

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Winthrop University**

Name of Program (include degree designation and all concentrations, options, or tracks): **Master of Arts in Teaching in Middle Level Education with options for certification in English Language Arts, mathematics, science or social studies**

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: **Fall 2020**

CIP Code: **13.1203**

Delivery Site(s): **Winthrop University**

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input checked="" type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

Dr. Jennie Rakestraw, Dean
College of Education, Winthrop University
Rock Hill, SC 29733
803.323.2151
rakestrawj@winthrop.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department of Education Core Approval: October 2, 2019
Curriculum Committee: October 17, 2019
College of Education Faculty Assembly: October 22, 2019
Educator Preparation Committee: October 31, 2019

Graduate Council: November 1, 2019
Graduate Faculty Assembly: November 26, 2019
Provost: January 15, 2020
President: January 28, 2020
Board of Trustees: Pending approval at March meeting (scheduled March 13-14).

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The proposed Master of Arts in Teaching in Middle Level Education program will provide a graduate-level pathway for teacher certification in Middle Level Education to complement the existing undergraduate pathway. With the state teacher shortage, providing multiple, diverse opportunities for a variety of learners to obtain certification is critical. This includes potential candidates such as career changers, recent graduates outside the education field, and school-based para-professionals.

The MAT program at Winthrop University is characterized by a shared focus on high-quality, clinically-based initial teacher preparation. To prepare candidates for the contexts in which they will be teaching, a significant Education Core is common to all students seeking the MAT degree regardless of the content area. In addition to this common set of courses and experiences, candidates engage in program-based coursework to explore the broad range of knowledge and skills needed. The Education Core includes courses such as working with diverse learners, integrating technology for inclusive classrooms, establishing positive classroom climates, and application of developmental sciences. With Education Core requirements at the graduate level, candidates have a strong common experience. The range in graduate credits is due to the fact that candidates will enter the MAT program with varying levels of past experiences and coursework. Some candidates will enter the program with foundational Education Core coursework and experiences as well as program-specific courses that provide candidates with content and experience in specific areas of mathematics, science, social studies, and/or English Language Arts. As such, candidates must complete a minimum of 30 credits at the graduate-level but may need additional coursework. Potential candidates receive one-on-one advising to establish individualized graduation plans that are flexible in nature, while maintaining consistency in expectations needed to fulfill program, certification, and Specialized Program Association (SPA) or state requirements. It is at this stage that special attention will be given to content coursework to determine whether a candidate has coursework that mirrors the expectations for existing undergraduate certification program. In cases where an applicant needs additional content exploration, appropriate courses will be required at an appropriate level. The focus on an Education Core in the MAT program and aligned content/experiences for all initial teacher preparation candidates was a celebrated aspect of a recent Council for the Accreditation of Educator Preparation (CAEP) visit in December 2019.

This program aligns directly with Winthrop's mission statement, namely: "Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change." Furthermore, this program contributes toward two crucial aspects of the Winthrop Plan:

- 1.2. Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.

2.1. Develop new programs and enhance current ones that have the potential to be national models.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The annual Supply and Demand report published by the Center for Educator Recruitment, Retention, and Advancement (CERRA) shows that the landscape in teacher supply and demand is still problematic in the state although some improvement was seen for 2019-2020. The reduction in teacher demand and turnover was directly influenced by a deduction in teacher retirements due to changes in employment terms for individuals that worked within the state after retirement. However, as evidenced by the data from the 2019-2020 report, the state continues to have 555.5 overall vacancies with approximately 13% at the middle level (content area positions only). These problems are even greater in high need, rural districts where teacher retention rates continue to represent a pressing issue. With a recent Teacher Quality Partnership grant, Winthrop plans to expand opportunities for innovative teacher certification pathways in three rural districts. These include an undergraduate program, B.S. in Educational Studies, followed by a Master of Arts in Teaching.

	Number of Newly Hired Teachers	Educators Leaving SC Classroom	Vacant teaching positions	MLED Vacancies (subject specific)	Newly Hired Teachers from SC TEd Program	Newly Hired Teachers from out-of-state TEd Program
2017-18	7311	4734	549.5	67	1537.4	529
2018-19	7600	5401	621	75.25	1833	570.5
2019-20	6700	4980	555.5	70	1526	461.5

[Supply and Demand Report 2017-2018](https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf) (CERRA, 2018) (https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf)

[Supply and Demand Report 2018-2019](https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf) (CERRA, 2019) (https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf).

[Supply and Demand Report 2019-2020](https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20_supply_demand_report.pdf) (CERRA, 2019) (https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20_supply_demand_report.pdf)

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Not applicable.

Employment Opportunities

Occupation	State Expected Number of Jobs	State Employment Projection	National Expected Number of Jobs	National Employment Projection	Data Type and Source
Teaching (certified) (middle school)	8,360 (jobs in 2018-2019)	8.7% increase from 2017-18	637,100	3.5% increase by 2028	U.S. Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Multiple sources highlight the projected need for teachers. [U.S. Bureau of Labor Statistics](https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm) (2019) illustrate a nationwide shortage with even more dire conditions in South Carolina (8.5% one-year increase) (<https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>). The Center for Educator Recruitment, Retention, and Advancement (CERRA) annual [Supply and Demand Report](https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf) (CERRA, 2019) highlights the continued increase in teacher attrition (73%) since 2011 (https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf).

Description of the Program

Projected Enrollment (new students)

Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	3	2	2
2021-2022	4	3	2
2022-2023	5	4	3
2023-2024	6	3	4
2024-2025	8	2	4

Explain how the enrollment projections were calculated. Enrollments were calculated using historical data of students requesting graduate certification programs, the number of residents supported through the Teacher Quality Partnership grant, and students predicted to enter the program after completing undergraduate degrees in fields such as the B.S. in Educational Studies or psychology. A predicted enrollment increase of both new and transfer students occurs each year as information disseminates through the region and state. With Winthrop University's recent Teacher Quality Partnership grant, enrollments will increase steadily over the next five years (with available residency stipends) and then begin "level off" in 2023-2024. Because of program flexibility, students can graduate in a range of 12 to 24 months.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

Minimum undergraduate GPA of 3.0 on 4.0 scale or official test scores for either GRE (151 verbal/153 quantitative) or Miller Analogies Test (392)

No

Curriculum

New Courses

List and provide course descriptions for new courses.

- MLED 592. *Internship I*: Field-based internship in which teacher candidates investigate the learning-teaching context of the internship classroom and individual learner characteristics. Primary focus of the course is on applying core content and classroom experiences from previous semesters to the learners in the internship classroom in order to design significant, challenging, and appropriate unit goals, instruction, and assessments.

Total Credit Hours Required: 30-61 (The total hours needed is dependent upon prior content and education coursework. Students receive a personalized plan upon admission.)

Curriculum by Year – MLED

Due to nature of this program, the content needs of students will vary significantly. As such the assumption is that the content will be taken before the start of the plan below or if only one or two classes with the courses below. Courses included as part of the Educational Studies Major at Winthrop and/or could be found in some undergraduate degree programs are noted in italics.

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1, Fall		Year 1, Spring		Year 1, Summer	
				EDCO 600: Teaching in a Democracy	3
				EDCO 660: Effective Teaching and Management Strategies	3
				<i>MLED 600: Philosophy, Organization & Curriculum of the Middle School</i>	3
Total Semester Hours		Total Semester Hours		Total Semester Hours	9
Year 2, Fall		Year 2, Spring		Year 2, Summer	
<i>READ 645: Content Area Reading and Writing</i>	3	<i>EDCO 601: Psychology Applied to Teaching</i>	3		
MLED 530: Strategies and Assessment in the Middle School	3	<i>EDCO 610: Effective Teaching Practices for Exceptional and Diverse Learners</i>	3		
MLED 610: Early Adolescence in Contemporary Society	3	MLED 691: Reflective Teaching in MLED	3		
Content Methods	3	MLED 531: Field Experience in Middle Level Education	1		
Total Semester Hours	12	Total Semester Hours	10	Total Semester Hours	0
Year 3, Fall		Year 3, Spring		Year 3, Summer	
Content Methods	3	EDCO 690: School Internship	7		
<i>READ 605: Literacy Foundations</i>	3	EDCO 695: Education Capstone	1		
EDCO 602: Technology for the 21st Century Classroom	2	MLED 693: Capstone in EDCl	1		
MLED 692: Internship I	1				
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	0

Core Coursework 19-28

EDCO 600	Teaching in a Democracy	3
EDCO 601*	Psychology Applied to Teaching.....	0-3
EDCO 602	Technology for the 21st Century Classroom.....	2
MLED 530	Strategies and Assessment in the Middle School	3
EDCO 660	Effective Teaching and Management Strategies	3
READ 645*	Content Area Reading and Writing	0-3
EDCO 610*	Effective Teaching Practices for Exceptional and Diverse Learners.....	0-3
EDCO 690#	School Internship	7
EDCO 695	Education Capstone	1

Content Pedagogy Coursework.....6

MLED 531	Field Experience in Middle Level Education.....	1
MLED 691	Reflective Teaching in MLED	3
AREA 592 or 692#	Internship I	1
AREA 593 or 693	Area Capstone/Seminar	1

AREA Requirements6-27

Candidates will have varying course needs based on past content experiences. Specific Winthrop coursework or a category of coursework indicate the knowledge and experiences expected by completion. The exact hours required depends on the individuals coursework prior to enrolling in MAT

Middle Level

READ 605	Literacy Foundations.....	0-3
MLED 600	Philosophy, Organization & Curriculum of the Middle School	0-3
MLED 610	Early Adolescence in Contemporary Society	3
	Content Requirements by concentration	0-18

Minimum Hours for Graduation 30**

* Courses for which the candidate has appropriate undergraduate experience can be waved with prior approval and a minimum of 30 credits at the graduate level.

Many courses require field-based experiences, but some require students to follow P-12 district calendar that begin before and extend beyond the Winthrop Calendar.

** The total hours needed is dependent upon prior content and education coursework. Students receive a personalized plan upon admission.

Content Requirement by Concentration [Example undergraduate courses at Winthrop]

English Language Arts

All candidates must have a minimum of 15 credits while meeting all the following requirements. At Winthrop the suggested coursework is 24 hours.

- Literature Coursework to include: British, world, and American [ENGL 203: Major British Authors, 208: Foundations of World Literature, 211: Major American Authors]
- English grammar (theory and practice) [ENGL 530]
- History and Development of Modern English [ENGL 507]
- Composition Theory and Pedagogy [WRIT 350]

Adolescent Literature [ENGE 519]
English or writing elective (beyond general education composition coursework)

Mathematics

All candidates must have a minimum of 15 credits while meeting all the following requirements. At Winthrop the suggested coursework is 22 hours.

- College Algebra [MATH 101]
- Calculus I [MATH 201]
- Probability and Statics [MATH 141]
- Discrete Mathematics [MATH 150]
- Advanced elective in mathematics (modeling preferred) [MATH 370]
- Two additional electives in mathematics (number, geometry, and algebraic reasoning for teachers preferred; geometry required)

Science

All candidates must have a minimum of 15 credits while meeting all the following requirements. At Winthrop the suggested coursework is 25 hours.

- Biology (must include labs) 8 credits [BIOL 150/151 and BIOL 220/222]
- Earth Science (must include lab and geology) 8 credits [GEOL 110/113 and GEOL 220]
- Physical science (must include chemistry and physic) 6 credits [CHEM 101 and PHYS 101/102]
- Additional Science 3 credits

Social Studies

All candidates must have a minimum of 15 credits while meeting all the following requirements. At Winthrop the suggested coursework is 30 hours.

- American Government [PLSC 201]
- Economics (combination of macro and micro experience is encouraged) [ECON 103]
- Geography (human and regional)
- History of South Carolina [HIST 550]
- US History (needs to span early to more modern) [HIST 211 and HIST 212]
- World History (needs to span ancient to more modern) [HIST 111, HIST 112, and HIST 113]

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MAT Middle Grades Education	39-42	College of Charleston/The Citadel	Core and content-specific coursework	Co-facilitated by two universities; one semester clinical internship (versus year-long internship/residency); varying admission requirements
MAT Middle Grades Education	30	Clemson	Residency program; year-long internship; similar admission requirements	Clemson’s program is targeted to current undergraduate education majors
MAT Middle Level	45 hour minimum at graduate level	Converse College	Allows flexibility in program hours; Field-based curriculum	Residency option not apparent

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
assistant full time	EDCO 600, EDCO 690, EDCO 695, AREA 592/692 (supervision)	Masters 1995 USC-Educational Administration; PhD 2016 USC-Educational Administration	K-8 Elementary certificate
assistant full time	EDCO 601, EDCO 610, EDCO 605, SPED 681, SPED 591	PhD 2016, University of North Carolina Charlotte-Special Education; 2010 Graduate Certificate, UNCC-Special Education-General Curriculum; 2006 MS College of St. Rose-School Psychology	P-12 SC certificate School Psychologist; Fundamentals of College Teaching UNCC; Heling Early Literacy w/ Practice Strategies (HELP)
assistant full time	EDCO 610, SPED 581/582/583, SPED 585	MEd 2010, Seoul National University of Education-Elementary & Special Education; 2014, University of Texas-Special Education	National Teachers Certificate, Elementary Education, Seoul Korea
associate full time	EDCO 660	MEd 1987, University of North Carolina at Charlotte-Secondary Education; PhD 1998, University of Virginia-Curriculum & Instruction	ACAD 101 Certificate of Qualifications
associate full time	MLED 531, MLED 600, MLED 610, MLED 691, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MA 1995 Ohio State University,- Mathematics Education; MA 1995 Ohio State University-French; PhD 2002, Ohio State University- Math Education	Gr 6-12 Math cert, C&I Specialist, K-12 French K-12 EDL
professor full time	READ 605, READ 570/580	MS 1999, Florida State University-Special Education; EdD 2007, Florida Atlantic University-Exceptional Student Education	FL K-12 Exceptional Student Education; ESOL Endorsement; Certification for a Local Education Agency (LEA)
Instructor full time	MAED 591, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MEd 1994, Converse College-Secondary Mathematics	National Board Certification in Adolescent and Young Adulthood Mathematics; AP Calculus certified, Advanced Placement
assistant full time	MLED 530, MLED 600, MLED 610, MLED 691, READ 645, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MEd 2002, Winthrop University-Middle Level Education; EdD 2010, Gardner Webb University- Curriculum and Instruction	
assistant full time	MLED 531, MLED 600, MLED 610, MLED 691, EDCO 660, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MEd 1996, University of South Carolina-Educational Administration; PhD 2019, University of South Carolina-Curriculum and Instruction	SC Education License areas: Elementary, Elementary Principal, Elementary Supervisor, Secondary Principal, Middle School Mathematics

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
professor full time	READ 605, READ 570/580	MEd 2000, West Virginia University, Elementary Education; PhD University of North Carolina, Special Education	NC License, Elementary Education K-6, Mentally Disabled K-12
instructor full time	SCIE 591, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MS 2003, Winthrop University, Biology	SC License, Secondary Science;
assistant full time	SCST 591, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MA 1999, University of North Carolina, History; PhD 2014, University of South Carolina, History	SC License, History/French/English
associate full time	ENGE 591, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MEd 1997, University of Florida; PhD 2008, University of Florida, Curriculum and Instruction	FL Licensure, English
associate full time	EDCO 602, EDCO 605	MLIS, 1995, University of South Carolina, Library and Information Science; PhD 2008, University of South Carolina, Educational Psychology and Research	NC License, Media Specialist; SC License, Media Specialist
assistant full time	EDCO 602, READ 605, AREA 592/692 (supervision), EDCO 690, AREA	MEd 2007, Winthrop University, Reading; PhD 2012 University of North Carolina	SC License, Elementary Education, Read-to-Succeed Endorsement
assistant full time	EDCO 605, EDCO 601	PhD 2017, University of Georgia, Educational Psychology	SC License, Biology

Total FTE needed to support the proposed program:

Faculty: .1

Staff: .1

Administration: .1

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Because Winthrop already offers initial teacher preparation in this teaching field at the undergraduate level, there is no need for additional FTE support for this graduate-level initial teacher preparation program.

For Faculty FTE, 16 faculty will participate in delivering this program, 10 of those teaching courses that serve 14 other teacher education programs, one or more other graduate programs, and the four new MAT program pathways proposed; 4 faculty who teach content methods courses in the College of Arts and Sciences, and 3 College of Education faculty who teach other Middle Level courses. For Staff FTE, an departmental administrative assistant will support the program along with 3 Student Academic Services (SAS), and 3 Rex Institute/Office of Field and Clinical Experiences staff members who also serve a total of 18 teacher education programs and the MAT programs that offer 16 teaching field pathways. For Administration FTE, the Associate Dean/Rex Institute Director supports the Education Core and the MAT with 16 teaching field pathways and the Department of Counseling, Leadership and

Educational Studies Chair who supports 7 programs including this MAT pathway. Additionally, the Associate Dean for Assessment and Accreditation and SAS Director along with the Dean support the program in addition to supporting all other programs in the college and the teacher education programs housed in two other colleges.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.
 No additional resources are needed. The proposed program is supported by current library resources associated with education including multiple databases and journal subscriptions. The department has a dedicated library representative who regularly assesses library needs associated with educational programming and recommends new acquisitions for the library.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.
 No additional resources are needed. The College of Education has a dedicated Student Academic Services unit to support student needs related to academic requirements, registration/scheduling, and degree planning. The MAT program has a dedicated faculty advisor with load credit for support candidates as with support from the Middle Level Program Director.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution’s plan for meeting the requirements.
 No additional resources are needed. The classroom space is available to accommodate the new program.

Equipment

Identify new instructional equipment needed for the proposed program.
 No additional or specialized equipment is needed for this program. The college has an existing Instructional Technology Center and technology-enhanced classrooms.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

Current Education Core courses and some program methods courses have capacity for additional students thus minimizing impact. Winthrop’s Office of Online Learning will be asked to assist in the design of hybrid course delivery to increase flexibility and accessibility of program content. As enrollment grows, additional faculty may be needed as previously highlighted.

No

Financial Support

Sources of Financing for the Program by Year

Category	1 st	2 nd	3 rd	4 th	5 th	Grand Total
Tuition Funding	40,383	150,635	276,912	348,063	402,548	1,218,541
Program-Specific Fees	5,320	6,840	9,120	9,880	10,640	41,800
Special State Appropriation						

Category	1 st	2 nd	3 rd	4 th	5 th	Grand Total
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	45,703	157,475	286,032	357,943	413,188	1,260,341

Estimated Costs Associated with Implementing the Program by Year

Category	1 st	2 nd	3 rd	4 th	5 th	Grand Total
Program Administration and Faculty/Staff Salaries						
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)	5,320	6,840	9,120	9,880	10,640	41,800
Institutional Overhead	16,153	60,254	110,765	139,225	161,019	487,416
Total	21,473	67,094	119,885	149,105	171,659	529,216
Net Total (Sources of Financing Minus Estimated Costs)	24,230	90,381	166,147	208,838	241,529	731,124

Tuition funding is calculated using \$641 per credit hour, the part-time, in-state graduate tuition rate. Each year’s tuition calculation considers from one to three cohorts (first year, second year, third year in the program). For example, in Year 3, it is calculated as \$641 per credit hour for 18 credit hours for the 7 students in Cohort 1 (2020-21 start) - \$80,766; \$641 per credit hour for 22 credit hours for the 9 students in Cohort 2 (2021-22 start) - \$126,918; and \$641 per credit hour for 9 credit hours for the 12 students in Cohort 3 (2022-23 start) - \$69,228 for a total tuition revenue in Year 3 of \$276,912.

Program-specific fees (see list to follow) include course fees that are collected in EDCO 601, EDCO 602, EDCO 610, and EDCO 690, along with a Teacher Education fee in the amount of \$250 collected at the time of admission into the Teacher Education Program (TEP), totaling \$760. Students in the MAT program pay these fees one time, when enrolled in these specific courses and at the point of TEP admission; therefore, the program fee totals in the table above are calculated using the number of new students enrolled in the program each year (7 in year 1, 9 in year 2, 12 in year 3, 13 in year 4, and 14 in year 5).

- EDCO 601: \$155 for required background check and access to Via (learning assessment platform used in teacher ed program)
- EDCO 602: \$25 for technology instructional resources
- EDCO 610: \$30 for clinical support
- EDCO 690: \$300 for edTPA assessment

No additional faculty or administrative support will be needed for this program. The MAT program is housed in the Department of Education Core and is supported by the department chair, a faculty member in that department who serves as the MAT program director and secondary advisor, and the Middle Level Education program director in the Department of Counseling, Leadership and Educational Studies. Middle Level Education faculty members will serve as primary academic advisors.

Program-specific course fees (\$760 per student) are used specifically to purchase background checks needed for school-based placements; access to Via by Watermark, the learning assessment platform used in Winthrop’s

educator preparation programs; technology expendable supplies; and the required national capstone assessment (edTPA) fee – listed under Other.

The Institutional Overhead cost is calculated at 40% of the tuition revenue and represents the amount allocated to the general operation of the University – utilities, maintenance, administration, etc.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>Increase multiple stakeholders' (Winthrop faculty and P12 partners) knowledge of the content within and developmental sequence of, Education Core courses and their corresponding field experiences. Ensure stakeholders perceive this information to be transparent and accessible to all.</p>	<ol style="list-style-type: none"> 1. Candidates will integrate learning across Education Core and content coursework in progressively more complex field and clinical experiences. 2. Candidate apply skills to an authentic teaching episode that requires planning, instruction, analysis of data, and attention to needs of a diverse student body. 	<p>Survey results from the Core Advisory Board Early Clinical Rubric Field Experience Rubric Internship I and II Rubric edTPA</p>
<p>Infusion of culturally responsive pedagogy along a developmental continuum within the Core and establishment of a set of corresponding assessments that evaluate the degree to which students have this spectrum of competencies at multiple junctures within their learning progression.</p>	<ol style="list-style-type: none"> 1. Education Core students will apply the principles of culturally responsive pedagogy to their personal and classroom-based practices. 2. Students will apply their knowledge of differentiating instruction to optimally meet the needs of diverse learners. 	<p>Culturally Relevant Pedagogy Reflection Learner Support Project Diverse Learner Case Studies Early Clinical Rubric Field Experience Rubric Internship I and II Rubric edTPA</p>
<p>Provide the content and educational preparation necessary to serve as a certified teacher in the primary concentration area.</p>	<ol style="list-style-type: none"> 1. Education Core students will analyze the validity, reliability, and appropriateness of assessments and alignment with learning goals. 2. Candidate will meet state mandated performance on certification tests and other requirements. 3. Candidates will meet program specific requirements as defined by state and national standards 	<p>Artifact Analysis Key Assessment Program Specific SPA Assessments Field Experience Rubric Internship I and II Rubric edTPA</p>
<p>Prepare candidates for the professional and content-specific expectations of contemporary and diverse school settings.</p>	<ol style="list-style-type: none"> 1. Students will demonstrate professional behaviors, which include perseverance when confronted with obstacles and challenges intrinsic to the workplace. 	<p>Self- and Faculty-Dispositional Evaluations</p>

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Programs annually examine key assessment data as part of the Continuous Improvement process established by the university. Through this process, the program reports on the both program goals and student learning outcomes through direct and indirect measures (see list above) and relates results to program specific targets for performance. The program is also part of the accreditation processes associated with CAEP and will complete a specialized program association review for recognition. To track employment candidates will complete an Exit Survey that asks for immediate post-graduation plans and collects more permanent contact information to allow for follow-up contact. Finally, many graduates are employed in SC schools and EPPs have some placement information through the SCLEAD database.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

With the addition of graduate-level options in current areas of certification, linked reports that disaggregate data by level will be required in future SPA/state/CAEP review cycles.

No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes –

Middle Level Education

No

Explain how the program will prepare students for this licensure or certification.

Certification in Middle Level exists at the undergraduate level therefore the supports in place for content and pedagogy preparation are in place and sufficient to meet the needs of new MAT candidates.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

Middle Level Education is an existing certification area at the undergraduate level and has achieved SPA accreditation. With the addition of this graduate-level initial preparation option, linked reports that disaggregate data by level will be required in future SPA/CAEP review cycles.

No

New Program Proposal
SCDE Addendum
Winthrop University Master of Arts in Teaching (MAT) Middle Level Education
February 2020

State Requirements

The addition of a concentration for middle level certification within the MAT program does not affect any regulation related to the *Standards, Policies, and Procedures for South Carolina Educator Preparation Units*. This program aligns with the existing BS in Middle Level Education

Note all following state guideline language is quoted from the [Standards, Policies, and Procedures for South Carolina Educator Preparation Units](https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/) (https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/.)

Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) System

State Guideline:

- *The EPP's assessment system for initial educator preparation effectively incorporates the Expanded ADEPT system and South Carolina Teaching Standards 4.0 Rubric.*
- *The EPP's assessment system for advanced educator preparation programs, when appropriate, effectively incorporates the Expanded ADEPT system.*
- *The EPP effectively implements the Expanded ADEPT system in course work and in field and clinical experiences.*
- *The EPP maintains an approved ADEPT plan with the SCDE Office of Educator Effectiveness and Leadership Development and submits all required candidate results in SCLead by required annual reporting deadlines.*

The EPP has an approved ADEPT plan on file with the South Carolina Department of Education that describes how it meets all Expanded ADEPT standards for all initial teacher preparation programs and advanced educator preparation programs, when appropriate.

The EPP provides evidence that components of the Expanded ADEPT system are incorporated throughout coursework and in field and clinical experiences pursuant to S.C. Code Ann. § 59-26-30 and § 59-26-40 and 24 SC Code Ann. Regulations § 43-205.1. The provider's assessment system includes analysis of the Expanded ADEPT performance evaluation data of program completers in professional practice, and the EPP provides evidence that the analysis of completer performance data is used to inform program improvement

Winthrop University's teacher preparation programs, including the modified MAT-MLED, is compliant with the state requirement for ADEPT. The Core Education coursework (EDCO) that is common to all teacher education programs is aligned with the ADEPT performance standards. Further, the Internship I and II experiences and associated assessments are fully and directly aligned with ADEPT guidelines and the SC Teaching Standards 4.0 to ensure that candidates completing the program are meeting these expectations for graduation and recommendation for certification.

PADEPP (If applicable)

Not applicable

EEDA

State Guideline: Educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the PK–12 curriculum: career guidance; cluster study; curriculum frameworks; individual graduation plans; the instruction of students with diverse learning styles; the elements of the Career Guidance Model; contextual teaching; cooperative teaching; and character education. Institutions must also prepare and assess all candidates in the use of applied methodologies in PK–12 academic courses.

Before the start of the Internship experiences, the EEDA legislation is discussed and reviewed with all candidates. Prior to this time, topics are incorporated as appropriate in the EDCO coursework. Assessments before and during Internship are aligned with the expectations to ensure that all Winthrop candidates that complete the Internship and are recommended for certification possess the knowledge, skills, and dispositions to integrate elements as P-12 teachers. . In addition to the EEDA focused information all candidates, through EDCO coursework explore contextual teaching, cooperative teaching, and applied methodologies. These topics and others are then revisited in content specific contexts in methods coursework.

Educator Ethics and South Carolina Code of Conduct

Throughout coursework, field experiences, and internships, preparation programs must provide all candidates with instruction in ethical principles and decision aligned with the [Model Code of Ethics for Educators](#). The principles in the Model Code include:

- *Responsibility to the Profession (P1)*
- *Responsibility for Professional Competence (P2)*
- *Responsibility to Students (P3)*
- *Responsibility to the School Community (P4)*
- *Responsible and Ethical Use of Technology (P5)*

Initial preparation pathways include consideration of and instruction for appropriate professional conduct and ethical decision making across the curriculum. The labels above (P1-P5) are used to highlight the specific links to the principles.

As early as the first education course candidates begin to develop analysis skills to consider how practice impacts the learning environment (P1 and P3). This early introduction is followed by a series of field-based experiences that focus on a single learner (with an identified characteristic) within the context of a general education classroom. These experiences are paired with course-based content that works deliberately to

develop an asset perspective and requires candidates to incorporate the cultural, learning, or personal assets and needs in lesson planning (P3). The Early Clinical Rubric is focused on the dispositions and professional behaviors the candidate is demonstrating at this early stage in the program. This includes items that focus on types of interactions (P2), recognition of individual needs (P3), compliance with appropriate rules and standards of conduct (P1 and P2), demonstration of professional responsibility (P1 and P4), and acceptance of feedback (P1 and P2). Key assessments also examine instructional choices (P3), use of the strategies examined in the course (P1 and P3), and understanding of the cultural context (P4). Finally, through the introductory course in assessment the candidates are considering how choices must consider the needs of the learner (P2 and P3) and the standards/curriculum (P1).

As the candidate moves into the coursework after admission there are more responsibilities for the design of content lessons that continue to use appropriate strategies that address the discipline and learner needs (P1, P2, and P3). Due to the extended time in the school, the candidate able to further consider the school and community culture while learning to collaborate with additional school personnel (P1, P2, and P4). Finally, candidates are also increasing their use of technology while ensuring their safe and appropriate application (P5). The Field Experience Rubric includes all areas mentioned previously in the early clinical, but now the teacher candidate has more responsibility for selection of strategies for diverse learners (P3), use of content specific strategies (P1), maintaining professional behaviors and cooperation (P1, P2, and P4), and reflecting on impact for the purpose of improvement (P1 and P2).

Through the Internship evaluations all previous areas are expected at a higher level of competence. Candidates at this stage must consider the profession and discipline in light of the school in which they are placed as junior faculty members (P1, P2, and P4), ensure they are making choices that have a positive impact on each and every learner (P3), and use technology to positively impact learning in a safe and ethical manner (P5). The edTPA reinforces these skills through the requirements and professional skills required to complete the tasks. Finally, candidates are engaged in a capstone experience (EDCO 695) that examines the profession of teaching, rules/regulations/processes that govern decisions, and the ethical responsibilities of all members of the school.

The EPP notifies candidates of the fingerprint-based criminal background check requirements in SC Code Ann. § 59-25- 115, SCDE timelines for completion of the application and clearance process, and of the potential adverse impact of criminal charges on approval for student teaching and eligibility for certification.

Background requirements are included as early as orientation discussions with new teacher preparation students. In the first semester, candidates are engaged in a background check that includes a sex offender registry check as required by local schools. This serves as a basis for further conversations of the more extensive review (including finger printing, SLED, and FBI) in the summer before the Internship year. Information is provided on the Student Academic Services and Rex Institute websites as well as targeted messages sent to candidates through application processes and email communication. The Educator Services Coordinator follows up with all candidates to ensure compliance.

The provider informs candidates in writing of the South Carolina Code of Conduct as established in S.C. Code Ann. § 59- 25-160 and Regulation 43-58, including just cause for disciplinary action.

The SC Code of Conduct is included as a resource and the basis for all discussions of professional and ethical behavior across the preparation programs. Teacher Candidates are required to review in writing the full document during the application to the Teacher Education Program. Candidates acknowledge this review and an understanding of the expectations within the application system.

South Carolina Safe School Climate Act

State Guideline: Educator preparation units must provide evidence that candidates in all certification programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools.

All Winthrop University teacher candidates are exposed to the *Safe School Climate Act* during a course prior to Internship II (aka student teaching) which ensures that the programs comply with this expectation. Specially, EDCO 660: Effective Positive Classroom Management Strategies provides instruction with aligned assessments that address the *Safe School Climate Act* requirements.

PreK-12 Academic Standards

State Guidelines: Educator preparation units must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina PK–12 Academic Curriculum Standards in the area in which they seek to be certified.

All candidates from Winthrop University meet this expectation as evidenced through a number of experiences, requirements, and assessments. First, all candidates have a required set of content coursework specifically selected in a collaborative process between content specialists, content education specialists, and the education core faculty to target college-level content directly related to appropriate disciplinary standards and the content knowledge required for success on the certification exam. All candidates also complete three intensive field-based experiences (after a number of early experiences in EDCO coursework) that require candidates to demonstrate knowledge of the required content they teach as well as the ability to design and deliver lessons based on the state standards. Finally, candidates must demonstrate the ability to design and use assessment aligned with state content standards throughout these more intensive field-based experiences (Field Experience, Internship I, and Internship II).

Admission Requirements- Initial

State Guideline: All initial and advanced educator preparation programs at the graduate level must present evidence that they have admission requirements similar to other graduate programs at the same institution. Candidates for admission must present evidence of

- *academic proficiency as defined by the graduate school of the institution; and*
- *a statement of disclosure concerning all prior convictions to include felonies and misdemeanors.*

Admission requirements for candidates in the MAT-MLED are aligned with the general admission guidelines set by the Graduate School and like programs in the college. Specifically, candidates must have an

undergraduate cumulative GPA of a 3.0 or be in the top 50th percentile (as required by the accrediting body) on the GRE or Miller's Analogy Test.

In addition to admission requirements to the university, all Winthrop University teacher candidates at the graduate level must meet the stated state guidelines in advance of enrollment in restricted coursework. This occurs during the semester in which the candidate is enrolled in the 12th credit hour. The graduate candidates is reviewed for admission to the Teacher Education Program by submitting an application through the online admissions portal. The candidate indicates current GPA; acknowledges understanding of the *Standards of Conduct*; and submits a reflection on dispositional strengths and areas for improvement. Candidates as appropriate must also disclose any legal or on campus offense as required by the mandate. Candidates watch a series of videos on expectations of the program and participate in an early informational meeting during the first EDCO course. Staff in the Office of Student Academic Services review and verify a candidate has met minimum requires. A disciplinary specific program committee reviews applications (including the dispositional reflection) and makes a recommendation for admission. Candidates who fail to meet expectations on the reflection can revise and resubmit. The recommendation for admission is then forwarded to the college dean to be finalized. The candidate must then maintain a GPA of at least 3.0 to remain eligible for restricted coursework and applies for admission to both internship experiences.

Field and Clinical Experiences, including number of hours and integration of ADEPT and/or PADEPP
--

State Guidelines (paraphrased):

- *Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).*
- *Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina.*
- *The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.*
- *The candidate must teach independently a minimum of ten full days in one setting.*
- *During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.*
- *Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.*
- *Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.*
- *Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty.*
- *Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.*
- *Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.*
- *Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.*

Although the Winthrop University program includes field and clinical experiences across all terms of study, the Internship II (aka student teaching) is compliant with the expectations stated in the regulations. Candidates are

placed in a classroom in the appropriate content area and/or grade band within a SC public school in the Winthrop University-School Partnership Network. Each candidate is assigned a classroom mentor (non-evaluative) who has at least three years of successful teaching, holds a profession certificate in the appropriate level and content area for at least one year, and has positive recommendations from both a school administrator and peer. The candidate is also assigned a Winthrop University Supervisor that is an education professional with specific content and grade level experience who serves as the primary evaluator for the experience. Finally, a second school-based observer (many times a school administrator) serves as a second evaluator for the experience. Winthrop offers ADEPT training each fall for individuals in all roles as needed and the vast majority of school-based mentors and observers have completed the two-day CERRA mentor training.

All candidates are placed in the classroom full-time for approximately 15 weeks. Candidates follow the school calendar from the start of teacher work schedules until final exam week. When necessary, a candidate can use the two weeks of final exams to make-up any excused absences. This experience is longer than the required duration and exceeds the required number of hours. Further, the candidates have been junior faculty (candidates in some disciplinary groups remain in a single placement while others move to accommodate disciplinary specific needs) since the start of the school year and therefore are able to move into the lead teacher role early in the 15-week experience.

Formative feedback from the mentor teacher is on-going, but at least six formal formative observations with pre and post discussions are required and written feedback is provided on the university observation form designed around the ADEPT expectations. University supervisors are required to complete three formal observations with written feedback on the observation form used by the mentor. At least one of these must include a pre and post discussion with the teacher candidate. All must include post-observation feedback. At least one observation must be unannounced. The Supervisor completes a midterm and final evaluation that includes self-evaluation from the teacher candidate (facilitated with the mentor) and observational feedback from the site-based observer. A formal evaluation meeting for each of these is required. The site-based observer conducts at least two formal evaluations using the same observation form that addresses ADEPT expectations. One of the two is unannounced. A post-conference is required each time and feedback is provided to both the mentor, supervisor, and teacher candidate. Copies of the observation feedback is provided to the teacher candidate and supervisor.

Winthrop University Interns are required to be cleared through the student teaching application process well in advance of the start of the Internship II experience as required by the state process. This procedure includes the state application, application fee, finger printing, and background reports from SLED and the FBI. This process also includes disclosure of any incidences that could affect ability to complete the student teaching experience.

Eligibility for Initial Certification

State Guideline: Educator preparation units are responsible for recommending program completers for South Carolina certification. The recommendation from the unit indicates that the candidate has successfully completed all requirements of an approved program.

Winthrop's MAT-MLED meets content expectations as defined by Specialized Program Associations or state guidelines. The BS in Middle Level Education has been recognized program by AMLE. Content coursework may be taken at either the undergraduate or graduate level to best facilitate the appropriate coursework. At admission to the university, disciplinary education experts review a candidate's past coursework to determine a personalized degree pathway that aligns with the requirements from a transcript analysis process as defined in CAEP guidelines.

Annual Reports (AACTE/CAEP and Title II submission)

The EPP submits an EPP Annual Report to the appropriate entity/agency, as requested.

The EPP is current on all Title II, CAEP Annual Reporting, CHE Reporting related to pass rates on certification exams, certification candidate uploads in *SCLead*, and ADEPT Plans.

The EPP submits a Title II report to the US Department of Education annually.

The EPP fully participates in the Title II process and is current on all related reporting.

Professional Development Courses (if applicable)

Not applicable

Experimental or Innovative Programs (if applicable)

Not applicable

Read to Succeed

All candidates enrolled in pre-service teacher education programs, including MAT degree programs, must complete a sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading. Candidates in Early Childhood Education, Elementary Education, and Special Education programs should receive instruction in the six components of the reading process as part of Read to Succeed requirements. The six components of reading include:

- *comprehension;*
- *oral language;*
- *phonological awareness;*
- *phonics;*
- *fluency; and*
- *vocabulary.*

Each provider should review the program-specific Read to Succeed requirements as noted in S.C. Code Ann. § 59-155-180 for other programs.

The EPP provides evidence to verify that requirements of Read to Succeed are met for each approved program.

The EPP provides evidence that all implemented Read to Succeed coursework has been approved by the SCDE to meet SC Literacy Competency requirements.

All pathways for certification are in full compliance with the Read to Succeed course requirements and the EPP has approved coursework on file with the appropriate offices at the State Department of Education. These courses and requirements for MAT-MLED include:

READ 605	Literacy Foundations
READ 645	Content Area Reading and Writing

Parental Involvement

Candidates in all certification areas must know, understand, and be able to apply parental involvement best practices. Candidates should be instructed how to work with parents of students in grades pre-K through grade 12, the education community, including parental program coordinators. As part of this training, candidates should know how to:

- use practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;*
- establish and maintain a parent-friendly school setting;*
- provide an awareness of community resources that strengthen families and assist students to succeed; and*
- utilize knowledge of other topics appropriate for fostering partnerships between a parent and a teacher.*

Through the professionalism expectations, attention to diverse student/family needs, and examination of contextual factors at the classroom, school, and community levels, candidates in all programs have a solid foundation to support appropriate work with families and communities. During the year-long Internship, initial preparation candidates are required to be involved in parent-teacher meetings and participate in other forms of communication with families. Further, the candidates are engaged with various school personnel and partners that facilitate community connections. Ability to work and collaborate with these various stakeholders is assessed by the Internship evaluation. Developmental feedback has been provided through the various field and course assessments.

National Accreditor and SPA Standards, and Assessments

The MAT-MLED will be reviewed during the next cycle of national or state reviews. The dates below indicate the current recognition for the corresponding undergraduate programs. Due to the alignment between all initial preparation programs at Winthrop, these programs intend to submit linked reports using common assessments for SPA and state disciplinary standards.

Middle Level Education recognized by AMLE until 02/01/2023

Context

Descriptions of any state or institutional policies that may influence the application of standards.

The South Carolina Department of Education Policy Guidelines for Educator Preparation are closely aligned with CAEP standards. However, the state does impose additional requirements for educator preparation units at the initial preparation level. All candidates must: (a) know, understand, and can apply the appropriate South Carolina P-12 academic standards, (b) possess the knowledge, skills, and dispositions to integrate the EEDA (Education and Economic Development Act) standards, and (c) possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in the schools. All preparation units must integrate the South Carolina ADEPT guidelines throughout candidate coursework and field/clinical experiences and provide evidence that all candidates meet the SC Teaching Standards 4.0. Because of this state requirement, Internship I and II midterm and final evaluations are structured to address both the SC Teaching Standards 4.0 and the disciplinary standards. Regarding the application of institutional policies to the implementation of the standards, the EPP uses a common assignment for assessment of P-12 learning, edTPA. edTPA is completed during Internship II. The assignment is a comprehensive performance-based, multifaceted assessment involving teaching and measuring P-12 learning through pre-post and on-going assessments. edTPA employs a set of common rubrics. Most professional organizations have review edTPA and provide common links to disciplinary standards.

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

The MAT-MLED provides a well-integrated set of field experiences throughout EDCO and disciplinary specific education coursework. Core courses taken by all teacher education candidates provide approximately 230 hours of field experiences in P- 12 school settings prior to student teaching (Internship II), which is 640 hours, for a total of approximately 870 hours. The program includes a Year-Long Internship in the senior year (Internship I and II). The section below provides a description of the early field and internship experiences.

Core Course	Approximate Timing	Number of Field Hours	Scheduling	Nature	Evaluation
EDCO 601: Psychology Applied to Teaching	First two semesters	15 hours	Tutoring program at the Boys and Girls Club	Work one-on-one with a student who has been identified as low SES	Field Reports Learner Support
EDCO 610: Effective Teaching Practices for Exceptional and Diverse Learners	Taken with EDCO 602	12 Hours	Scheduled individually*	Observe, co-teach full class lesson, and work one-on-one with student who has an IEP, 504 Plan, is identified as an EL, or receives gifted and talented services.	Early Clinical Rubric Case Study

Core Course	Approximate Timing	Number of Field Hours	Scheduling	Nature	Evaluation
Field Experience Course (MLED 531)	One or two semesters before Internship I Included in Ed Studies Minor	20-60 hours	Program specific scheduling in conjunction with Office of Field and Clinical Experiences, Program Director, Candidate, and/or Host	Apply competencies from Education Core with program-based knowledge, skills, and dispositions. Candidate engages in explores in explorations of planning, instruction, environment, and professionalism.	Field Experience Rubric
EDCO 660: Effective Positive Classroom Management Strategies	With Field Experience	12 Hours	Scheduled in conjunction with the more extensive time required for Field Experience	Plan (using UDL Principals) and teach lesson in which a social skill is integrated within a content lesson.	Select questions on professionalism from Field Experience Positive Behavioral Interventions and Support Plan Field Placement Video Assessment
EDCO 602: Technology for the 21 st Century Classroom	With Internship I	12 Hours	Scheduled in conjunction with the more extensive time required for Internship I	Co-plan and teach a lesson in which technology is used by the K-12 student to develop content understanding appropriate for the age group assigned.	Field Experience Rubric with supplemental questions Technology Integration Portfolio
MLED 692: Internship I	Fall final year	2 to 2.5 days per week with full days before WU is in session and after finals.	Scheduled by program in coordination with mentor	Co-teaching and planning on a regular basis	Internship I Observation form to inform Internship I Rubric
EDCO 690: School Internship	Final Semester	Full-time student teaching experience	Full-time from January through final exams	Co-teaching and planning on a regular basis with some time where they are the primary instructor	Internship II Observation form to inform Internship II Rubric

* Scheduled individually refers only to day and time for visits. The candidate is assigned a school, classroom, and host teacher that meet EPP expectations.

List of assessments

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
Assessment #1: Licensure assessment, or other content-based assessment	Praxis Subject Assessment	State Licensure Exam	MLED 531 Field Experiences in Middle Level Education
Assessment #2: Content knowledge in middle level education	Developmentally Responsive Middle School Project	Project	MLED 600 Introduction to the Middle School
Assessment #3: Candidate ability to plan appropriate teaching and learning experiences	Developmentally Responsive Lesson Plan	Project	MLED 610 Developmental Aspects of Middle Level Learners
Assessment #4: Student teaching or internship	Internship Final Evaluation	Performance Evaluation	EDCO 690 Internship: Assessment and Instruction
Assessment #5: Candidate effect on student learning	edTPA	Performance Assessment - Project	MLED 693 Capstone in Middle Level Education & EDCO 690 Internship: Assessment and Instruction
Assessment #6: Additional assessment that addresses AMLE standards	Adolescent Student Advocacy Project	Project	MLED 610 Developmental Aspects of Middle Level Learners
Assessment #7: Additional assessment that addresses AMLE standards	Developmentally Responsive Lesson Plan	Project	MLED 531 Field Experiences in Middle Level Education

Relationship of assessments to standards

	#1	#2	#3	#4	#5	#6	#7
Standard 1: Young Adolescent Development		X	X	X	X		X
Standard 2: Middle Level Curriculum	X		X	X	X		X
Standard 3: Middle Level Philosophy and School Organization		X		X			X
Standard 4: Middle Level Instruction and Assessment			X	X	X		X
Standard 5: Middle Level Professional Roles				X		X	X

Planned evidence for meeting standards
--

Assessment 1: Praxis Subject Assessment

The table that follows provides the required assessment and qualifying scores for each area of specialization. Candidates are required to meet the qualifying score before the start of Internship II.

Licensed in	You Need to Take	Test Code	Qualifying Score
Middle Level Language Arts	Middle School English Language Arts	5047	164
Middle Level Mathematics	Middle School Mathematics (On-screen graphing calculator provided.)	5169	165
Middle Level Science	Middle School Science	5440	150
Middle Level Social Studies	Middle School Social Studies	5089	155

Assessment 2: Developmentally Responsive Middle School Project

The *Developmentally Responsive Middle School Project* is assigned and assessed in the course MLED 600: Introduction to the Middle School, which serves a foundational course for middle level education.

The assessment task is to create/design an ideal middle school, and to support that design with research-based information on young adolescent development (addressing **AMLE Standard 1**) and research-based information supporting the programs and other organizational components that are incorporated into the design (addressing **AMLE Standard 3**).

MLED 600 Foundations in Middle School Developmentally Responsive Middle School Project

Standard 3: Middle Level Philosophy and School Organization

	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
Philosophical Foundations (3a)	The middle level teacher candidate demonstrates a minimal understanding of the philosophical foundations of middle level education.	The middle level teacher candidate demonstrates an understanding of the philosophical foundations of middle level education.	The middle level teacher candidate demonstrates a thorough understanding of the philosophical foundations of middle level education.
Organization and Best Practices (3b)	The middle level teacher candidate demonstrates a minimal understanding of the rationale, characteristics, and organizational components of developmentally responsive middle level schools.	The middle level teacher candidate demonstrates an understanding of the rationale, characteristics, and organizational components of developmentally responsive middle level schools.	The middle level teacher candidate demonstrates a thorough understanding of the rationale, characteristics, and organizational components of developmentally responsive middle level schools.

Standard 1: Young Adolescent Development

	Unacceptable	Acceptable	Target
Young Adolescent Development (1a-d)	The middle level teacher candidate does not demonstrate an understanding of young adolescent development.	The middle level teacher candidate demonstrates an understanding of young adolescent development.	The middle level teacher candidate demonstrates a thorough understanding of young adolescent development.

Assessment 3: Developmentally Responsive Lesson Plan (MLED 610)

The *Developmentally Responsive Lesson Plan* is assigned and assessed in the course MLED 610: Developmental Aspects of Middle Level Learners. The task is to write a lesson plan that includes a variety of instructional strategies, taking into consideration the needs and characteristics of young adolescents. Candidates are expected to create learning experiences that encourage higher-level thinking and equity.

The task is to design a lesson in one of the candidate’s two chosen content area concentrations that includes a variety of instructional strategies. Therefore, this task addresses AMLE Standard 4 in that candidates must demonstrate knowledge in the teaching field through the content pedagogy of the lesson as well as demonstrate knowledge of effective instruction and assessment in the lesson plan. AMLE Standard 2 is addressed through the candidate’s choice of content topic based on the middle level curriculum/standards. Finally, AMLE Standard 1 is at the heart of this task because the choices of instructional strategies and overall design of the lesson must demonstrate responsiveness to the needs of a variety of young adolescent learners.

Developmentally Responsive Lesson Plan (MLED 610) Rubric

Standard One: Young Adolescent Development and Standard Four: Instruction & Assessment

	Unacceptable	Acceptable	Target
Expectations for Learning – Motivation (1a, b; 4a, d)	The middle grades teacher candidate does not establish and maintain high, realistic, developmentally-appropriate expectations for the learning and behavior of young adolescents.	The middle grades teacher candidate establishes and maintains high, realistic, developmentally-appropriate expectations for the learning and behavior of young adolescents.	The middle grades teacher candidate establishes and maintains high, realistic, developmentally-appropriate expectations for the learning and behavior of young adolescents and encourages students to self-initiate the same type of expectations for themselves.
Developmentally Appropriate Activities (1a-d; 4a, b)	The middle grades teacher candidate does not create developmentally appropriate activities to support the learning of young adolescents.	The middle grades teacher candidate creates developmentally appropriate activities to support the learning of young adolescents.	The middle grades teacher candidate creates a wide range of developmentally appropriate activities to support the learning of young adolescents.

Standards Two and Four: Middle Grades Curriculum & Middle Level Instruction & Assessment

	Unacceptable	Acceptable	Target
Knowledge of Curriculum Standards (2b)	The middle grades teacher candidate does not demonstrate knowledge of local, state, and/or national curriculum standards. <i>**includes EEDA and ESL standards</i>	The middle grades teacher candidate demonstrates knowledge of local, state, and national curriculum standards. <i>**includes EEDA and ESL standards</i>	The middle grades teacher candidate plans instruction and teaches in accordance with local, state, and national curriculum standards. <i>**includes EEDA and ESL standards</i>
Interdisciplinary Nature of Knowledge (2a, b; 4a)	The middle grades teacher candidate does not make valid connections among content disciplines.	The middle grades teacher candidate makes valid connections among content disciplines.	The middle grades teacher candidate is highly accomplished at making valid connections among content disciplines.
Linking Assessments to Accountability Systems (4c)	The middle grades teacher candidate does not link classroom assessments to state and national accountability systems.	The middle grades teacher candidate links classroom assessments to state and national accountability systems.	The middle grades teacher candidate links classroom assessments to state and national accountability systems to inform instruction.
Understanding the Role of Assessment in Lesson Planning (4c)	The middle grades teacher candidate does not demonstrate an understanding of the essential role of assessment in the lesson planning process.	The middle grades teacher candidate demonstrates an understanding of the essential role of assessment in the lesson planning process.	The middle grades teacher candidate demonstrates a comprehensive understanding of the essential role of assessment in the lesson planning process.

Assessment 4: Internship Final Evaluation (EDUC 690)

The *Internship Final Evaluation* is conducted in the course EDCO 690 (Internship: Assessment & Instruction), which is taken by candidates in the final semester, and consists of the directed teaching experience. EDCO 690 is taught by a middle level professional, who supervises the candidate in the directed teaching setting. The *Internship Final Evaluation* is completed by the instructor through a conference with the cooperating teacher (mentor) at the end of the semester, and is considered a comprehensive measure of performance. This assessment is a Middle Level *addendum* to the full Internship Final Evaluation.

The Internship Final Evaluation is comprehensive in scope and therefore addresses AMLE Standards 1 through 5. The [complete rubric](#) is available on line through the Office of Field and Clinical Experiences. Only Domain 5 is used for SPA review.

DOMAIN 5: MIDDLE LEVEL EDUCATION	Below Expectations	Section I.1 Meets Expectations	Exceeds Expectations
<p>The middle level TC demonstrates an understanding of the interdisciplinary, challenging, and exploratory natures of the middle level curriculum.</p> <p>AMLE Standard: 2 Middle Level Curriculum</p>	<p>Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge, which contributes to the relevance and the challenging and exploratory nature of middle level curriculum.</p>	<p>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. They demonstrate that integrated knowledge contributes to the challenge and exploration that are hallmarks of middle level curriculum.</p>	<p>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. They demonstrate through their students' work that the curriculum is challenging and exploratory in nature.</p>
<p>The middle level TC demonstrates an understanding of the development and use of assessments that are developmentally appropriate for young adolescents.</p> <p>AMLE Standard: 4 Middle Level Instruction and Assessment</p>	<p>Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.</p>	<p>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).</p>	<p>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).</p>
<p>The middle level TC demonstrates the use of principles, theories, and research regarding the development of your adolescents when planning learning tasks and making curricular decisions.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	<p>Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions.</p>	<p>Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions.</p>	<p>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.</p>
<p>The middle level TC demonstrates content knowledge in the middle level subject being taught.</p> <p>AMLE Standard: 2 Middle Level Curriculum</p>	<p>Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge.</p>	<p>Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.</p>	<p>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.</p>

DOMAIN 5: MIDDLE LEVEL EDUCATION	Below Expectations	Section I.1 Meets Expectations	Exceeds Expectations
<p>The middle level TC demonstrates knowledge of a variety of content-specific teaching strategies.</p> <p>AMLE Standard: 4 Middle Level Instruction and Assessment</p>	<p>Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies.</p>	<p>Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.</p>	<p>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.</p>
<p>The middle level TC develops a learning environment that promotes the development of young adolescents.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	<p>Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents.</p>	<p>Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents.</p>	<p>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.</p>
<p>The middle level TC demonstrates an understanding of the importance of partnering with family and community members for the benefit of young adolescents.</p> <p>AMLE Standard: 5 Middle Level Professional Roles</p>	<p>Middle level teacher candidates recognize the importance of working with family and community members.</p>	<p>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.</p>	<p>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.</p>
<p>The middle level TC demonstrates an understanding of the organizations, programs, and practices of middle schools and their relationship to our knowledge of young adolescent development.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	<p>Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices.</p>	<p>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.</p>	<p>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.</p>

DOMAIN 5: MIDDLE LEVEL EDUCATION	Below Expectations	Section I.1 Meets Expectations	Exceeds Expectations
<p>The middle level TC demonstrates an understanding of the importance of middle level practices such as teaming.</p> <p>AMLE Standard: 5 Middle Level Professional Roles</p>	<p>Middle level teacher candidates can articulate the basic components of middle level education, including the importance of collaborative processes such as teaming.</p>	<p>Middle level teacher candidates demonstrate the components of middle level education and understand the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community agencies). They participate as members of student support systems.</p>	<p>Middle level teacher candidates understand collaborative theories and processes and the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community agencies). They initiate opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes.</p>
<p>The middle level TC acts as an advocate for young adolescents.</p> <p>AMLE Standard: 5 Middle Level Professional Roles</p>	<p>Middle level teacher candidates recognize the importance of advocating for young adolescents and middle level education.</p>	<p>Middle level teacher candidates advocate for young adolescents and middle level education (e.g., school personnel and family members).</p>	<p>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).</p>
<p>The middle level TC engages in professional development opportunities relevant to young adolescent development and middle level education in general.</p> <p>AMLE Standard: 5 Middle Level Professional Roles</p>	<p>Middle level teacher candidates recognize the importance of professional development opportunities.</p>	<p>Middle level teacher candidates engage in professional development opportunities that extend their knowledge and skills.</p>	<p>Middle level teacher candidates self-assess their professional development needs and take initiatives to seek out and participate in opportunities that address them.</p>

Assessment 5: edTPA (EDCO 690 and MLED 693)

The edTPA (Teacher Performance Assessment) key assessment allows candidates to demonstrate competencies in a content area of focus. As such, the assignment is part of MLED 693: Capstone in Middle Level Education and EDCO 690: Internship: Assessment and Instruction, which occur in the final semester of the program. edTPA specifically requires candidates to use information to plan for instruction, implement and engage, and assess learning through multiple performance-based assessments. This key assessment demonstrates candidates’ effect on student learning. edTPA is scored nationally and candidates must have a qualifying score of 37 for certification.

Candidates must demonstrate, through the use of multiple artifacts, the following:

- Planning Understanding;
- Planning to Support Varied Student Learning Needs;
- Using Knowledge of Students to Inform Teaching and Learning;

- Identifying and Supporting Language Demands;
- Planning Assessment to Monitor and Support Student Learning;
- Learning Environment;
- Engaging Students in Learning;
- Deepening Student Learning;
- Subject-Specific Pedagogy: Using Representations;
- Analyzing Teaching Effectiveness;
- Analysis of Student Learning;
- Providing Feedback to Guide Learning;
- Student Use of Feedback;
- Analyzing Students’ Language Use and Content Learning; and
- Using Assessment to Inform Instruction.

AMLE developed correlations to each middle level edTPA content area endorsing that each content area edTPA assessment meets AMLE Standards 1, 2 and 4. AMLE correlations are shown below:

Middle Childhood Indicators by Rubric	Unmodified Criteria/Score-Level Descriptors Consistent with AMLE Performance Standards
Task 1 Rubric 1 Planning for Content Understandings (interdisciplinary connections) Rubric 3 Justification for Plans (connections to development)	Task 1 Rubric 2 Planning for Varied Student Learning Needs Rubric 4 Academic Language Support Rubric 5 Monitoring Student Learning
Task 2 Rubric 7 Engaging Students (connections to development) Rubric 10 Analyzing Teaching Effectiveness (connections to development)	Task 2 Rubric 6 Learning Environment Rubric 8 Deepening Student Learning Rubric 9 Subject-Specific Pedagogy
Task 3 Rubric 15 Using Assessment to Inform Instruction (connections to development)	Task 3 Rubric 11 Analyzing Student Learning Rubric 12 Providing Feedback to Guide Learning Rubric 13 Student Use of Feedback Rubric 14 Analyzing Students’ Language Use

The following statement was provided by AMLE to be included in all SPA reports using edTPA as a key assessment:

AMLE will accept data from edTPA assessments for the purpose of determining whether middle level teacher preparation programs meet the three following AMLE Standards:

- Standard 1. Young Adolescent Development
- Standard 2. Middle Level Curriculum
- Standard 4: Middle Level Instruction and Assessment

Assessment 6: Adolescent Student Advocacy Project (MLED 610)

The purpose of this experience is to allow candidates to explore student advocacy from the teacher perspective. Candidates create a program centered around an issue that young adolescents face for the purpose of educating *parents and the community*. The candidate is to serve as an advocate for the group selected. Candidates develop an original program to implement to help students be successful in school. This assessment directly addresses **AMLE Standard 5: Middle Level Professional Roles**.

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Content	<ul style="list-style-type: none"> • Characteristics of the program are specific and clear • Target group is clearly identified and supported by depth of research • Purpose for why you chose this issue is clearly evident and appropriate for young adolescents • Project meets a well-defined need for young adolescents • Clear parent/community connection • Program evaluation included 	<ul style="list-style-type: none"> • Characteristics of the program are somewhat detailed • Target group is identified (draws some inference) and supported by research • Purpose for why you chose this issue is evident and appropriate for young adolescents • Project meets a defined need for young adolescents • Clear parent/community connection • Program evaluation included 	<ul style="list-style-type: none"> • Characteristics of the program lack clarity but are present • Target group is not clearly identified and is supported by minimal research (draws much inference) • Purpose lacks clarity or is developmentally inappropriate for young adolescents • Project meets a defined need but not for young adolescents • Parent/community connection is confusing 	<ul style="list-style-type: none"> • Characteristics of the program are not present or are minimal • Target group not identified • Purpose is developmentally inappropriate for young adolescents • Project does not meet a defined need • The connection between parents and the community has not been made

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Component	<ul style="list-style-type: none"> Logistics are clearly outlined in a format that is parent- and community-friendly Plan for advertising, resources you will use (including letter to business requesting assistance), and how your program will be conducted are clear (reader draws no inference) Program is developmentally appropriate for young adolescents Depth of plan is tailored to audience and is thorough. Reflection thoroughly justifies young adolescents, family and community needs met by your program 	<ul style="list-style-type: none"> Logistics are outlined in a format that is parent and community friendly Plan for advertising, resources you will use, and how your program will be conducted are somewhat clear (reader draws some inference) Program is developmentally appropriate for young adolescents Plan is tailored to audience and reflects some thought and analysis Reflection justifies young adolescents, family and community needs met by your program 	<ul style="list-style-type: none"> Logistics are not parent and community friendly Plan for advertising resources you will use Plans of how your program will be conducted are confusing and draws much inference Program is not developmentally appropriate Lack of attention to audience and/or depth of planning Reflection vaguely stated and loosely supported with program details 	<ul style="list-style-type: none"> Logistics are not evident Project poorly planned Program not developmentally appropriate No attention to audience and/or depth of planning No reflection or poor reflection
Format	<ul style="list-style-type: none"> All artifacts and written material are attached and free of mechanical and grammatical errors Content used is supported by a variety of sources (at least five) Citations within reflection (written paper) and artifacts and reference page are appropriately formatted (APA) APA Format requirements strictly followed Rubric provided for scoring and honor statement signed 	<ul style="list-style-type: none"> All artifacts and written material are attached and with few (less than 3) grammatical errors Content used is supported by an adequate number of resources (three-four) Citations within reflection and artifacts and reference page are formatted (APA) with few errors APA Format requirements followed (minor errors) Rubric provided for scoring and honor statement signed 	<ul style="list-style-type: none"> All artifacts and materials are not attached Those attached have some mechanical and grammatical errors (4-7) Content supported by few sources Errors in citations. APA Format requirements not completely followed (4-5 errors) Rubric is attached but is not signed 	<ul style="list-style-type: none"> Many grammatical errors present (enough to disrupt the reader). Content not supported by sources. Numerous problems with format. Rubric not provided

Assessment 7: Developmentally Responsive Lesson Plan (MLED 531)

The *Developmentally Responsive Lesson Plan* is assigned and assessed in the course MLED 531: Field Experience in Middle Level Education. The task is to write a lesson plan that includes a variety of instructional strategies, taking into consideration the needs and characteristics of young adolescents. Candidates are expected to create learning experiences that encourage higher-level thinking and equity. It should be noted that this is a second, expanded use of this assessment (the first implementation of this key assignment with fewer components is in the course MLED 610: Developmental Aspects of Middle Level Learners, where it serves as Assessment 3). The expansion includes that the lesson is both planned and implemented in a middle level classroom in the field experience setting. The implementation results in added elements that are assessed (compared to the shorter version in Assessment 3).

The task is to design a lesson in one of the candidate’s two chosen content area concentrations that includes a variety of instructional strategies. Therefore, this task addresses AMLE Standard 4 & 5 in that candidates must demonstrate knowledge in the teaching field through the content of the lesson as well as demonstrate knowledge of effective instruction and assessment in the lesson plan, including creating a positive learning environment and an analysis of their effectiveness. AMLE Standard 2 is addressed through the candidate’s choice of content topic based on the middle level curriculum. Finally, AMLE Standards 1 & 3 is at the heart of this task because the choices of instructional strategies and overall design of the lesson must demonstrate responsiveness to the needs of a variety of young adolescent learners.

Developmentally Responsive Lesson Plan (MLED 531)

Standard One: Young Adolescent Development
Standard Three: Middle Level Philosophy & School Organization
Standard Four: Middle Level Instruction & Assessment

	Unacceptable 0	Acceptable 1	Target 2
Expectations for learning (1a, b, c; 4d)	The middle grades teacher candidate does not establish and maintain high, realistic, developmentally-appropriate expectations for the learning and behavior of all young adolescents.	The middle grades teacher candidate establishes and maintains high, realistic, developmentally-appropriate expectations for the learning and behavior of all young adolescents.	The middle grades teacher candidate establishes and maintains high, realistic, developmentally-appropriate expectations for the learning and behavior of <i>all</i> young adolescents and encourages students to self- initiate the same type of expectations for themselves.
Developmentally appropriate activities (3a,b)	The middle grades teacher candidate does not create developmentally appropriate activities to support the learning of all young adolescents.	The middle grades teacher candidate creates developmentally appropriate activities to support the learning of all young adolescents.	The middle grades teacher candidate creates a wide range of developmentally appropriate activities to support the learning of all young adolescents.

Standard One: Young Adolescent Development
Standard Two: Middle Grades Curriculum
Standard Four: Middle Level Instruction & Assessment

	Unacceptable 0	Acceptable 1	Target 2
Knowledge of curriculum standards (2b)	The middle grades teacher candidate does not demonstrate knowledge of local, state, and/or national curriculum standards. <i>**includes EEDA and ESL standards</i>	The middle grades teacher candidate demonstrates knowledge of local, state, and national curriculum standards. <i>**includes EEDA and ESL standards</i>	The middle grades teacher candidate plans instruction and teaches in accordance with local, state, and national curriculum standards. <i>**includes EEDA and ESL standards</i>
Valid connections among content disciplines (2c)	The middle grades teacher candidate does not make valid connections among content disciplines.	The middle grades teacher candidate makes valid connections among content disciplines.	The middle grades teacher candidate is highly accomplished at making valid connections among content disciplines.
Curriculum implementation (1b; 2a; 4a,b)	The middle grades teacher candidate does not implement the curriculum in ways that ensure that young adolescents learn.	The middle grades teacher candidate implements the curriculum in ways that ensure that young adolescents learn.	The middle grades teacher candidate consistently implements the curriculum in ways that ensure that <i>all</i> young adolescents learn.
Linking of assessments to accountability systems (2b; 4a,c)	The middle grades teacher candidate does not link classroom assessments to state and national accountability systems.	The middle grades teacher candidate links classroom assessments to state and national accountability systems.	The middle grades teacher candidate links classroom assessments to state and national accountability systems to inform instruction.
Understanding of role of assessment in lesson planning (4a,c)	The middle grades teacher candidate does not demonstrate an understanding of the essential role of assessment in the lesson planning process.	The middle grades teacher candidate demonstrates an understanding of the essential role of assessment in the lesson planning process.	The middle grades teacher candidate demonstrates a comprehensive understanding of the essential role of assessment in the lesson planning process.

Standard Two: Middle Grades Curriculum
Standard Four: Middle Level Instruction & Assessment

	Unacceptable 0	Acceptable 1	Target 2
Content knowledge (2a; 4a)	The middle grades teacher candidate does not demonstrate a depth and adequate breadth of content knowledge.	The middle grades teacher candidate demonstrates a depth and adequate breadth of content knowledge.	The middle grades teacher candidate demonstrates extensive content knowledge
Integration of content knowledge (2c)	The middle grades teacher candidate does not successfully integrate content knowledge in his or her teaching.	The middle grades teacher candidate uses some content knowledge in his or her teaching.	The middle grades teacher candidate successfully integrates comprehensive content knowledge in his or her teaching.

	Unacceptable 0	Acceptable 1	Target 2
Understanding of importance of integration of content (2c)	The middle grades teacher candidate does not demonstrate an understanding of the importance of integrated, interdisciplinary content.	The middle grades teacher candidate demonstrates some understanding of the importance of integrated, interdisciplinary content.	The middle grades teacher candidate demonstrates an understanding of the importance of integrated, interdisciplinary content and uses this knowledge in instruction.

Standard Four: Middle Level Instruction & Assessment

Standard Five: Middle Level Professional Roles

	Unacceptable 0	Acceptable 1	Target 2
Variety in teaching strategies (4b)	The middle grades teacher candidate does not use a wide variety of effective teaching strategies.	The middle grades teacher candidate uses a variety of effective teaching strategies.	The middle grades teacher candidate is highly proficient in using a wide variety of effective teaching strategies.
Understanding of principles of effective instruction (4a,b)	The middle grades teacher candidate does not demonstrate an understanding of the principles of effective instruction.	The middle grades teacher candidate demonstrates an understanding of the principles of effective instruction.	The middle grades teacher candidate demonstrates a comprehensive understanding of the principles of effective instruction.
Positive learning environment (4d; 5d)	The middle grades teacher candidate does not create a positive learning environment.	The middle grades teacher candidate creates a positive learning environment.	The middle grades teacher candidate creates a positive learning environment in the classroom and promotes that environment in the total school community.
Analysis of effectiveness of the lesson (5a, d)	The middle grades teacher candidate does not analyze the effectiveness of the lesson.	The middle grades teacher candidate analyzes the effectiveness of the lesson.	The middle grades teacher candidate analyzes the effectiveness of instructional strategies and develops recommendations for future instruction based on that analysis.
Assessment of student performance (4a, c)	The middle grades teacher candidate does not assess student performance.	The middle grades teacher candidate assesses student performance.	The middle grades teacher candidate uses a variety of effective strategies to assess student performance.
Use of assessment to improve teaching (4c)	The middle grades teacher candidate does not use assessment results to monitor and improve teaching.	The middle grades teacher candidate uses assessment results to monitor and improve teaching.	The middle grades teacher candidate designs and utilizes assessment instruments to monitor and improve instruction.
Understanding of role of assessment in instruction (4a, c)	The middle grades teacher candidate does not demonstrate an understanding of the essential role of assessment and its application in the instructional process.	The middle grades teacher candidate demonstrates an understanding of the essential role of assessment and its application in the instructional process.	The middle grades teacher candidate demonstrates a comprehensive understanding of the essential role of assessment and its application in the instructional process.

Planned use of assessment results to improve candidate and program performance

To facilitate regular review of data, including SPA assessment, the Middle Level Education faculty engage in an annual reporting process geared towards continuous improvement. The program is currently examining practice on the lesson planning assignments. The annual process is supported by the Unit Assessment Coordinator, Department Chair, and Associate Dean. Reports are then review by peers at the university level.

Changes or additions to the program (**For program modifications only**)

Not Applicable