knowledge of effective components of middle level programs and schools to enhance learning for all students in a variety of organizational patterns.		
	81-75	88-82	100-89
	Middle level teacher candidates can describe developmentally responsive practices.	Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge within the context of the school setting.	Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge to foster healthy adolescent development within their practice. They assess the effectiveness of middle level components within the school context and share that knowledge when appropriate.
4b	Middle level teacher candidates utilize a wide variety of teaching, learning, and assessment strategies.		
	UNACCEPTABLE	ACCEPTABLE	TARGET
	Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents.	Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).	In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).
4c	Middle level teacher candidates use formative and summative assessment strategies, data, and reflective practices to enhance learning experiences.		
	UNACCEPTABLE	ACCEPTABLE	TARGET
	Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.	Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).	Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).
5b	Middle level teacher candidates are informed advocates for effective practices and prove to maximize student learning.		

UNACCEPTABLE		ACCEPTABLE	TARGET
Middle level teacher candidates recognize the importance of advocating for young adolescents and middle level education.		Middle level teacher candidates advocate for young adolescents and middle level education (e.g., school personnel and family members).	Middle level teacher candidates demonstrate knowledge of advocacy theories and skills. They advocate for young adolescents and middle level education in a variety of settings (e.g., school, community, youth-serving organizations, legislative bodies, policy makers).
5c	Middle level teacher candidates value diverse family structure and cultural backgrounds; They communicate and collaborate with family members and the community.		
UNACCEPTABLE		ACCEPTABLE	TARGET
Middle level teacher candidates recognize the importance of working with family and community members.		Middle level teacher candidates can articulate the knowledge base related to working collaboratively with family and community members. They communicate with parents and community members to improve education for all young adolescents.	Middle level teacher candidates value family diversity and cultural backgrounds and capitalize on those assets in their teaching. They initiate collaboration with parents and community members to improve education and to promote the well-being of all young adolescents.

Unit Plan

A. Description

The interdisciplinary unit plan measures the candidate’s ability to develop a unit of study that includes at least one core subject areas and one arts integration.

B. Directions

Each candidate is to complete the assignment as part of the middle grades curriculum course. The unit, covering two core subject areas and an arts integration, must include the main theme, overall objective(s), timeline, and content standards for each of the subject areas the unit covers. In addition, the unit is designed to support candidate understanding of adolescent development as related to personal and societal goals.

C. Rubric for Assessment

The following rubric for the AMLE middle school addendum is used to collect data on middle school candidates’ pedagogical and professional knowledge and skills for effects on student learning.

Criteria	81-75	88-82	100-89
Unit Overview: Rationale and relevance to adolescence	Middle level teacher candidates understand the importance of being knowledgeable about young adolescent development. (1a)	Middle level teacher candidates demonstrate their knowledge of the concepts, principles, theories and research about young adolescent development. They apply this knowledge in their practice.	Middle level teacher candidates understand and accurately interpret the concepts, principles, theories and research about young adolescent development. They use this knowledge to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding.
Learning Environment	Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents. (1b)	Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents.	Middle level teacher candidates create and maintain safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments that celebrate and incorporate the diversity found within student populations.
Adolescent Learners and Instructional strategies	Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions. (1c)	Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions.	Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies and making curricular decisions. They reflect on their decisions and revise their practice to enhance their teaching effectiveness and to increase student learning.

School Organization	Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices. (1d)	Middle level teacher candidates articulate and apply their understanding of the diversities of young adolescent development as they work successfully within middle level school organizations and engage in middle level programs and practices.	Middle level teacher candidates articulate and apply their understanding of school organizations and the components of middle level programs and practices. They use this understanding to help ensure a successful schooling experience for all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They use reflection to improve their ability to be successful in middle level programs and practices in a variety of school organizational patterns.
Content Knowledge	Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge. (2a)	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They demonstrate their understanding of the complexities of the subject area disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of their teaching for all young adolescents.
Content and Assessment	Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies. (2a)	Middle level teacher candidates demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach.	Middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students.
Curriculum standards	Middle level teacher candidates are aware of state, national, and common core standards for student learning. (2b)	Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They use this knowledge in their teaching.	Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They deconstruct the standards to better understand their intent and their effects on all young adolescents. They align instructional goals and student assessments with these standards.

Curriculum and diverse learners	Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory. (2c)	Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory.	Middle level teacher candidates demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory. They select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents.
Interdisciplinary	Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge. (2c)	Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences.	Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences.
Developmentally Responsive and Equitable Practice	Middle level teacher candidates can describe developmentally responsive practices. (3b)	Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge within the context of the school setting.	Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge to foster healthy adolescent development within their practice. They assess the effectiveness of middle level components within the school context and share that knowledge when appropriate.
Variety of content and assessment	Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies. (4a)	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.
Cultural Awareness	Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents. (4b)	Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical	In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking,

		thinking, problem solving, evaluation of information gained).	problem solving, evaluation of information gained).
Formative and summative assessment analysis	Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction. (4c)	Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).	Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).
Developmentally responsive materials and resources	Middle level teacher candidates understand the importance of motivating young adolescents. (4d)	Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media).	Middle level teacher candidates facilitate student learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources and contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction on student motivation and learning, and they adjust their teaching accordingly.
Intrinsic and extrinsic motivation	Middle level teacher candidates understand the importance of establishing a productive learning environment. (4d)	Middle level teacher candidates demonstrate their ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).	Middle level teacher candidates collaborate with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).

Rubric for Literature Review Paper

Assessment Rubric/Criteria for Literature Review (The following rubric will be used to assess your literature review.)

Criteria and qualities	Adequate - Deficient 81-75	Very Good – Adequate 88-82	Excellent – Very Good 100 - 89
Introducing the idea: Problem statement	Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are aware of the overall problem, challenge, or topic that is to be examined.	The topic is introduced, and groundwork is laid as to the direction of the report.
Body: Flow of the report	The report appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.
Coverage of content	Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the educational/training field.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to educational/training field is evident.	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable. The report is between 1,000 and 2,000 words.
Clarity of writing and writing technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.
Conclusion: A synthesis of ideas and research question	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.
Citations/References: Proper APA format	Citations for statements included in the report were not present, or references which were included were not found in the text.	Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing.	All needed citations were included in the report. References matched the citations, and all were encoded in APA format.

Reference

www.math.ccsu.edu/mitchell/math614literaturereviewrubric.doc

Assessment rubric for pilot qualitative research

Criteria and qualities	Adequate - Deficient 81-75	Very Good – Adequate 88-82	Excellent – Very Good 100 - 89
Data collection	The data is not clearly described It is not clear how and when the data was collected The research questions are not answerable given the data described	The data is partially described It is partially clear how and when the data was collected The research questions are partially answerable given the data described	The data is clearly described It is clear how and when the data was collected The research questions are answerable given the data described
analysis	It is not clear how an when the data was analyzed Analysis procedures do not make sense Analysis procedures are not rigorous	It is partially clear how an when the data was analyzed Analysis procedures make partial sense Analysis procedures are partially rigorous	It is clear how an when the data was analyzed Analysis procedures make sense Analysis procedures are rigorous
findings	The findings are not supported by the data	The findings are partially supported by the data	The findings are supported by the data

(Modified)

Hatch, A. (2002). Doing Qualitative Research in Education Settings. Albany, NY: State University of New York Press.

Lesson Plan Rubric

Criteria	Excellent – Very Good 100 - 89	Very Good - Adequate 88 - 82	Adequate -Deficient 81-75
Standard	Standard is included and aligns with stated objective	Standard is included but does not align with stated objective	No standard is included
Objective	Objective describes skill or content student will master. Objective is behavioral	Objective is a mix of objective and activities. Objective is not behavioral	Objective describes activities students engage in during instruction
Assessment	Aligns with the lesson objective and procedure	Aligns with either the objective or procedure, but not both.	Doesn't align with the objective or procedure.
Procedures	Thoroughly and completely describes how to implement the lesson so a substitute could successfully teach it. The lesson is introduced in a logical and engaging manner so that students know what to expect and what is expected of them.	The lesson is introduced in manner that may be somewhat confusing to students in order to know what to expect and what is expected of them. Procedures are vague, lacking detail required for a substitute to follow the lesson.	Provides little guidance leaving a substitute to make multiple assumptions concerning implementation. The lesson is poorly introduced. Procedures are unclear and difficult to follow.
Close	Includes procedures for closing the lesson. Key points of the lesson are clearly articulated.	Includes procedures for closing the lesson. Key points of the lesson are included, but poorly articulated	Includes vague procedures for closing the lesson. Key points of the lesson are missing.

Unit Plan Format

Standard

Indicator

Estimated Time

Rationale

Content Outline (overall)

Objectives Week 1

Objectives Week 2

Objectives Week 3

Activities Week 1

Activities Week 2

Activities Week 3

Assessments Week 1

Assessments Week 2

Assessments Week 3

Lesson Plan format at the end of this document

Standard

Indicator

Objective

Assessment

Procedures

Close