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 Text Materials / Articles:


Middle Grades Program Mission

The mission of the Middle Grades program in the Department of Teacher Education at the College of Charleston is to develop reflective practitioners with the knowledge, skills, and dispositions to help adolescent learners succeed. The program develops collaborative, reflective practitioners that understand the unique needs of adolescent learners through high quality formal and informal instructional settings. The Middle Grades program prepares adolescent practitioners to develop effective teaching methods and learning environments, reflect on instruction, and make a positive impact on student learning.

EHHP Mission Statement

The mission of the School of Education, Health, and Human Performance 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.
TEDU Mission Statement

The mission of the Teacher Education Department is to develop reflective professional educators who collaborate with communities and families to enhance the quality of education for diverse student populations through teaching, advocacy, and service. Through high quality undergraduate and graduate teacher education programs in early childhood, elementary, middle level, secondary, and special education, we are committed to fostering proficient practitioners by: (a) modeling professional dispositions, (b) providing professional knowledge aligned with applicable national, state, and institutional standards, (c) researching effective principles of teaching and learning, and (d) collaborating with educators in the preparation and on-going professional development of master teachers.

Middle Grades Program Information

Our program teaches you how young students develop and hone literacy skills and how they comprehend mathematical concepts. It teaches you the most effective means of instruction for social studies and science. Our majors understand how to create effective learning environments and how to balance the needs of students who learn at a different pace. Ultimately, we produce versatile educators who don’t just teach, they affect emotional, intellectual and social development in each of their students.

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.

**GRADING and ASSIGNMENTS**

**GRADUATE GRADING SCALE**

93-100 A
89-92 B+
85-88 B
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 proof-read and to edit your work.

**EVALUATION SCALE AND POINT VALUES**
Assignment 1 - School Organization Plan 15 %
Assignment 2 - Unit Plan 15%
Assignment 3 – Research 25%
Assignment 4 – lesson plan 15%
Assignment 5 –fishbowl / participation 5%

Semester Exam - 20%

Final - Unit Plan Presentation 5%

**Assignments:**

**School Organization Plan**
A team of students 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 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**

**Research**
Each student will choose a middle school topic. Graduate students will write a literature review of the topic and formulate a research question, collect data, analyze data, and share findings. The literature will cover a minimum of 1-3 years depending on the topic. 10-14 page paper. Minimum - 10 sources. **PILOT STUDY**
Each student will write a lesson plan based on a middle school standard/indicator using the format provided.

**Fishbowl participation**

In groups students will circle desk in the room and discuss specific problems, articles, and solutions (an additional 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

**Final Unit Plan Presentation**

**PROFESSIONAL BEHAVIOR/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; Three tardies or leaving early count as one absence. These strict policies are based on the professionalism required of teachers.

**Electronic devices:** Prohibit use of electronic devices for issues outside of the classroom. If the issue is important, please leave the classroom to respond.

**TENTATIVE SCHEDULE**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Class format and Syllabus assignments set-up-virtual classroom FISH-BOWL</td>
<td>Literature Review/Research Topic informal proposal/ideas due (shared/discussed in class) FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Discuss Lit Review / Research Topic Lesson Plans Fishbowl practice/discussion</td>
<td></td>
</tr>
<tr>
<td>Jan 26</td>
<td>Book Chapter 2 Development of Middle Level Learners</td>
<td>LITERATURE REVIEW TOPIC /RESEARCH TOPIC DUE informal; shared in class FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Book Chapter 4 Societal Context of Middle Level Education</td>
<td>LESSON PLAN DUE FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Book Chapter 5 Structures of Middle Level Education</td>
<td>FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Book Chapter 6 Middle Level Curriculum</td>
<td>FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Book Chapter 7 Middle Level Instruction</td>
<td>UNIT PLAN DUE</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Book Chapter 8 Assessment of Middle Level Learners</td>
<td>FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reading/Activity</td>
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<tr>
<td>Mar 8</td>
<td>SPRING BREAK MAR 6-13</td>
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<tr>
<td>Mar 15</td>
<td>Book Chapter 9 Planning for Teaching and Learning</td>
<td>UNDERGRADUATE RESEARCH DUE FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td></td>
<td>FOR NEXT WEEK: READ GAY ARTICLE READ BONDY, ROSS, HAMBACHER, AND ACOSTA ARTICLE</td>
<td></td>
</tr>
<tr>
<td>Mar 22</td>
<td>Culturally Responsive Teaching</td>
<td>FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCHOOL ORGANIZATION PLAN DUE FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Book Chapter 10 Maintaining a Positive, Productive Learning Environment</td>
<td>FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Book Chapter 3</td>
<td>FISHBOWL ACTIVITY</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Chapter 11 Diversity among middle level learners</td>
<td></td>
</tr>
</tbody>
</table>
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 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 1: 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.

**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](http://csl.cofc.edu) or call (843)953-5635.
### School Organization

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100-89 (TARGET)</th>
<th>88-79 (ACCEPTABLE)</th>
<th>78 BELOW (UNACCEPTABLE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAD 100-92</td>
<td>GRAD 88-81</td>
<td>80-77</td>
</tr>
</tbody>
</table>

**UNACCEPTABLE**
Middle level teacher candidates can describe developmentally responsive practices.

**ACCEPTABLE**
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.

**TARGET**
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**
Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents.

**ACCEPTABLE**
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).

**TARGET**
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. |
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).

Middle level teacher candidates are informed advocates for effective practices and prove to maximize student learning.

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).

Middle level teacher candidates value diverse family structure and cultural backgrounds; They communicate and collaborate with family members and the community.

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 integrated 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 one core subject area 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.

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
<table>
<thead>
<tr>
<th>Criteria</th>
<th>78 Below grad 80-77</th>
<th>88-79 grad 88-81</th>
<th>100-89 grad 100-92</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Overview: Rationale and relevance to adolescence</strong></td>
<td>Middle level teacher candidates understand the importance of being knowledgeable about young adolescent development. (1a)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Learning Environment</strong></td>
<td>Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents. (1b)</td>
<td>Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Adolescent Learners and Instructional strategies</strong></td>
<td>Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions. (1c)</td>
<td>Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>School Organization</strong></td>
<td>Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices. (1d)</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td>Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge. (2a)</td>
<td>Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Content and Assessment</strong></td>
<td>Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies. (2a)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Curriculum standards</strong></td>
<td>Middle level teacher candidates are aware of state, national, and common core standards for student learning. (2b)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum and diverse learners</td>
<td>Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory. (2c)</td>
<td>Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory.</td>
<td>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.</td>
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<tr>
<td>Interdisciplinary</td>
<td>Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge. (2c)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Developmentally Responsive and Equitable Practice</td>
<td>Middle level teacher candidates can describe developmentally responsive practices. (3b)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Variety of content and assessment</td>
<td>Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies. (4a)</td>
<td>Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.</td>
<td>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.</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents. (4b)</td>
<td>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).</td>
<td>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).</td>
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</tr>
<tr>
<td>Formative and summative assessment analysis</td>
<td>Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction. (4c)</td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td>Developmentally responsive materials and resources</td>
<td>Middle level teacher candidates understand the importance of motivating young adolescents. (4d)</td>
<td>Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technological resources and contemporary media).</td>
<td>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.</td>
</tr>
</tbody>
</table>
Intrinsic and extrinsic motivation

<table>
<thead>
<tr>
<th>Middle level teacher candidates understand the importance of establishing a productive learning environment. (4d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

**RESEARCH PAPER ASSESSMENT**

**UNACCEPTABLE BELOW 77**

**ACCEPTABLE B/92-85 C/77-84**

**TARGET 100-93**

**Introducing the idea:**

**Unacceptable**

Neither implicit nor explicit reference is made to the topic that is to be examined.

**Acceptable**

Readers are aware of the overall problem, challenge, or topic that is to be examined.

**Target**

The topic is introduced, and groundwork is laid as to the direction of the report.

**Body:**

**Flow of the report**

**Unacceptable**

The report appears to have no direction, with subtopics appearing disjointed.

**Acceptable**

There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.
Target
The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.

Coverage of content

Unacceptable
Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the educational/training field.

Acceptable
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.

Target
The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable.

Clarity of writing and writing technique

Unacceptable
It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.

Acceptable
Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.

Target
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.

Data, Analysis, and Findings

Unacceptable
The data is not clearly described and the analysis is not clear; the findings are not supported by data

Acceptable
The data is partially described, the analysis is partially clear, and the findings are partially supported by the data
Target
The data and analysis are clear and the findings are supported by the data

Conclusion:
A synthesis of ideas and research question

Unacceptable
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.

Acceptable
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.

Target
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

Unacceptable
Citations for statements included in the report were not present, or references which were included were not found in the text.

Acceptable
Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing.

Target
All needed citations were included in the report. References matched the citations, and all were encoded in APA format.
# LESSON PLAN RUBRIC

<table>
<thead>
<tr>
<th>LESSON PLAN CRITERIA</th>
<th>A 100</th>
<th>A- 96</th>
<th>B+ 90</th>
<th>B 86</th>
<th>B- 84</th>
<th>C+ 82</th>
<th>C 79</th>
<th>C- 77</th>
<th>D+ 75</th>
<th>D 72</th>
<th>D- 70</th>
<th>F Below 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F Below 69</td>
</tr>
<tr>
<td></td>
<td>Standard is included and aligns with stated objective</td>
<td>Standard is included but does not align with stated objective</td>
<td>No standard is included</td>
<td>Overall Lesson Plan lacks focus; Needs more attention</td>
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<tr>
<td>Objective</td>
<td>Objective describes skill or content student will master. Objective is behavioral</td>
<td>Objective is a mix of objective and activities. Objective is not behavioral</td>
<td>Objective describes activities students engage in during instruction</td>
<td>Overall Lesson Plan lacks focus; Needs more attention</td>
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<tr>
<td>Assessment</td>
<td>Aligns with the lesson objective and procedure</td>
<td>Aligns with either the objective or procedure, but not both.</td>
<td>Doesn’t align with the objective or procedure.</td>
<td>Overall Lesson Plan lacks focus; Needs more attention</td>
<td></td>
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<tr>
<td>Procedures</td>
<td>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.</td>
<td>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.</td>
<td>Provides little guidance leaving a substitute to make multiple assumptions concerning implementation. The lesson is poorly introduced. Procedures are unclear and difficult to follow.</td>
<td>Overall Lesson Plan lacks focus; Needs more attention</td>
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<tr>
<td>Close</td>
<td>Includes procedures for closing the lesson. Key points of the lesson are clearly articulated.</td>
<td>Includes procedures for closing the lesson. Key points of the lesson are included, but poorly articulated</td>
<td>Includes vague procedures for closing the lesson. Key points of the lesson are missing.</td>
<td>Overall Lesson Plan lacks focus; Needs more attention</td>
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</tbody>
</table>
Citadel Format Adapted for Social Studies Instruction

Learning Goals
Benchmark(s)
Indicator(s)
What will students know and be able to do at the end of the lesson?
Student Background Knowledge and Experience
  Student Prior knowledge and skills
  Accommodations for diversity
Instructional Procedures
  Content Summary (include concepts and essential understandings)
  Teaching methods
  Student grouping
Resources and Materials (including tech, career connections, and community resources
  Resources
  Technology
  Career connections
  Community resources
National Themes (e.g. Social Studies Thematic Strands addressed)
Instructional Activities (lesson sequence and allotted time)
  Opening
  Activities
  Closing
Formative Assessment/Evaluation (criteria and evidence of meeting learning goals)
Adaptations/Accommodations (incl. student needs and instructional modifications)
Reflection (what would you do the same? Differently?)