

Assessment Plan for Middle Childhood Education (MCED)

I. Stakeholder involvement

- The development of our Middle Childhood Program was guided by a steering committee consisting of subject area faculty from Mathematics, Science, Social Science, English; teacher education faculty/doctoral students, and; faculty/administrators from partnership schools.
- The University Council on Teacher Education, consisting of faculty from Arts and Science and the College of Education, will guide policy decisions to include assessment.
- MCED faculty consult regularly with subject area faculty from Arts and Sciences.

II. Reference points for candidate assessments and multiple pieces of evidence that standards are being met

The reference points for candidate assessments include Professional Associations (NMSA, NSTA, NCSSE, NCTM, NCTE); the Ohio Department of Education Standards for Teacher Licensure; the College and Graduate School of Education Conceptual Framework for Teacher Education; and; the Goals of the Middle Childhood Education Program. The following shows how assessment is related to the Conceptual Framework and the Goals of the Middle Childhood Teacher Education Program. We provide the type of evidence that is used to assess MCED candidates.

Themes from the K. S. U. College of Education Conceptual Framework

MCED students are assessed on their knowledge, dispositions, and skills related through a variety of ways to the conceptual framework. Assessment is anchored in the following themes from the conceptual framework:

- *A community of inquiry:* Students engage in inquiry-based learning/lesson-planning, journal writing, and sharing of portfolios with faculty and peers in cohort-based program that encourages collaborative as well as individual reflection..
- *Affirmation of, and responsiveness to, differences.* Students engage in field experiences that include urban, small town and suburban settings and apply their knowledge and skills about teaching and assessing diverse learners in those settings. Lesson plans, attendance at professional conferences, multiple evaluations by university faculty/supervisors and school faculty (including special educators), case study analysis, and essays give evidence of this commitment to difference.
- *Integrative studies.* Students take methods courses in all four concentrations during Block II, so that they will be able to develop integrated curriculum. Students develop an integrated unit of instruction and are evaluated by an interdisciplinary team of MCED faculty based on the content, teaching, assessment strategies and overall depth of the topic. Students are also evaluated on the course

content of Integrated Science and Social Studies is MC, obviously an interdisciplinary course. During field experience, students are placed on an interdisciplinary team of teachers and participate in team meetings and, to some extent, interdisciplinary curriculum.

- *Learning centered approaches.* Students move through the program in a cohort of peers, thus encouraging them to collaboratively reflect on their learning. Lesson/unit plans, accompanying artifacts, observation/feedback from peers, school and university faculty give evidence that they construct an increasingly coherent set of beliefs and practices that reflect knowledge of themselves and early adolescent learners.
- *Professional responsibility and accountability.* Students demonstrate their responsibility and accountability to their professional colleagues through an action research project conducted during student teaching and a portfolio presentation to faculty and peers. Presentations at professional conferences and sharing what they have learned with peers, membership in professional organization, reflective journals on their development as teaching, all give evidence of their professional commitments.

Goals of the Middle Childhood Education Program

In addition to the themes that form the conceptual framework, The Middle Childhood Education teacher education program prepares teachers who:

- *Are knowledgeable about and committed to an education for early adolescents that is developmentally responsive, socially equitable, and academically challenging.* Lesson plans for a diversity of learners, reflective journals, and analysis of cases give evidence of student accomplishments related to this goal.
- *Have in-depth knowledge in two content areas (Mathematics, Science, Social Studies, and Reading/Language Arts) and the teaching of reading and know how to integrate curriculum to enhance student learning.* Candidates are assessed by faculty in Arts and Sciences on their content knowledge. Evidence includes paper-pencil tests, essays, and analysis of cases. Candidates are assessed by MCED methods faculty in two concentrations and the teaching of reading through paper-pencil tests, essays, lesson/unit plans, observations of teaching, and student portfolio.

III. Multiple decision points and multiple indicators to determine candidate success and continuation in the MCED program

The Middle Childhood Education program makes decisions about candidate qualifications and performance at admission to college of education, admission to advanced study, admission to advanced methods (Block III), admission to student teaching (Block IV), and awarding of the Provisional License in Middle Childhood Education. The cornerstone piece of our assessment program is a

student portfolio, begun in the Freshman year during Inquiry I when the conceptual framework and Ohio Department of Education standards are introduced, and continually developed and assessed through the program to make decisions about candidate success. The Ohio Department of Education Standards form the basis of the portfolio assessment process. (See *Block III Portfolio Assessment* for an example of the standards and process). At any point during the program, MCED faculty may meet to discuss potential problem areas for students. An Intervention Plan may be devised by the faculty in consultation with the student who is having difficulties. (See Block III Portfolio Assessment Plan) The department chair and associate dean of academic affairs is notified of any recommendations or actions that are taken.

MCED Candidate Assessment System

Admission to College

2.5 gpa

Admission to Block II (Advanced Study in Middle Childhood Education – sophomore or junior year)

2.75 minimum G. P. A.(Fall, 2001)

At least a C in College English I and II, Inquiry I and II

Satisfactory completion of Block I (At least a C in Early Adolescence and a Pass in Field Experience I.

At least a “C” in all concentration courses

Because MCED is a selective admissions program, students receive points (up to 40total) for each of the following. Minimum score for admission is 24.

Passing scores on Praxis I or equivalent

Written Essay

Interview (students bring portfolio)

2.75 minimum G. P. A. (Fall, 2001)

Admission to Block III (Advanced Methods Block – junior year)

2.75 minimum cumulative G.P.A.

A minimum of “C” in all concentration courses, Inquiry seminars, MCED methods and MCED core courses

“Satisfactory” performance on Pathwise domains (mentor teacher summative evaluation) and faculty observation forms.

“Satisfactory” rating on Portfolio (See attached Block III Portfolio Assessment)

Admission to Block IV (Student Teaching)

2.75 minimum cumulative G. P. A.

A minimum of “C” in all concentration courses, Inquiry seminars, MCED methods and MCED core courses
 “Satisfactory” performance on Pathwise domains and faculty observation forms.
 “Satisfactory” rating on Portfolio
 All coursework completed

Criteria for program completion and recommendation for Provisional License in Middle Childhood Education
 2. 75 minimum G.P.A.
 A minimum of “C; in all concentration courses, inquiry seminars, MCED methods courses and MCED core courses
 “Passing” score on Praxis II specialty area tests and Principles of Learning and Teaching in the Middle Grades.
 “Satisfactory” performance on Mentor Teacher Summative Evaluation Form (see Student Teaching Handbook)
 “Satisfactory” rating on Portfolio (See attached Block III Portfolio Assessment)

IV. Rubrics to determine candidate performance

The following rubric is used to determine performance of candidate during portfolio review.

Distinguished: All aspects of work is highly professional, well organized, complete, creative. Clearly articulates (through performance, documents, and reflections) how the evidence illustrates each of the standards. Demonstrates considerable effort beyond what is required. Demonstrates considerable knowledge, dispositions, and skills related to teaching, curriculum, and organization of schools appropriate for middle childhood students.

Effective: Most aspects of work is professional, organized and complete. Some evidence of creativity. Clearly articulates (through performance, documents, and reflections) how the evidence illustrates most of the standards. Demonstrates effort beyond what is required. Demonstrates considerable knowledge, dispositions, and skills related to teaching, curriculum, and organization of schools appropriate for middle childhood students.

Satisfactory: Work is professional, organized and complete. Articulates (through performance, documents and reflections) how the evidence illustrates the standards. Demonstrates the effort needed to get the job done. Adequately demonstrates knowledge, dispositions, and skills related to teaching, curriculum, and organization of schools appropriate for middle childhood students.

Unsatisfactory: Work lacks professionalism. Evidence is included for most of the standards but it is not clearly articulated how each work is related to the standard. Little evidence of effort. Inadequate demonstration of knowledge, dispositions, and skills related to teaching, curriculum, and organization of schools appropriate for middle childhood students.

V. Validity and reliability of assessments

Validity and reliability of assessment is ensured by using multiple assessors. The end of the semester portfolio review for Block II, III and IV involve at least three MCED faculty. Student teaching evaluation involves both the mentor teacher and university supervisor. The action research presentation at

the end of student teaching involves self-assessment, assessment by peers, and assessment by MCED faculty.

VI. External sources of information

Our first cohort graduated in May, 2001.

Scores on Praxis II are included in Appendix E.

The college regularly collects follow-up data on graduates and we will look at this data to determine overall effectiveness of our program. We plan create our own follow-up survey through our student listserv and to access employer reports from the Ohio Department of Education and to use our MCED web site as a means of collecting data on graduates. This information will be compiled in order to make informed decisions about our assessment plan, MCED program, and candidate success.

VII. Use of candidate and field-based mentor teacher assessments to make improvements in program, courses, teaching, and field experiences

Candidates and mentors complete a program assessment at the end of Block II, III, and IV. (See attached evaluation form). A follow up study of candidates will be conducted on the MCED web site. Summaries of student teaching evaluations will be made available to MCED faculty. Candidates also complete course evaluations at the conclusion of each course. This data is compiled and reported back to faculty at an end-of-the semester meeting to help determine effectiveness of program and assessment plan.

VIII. Relationship between entry criteria and student success on Praxis II

The Research Bureau is going to conduct a study to examine the relationship between our entry criteria for admission to advanced study and student performance on Praxis II.

Appendix

Appendix A: Middle Childhood Education Portfolio Assessment

Appendix B: Mentor Summative Evaluation Form (based on Pathwise Domains)

Appendix C: Mentor Feedback on Middle Childhood Education Program

Appendix D: Student Feedback on Middle Childhood Education Program

Appendix E: Praxis II scores

Appendix A

**Middle Childhood Education
Portfolio Assessment**

**Department of Teaching, Leadership
and Curriculum Studies**

Kent State University

Portfolio Summary Page: Block III Middle Childhood Education

(A) **SUBJECT MATTER:** The teacher has a thorough understanding and knowledge of subject matter and uses such knowledge to create effective learning experiences for students.

1. *Required:* A satisfactory rating (average of 2.0) on the Mentor Teacher Evaluation:
Domain A: Organizing Content Knowledge for Student Learning
2. Journal entries for Curriculum and Organization in MC
3. A unit on a middle grades mathematics topic
4. Critique of an article from science journal
5. File of science activities to be used with middle childhood students
6. Field-based lesson plan in Reading/Literature

(B) **STUDENT LEARNING:** The teacher understands how students learn and develop and creates opportunities for each student's academic development.

1. *Required:* A satisfactory rating (average of 2.0) on the Mentor Teacher Evaluation:
Domain C: Teaching for Student Learning
2. Shadow Study
3. Classroom Study for Curriculum and Organization in MC
4. Student Activity Assignment for Curriculum and Organization in MC
5. Journal entry for Curriculum and Organization in MC
6. Reflections on 5 week field experience in mathematics
7. Case study of one student during mathematics field experience
8. Unit of instruction in science that develops students' skills in each of four stages of problem solving
9. File of science activities
10. Science unit taught during field experience
11. Reflection of experience teaching science during field experience
12. Reflective journal exploring students' academic development in Reading/Literature field experiences
13. Reading log on textbook chapters concerning developmentally appropriate practice in Reading/Literature
14. One lesson plan from social studies clearly differentiated for individual learning

(C) **DIVERSITY OF LEARNERS:** The teacher understands differences in how students learn and provides instruction to accommodate such diversity.

1. *Required:* A satisfactory rating (average of 2.0) on the Mentor Teacher Evaluation:
Domain C: Teaching for Student Learning
2. Journal entry for Curriculum and Organization in MC
3. Adapted lesson plan for special needs student for Curriculum and Organization in MC
4. Interview with Intervention Specialist in Curriculum and Organization in MC
5. Assessment of student learning during mathematics field experience and adjustment of lessons to accommodate diversity
6. Reflection on science field experiences
7. Annotated bibliography in Reading/Literature
8. Reflection on field experiences in Reading/Literature
9. Lesson plan in Reading/Literature taught during field experience
10. One activity-based lesson plan in social studies

(D) **PLANNING INSTRUCTION:** The teacher plans instruction based on knowledge of subject matter, of students, and of curriculum goals and models.

1. *Required:* a satisfactory rating (average of 2.0) on the Mentor Teaching Evaluation: Domain A and C
2. Journal entry for Curriculum and Organization in MC
3. Advisory Unit Lesson Plan for Curriculum and Organization in MC
4. Field Report for mathematics to include: 5 week unit plan, pre-assessment, daily reflections
5. Unit of instruction in science that will develop students' skills in each of the four stages of problem solving
6. File of science activities
7. A lesson plan in Reading/Literature taught during field experience
8. Reflection on Reading/Literature field experiences
9. Reading log for Reading/Literature
10. Literature response journal for Reading/Literature
11. Unit plan in social studies

(E) **INSTRUCTIONAL STRATEGIES:** the teacher uses a variety of instructional strategies that encourage each student to develop critical-thinking and problem solving skills.

1. *Required:* A satisfactory rating (average of 2.0) on the Mentor Teacher Evaluation: Domain C: Teaching for Student Learning
2. Journal entry for Curriculum and Organization in MC
3. Unit plan in mathematics
4. Critique of a science journal article
5. Web site paper in science
6. Unit of instruction in science to develop students' skills in each of the four stages of problem solving
7. Science unit
8. File of science activities
9. Lesson plan in Reading/Literature taught during field experience
10. Literature response journal
11. Unit plan in social studies

(F) **LEARNING ENVIRONMENT:** The teacher creates a learning environment that encourages active, engaged learning; positive interaction; and self-motivation for all students.

1. *Required:* A satisfactory rating (average of 2.0) on the Mentor Teacher Evaluation: Domain B: Creating an Environment for Student Learning
2. Journal entry for Curriculum and Organization in MC
3. Discipline Plan for Curriculum and Organization in MC
4. One lesson plan and reflection from mathematics field experience
5. Unit of instruction in science to develop students' skills in each of the four stages of problem solving
6. Science unit
7. Reflection on science field experience
8. File of science activities
9. Literature response journal for Reading/Literature
10. Lesson plan taught in Reading/Language field experience
11. Cooperative learning strategies in lesson plan in Reading/Literature
12. Reflection work in social studies

(G) **COMMUNICATION:** The teacher effectively communicates in the classroom by using a variety of communication skills, including verbal and nonverbal techniques, technology, and media.

1. A satisfactory rating by KSU/school-based faculty verifying that student speaks clearly and can be heard by students

(H) **ASSESSMENT:** The teacher effectively uses formal and informal assessment strategies to evaluate student progress.

1. *Required:* A satisfactory rating (average of 2.0) on the Mentor Teacher Evaluation: Domain A: Organizing Content Knowledge for Student Learning
2. Adapted lesson plan for special needs students for Curriculum and Organization in MC
3. Unit assessment in mathematics. Also informal written assessment.
4. Reflection on science field experience
5. Lesson plan in Reading/Literature
6. Social studies test construction (if requested by cooperating teacher; if no, reflection on assessment in social studies)

(I) PROFESSIONAL DEVELOPMENT: The teacher analyzes past experiences and pursues professional development opportunities to improve future performance.

1. *Required:* A satisfactory rating (average of 2.0) on the Mentor Teacher Evaluation: Domain D: Teacher Professionalism
2. Reflection on Advisory Unit or Adapted Lesson Plan for Curriculum and Organization
3. Journal entry for Curriculum and Organization in MC
4. School Board Meeting assignment for Curriculum and Organization in MC
5. Interdisciplinary Team Meeting Assignment for Curriculum and Organization in MC
6. Mathematics journal reflection
7. Critique of a science journal article
8. Journal entry in Reading/Writing (professional reflection)

(J) **STUDENT SUPPORT:** The teacher works with parents, family members, school colleagues, and community members to support student learning and development.

1. *Required:* A satisfactory rating (average of 2.0) on the Mentor Teacher Evaluation: Domain D: Teacher Professionalism
2. Parent-Teacher Conference assignment for Curriculum and Organization in MC
3. School Governance assignment for Curriculum and Organization in MC
4. Student Activity assignment for Curriculum and Organization in MC
5. Evaluation or reflection for any content area field experience, including notes from family member or community member

(K) **TECHNOLOGY:** The student demonstrates competence on the Summit County Technology Competencies. (See technology competency checklist)

1. Technology assignment for Curriculum and Organization in MC (Power Point presentation, Web Quest Unit, creation or update of a web site for use at field site, etc)
2. One professional list serv message
3. Web site critique for mathematics
4. Geometer Sketchpad software – write up of how it was used
5. Spreadsheet for problem solving in mathematics
6. Paper on web site in science
7. Annotated bibliography in Reading/Literature (use of web sites)
8. Social Studies Hyper-Studio or Power-Point presentation

Portfolio Presentation – Block III – Spring, 2001

Arhar, Melillo, Keller, Brooks, Manna, and Gruhler

- Who: All MCED Block III students
- What: Portfolio Presentation.
- When: Wednesday, May 9th 8am – 5 pm Lunch from ???. 15 minute session with both concentration faculty, cohort leader and language arts faculty.
- Where: Lunch in Read Room. Team Melillo: Room 403 White; Team Arhar: Room 414 White
- Why: To address questions posed by faculty that demonstrates your knowledge, skills and attitudes related to the standards. To get feedback from faculty on your progress toward meeting those standards.

Turn in 4 copies of your Reflective Summary Sheet on Monday, May 7th in the box located in room 401, one copy in the faculty folder for each concentration, Language Arts, and cohort leader.

I. Preparing Portfolio

Add work/photographs from this semester that give evidence that you have met each of the standards. Select at least **two** pieces of evidence for **each (and every)** standard using the Portfolio Summary Page for suggestions. In selecting a piece of work (e.g. best science lesson plan), carefully think about how this particular work gives evidence that you have met the standards. One piece of work may be used as evidence for more than one standard. All of the courses taken this semester should be represented in the portfolio. (But not all courses needs to be included in each standard.)

In the front of the Portfolio include the Reflective Summary Sheet, the Mentor Teacher Evaluation (based on Praxis) and two reflective paragraphs. One paragraph is to reflect on the one or two areas in which you grew the most this semester in terms of the standards and other areas as well. The second paragraph is to reflect on the one or two areas in which you would like to continue to show growth. You will be able to best write these paragraphs after you have prepared the Reflective Summary Sheet. At the beginning of each section of your Portfolio related to a standard, add a Reflective Summary paragraphs for that standard. See the following (II).

II. Preparing Reflective Summary Sheet

Prepare a summary sheet for each of the standards. For each standard, include the following:

STANDARD:

Evidence of Standard: Your work, labeled. In what course it was submitted.

Relationship to standard

SAMPLE
Portfolio Summary Sheet: Block III
Middle Childhood Education

Mary Smith

May 8, 2001

(C)DIVERSITY OF LEARNERS: The teacher understands differences in how students learn and provides instruction to accommodate such diversity.

Evidence of Standard:

1. Shadow Study: Curriculum and Organization in MC
Relationship to Standard: Through this all day shadow study, I learned that a student who appears to have little interest in school, may, in fact, have a great deal of interest. The problem may lie in the fact that the student does not express her or himself best through writing or speaking which is what the teachers required. The implication for me as a teacher is to offer students multiple ways to demonstrate what they are learning.

2. Interview with Intervention Specialist: Curriculum and Organization in MC
Relationship to Standard: What I learned from my interview with the intervention specialist assigned to my team is that
 I could be more helpful to the special needs students in my class if I actually created alternative assignments that all students could select from. That way, the special needs students will not be singled out and the regular education students may benefit from creative alternatives to paper/pencil assignments.

Information about the professional portfolio as introduced in Inquiry I may be found at: <http://www.ITECKSU.org/courses>. Click on Inquiry into the Profession, click on assignments, click on Professional Portfolio

III. Preparing for Portfolio Presentation

During your fifteen minutes with faculty, be prepared to address questions related to the Ohio Department of Education standards as well as your knowledge of middle level students, curriculum and programs. Use your portfolio to address the questions. (See attached form : Sample Questions). You may end the presentation by telling the faculty what your greatest areas of growth have been this semester and the areas in which you would like to continue to develop. The faculty may ask you to step out of the room for a few minutes while they write up an assessment (see attached). You may want to write comments as well.

**Faculty Assessment of Portfolio
MCED Block III -- Spring, 2001**

Professor/s:

Student _____

Date: _____

The following rating reflects work as demonstrated in the portfolio and field:

Distinguished: All aspects of work is highly professional, well organized, complete, creative. Clearly articulates (through performance, documents, and reflections) how the evidence illustrates each of the standards. Demonstrates considerable effort beyond what is required. Demonstrates considerable knowledge, dispositions, and skills related to teaching, curriculum, and organization of schools appropriate for middle childhood students.

Effective: Most aspects of work is professional, organized and complete. Some evidence of creativity. Clearly articulates (through performance, documents, and reflections) how the evidence illustrates most of the standards. Demonstrates effort beyond what is required. Demonstrates considerable knowledge, dispositions, and skills related to teaching, curriculum, and organization of schools appropriate for middle childhood students.

Satisfactory: Work is professional, organized and complete. Articulates (through performance, documents and reflections) how the evidence illustrates the standards. Demonstrates the effort needed to get the job done. Adequately demonstrates knowledge, dispositions, and skills related to teaching, curriculum, and organization of schools appropriate for middle childhood students.

Unsatisfactory: Work lacks professionalism. Evidence is included for most of the standards but it is not clearly articulated how each work is related to the standard. Little evidence of effort. Inadequate demonstration of knowledge, dispositions, and skills related to teaching, curriculum, and organization of schools appropriate for middle childhood students.

Comments about performance as demonstrated in Portfolio:

Comments about performance as demonstrated during field work:

_____ May advance to Student Teaching (provided all coursework is satisfactory completed).

_____ May advance to Student Teaching with an intervention (see attached Intervention Plan):

_____ May *not* advance to Student Teaching. Please see your faculty advisor to discuss options.

Faculty Comments:

Student Comments:

Intervention Plan for: Teacher Candidate _____

Middle Childhood Education
Department of Teaching, Leadership and Curriculum Studies
Kent State University
Kent, Ohio

This intervention plan is intended for use when difficulties arise in any of the areas below. The primary purpose of this plan is to identify potential problems areas so that interventions can be made and problems corrected.

Please note the area(s) where intervention may be needed:

Personal-Professional Qualities	Curriculum and Teaching
Commitment To early adolescents, developmentally responsive teaching, social equity, and challenging curriculum.	Middle School Knowledge Demonstrates knowledge of practices that are developmentally responsive, socially equitable, and academically challenging.
Responsibility For own actions, for creating a safe environment, and for creating meaningful learning opportunities for all students.	Knowledge of Early Adolescents Understands early adolescents and ways to promote their growth and development
Dependability Is conscientious in all aspects of professional work.	Effective Teaching Strategies Uses appropriate and diverse methods to develop conceptual understanding, improve problem-solving, and assess learning for a variety of learners
Confidentiality Is discrete in use of personal information about self, students, and other professionals.	Command of Subject Matter Knowledgeable about subject matter in two concentrations. Able to engage students in meaningful content and link content with past and future lessons.
Integrity/Honesty Consistently promotes trust and respect.	Effective Classroom Management Able to promote community, respect, and appreciation of differences.
Communication/Correct Use of Language Able to communicate clearly and correctly (i.e. correct use of language) with parents, students, and other professionals.	Flexibility and Adaptability Is willing to modify instruction, assessment, and classroom environment to meet needs of diverse learners.
Punctuality/Attendance Is on-time for field experience and classes. Regular attendance.	Others: please specify
Professional Appearance/Behavior Maintains professional decorum as a way to establish an effective learning environment.	
Initiative Quickly respond to novel problems and situations in creative and responsible ways.	

Reasons for recommending intervention:

Summary of Intervention Planning Session:

Intervention Plan: **(include steps/dates due, if appropriate)**

Note: Teacher candidate may submit a written response on a separate sheet of paper.

Date _____
Student signature

Date _____
Faculty signature

Date _____
Faculty signature

Date _____
Faculty signature

Date _____
Faculty signature

Plan satisfactorily completed Plan not satisfactorily completed Date _____

Portfolio Interview Questions

Tell us about several different ways you have evaluated student learning. Why did you select each of those ways? What did you learn about your student's learning?

What collaborative skills have you demonstrated (With team of teachers? With cohort? With parents? With other professionals – counselors, social workers, principal...) that shows your commitment to student learning?

How have you provided enrichment opportunities for students in your classes?

Give evidence that you value the diversity of students in your classes.

What one experience changed your way of thinking about learning and teaching? How so?

Select a piece from this portfolio of which you are most proud and explain why?

Select work from this portfolio that demonstrates your high but realistic expectations of students.

Select work that shows your commitment to developmentally responsive teaching and curriculum in a variety of settings and organizational arrangements (interdisciplinary team, study hall, tutoring, cooperative learning, project-based learning...)

Which instructional strategies do you feel are most effective in teaching your concentrations (and reading)?

Select work from this portfolio that demonstrates your commitment to social equity (giving voice to students, even those who do not typically get heard in a classroom; promoting opportunity for all students).

Select work from this portfolio that shows that you really know your subject matter and can academically challenge students.

Select work from this portfolio that demonstrates your ability to reflect on your actions and make modifications that are more developmentally appropriate, socially equitable, and academically challenging.

How do you use a variety of instructional strategies that encourage critical thinking and problem-solving?

How do you encourage self-motivation and self-discipline in your students?

How do you maintain an orderly classroom environment that promotes respect for learners and a sense of community?

Give evidence that you value the integration of literacy in all content areas.

Give evidence that you value the integration of subject matter (from science, language arts, social studies, mathematics, art, music).

How do you adapt curriculum, teaching, and assessment to individual learners in your classroom?

How do you actively engage learners in constructing their own meaning of subject matter?

Give evidence of your commitment to continual professional growth and learning.

What other questions would you like to address during the portfolio presentation?

Appendix B
Mentor Summative Evaluation Form
Middle Childhood Education

Field Experience Student _____ Date _____
District/School _____ Grade/s _____
Mentor Teacher/s _____

Domain A: Planning for Student Learning

Observation/Suggestions

Domain B: Establishing the Learning Environment

Observations/Suggestions

Domain C: Teaching in the Classroom

Observations/Suggestions

Domain D: Developing Professional Skills

Observations/Suggestions

TEACHER PERFORMANCE ASSESSMENT CRITERIA

Domain A – Organizing Content Knowledge for Student Learning	Domain B – Creating an Environment for Student Learning
<p>A1: Becoming familiar with relevant aspects of students’ background knowledge and experiences</p> <p>A2: Articulating clear learning goals for the lesson that are appropriate for the students</p> <p>A3: Demonstrating an understanding of the connection between the content that was learned previously, the current content, and the content that remains to be learned in the future</p> <p>A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson</p> <p>A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</p>	<p>B1: Creating a climate that promotes fairness</p> <p>B2: Establishing and maintaining consistent standards of classroom behavior</p> <p>B3: Communicating challenging learning expectations to each students</p> <p>B4: Establishing and maintaining consistent standards of classroom behavior</p> <p>B5: Making the physical environment as safe and conducive to learning as possible</p>
Domain C - Teaching for Student Learning	Domain D – Teacher Professionalism
<p>C1: Making learning goals and instructional procedures clear to students</p> <p>C2: Making content comprehensible to students</p> <p>C3: Encouraging students to extend their thinking</p> <p>C4: Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands</p> <p>C5: Using instructional time effectively</p>	<p>D1: Reflecting on the extent to which the learning goals were met</p> <p>D2: Demonstrating a sense of efficacy</p> <p>D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students</p> <p>D4: Communicating with parents or guardian about student learning</p>

Appendix C

Mentor Feedback on Block III Middle Childhood Education Program

Stanton Middle School--Spring, 2001

Name (optional)_____ Date_____

Check which role/s you played during this semester:

_____Mentor for Tuesday afternoon field experience

_____Mentor for Tuesday/Thursday five week field experience

_____Other role (you may specify if you wish)_____

_____Did not work directly with KSU students

*We want to thank you for your generosity in taking the time to help prepare the Middle Childhood majors for student teaching. Since this is the first time we have worked together, we would like your feedback on our program and how we might improve it. Please complete this survey and **return it to the box labeled KSU in the Main Office at Stanton** by_____*

What are ways in which we could foster communication between KSU faculty, students, and Stanton faculty/administration?

In what ways were you most successful in mentoring the KSU students to prepare them for student teaching in the middle grades? (specific activities you did...ways you related to students, etc)

What are your expectations for KSU faculty?

How could KSU faculty better prepare our students to be actively engaged in your classroom?

What do you feel is most successful about our program?

(Over Please)

What are your concerns and suggestions for the Middle Childhood Education program?

Given that we will continue to collaborate with you to improve the field experience, would you be willing to work with our students again next Spring?

Yes_____

Not at this time_____

Thanks!

Please return to KSU box in Stanton Main Office by _____

Appendix D
Student Feedback on MCED Program

Currently completing Block _____ Date _____

Thinking over the entire MCED program so far....(including Inquiry classes, Block I, II, III, Phonics, Health and Learning)

Things we should STOP

Things we should START

Things we should CONTINUE

Things you could personally do to improve your experience (and the experience of others) in the MCED program

Appendix E
Pass Rate for MCED Praxis II
Reported for June, 2001

Principles of Learning and Teaching (Grades 5-9)

# Test Takers	# Passed	#Failed
5	5	0

Math (Grades 5-9)

2	2	0
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Social Studies (Grades 5-9)

4	2	2
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