

**Program Report for the  
Preparation of Middle Level Education Teachers**

**Education Standards and Practices Board**

**C O V E R   S H E E T**

**Institution:** University of North Dakota **State:** ND

**Date Submitted** January 30, 2008

**Name of Preparer:** Gail Ingwalson, Associate Professor

**Phone #:** 701-777-2864 **Email:** [gail\\_ingwalson@und.edu](mailto:gail_ingwalson@und.edu)

**Program documented in this report:**

**Name of Institution's program:** Middle Level Education

**Grade levels for which candidates are being prepared** 5-8

**Degree or award level:** B.S. Ed with Major in Middle Level Education

**Is this program offered at more than one site?** ☐ **Yes** ☒ **No**

If yes, list sites at which the program is offered: \_\_\_\_\_

**Title of the state license for which candidates are prepared**

Middle Level Education

**Program report status:**

☒ **Initial review**

☐ **Rejoinder**

☐ **Response to national recognition with conditions**

**State licensure requirement for national recognition:**

ESPB requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your institution require such a test? Test information and data must be reported in Section II

☒ **Yes** ☐ **No**



## GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this **electronic** program report and submit to the Education Department for review. This report must be completed and electronically forwarded to the Education Standards and Practices Board six months prior to the scheduled program review.

To that end, the program report form includes the following sections:

**I. Contextual Information** – Provides the opportunity for institutions to present general information to help reviewers understand the program.

### Candidate Information

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

<b>Program:</b> Middle Level		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
Sum04-Spr05	15	9
Sum05-Spr06	16	1
Sum06-Spr07	24	4



## **50017 MIDDLE EDUCATION**

**Highly qualified teachers at the middle level:** Individuals teaching in a middle school must meet the Education Standards And Practices Board (ESPB) grade level requirements in ESPB administrative rule 67.1-02-03-04 for middle level, and hold a minimum equivalent of 16 SH of content area preparation and methods in the subject area specializations in which they are teaching. New middle school teachers must, beginning July 1, 2006, hold a minimum equivalent of 24 SH of content area preparation and methods in the subject area specializations in which they are teaching, or may demonstrate major equivalency in subject areas through options allowed by the ESPB.

### **Descriptive Information About the Program:**

The University of North Dakota's College of Education and Human Development is the only middle school degree granting institution in North Dakota. The Elementary/Middle Level dual major, the Middle Level major (intended to be completed with a secondary degree), and the Middle Level minor are comprehensive programs that fulfill the requirements for licensure in North Dakota, Minnesota, and many other states in our nation.

The number of program completers is deceiving. For the past three semesters (Fall06, Spr07, Fall07) only 10 middle school majors have graduated. As mentioned above, many candidates pursue the middle school minor so to fulfill state licensure requirements (in particular ND & MN). In the past three semesters, 21 candidates have completed the middle school minor to accompany their elementary or secondary degrees.

The middle level program was initially attached to the elementary program of study but in 1998, major revisions were made to specialize and enhance the program. Additional coursework regarding students with exceptionalities, technology incorporation, and an enhanced, field-based middle school methods course were added. The dual major and middle level minor were also added at this time. This enriched program has led to a constant growth in the number of teacher candidates pursuing a middle level program of study.

Since our last review, improvements in the program have been made as required by the No Child Left Behind Act of 2001. These changes include the requirement of a minor equivalence in order to teach in a content area (24 credits), more stringent coursework, and an increase in field experience hours include the amount of time actually teaching young adolescents.

The artifacts and course descriptions with links to syllabi are attached as appendices.

### **50017.1 Young Adolescent Development**

The program requires study of the major concepts, principles, theories, and research related to young adolescent development (including intellectual, physical, psychological, and social characteristics), and provides opportunities that support student development and learning. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.



1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

An understanding of the needs of young adolescents as well as how to incorporate these unique needs into a developmentally responsive middle level education is discussed throughout the program of study. From the initial understanding of children 10 – 14 years of ages in the introduction courses, the teacher candidates learn developmental generalities that they will apply to middle-aged children in their future fieldwork. Extensive adolescent studies and actual observation/interviewing conducted in the Development and Education of the Adolescent (TL 350) further enhance the candidates' knowledge of early adolescents. The process continues in the middle school foundations course (TL 341) as teacher candidates study learning styles, reflection upon their own adolescent years, observe middle school students, and write an early adolescent philosophy statement. In TL 409: Reading in the Content Area, candidates have an opportunity to work with student in need of additional assistance with homework in an after-school program. And finally, the middle school methods course places candidates at the heart of the learning process as they study, develop, implement, modify, and assess the learning environment that facilitates early adolescent development. This is accomplished through the opportunity to assist all students to succeed through team teaching in each core content area, opportunities to work with students with special needs for an entire field experience, and the design, implementation, and assessment of an interdisciplinary unit.

## 2. Assessments

Middle Level candidates take the Praxis II as a measure of content knowledge only-not pedagogical knowledge.

- a. Course Embedded: Foundation of Middle Level Take Home Final
- b. Course Embedded: Early Adolescent Teaching Philosophy
- c. Critical Task Assessment: Lesson Plan

## 3. Results

- a. Course Embedded: Foundation of Middle Level Take Home Final

Course Name/#	ESPB Standard	Brief Description of Course (from catalog)	Description of Assessment Used
TL 341: Foundations of Middle Level Education	50017.1	This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization.	Take Home Final (see Appendix A)



Middle School Education	N = 10			
<i>Assessment: Young Adolescent Development</i>	A	B	C	D
T&L 341: Take Home Final	9 90%	1 10%	0	0

The Take Home Final in the Foundations of Middle Level course specifically asks candidates to address how they will accommodate with the intellectual, social, emotional, and physical growth of our students. The candidates must identify and describe how the curriculum of the middle school (the affective curriculum and the cognitive curriculum) will address the special needs of the adolescent in each category. The test grade indicates their overall effort on the final exam versus one question so it is difficult to make a direct assessment.

b. Course Embedded Assessment: Early Adolescent Teaching Philosophy

Course Name & #	ESPB Standard	Brief Description of Course (from catalog)	Description of Assessment Used
TL 341: Foundations of Middle Level Education	50017.1	This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization.	Early Adolescent Teaching Philosophy (see Appendix B)

Middle School Education	N = 10			
<i>Assignments : Young Adolescent Development</i>	A	B	C	D
T&L 341: Early Adolescent Teaching Philosophy	7 70%	3 30%	0	0

The Early Adolescent Teaching Philosophy reflects on the candidates' ability to synthesize information gathered from various experiences (see Appendix A). According to Livetext assessments and individual grades, the candidates struggle the most in the area of how they will assess student learning. This assignment is done early in their program of study and the candidates tend to address how they feel about teaching, what are the goals of education, and how they believe that students' learn. They tend to grasp the assessment of student learning in the methods course although I do believe that it is critical to address all areas of their practice and beliefs early in the program requirements.

c. \*\*\* CRITICAL TASK ASSESSMENT: Lesson Plan



<b>Critical Task: Lesson Plan N =</b>	<b>Does not Meet Expectations (Insufficient Evidence -1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence - 2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence - 3 pts)</b>	<b>Mean</b>	<b>Mode</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	0	7	3	2.3	2
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	1	6	3	2.2	2
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	1	7	2	2.1	2
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	2	6	2	2.0	2
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	1	7	2	2.1	2
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	0	7	3	2.3	2
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	2	7	1	1.9	2

\*\*\* This table represents the results of combined data from two previous versions of the critical task rubric.

From the lesson plan, candidates demonstrated their understanding of how to construct and adapt lessons according to how adolescents learn. Principle 1.2 assesses whether the candidate uses tools of inquiry to develop content knowledge. This is essential for middle school students as the incorporation of varied and appropriate strategies enhances student learning. Ninety



percent of the candidates meet that standard at fulfills or exceeds expectations. Principles 1.3, 3.2, and 7.1 all address the importance of meeting the diverse needs of all students. The candidates (87%) met these standards at the “fulfills expectations” or “exceeded expectations”. The area of concern for the candidates that did not meet expectations was in addressing the needs of all students. In an effort to address these concerns, additional emphasis will be placed on working with differentiating instruction, making accommodations, and attention to varying instruction according to student needs.

#### 4. Student Work Samples

Middle Level Take Home Final

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

Early Adolescent Teaching Philosophy

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

The Lesson Plan

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

### **50017. 2 Middle Level Philosophy and School Organization**

The program requires study of the philosophical foundations, curriculum, and organizational structures characteristic of developmentally responsive middle level programs and schools. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.

1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

Throughout the middle level program, the teacher candidates study, observe, and then, incorporate the middle level philosophical elements within exemplary middle schools. The foundation course (TL 341) provides candidates with an understanding of the essential elements of the middle school concept through the use of a KWL chart, a discussion on middle school history and how it differs from junior highs, and the use of indirect and direct instruction (including peer presentations) to understand the various components (e.g., interdisciplinary teaming, advisory, service learning, exploratory curriculum, differentiated instruction, cooperative learning, etc.). As the candidates progress to the methods course (TL 465/486), the philosophical framework is merged with the middle school application and then this learning process is applied in the middle schools. Candidates study their own beliefs and practices, determine team goals, incorporate innovative instructional strategies through team teaching, independent



lessons, and an extensive interdisciplinary units. Student devise assessment appropriate to their learning targets and modifications appropriate to their students' needs.

## 2. Assessments

Middle Level candidates take the Praxis II as a measure of content knowledge only-not pedagogical knowledge.

- a. Course Embedded: Peer Presentations
- b. Critical Task Assessment: Lesson Plan
- c. Course Embedded: Interdisciplinary Unit

## 3. Results

### a. Course Embedded Assessment: Peer Presentation

Course Name & #	ESPB Standard Addressed	Brief Description of Course (from catalog)	Description of Assessment Used
TL 341: Foundations of Middle Level Education	50017.2	This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization.	Peer Presentation (see Appendix C)

Middle School Education	N = 10			
<i>50017.2 : Middle Level Philosophy and School Organization</i>	A	B	C	D
T&L 341: Peer Presentation	9 90%	1 10%	0	0

The Peer Presentations assignment occurs during the Foundation of Middle School course that is early in the program of study. The assignment is designed to promote the candidates' experience with studying the middle school components and the philosophical aspects of middle level education (see Appendix C). The candidates present on the following topics: advisory programs, assessment, cooperative learning, exploratory programs, interdisciplinary teaming, parent involvement, positive classroom environment, and service learning. The area that the teacher candidates need additional assistance with is the "facilitates discussion and/or interaction" and "devising an assessment plan". These two areas are further explored in the Middle School Curriculum and Methods course.

### b. \*\*\* CRITICAL TASK ASSESSMENT: Lesson Plan



\*\*\* This table represents the results of combined data from two previous versions of the critical task rubric.

<b>Critical Task: Lesson Plan N =</b>	<b>Does not Meet Expectations (Insufficient Evidence -1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence - 2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence - 3 pts)</b>	<b>Mean</b>	<b>Mode</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	0	7	3	2.3	2
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	1	6	3	2.2	2
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	1	7	2	2.1	2
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	2	6	2	2.0	2
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	1	7	2	2.1	2
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	0	7	3	2.3	2
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	2	7	1	1.9	2

The preceding information deals with candidates creating lesson plans that are taught to middle school student. The lesson that is assessed occurs within an interdisciplinary unit that is taught in our local middle schools. Each of the INTASC principles within this critical task are relevant to this standard (Middle Level Philosophy and School Organization). Findings resulting from the data analysis indicate that candidates overall fulfill expectations relevant to the critical tasks. The



areas that candidates failed to meet expectations (20%) was in “plans and adapts instruction for individual needs” and “tools for assessment”. The result of this assessment indicates was increased attention to adapting instruction and assessment as well as encouraging candidates to be more diligent in addressing these during planning.

c. Course Embedded Assessment: Interdisciplinary Unit

Course Name & #	ESPB Standard Addressed	Brief Description of Course (from catalog)	Description of Assessment Used
TL 465: Middle School Curriculum and Methods	50017.2	This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting.	Interdisciplinary unit requirements (see Appendix D)

Middle School Education	N = 10			
<i>50017.2 : Middle Level Philosophy and School Organization</i>	A	B	C	D
T&L 465: Interdisciplinary Unit	8 80%	2 20%	0	0

The Interdisciplinary units shows the candidates’ understanding and ability to implement various philosophical aspects of middle level education (see Appendix D). The candidates conceive, design, implement, teach, and assess each interdisciplinary unit in our middle schools. The candidates consistently met the course assignment/requirements/criteria. Areas of concerns were based on accommodations and incomplete reporting (content information).

4. Student Work Samples.

The Peer Presentation

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

The Lesson Plans

[Sample 1](#)



[Sample 2](#)  
[Sample 3](#)

The Interdisciplinary Units are available in hard copy.

### **50017. 3 Middle Level Curriculum**

The program requires study of the major concepts, principles, theories, standards, and research related to the design and execution of middle level curriculum, and they use this knowledge in their practice. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

The middle level curriculum incorporates a unique blend of courses to provide each teacher candidate with a holistic understanding of the education process. The following learning targets are addressed through various courses within the curriculum (see Appendix F for course description):

- learn about and observe student with special needs (TL 315, TL 486);
- gain understanding and an appreciation of the unique developmental needs of the early adolescent (TL 350, TL 341, TL 465/486);
- learn how to integrate technology into teaching and assessment (TL 390, TL 465/486);
- develop an understanding of the essential need for reading to be incorporated into all subject areas (TL 409);
- establish an appreciation for a positive classroom environment and experiences with how to manage a classroom of early adolescents in such a manner that lends to productive learning (TL 432, TL 465/486);
- develop an understanding, awareness, and appreciation for the diversity that is an essential aspect of our educational system (TL 433, TL 465/486);
- study and practice the organizational components as well as the innovative teaching strategies that create the developmentally responsive middle school approach (TL 341, TL 465);
- and finally, the candidates have an opportunity to apply their collective knowledge regarding their philosophy, pedagogy, and content expertise in a course that replicates the actual middle school teaching experience (TL 465/486).

The middle school program utilizes a variety of means in various courses to meet these learning targets. The study of curriculum integration is the heart of the middle school program as our candidates initially study and create an interdisciplinary unit in the foundations course (TL 341). This is a prelude to the candidate's organization and placement on an interdisciplinary team for the entire semester (TL 465:Middle School Curriculum & Methods) in conjunction with a specific team of teachers from our local middle schools. During this course, the student teams teach in each of the four content areas; prepare, teach and assess a series of individual lessons; and then, culminate the experience with a three or four day interdisciplinary unit in which the



teacher candidates take the place of the public school teachers. They are responsible for the planning, development, implementation, and assessment of the interdisciplinary unit.

One of the goals of the middle school philosophy is to ensure success for all students which requires varied instructional strategies as well as the modification of curriculum and instruction for individual learning needs. This is studied and emphasized throughout the curriculum as not only important but essential. Fostering active learning is the backbone of the middle school program.

## 2. Assessments

- a. Course Embedded: Peer Presentations
- b. Course Embedded: Interdisciplinary Unit
- c. Critical Task Assessment: Lesson Plan

## 3. Results

### a. Course Embedded Assessment:

Course Name & #	ESPB Standard	Brief Description of Course (from catalog)	Description of Assessment Used
TL 341: Foundations of Middle Level Education	50017.3	This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization.	Peer Presentation (see Appendix C)

Middle School Education	N = 10			
<i>50017.3 : Middle Level Curriculum</i>	A	B	C	D
T&L 341: Peer Presentation	9 90%	1 10%	0	0

The Peer Presentations assignment occurs during the Foundation of Middle School course that is early in the program of study. The assignment is designed to promote the candidates' experience with studying the middle school curriculum and realizing how this knowledge is important to their practice (see Appendix C). The candidates present on the following topics: advisory programs, assessment, cooperative learning, exploratory programs, interdisciplinary teaming, parent involvement, positive classroom environment, and service learning. They repeatedly score high in knowledge of subject/topic. The area that the teacher candidates need additional assistance with is the "facilitates discussion and/or interaction" and "devising an assessment plan". These two areas are further explored in the Middle School Curriculum and Methods course.



b. Course Embedded Assessment: Interdisciplinary Unit

Course Name & #	ESPB Standard Addressed	Brief Description of Course (from catalog)	Description of Assessment Used
TL 465: Middle School D) Curriculum and Methods	50017.3	This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle	Interdisciplinary unit requirements (see Appendix

Middle School Education	N = 10			
<i>50017.3 : Middle Level Curriculum</i>	A	B	C	D
T&L 465: Interdisciplinary Unit	8 80%	2 20%	0	0

Designing curriculum that is integrated is a major aspect of the middle school concept. The Interdisciplinary units shows the candidates' understanding and ability to implement various philosophical aspects of middle level education (see Appendix D). The candidates conceive, design, implement, teach, and assess each interdisciplinary unit in our middle schools.

The candidates consistently met the course assignment/requirements/criteria. Areas of concerns were based on accommodations and incomplete reporting (content information).

c. \*\*\* Critical Task Assessment: Lesson Plan

Critical Task: Lesson Plan N =	Does not Meet Expectations (Insufficient Evidence -1 pts)	Fulfills Expectations (Sufficient Evidence - 2 pts)	Exceeds Expectations (Substantial Evidence - 3 pts)	Mean	Mode
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	0	7	3	2.3	2



1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	1	6	3	2.2	2
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	1	7	2	2.1	2
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	2	6	2	2.0	2
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	1	7	2	2.1	2
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	0	7	3	2.3	2
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	2	7	1	1.9	2

\*\*\* This table represents the results of combined data from two previous versions of the critical task rubric.

The preceding information deals with candidates creating lesson plans that are taught to middle school student. The lesson that is assessed occurs within an interdisciplinary unit that is taught in our local middle schools. These lessons are based on the philosophy that lessons are relevant, challenging, exploratory, and integrative. Each of the INTASC principles within this critical task is relevant to this standard (middle school curriculum). Findings resulting from the data analysis indicate that candidates overall fulfill expectations relevant to the critical tasks. The areas that candidates failed to meet expectations (20%) was in “plans and adapts instruction for individual needs” and “tools for assessment”. The result of this assessment indicates a need for increased attention to adapting instruction and assessment as well as encouraging candidates to be more diligent in addressing these during planning.

#### 4. Student Work Samples

The Peer Presentation

[Sample 1](#)

[Sample 2](#)



### [Sample 3](#)

Lesson Plans

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

The Interdisciplinary Unit are available in hard copy.

#### **50017. 4 Middle Level Teaching Fields**

The program requires study of the central concepts, tools of inquiry, standards, and structures of content in chosen teaching field(s), and how to use them to create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

A. English:

A1. Content knowledge to include grammar, developmental reading, speech, writing, literature, and methods.

A2. Related Syllabi

[Engl 271](#): Literary Analysis I

[Engl 272](#): Literary Analysis II

[Eng 308](#): Advanced Composition I

[Engl 309](#): Modern Grammar

[Comm 110](#): Fundamentals of Public Speaking

[Engl 421](#): Methods: Writing & Language

[Engl 422](#): Methods: Reading & Literature

B. Math: B1. Content knowledge to include college algebra, geometry, statistics, computer/educational technology, and methods.

B2. Related Syllabi

[Math 103](#): College Algebra

Math 107: Pre-calculus

Math 115: Introduction to Mathematical Thought

[Math 277](#): Math for Elementary Teachers

Math 377: Geometry for Elementary Teachers

Math 477: Topics in Elementary School Mathematics

C. Science:

C1. Content knowledge to include earth, life, chemistry, and physics, required labs, and methods.

C2. Related Syllabi

[Biol 150/150L](#): General Biology

[Geol 101/101L](#): Introduction to Geology



Geol 102/102L: Earth Through Time

Phys 103: Natural Science

[Phys 110/110L](#): Astronomy

[Chem 121/121L](#): Chemistry

[T&L Methods](#): Science

D. Social Studies:

D1. Content knowledge to include history (ND history, world history, US history to 1877); geography ( ND/North American geography, world/regional geography); and methods.

D2. Related Courses

[Hist 101](#): Western Civilization I

[Hist 103](#): US History to 1877

[Hist 104](#): US History Since 1877

[Geog 319](#): Geography for Teachers

[Geog 161](#): World Regional Geography

[Geog 262](#): Geography of North America

1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

Middle school majors or dual majors (elementary/middle school education) are required to complete two areas of concentration from the following content areas: English, mathematics, science, social studies, health, industrial technology, foreign languages, or art. The program requires that each area of concentration must be a minimum of 24 credits specific to the content area as required by the Education and Standards Practice Board for a major equivalency (see above).

2. Assessments

- a. Praxis II Scores
- b. Critical Task Assessment: Lesson Plan
- c. Course Grades: Content Area Methods Courses

3. Results

a. PRAXIS II scores:

Content Areas	ND Cut Score	# Taken	% Passed	Average score
English	157	2	100%	176.5
Math	148	6	100%	168.8
Science	145	5	80%	166.4
Social St.	152	3	100%	176.3



These Praxis II scores show that 15 of 16 (94%) of the middle school candidates scored above the North Dakota Cut Scores in their knowledge of content area. As measured by this national exam, these exceptional scores indicate that middle school teacher candidates have exceptionally strong background knowledge in English, Mathematics, Science, and Social Studies.

b. \*\*\* CRITICAL TASK ASSESSMENT: Lesson Plan

<b>Critical Task: Lesson Plan N =</b>	<b>Does not Meet Expectations (Insufficient Evidence - 1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence - 3 pts)</b>	<b>Mean</b>	<b>Mode</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	0	7	3	2.3	2
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	1	6	3	2.2	2
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	1	7	2	2.1	2
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	2	6	2	2.0	2
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	1	7	2	2.1	2
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	0	7	3	2.3	2
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	2	7	1	1.9	2



**\*\*\* This table represents the results of combined data from two previous versions of the critical task rubric**

The preceding information deals with candidates creating lesson plans that are taught to middle school student. The lesson that is assessed occurs within an interdisciplinary unit that is taught in our local middle schools. These lessons are based on creating lessons that address effective instruction, utilize a variety of strategies, make appropriate adaptations that meet students' needs, and devise appropriate assessments. Each of the INTASC principles within this critical task is relevant to this standard (teaching fields). In particular, 1.1 (content knowledge) and 1.2 (tools to develop content) address this standard. Only one candidate did not meet expectations regarding use of tools to develop content. Analysis indicates a lack of instructional detail.

Findings resulting from the data analysis indicate that candidates overall fulfill expectations relevant to the critical tasks. The areas that candidates failed to meet expectations (20%) was in "plans and adapts instruction for individual needs" and "tools for assessment". The result of this assessment indicates a need for increased attention to adapting instruction and assessment as well as encouraging candidates to be more diligent in addressing these during planning.

#### c. Content Area Methods Course Grades

Each middle school major takes a methods course in both of the areas of concentration. Through candidates that dual major with elementary education, take methods in their elementary program of study (TEAM). Candidates with dual majors in middle and secondary education (or are in an allied arts field), take the middle/secondary methods and material in the content area.

Based upon the course grade findings, 100% of the middle school candidates successfully demonstrated their content knowledge relative to their areas of concentration.

Middle School Education	N = 10			
<i>Assessment of Middle Level Teaching Fields</i>	A	B	C	D
T&L 400: Methods and Materials: Middle/Secondary School Science	1 100%	0	0	0
Math 400: Methods and Materials: Middle/Secondary School Math	2 100%	0	0	0
BOTE 303. Methods of Teaching Business Education	1 100%	0	0	0
PEXS 403: School Health	3 100%	0	0	0



TL 410. Teaching Reading and Writing in the Elementary School (TEAM)	2 100%	0	0	0
TL 430. Social Studies in the Elementary School (TEAM)	2 100%	0	0	0
TL 440. Math in the Elementary School (TEAM)	5 100%	0	0	0
TL 470. Science in the Elementary School (TEAM)	4 100%	0	0	0

#### 4. Student Work Samples

Lesson Plans

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

#### **50017. 5 Middle Level Instruction**

The program requires study of the major concepts, principles, theories, and research related to effective instruction, positive learning environment, and how to employ a variety of strategies (including integrating the curricular offerings at the middle level, adapting curriculum and instruction to individual learning needs, fostering active learning, teaching problem solving, reading and communication skills) for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

It is difficult to separate instruction from the middle school curriculum as they go hand in hand. According to the National Middle School Association, the middle school curriculum must be “relevant, challenging, integrative, and exploratory” (p. 97), and that instructional strategies must be “varied and diverse” (NMSA, 2005).

The middle school coursework is founded on these beliefs and practices. Teacher candidates explore various teaching strategies and how to differentiate their instruction to best meet the needs of their students. We study, practice, and utilize various indirect means of instruction such as cooperative learning, inquiry-based instruction, experiential learning, service learning, team and turn teaching, integrative instruction, and strategies that differentiate learning (e.g., tiered instruction).

The middle school philosophy also expresses the importance of both the cognitive and affective curriculum/learning. The teacher candidates are made aware that “cognitive learning cannot take place in a state of affective disorder” (Mikalachki, 1973, p. 19). Philosophically,



middle schools focus on the facilitation of learning through both the cognitive and affective domains. Middle schools address the importance of relationship-building and the critical elements of care and understanding within the middle school practice. For teacher candidates to adopt these practices into their beliefs and practices, a program must intertwine the teaching and learning process with the developmental needs of the early adolescent.

In addition to the forementioned instructional strategies, candidates study, practice, and implement problem solving and communication skills. Teacher make thousands of decisions everyday and the ability to solve problems is best learned through practice. Throughout the middle school program, the teacher candidates are taught using case studies, discussion groups, debates, etc. These strategies along with direct instruction regarding critical thinking and questioning skills assist our candidates in their development as problem solvers. Communication skills are also enhanced by the constructivist approach of our department. In particular, the candidates ability to communicate as professionals is tested in the middle school methods course. Each student team has the responsibility to maintain open and regular communications with the public school team they are teaching with as well as with the individual teacher to whom they are assigned. Frequent communication by the teacher candidates is required in the field based methods course to ensure a positive relation (and thus continued support) with our public school partners.

2. Which Critical Tasks/Praxis Tests/Dispositions or other measures (GPA), assess the extent to which candidates have met this standard? Middle Level candidates take the Praxis II as a measure of content knowledge only-not pedagogical knowledge.
  - a. Course Embedded: Peer Presentations
  - b. Course Embedded: Interdisciplinary Unit
  - c. Critical Task Assessment: Lesson Plan

3. Upon an analysis of assessment results, to what extent have candidates met the standard? Results of candidates' assessments should be presented in table format. At least 1 year of data must be reported. We will be reporting data from fall 2006, spring 2007, and summer 2007.

a. Course Embedded Assessment: Peer Presentation

Course Name & #	ESPB Standard Addressed	Brief Description of Course (from catalog)	Description of Assessment Used
TL 341: Foundations of Middle Level Education	50017.5	This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization.	Peer Presentation (see Appendix C)



Middle School Education	N = 10			
<i>50017.5 : Middle Level Instruction</i>	A	B	C	D
T&L 341: Peer Presentation	9 90%	1 10%	0	0

The Peer Presentations assignment involves the demonstration of content knowledge by facilitating topic discussion and/or interaction. The assignment also requires good organization, an assessment plan, and reflection (see Appendix C). All of these are essential elements of instruction. The candidates repeatedly score high in knowledge of subject/topic. The area that the teacher candidates need additional assistance with is the “facilitates discussion and/or interaction” and “devising an assessment plan”. These two areas are further explored in the Middle School Curriculum and Methods course.

b. Course Embedded Assessment: Interdisciplinary Unit

Course Name & #	ESPB Standard	Brief Description of Course (from catalog)	Description of Assessment Use
TL 465: Middle School Curriculum and Methods	50017.5	This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting.	Interdisciplinary unit requirements (see Appendix D)

<i>50017.5: Middle Level Instruction</i>	A	B	C	D
T&L 465: Interdisciplinary Unit	8 80%	2 20%	0	0

The Interdisciplinary Units allows candidates to design, implement, teach, and assess interdisciplinary unit in our middle schools. The candidates consistently met the course requirements for middle level instruction (content knowledge, effective instruction, varied strategies). Areas of concerns were based on accommodations and incomplete reporting (content information).



c. \*\*\* CRITICAL TASK ASSESSMENT: Lesson Plan

<b>Critical Task: Lesson Plan N =</b>	<b>Does not Meet Expectations (Insufficient Evidence - 1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence - 3 pts)</b>	<b>Mean</b>	<b>Mode</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	0	7	3	2.3	2
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	1	6	3	2.2	2
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	1	7	2	2.1	2
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	2	6	2	2.0	2
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	1	7	2	2.1	2
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	0	7	3	2.3	2
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	2	7	1	1.9	2

**\*\*\* This table represents the results of combined data from two previous versions of the critical task rubric.**

The Interdisciplinary Lesson Plan is the last lesson taught in the Middle School Curriculum and Methods course. Candidates are expected to address measurable learning targets and appropriate assessment, effective and varied instructional strategies, and accommodations and modifications that promote learning for all students. Findings resulting from the data analysis indicate that candidates overall fulfill expectations relevant to the critical tasks. The areas that candidates failed to meet expectations (20%) was in “plans and adapts instruction for individual needs” and “tools for assessment”. The result of this assessment indicates a need for increased attention to



adapting instruction and assessment as well as encouraging candidates to be more diligent in addressing these during planning.

#### 4. Results

##### Peer Presentation

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

##### Lesson Plans

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

The Interdisciplinary Units are available in hard copy.

#### **50017. 6 Middle Level Assessment**

The program requires study of formal and informal assessment strategies to evaluate learning and teaching to ensure the continuous intellectual, psychological, social, and physical development of all young adolescents, and how use that knowledge in middle level practice. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

The strong relationship between the curriculum and instruction must also be extended to the assessment as this element makes the loop complete. Candidates are introduced to “backwards design” (Wiggins & McTighe, 2005) in TL 325: Exploring Teaching. This approach to assessing learning permeates the middle school program of study. Candidates establish learning targets based upon their content standards and what they want their students to know and be able to do. To ensure learning is occurring, the candidates determine what type of assessment will provide the appropriate evidence of that learning.

In preparation for their field work, candidates study formal and informal assessments in various courses within the program of study (TL 325, 315, 341, 350, 409, 465 – See Appendix F for course descriptions). They explore diagnostic, formative, and summative types of assessments. The candidates are then required to devise appropriate assessments according to the learning targets. This is displayed in the numerous lessons that the candidate creates, teaches, and also assesses within their field experience (TL 465/486).

The National Middle School Association promotes authentic learning environments for young adolescents. It is for this reason that a majority of the assessment is performance based and personal communication assessments (e.g., interactive discussions, debates, reflections, etc.). The candidates are introduced to and practice selected response assessments (e.g., multiple



choice, matching, etc.) and essay methods, and are encouraged to use these assessment methods if the achievement target is knowledge mastery. The candidates are required to assess each lesson that they teach and provide that evidence and feedback to the middle school students that they are responsible to.

## 2. Assessments

- a. Course Embedded: Interdisciplinary Unit
- b. Critical Task Assessment: Lesson Plan
- c. Course Embedded: Foundation of Middle School Take Home Final

## 3. Results

- a. Course Embedded Assessment: Interdisciplinary Unit

Course Name & #	ESPB Standard Addressed	Brief Description of Course (from catalog)	Description of Assessment Used
TL 465: Middle School Curriculum and Methods	50017.6	This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting.	Interdisciplinary unit requirements (see Appendix D)

Middle School Education	N = 10			
<i>50017.6 : Middle Level Assessment</i>	A	B	C	D
T&L 465: Interdisciplinary Unit	8 80%	2 20%	0	0



<b>Critical Task: Lesson Plan N =</b>	<b>Does not Meet Expectations (Insufficient Evidence - 1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence - 3 pts)</b>	<b>Mean</b>	<b>Mode</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	0	7	3	2.3	2
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	1	6	3	2.2	2
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	1	7	2	2.1	2
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	2	6	2	2.0	2
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	1	7	2	2.1	2
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	0	7	3	2.3	2
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	2	7	1	1.9	2

The Interdisciplinary Units allows candidates to design, implement, teach, and assess interdisciplinary unit in our middle schools. The candidates consistently met the course requirements for middle level instruction (content knowledge, effective instruction, varied strategies, and appropriate assessments). The candidates' assessment strategies are evident in the Interdisciplinary Units for 80% of the candidates. One area of concern is the candidates' ability to adapt instruction and assessment for the modest capacity students.



**\*\*\* This table represents the results of combined data from two previous versions of the critical task rubric.**

The Interdisciplinary Lesson Plan is the last lesson taught in the Middle School Curriculum and Methods course. Candidates are expected to address measurable learning targets and appropriate assessment, and accommodations and modifications that promote learning for all students. Findings resulting from the data analysis indicate that candidates overall fulfill expectations relevant to the critical tasks. The areas that candidates failed to meet expectations (20%) was in “plans and adapts instruction for individual needs” and “tools for assessment”. The result of this assessment indicates a need for increased attention to adapting instruction and assessment as well as encouraging candidates to be more diligent in addressing these during planning.

c. Course Embedded: Foundation of Middle Level Final

Course Name & #	ESPB Standard	Brief Description of Course (from catalog)	Description of Assessment Used
TL 341: Foundations of Middle Level Education	50017.6	This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization.	Take Home Final (see AppendixA)

Middle School Education	N = 10			
<i>50017.6 : Middle Level Assessment</i>	A	B	C	D
T&L 341: Take Home Final	9 90%	1 10%	0	0

The Take Home Final involves a culminative question that would assesses the candidates overall understanding of the middle school concept. One of the critical expectations is to address informal and formal assessments. An additional question is directly regarding performance assessments. The candidates scored well on the final (100% received an A or B grade). This assessment shows a basic understanding of the various elements and strategies of assessment.

#### 4. Student Work Samples

The Lesson Plans

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)



## Foundation of Middle School Take Home Final

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

The Interdisciplinary Unit is available in hard copy.

### **50017. 7 Family and Community Involvement**

The program requires study of major concepts, principles, theories, and research related to working collaboratively with other teachers, staff members, resource persons, family and community members, and how to use that knowledge to maximize the learning of all young adolescents. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

This can be a difficult to accomplish in a teacher education program of study; although, the middle school program of study emphasizes the importance of family and community involvement. The most notable is the responsibility that is placed upon the candidates to develop collaborative relationships with the middle school teachers and staff as they become a part of the team. They also work with other teachers (e.g., special education, librarians) doing observations and collaboration regarding students or needed resources (e.g., books).

Through the interdisciplinary unit, the teams often involve outside resources (community or families). Our teacher candidates are involved with service learning projects, family involvement projects, and school planned exploratory activities.

2. Assessments

- a. Course Embedded: TL 486: Learning Log
- b. Course Embedded: Interdisciplinary Unit

3. Results

a. Course Embedded Assessment: Learning Log/Field Experience

Course Name & #	ESPB Standard	Brief Description of Course (from catalog)	Description of Assessment Used
TL 465/486: Middle School Curriculum and Methods	50017.7	This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting.	Learning Log (see Appendix F)



Middle School Education	N = 10			
<i>50017.7 Family and Community Involvement</i>	A	B	C	D
T&L 465/486: Learning Log	9 90%	1 10%	0	0

The Learning Log is the reporting form for the fieldwork assignments (attached to appendix E) to be completed as a co-requisite for TL 465: Middle School Curriculum and Methods. The assignments include development of individual and team goals that are shared with the cooperating teacher and team. The candidates are required to work with a student who has a learning disability and then reflect upon the experience within the learning log. In addition, each candidate and the special education teacher for their team, establish a two-hour block of time for the candidate to work with a student with more severe needs (e.g., MR, autism, EMH). This collaborative arrangement is reflected upon in the learning log. Ninety percent of the candidates earned an “A” in these requirements. The candidates report an outstanding experience through their learning log reflection.

b. Course Embedded Assessment: Interdisciplinary Unit

Course Name & #	ESPB Standard Addressed	Brief Description of Course (from catalog)	Description of Assessment Used
TL 465: Middle School Curriculum and Methods	50017.7	This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting.	Interdisciplinary unit requirements (see Appendix D)

Middle School Education	N = 10			
<i>50017.7 : Parent and Community Involvement</i>	A	B	C	D
T&L 465: Interdisciplinary Unit	8 80%	2 20%	0	0



The Interdisciplinary Units allows candidates to design, implement, teach, and assess interdisciplinary unit in our middle schools. The interdisciplinary unit is collaborated with the middle school teams, and the lessons are shared with the cooperative teachers. The candidates consistently met the course requirements for collaboration with teachers, use of resource people, and with the community. Although family and community involvement is not a specific course requirement, it is reflected within the Interdisciplinary Units.

#### 4. Student Work Samples

The Interdisciplinary Unit is available in hard copy.

Learning Log

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

#### **50017. 8 Middle Level Professional Roles**

The program requires examination of the complexity of teaching young adolescents, and engagement in practices and behaviors that develop candidates' professional competence. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

This standard is the premise for the design of the middle school program. The program is based upon providing each teacher candidate with an authentic experience that emulates the middle school concept/philosophy. As forementioned, the middle school program of study is designed to equip candidates with the knowledge and abilities to engage in the teaming process. This includes the preparation, creation, teaching, and assessment of lesson that promote student learning.

#### 2. Assessments

- a. Critical Task Assessment: Lesson Plan
- b. Course Embedded: Interdisciplinary Unit

#### 3. Results

- a. \*\*\* Critical Task Assessment: Lesson Plan

<b>Critical Task: Lesson Plan N =</b>	<b>Does not Meet Expectations (Insufficient Evidence - 1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence - 3 pts)</b>	<b>Mean</b>	<b>Mode</b>



1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	0	7	3	2.3	2
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	1	6	3	2.2	2
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	1	7	2	2.1	2
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	2	6	2	2.0	2
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	1	7	2	2.1	2
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	0	7	3	2.3	2
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	2	7	1	1.9	2

**\*\*\* This table represents the results of combined data from two previous versions of the critical task rubric.**

The Interdisciplinary lesson plan depicts the professional roles associated with the education of early adolescents. The candidates fairly consistently met the 'fulfills expectations' throughout the lesson plan assessment. Principles that the candidates scored the highest (mean of 2.3 or better) was "teacher candidate processes content knowledge" and "teacher candidate plans content rich learning opportunities aligned with curriculum standards." Areas of concerns were based on a mean score of 2.0 and below. The two principles are "teacher candidate plans and adapts instruction for individual needs" (mean of 2.0) and "teacher candidate possesses knowledge of tools for assessment" (mean of 1.9). Due to this assessment, additional emphasis has been placed on the assignment dealing with adapting instruction for all learners and assessing student learning.

b. Course Embedded Assessment: Interdisciplinary Unit



Course Name & #	ESPB Standard	Brief Description of Course (from catalog)	Description of Assessment Used
TL 465: Middle School Curriculum and Methods	50017.8	This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting.	Interdisciplinary unit requirements (see Appendix D)

Middle School Education	N = 10			
<b>50017.8 : Middle Level Professional Roles</b>	A	B	C	D
T&L 465: Interdisciplinary Unit	8 80%	2 20%	0	0

The Interdisciplinary Units allows the candidates to explore practices and behaviors designed to prepare candidates for the profession. The implementation, teaching, and assessment of an interdisciplinary unit in our middle schools provides the candidates with practical competencies. The interdisciplinary unit scores are indicate the all candidates received an “A” or “B” regarding the Interdisciplinary Unit.

#### 4. Student Work Samples

The Interdisciplinary Unit are available in hard copy.

Lesson Plan

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

#### **50017. 9 Incorporation of Technology**

The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

The middle school program utilizes various technologies within the instructional practice but more importantly, provides the teacher candidates with an opportunity to explore, develop, and incorporate technology in their teaching. At the foundation is the requirement that all middle school candidates take Technology for Teachers (TL 390) which acquaints them with the latest



technological tools and practices for educators. Candidates then use the technology to support their peer presentations (TL 341: Foundation of Middle Level). In the Middle Level Curriculum and Methods course (TL 465), candidates readily incorporate elements of technology into the lesson they create and teach. We are fortunate that the Grand Forks Public Schools are very advanced in the use of technology, and thus, the students that we are teaching are well equipped to utilize the technology that is built into our instruction.

## 2. Assessments

- a. Critical Task Assessment: Lesson Plan
- b. Course Embedded: Peer Presentation
- c. Course Embedded: Interdisciplinary Unit

## 3. Results

- a. \*\*\* Critical Task Assessment: Lesson Plan

**\*\*\* This table represents the results of combined data from two previous versions of the critical task rubric.**

<b>Critical Task: Lesson Plan N =</b>	<b>Does not Meet Expectations (Insufficient Evidence - 1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence - 3 pts)</b>	<b>Mean</b>	<b>Mode</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	0	7	3	2.3	2
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	1	6	3	2.2	2
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	1	7	2	2.1	2
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	2	6	2	2.0	2



7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	1	7	2	2.1	2
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	0	7	3	2.3	2
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	2	7	1	1.9	2

The lesson plans designed by the candidates often times incorporate various types of technology. Technology can assist with the dissemination of knowledge (Principle 1.2), provides access to the standards (Principle 7.2), and displays the criteria for assessment (Principle 8.1). The candidates often times used technology to adapt instruction for the individual student needs. Although not directly measured in our critical task rubric, the lesson plans in LiveText will illustrate the appropriate use of technology

**b. Course Embedded: Peer Presentation**

Course Name & #	ESPB Standard	Brief Description of Course (from catalog)	Description of Assessment Used
TL 341: Foundations of Middle Level Education	50017.9	This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization.	Peer Presentation (see Appendix C)

Middle School Education	N = 10			
50017.9: Incorporation of Technology	A	B	C	D
T&L 341: Peer Presentation	9 90%	1 10%	0	0

The Peer Presentations assignment involves the demonstration of content knowledge by facilitating topic discussion and/or interaction. The candidates often use technology to support their presentations. The technology (e.g., powerpoint) provides a guide for the presenters and a visual aid for the other candidates (peers).



c. Course Embedded Assessment: Interdisciplinary Unit

Course Name & #	ESPB Standard Addressed	Brief Description of Course (from catalog)	Description of Assessment Used
TL 465: Middle School Curriculum and Methods	50017.9	This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting.	Interdisciplinary unit requirements (see Appendix D)

Middle School Education	N = 10			
<b>50017.9: <i>Incorporation of Technology</i></b>	A	B	C	D
T&L 465: Interdisciplinary Unit	8 80%	2 20%	0	0

The Interdisciplinary units shows the candidates' understanding of and ability to implement technology as a tool that supports learning. The Interdisciplinary Unit grade indicates the candidate's overall effort on the unit verses the single element of incorporating technology so it is difficult to make a direct assessment.

#### 4. Student Work Samples

##### Lesson Plan

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

##### Peer Presentation

[Sample 1](#)

[Sample 2](#)

[Sample 3](#)

The Interdisciplinary Unit are available in hard copy.

**50017.10** Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and



program operations. The program disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

Data are collected at transition points throughout the program of study to assess candidate performance, program quality, and program operations. Here is the unit assessment system for the Middle School Education Program:

Initial Programs Undergraduate	Upon Admission to Teacher Educ.	Before Entering Student Teaching	Before Program Completion	After Completion
Middle Level	<ul style="list-style-type: none"> <li>• GPA</li> <li>• PPST scores</li> <li>• Letter of Application</li> <li>• Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Tasks (lesson plan, case study)</li> <li>• Dispositions</li> <li>• Cooperating Team visit</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Tasks (mid-term evaluation, Final Eval.)</li> <li>• Dispositions</li> </ul>	Assessments <ul style="list-style-type: none"> <li>• Graduate surveys</li> <li>• Principal Surveys</li> </ul>

Changes made due to data analysis:

1. Greater emphasis on assessment
  - informal/formal, authentic, diagnostic/formative/summative
2. Greater attention to accommodations/modification
  - require that accommodations are addressed in lessons taught to middle school students.
3. Increase in the field experience requirements:
  - additional requirements (special needs experiences, more lessons taught)
  - require additional hours –
  - middle school candidates complete between 180 – 200 hours of field work.
  - Candidates teach middle school students for approximately 30 hours
4. Changed the content area requirements from 18-22 credits to 24 credits according to the requirement for “highly qualified” (ESPB).

### References:

Mikalachki, A. (1973). *Youth alienation and the school system*. Orbit, 4(5), 19.

National Middle School Association. (2005). *This we believe: In action*. Westerville, OH: Author

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.



## II. Multicultural/Native American /Diversity Standard

The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners.

**This response is prepared for all programs approved by ESPB. If you are reviewing an undergraduate or initial program only, please read the sections of this response headed *Initial Programs*. For Advanced or Professional Programs, please read the sections of this response headed *Advanced Programs*. Syllabi, vita and cited electronic work samples referred to in the report may be found in the folder labeled “MC-Diversity Standard.”**

### *MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY*

#### Initial Programs

##### Opportunity to Address/Meet Standard

T&L 433: Multicultural Education: All candidates in the Teacher Education Program at the University of North Dakota are required to complete this course (There is also a correspondence course with the same prefix and title which is offered to those who are in non-UND programs. Rarely, an exception is made for a candidate in the program who is unable to take the on-campus course.)

##### Course Description

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: Mandan, Hidatsa, and Arikara (see attached sample syllabus [TL 433](#)).

##### Assessments/Results

1. Critical Task: Multicultural Teaching is submitted and assessed in LiveText, an on-line data management system. This Critical Task is a research paper based upon an issue in multicultural education. The paper includes a lesson plan which is assessed to determine candidates' ability to apply what they have learned related to diversity. The task was piloted in the spring of 2007 and assessed formally for the first time in the fall of 2007.

### **Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching**

**Fall 2007 N=90**

<b>Teaching &amp; Learning Standards</b>	<b>Does Not Meet</b>	<b>Fulfills Expectations</b>	<b>Exceeds Expectations</b>
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style,	14%	56%	29%



nonverbal cues).

6.3 Teacher candidate uses media and technology as effective learning and communication tools.

13%

36%

30%

6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.

15%

52%

32%

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

2. Mid-Term Showcase: Candidates work in pairs to create a showcase of a culture that includes engaging hands on learning activities.

Fall 2007 Multicultural Ed					
TL433: Section 1: Midterm Showcase Scores	A	B	C	D	F
N = 30	# 30 100%	0%	0%	0%	0%

3. Native American Reservation Field Trip: The class participates in a field trip, to an American Indian reservation school K-12. Each candidate is expected to write a 3-5 page paper reflecting on the field experience. At a minimum, the student should provide answers to the following questions after the field experience: (a) What does education and learning experiences mean to these students; (b) Is the educational system ensuring that the diverse needs of those students are met?

The field trip reflection assessment rubric covers three areas:

- (a) Focus (i.e. relevant, specific and clear response to the above questions....10 points);
- (b) Perspective (i.e. the student reflects on the field trip from a diverse/multiple perspective...10 points );
- (c) Language/Grammar (i.e., the students uses appropriate diversity terminology/ language as well as correct grammar...5 points).

TL 433 Section 1:Fall 2007	A	B	C	D
Field Trip Reflection Scores (N=30)	#26 87%	#4 13%	#0	#0

### Student Work Samples

1. For candidate work related to the critical task (#1 above), please click on the any of the documents below:

- [Sample 1](#) Does Not Meet Expectations
- [Sample 2](#) Meets Expectations
- [Sample 3](#) Exceeds Expectations



2. A variety of student work samples related to the showcase will be available in the hard copy exhibit room.

### *Advanced Programs*

#### Opportunity to Address/Meet Standard

**EFR 506: Multicultural Education:** Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. As described in the catalog the course is a “review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with the processes for incorporating multicultural education into their own education environments to meet the needs of their culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course” (pg.249). (Also, see attached sample syllabi: [EFR 5061](#); [EFR5062](#)).

#### Assessments/Results:

##### Course Grades

Sections 1-4: SU, 2007					
Course EFR 506: Multicultural Education	A	B	C	D	F
N=28	# 26 93%	#1 3.5%	#0 %	#0 %	#1 3.5%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

### *STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS*

#### Initial Programs

#### Opportunity to Address/Meet Standard

**T&L 315: Education of Exceptional Students:** All candidates in our Early Childhood Education, Elementary Education and Middle Level programs are required to take this course(see attached syllabus [T&L 315](#)).

Course Description: “An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children” (college catalog p.184).

**TEAM Methods:** Candidates in Elementary Education, Early Childhood Education and Middle Level Education take a series of methods related courses that require them to demonstrate an ability to accommodate instruction for students with special needs. Initially, candidates are presented with a case of a virtual student. They view a video and review an IEP and create a lesson plan with accommodations for this student ([see IEP of Nathan](#)). Next, candidates complete a 60-hour field experience. They select a lesson for assessment that includes accommodations for one or more students in their field experience setting.



**Integration of Special Needs:** The secondary education program has developed an integrated approach to guide candidates' knowledge about and skill in teaching diverse learners (see [Integration of Special Needs within the Secondary Education Program](#) document).

#### Assessments/Results

##### Course Grades

Fall 06 - Spring 07					
Course TL 315: Education of Exceptional Students	A	B	C	D	F
N=197	#148 75%	#34 18%	#7 3%	#4 2%	#4 2%

Over 93% of candidates from spring 2006 to fall of 2007 met or exceeded expectations related to the content of TL315 as demonstrated by the percent of A's and B's awarded.

**TEAM Methods:** Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. Results from fall 2006-spring 2007 are presented in the table below:

ard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
006	6.4%	70.2%	23.4%
g 2007	13.8%	74.2%	12%

During the 2006-2007 academic year 87.2%-94.6% of candidates met or exceeded the standard related to adapting instruction. The faculty reviewed data in May of 2007 and were disappointed in the lower results in the spring semester. It was at this point that the case of Nathan was developed for implementation in the fall of 2007. We hope to see improvements during the 07-08 academic year.

**Integration of Special Needs:** Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. The Lesson Plan for secondary programs is submitted and scored only in the fall since this is when the methods courses are offered. At the time of this report, no results are available. Results for fall 2007 will be available in the spring of 2008.

**Student Teaching Evaluations:** Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end term during the student teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs
--



	Mid Term N = 86				Final N =86			
Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

As noted in the evaluations 85%-88% of candidates during student teaching are able to adequately address this standard. In addition, 20% of candidates moved from the developing to proficient category by the end of the their student teaching assignment.

### *Advanced Programs*

#### Opportunity to Address/Meet Standard

**EFR 506: Multicultural Education:** Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. The emphasis of the course may vary dependent upon the semester. For example, in the summer of 2007 one section of EFR 506 emphasized issues in special education within the context of the multicultural framework (see syllabus [EFR 506](#)).

### **Assessment /Analysis**

#### Course Grades

Course	A	B	C	D	F
EFR 506: Multicultural Education: Sec3: SU, 2007 N=14	#12 86%	#1 7%	# 0%	# 0%	#1 7%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

Other important diversity aspects are part of the curriculum in the required courses of [EFR 500](#): Philosophical Foundations of Education, [TL 540](#): Philosophies and Theories of Curriculum, and [TL 542](#): Models of Teaching. In addition, the candidate is required to take an additional three credits of foundations. Typically, they are advised to take [EFR 505](#): Social Foundations of Education or [EFR 507](#) Gender and Education; in either of these latter two courses, candidates study multicultural education, diversity education, and socioeconomic aspects related to access, equality, and equity.

**TL 590 ST: Children's Literature in the Classroom.** In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all students. Further, students complete projects which explore Native American Literature. The syllabus for [TL590ST](#) states the following goal:

- Expand your knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2)



The goal is met through reading and discussing articles and children's literature and by assignments. Sample readings and assignments are provided to illustrate candidate experiences.

Sample articles on diverse learners (cultural, racial, gender, socioeconomic)

- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher*, 59, pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, 58, pp. 696-703.
- Louie, B. L. Guiding principles for teaching multicultural literature. *The Reading Teacher*, 59, pp. 438-448.
- Wason-Ellam, L. (1997). "If only I was like Barbie." *Language Arts*, 74(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children's literature seriously: Reading for pleasure and social change. *Language Arts*, 74(6), pp. 446-453.

Multicultural and gender-based literature assigned for the course and read by candidates:

- Curtis, C. P. (1995). *The Watsons Go To Birmingham*. Yearling. ISBN: 0440414121
- DiCamillo, K. (2000). *Because of Winn-Dixie*. Scholastic. ISBN: 043925051X
- Erdrich, L. (1999). *The Birchbark House*. Scholastic. ISBN: 0439203406
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press. ISBN: 0920236162
- Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

Artifacts supplied to illustrate multicultural course experiences are listed here and supplied for perusal.

- PowerPoint by candidate—[Contemporary Native Americans and Literature](#)
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*
- Key Discussant Grade Report on *Birchbark House* with bibliography of Native America book resources and teaching ideas
- [Multicultural Book Analysis](#)

**TL 590 ST: Writing in the Elementary School Classroom.** In part this course is designed to increase candidates' ability to effectively teach diverse children to write, respecting development, culture, gender, and individuality. Though meeting a goal such as this is integrated throughout the semester, specific course readings and activities are devoted to the goal. Readings on gender and writing, specifically paying attention to boys, and culturally conscious writing instruction is also addressed. Multicultural and gender-based readings include the following:

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.
- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher*, 51(5), 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.
- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts*, 84(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts*, 77(4), 294-300.



- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-739.

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

### *Programs for Other School Professionals*

In addition to the instruction and assessment in the above programs, the following coursework in Educational Leadership and School Counseling attend to multicultural and diversity issues.

### Educational Leadership:

#### Opportunity to Address/Meet Standard: Courses

[EDL 514](#): Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system). [EDL 516](#) Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.

[EDL 519](#): The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.

[EDL 501](#): Leadership, Planning, and Organizational Behavior: Studies include shaping school culture, addressing individual and group needs, setting goals and priorities according to the context of the community.

[EDL 511](#): Personal Communications and Ethics: Discussions are held on how culture, age, and socioeconomics influences education.

### Assessments Include:

Exams  
Research Papers  
Portfolios

### School Counseling:

#### Opportunity to Address/Meet Standard: Courses

[Coun 518](#): Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

[Coun 531](#): Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression,



eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

[Coun 532](#): Multicultural Counseling: “This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined”(college catalog p. 24).

Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms





**CURRICULUM EXHIBIT FORM BASIC PROGRAM**  
**EDUCATION STANDARDS AND PRACTICES BOARD**  
 SFN 14381 (05-06)



Institution: University of North Dakota		Major: Middle Level Ed
Credits are: Semester		
Credits required for degree:	125	
<b>General Studies</b>	<b>Teaching Specialty</b>	<b>Professional Education</b>
Must total at least 36 credits	Total Credits: 48	Total: 48 Credits
<u>Behavioral Sciences (9 Min)</u> Electives in at least 2 areas from the following departments: Anthropology, A&S, Communication, CSD, Economics, Geography, History, Honors, Humanities, Indian Studies, Music, Nursing, Nutrition, Political Science, Psychology, Recreation and Leisure, Rehab Services, Sociology, Social work, Space Studies, T&L. <b>9 credits Total</b>  <u>Humanities (9 Min)</u> Electives from at least 2 areas in the following departments: Art, EHD, English, Fine Arts, History, honors, Indian Studies, IT, Languages, Music, Philosophy, Political Science, Religion and Theater Arts. <b>9 credits Total</b> <u>Natural Sciences (9 Min)</u> Electives in at least 2 areas and 1 lab science from the following departments: Anthropology, Atmospheric Sci, Biology, Chemistry, Computer, Sci, Economics, Geography, Geology, Honors, Humanities, IT, Mathematics, Nutr and Dietetics, Philosophy, Physics, Psychology, Sociology and Space Studies <b>9 credits Total</b>  <u>Symbolic Systems (9 Min)</u> Engl 110 Composition (3) Engl 120 Composition (3) Comm 110 Public Speaking (3) <b>OR Engl 125 OR Advanced</b>	<u>Middle Level Ed Curriculum:</u> In order to be considered a highly Qualified teacher at the Middle Level, candidates must take coursework in two content areas in addition to the Middle Level major program of study. This program must be planned carefully between the student and the middle school advisor to ensure that the requirements for teaching in the subject areas have been met. Example areas of content areas include but are not limited to: English, mathematics, science, history, geography, health, and technology education.  <u>English</u> (English Minor is recommended) Engl 271 Literary Analysis I (3) Engl 272 Literacy Analysis II (3) Engl 308 Advanced Comp I (3) <b>Or</b> Engl 408 Advanced Comp II (3) Comm 110 Public Speaking (3) Engl 421 Methods & Materials Teaching Middle Level/Secondary Writing & Language (3) Engl 422 Methods & Materials Teaching Middle Level/Secondary Reading and Literature (3) T&L 486 Field Experience English (1) T&L 409 Reading in the Content Area (3) Developmental Reading (3)  Electives from the following: Engl 221 Intro to Drama (2) Engl 222 Intro to Poetry (2) Engl 224 Intro to Fiction (2) Engl 225 Intro to Film (2) Engl 265 Native American Lit (3) Engl 303 Survey of American Lit (3) Engl 304 Survey of American Lit (3) Engl 315/316 Shakespeare (3, 3)	T&L 325 Exploring Teaching in Secondary Schools (3) <b>Or</b> T&L 330 Intro to Teaching & Learning (3)  T&L 315 Education of Exceptional Student (3) T&L 341 Foundations of Middle Level Education (2) T&L 350 Dev & Ed of Adolescent (3) T&L 390 Technology for Teachers (2) T&L 465 Methods & Materials (5) T&L 433 Multicultural Ed (3) T&L 460 Micro Teaching (3) T&L 486 Field Experience (1) T&L 487 Student Teaching (16) T&L 488 Senior Seminar (1) T&L 409 Reading in the Content Area (3) T&L 432 Classroom Management (3)



<p>Composition Course <b>9 credits Total</b></p>	<p>Engl 357 Women Writers and Readers (3) Engl 359 Young Adult Literature (3) Engl 365 Black American Writers (3)</p> <p><b><u>Social Studies</u></b> Hist 101 Western Civilization I (3) <b>Or</b> Hist 102 West Civilization II (3)</p> <p>Hist 103 US History to 1877 (3) Hist 104 US History Since 1877 (3) Hist 220 History of North Dakota (3)</p> <p>Geog 319 Geography for Teachers and T&amp;L 386 Field Experience (4) <b>Or</b> Geog 419 Methods &amp; Materials in Geographic Education (3)</p> <p>Geog 161 World Regional Geography (3)</p> <p>Geog 262 Geography of North America I (3) <b>Or</b> Geog 263 Geography of North Dakota (3)</p> <p>T&amp;L 400 Methods &amp; Materials: Social Studies (3) T&amp;L 486 Field Experience: Social Studies (1)</p> <p><b><u>Mathematics</u></b> Math 103 College Algebra (3) Math 107 Pre-Calculus (4) Math 115 Introduction to Mathematical Thought (3) Math 277 Math for Elementary School Teachers (3) Math 377 Geometry for Elementary Teachers (3) Math 477 Topics in Elementary School Mathematics: Probability/Statistics (3) T&amp;L 390 Technology for Teachers (2)</p> <p>Math 146 Applied Calculus (3) <b>Or</b> Math 165 Calculus I (4) <b>Or</b> Math 208 Discrete Math (3)</p> <p>T&amp;L 400 Methods &amp; Materials: Mathematics (3) T&amp;L 486 Field Experience: Mathematics Math 479 Topics in Math Ed (1-3) T&amp;L 498 Math Practicum (2-3)</p> <p><b><u>Science</u></b> Biol 150/150L Biology I (4) Geol 101/101L Introduction to Geology (4) Geol 102/102L Earth Through Time</p>	
--	--	--



	<p>(Optional lab) (3-4)  Phys 130 Natural Science - Physics (4)  Phys 110/110L Astronomy with optional Lab (3-4)  Chem 110/110L Survey of Chemistry (4)</p> <p>Biol 151 General Biology II (3)  Or Biol 312 Evolution (3)  Or Biol 332 General Ecology (3)  Or Biol 336 Systematic Botany (4)</p> <p>T&amp;L 400 Methods &amp; Materials: Science (3)  T&amp;L 486 Field Experience: Science (1)</p> <p>Non Core Areas:</p> <p><b><u>Art</u></b>  Art 110 Intro to Art (3)  Art 112 Basic Design (3)  Art 130 Drawing I (3)  Art 151 Intro to Ceramics (3)  Art 210 or 211 Art History I, II (3)  Art 220 Painting I (3)  Art 230 Drawing II (3)  Art 461 Methods &amp; Materials: Art Education (3)  T&amp;L 486 Field Experience: Art Ed (1)</p> <p><b><u>Health Education</u></b>  (Health Education Minor)  PEXS 310 First Aid and CPR (2)  PEXS 327 Fitness for Life (3)  PEXS 403 School Health Ed (2)  Psyc 250 Developmental Psych (4)  Nutr 240 Fundamentals of Nutrition (3)  Geol 103 Introduction to Environmental Issues (3)</p> <p>T&amp;L 252 Child Development (3)  <b>Or</b> Soc 335 The Family (3)</p> <p>PPT 410 Drugs Subject to Abuse (2)  <b>Or</b> Soc 355 Drugs and Society (3)  <b>Or</b> Swk 410 Drugs: Addiction Dynamics (2)</p> <p>T&amp;L 486 Field Experience: Middle Level Education (1)</p> <p><b><u>Foreign Languages</u></b></p> <p><b>(French Minor)</b>  Fren 101 First Year French I (4)  Fren 102 First Year French II (4)  Fren 201 Second Year French I (4)  Fren 202 Second Year French II (4)  Fren 301 Third Year French I (3)  Fren 302 Third Year French II (3)</p>	
--	---	--



	<p>Fren 304 French Phonetics (2)  Fren 305 French Conversation and Culture (2)  Fren 306 French Conversation and Culture (2)</p> <p>Fren 371 History of French Lit I(3)  <b>Or</b> Fren 372 Hist of French Lit II (3)  <b>Or</b> Fren 373 French-Canadian and Quebec Lit (3)</p> <p>Lang 400 Methods &amp; Materials: Foreign Language (3)  T&amp;L 486 Field Experience: Foreign Language (1)</p> <p><b>(German Minor)</b>  Germ 101 First Year German I (4)  Germ 102 First Year German II (4)  Germ 201 Second Year German I (4)  Germ 202 Second Year German II(4)  Germ 307 Third Year German I (3)  Germ 308 Third Year German II (3)  Germ 404 Topics In German Lit (3)  <b>Or</b> Germ 406 German Lit in Translation (3)</p> <p>Lang 400 Methods &amp; Materials: Foreign Language (3)  T&amp;L 486 Field Experience: Foreign Language (1)</p> <p><b>(Spanish Minor)</b>  Span 101 First Year Spanish I (4)  Span 202 First Year Spanish II (4)  Span 201 Second Year Spanish I (4)  Span 202 Second Year Spanish II(4)  Span 307 Literary Analysis (3)  Span 309 Spanish Composition (3)</p> <p>Three of the following:  (One must be 310 or 311)  Span 310 Spanish Civilization and Culture (3)  Span 311 Spanish American Civilization and Culture (3)  Span 420  Span 421  Span 422  Span 423</p> <p>A minimum of 3 credit hours of 300 level coursework and 3 credit hours of 400 level coursework.</p> <p>Lang 400 Methods &amp; Materials: Foreign Language (3)  T&amp;L 486 Field Experience: Foreign Language (1)</p>	
	<b>48 Total</b>	<b>48 Total</b>

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.



## **APPENDIX A:**

### **TL 341: Foundations of Middle Level Education Take Home Final**

#### **Essay: (25 points)**

You have been asked to speak at a school forum in your school district regarding the middle school philosophy. The administration and school board are seriously looking at incorporating the middle school concept. The community and a majority of the junior high staff are unfamiliar with the concept and have voiced concern and even skepticism about the proposed transition. What will you tell them about the middle school philosophy that would persuade them. Write out the speech you will give.

#### **Case Studies (5 points each):**

1. Your “team” seems to be interested in learning about and trying out cooperative learning strategies. You are considered the expert on cooperative learning, indicate how you will assist your team in the incorporation of both informal and formal cooperative learning strategies.
2. You’ve decided to add a performance assessment criteria to your evaluation process. Since then several parents have called the office concerned that you aren’t giving enough “tests” to their son/daughter’s class. The principal has asked to see you and would like an explanation of how you plan to assess student learning without extensive paper and pencil testing. He/she is also worried about the student’s ability to do well on the upcoming standardized test. How will you address these concerns?
3. Adolescent development affects the intellectual, social, emotional, and physical growth of our students. The middle school attempts to programmatically address the needs of the early adolescent. Identify and describe how the curriculum of the middle school ( the affective curriculum and the cognitive curriculum) will address the special needs of the adolescent in each category.
4. Your “team” wants to incorporate an interdisciplinary unit. They are looking to you for help. Describe to them what needs to be done to successfully implement an interdisciplinary unit.
5. Your team recently attended a workshop on learning styles. They’ve asked you to devise a mini lesson that would illustrate various strategies that would address the student’s needs. Write out the script you’ll follow.
6. Your team is struggling and feel that they need to better address the way they approach and organize their curriculum and instruction. Indicate how you’ll assist your team in accomplishing this task.
7. Your team has decided on implementing a service learning project. Describe and elaborate on the process that will best facilitate a service learning project.



## **APPENDIX B:**

### **EARLY ADOLESCENT TEACHING PHILOSOPHY**

Consider your adolescent autobiography, your interview with a middle school teacher, your observation of early adolescents, and what you've learned in your education classes. Addressing the following questions (as a guide), write your early adolescent teaching philosophy.

Guidelines:

- What are the goals of education?
- What are the needs of the early adolescent student and how will you meet those needs?
- What is necessary to create a productive learning environment?
- How does your belief about how people learn affect your interaction with students, your instruction, and your expectations?
- How will you determine if students learned what you intended them to know and be able to do?



## APPENDIX C:

### ***TL 341: Foundations of Middle Level***

#### **CLASS PRESENTATION**

\_\_\_\_\_ **Presentation - - - introduction, instruction, closure (20 points)**

- demonstrate knowledge of subject, spark interest, eye contact, develop interactions, smooth transitions, student involvement
- **developed interactive instructional strategies (activity)**

\_\_\_\_\_ **Lesson Plan - - - complete with goals, standards, objectives, assessment, activities/procedures, and materials (10 points)**

- **Develop in LiveText ( TL 341 lesson plan template)**

\_\_\_\_\_ **Reaction Paper - - - reflect on overall experience, discuss your strengths and area(s) in need of improvement as a presenter, indicate what revisions you would make (5 points)**

- **Respond in LiveText (on lesson plan template)**
  - **must be done prior to next class period**

#### **Comments:**

-----  
RUBRIC for presentation

#### **• Demonstrated Competencies •**

##### **Exemplary: 19 - 20 points**

The effort and knowledge clearly demonstrated complete understanding of the idea and process. Student is well prepared, communicates well and uses activities and questioning.

##### **Satisfactory: 17 - 18 points**

The effort and knowledge presents an adequate understanding of the idea and process. Student has done some preparing and use of an activity or questioning.

##### **Questionable: 14 - 16 points**

The effort and knowledge show understanding of only part of the idea and process. The level of preparation is questionable and activities and questioning are very limited.

##### **Inadequate: 13 points or less**

The effort and knowledge does not show understanding of the idea or process. Presentation is missing the required elements.



## APPENDIX D:

### T&L 465 - Middle School Methods

#### Interdisciplinary Unit

##### CHECKLIST:

##### \_\_\_ Choose topic/theme

Consider your teams' curriculum and/or suggestions for integration

##### \_\_\_ Brainstorm (Webbing)

##### \_\_\_ Planning:

###### **Meaningful unit of study:**

- What do you want student to know?
- What do you want student to be able to do (learning experience) ?
- What skills & strategies need to be developed?
- How will you know that they learned these concepts?

Activities (inquiry based): KWL

- What do we know about this topic?
- What do we want to know about the topic?
- How and where do we go to find out about this topic?

Bring resources

Formulate unit objectives

Develop an in-depth inquiry ( a question that stimulates continued exploration and learning).

##### \_\_\_ Implementation:

Develop lesson plans for separate activities - daily themes must correlate/integrate

Use student questions to facilitate planning and implementation (encourage inquiry/investigation)

Use a variety of instructional strategies (group) and learning style techniques (allow choices)

##### \_\_\_ Assessment:

Provide time for sharing, reporting, speaking, and listening

Determine assessment of unit (what concepts should the students understand and how are these determined)

Develop and administer unit evaluation - develop the rubric

Complete peer group evaluation and self-evaluation (Gail provides)



## **Project Recommendations:**

### **I. Practical document:**

1. **Title page**  
(include authors).
2. **Briefly describe the unit**  
(table of content, grade level, what you want the student to accomplish - goals/objectives).
3. **Indicate the development of an in-depth inquiry**
4. **Background content information**  
(describe and include the content information that is necessary to teach this unit and where it can be found).
5. **A time table for implementation.**  
(showing the interdisciplinary integration).
6. **Develop enriched learning experiences for each content area (lesson plans)**
  - Lesson should address students with diverse needs
  - Develop a means of assessment for the culminating lesson that is applicable to all content areas
7. **Include a bibliography of resources.**
8. **Check for completion of content areas and strategies.**

Source:

Stevenson, C. & Carr, J. F. (Eds.). (1993). *Integrated studies in the middle grades: Dancing through walls*. New York: Teachers College Press.

## **Evaluation of the Interdisciplinary Unit: 35% of grade**

### **Interdisciplinary Unit development**

- Collaboration on the unit
- Commitment to the project
- Contributions to the unit
- Development of the all aspects of integration

### **Interdisciplinary Unit presentation**

- Teach interdisciplinary unit in the public school setting
- Assess and grade middle school students culminating papers
- Process the interdisciplinary unit with the students

### **Interdisciplinary Unit document (30%) and individual paper (5%) - Due by May 9th.**

- Develop an interdisciplinary unit as a team of teachers
- Complete group and self assessment
- Write individual papers (see the assessment criteria) 1 - 2 pages



## **TL 465: Middle School Methods**

### **INTERDISCIPLINARY UNIT**

#### **Assessment - Criteria 30 Points**

##### **Unit Description - 5 points**

(goal/unit objectives, concepts learned, unit overview, topic selection)

##### **In-depth Inquiry - 2 points**

(essential questions to stimulate student learning, ties unit together)

##### **Content Information - 5 points**

(background, sample of information, bibliography)

##### **Time Table - 2 points**

(Includes a basic guideline for the projects implementation, should show integration)

##### **Lesson Plans - 8 points**

(Individual lessons - IDU aspect, level of development; individual assessment -rubric)

##### **Diversity - 3 points**

(Includes accommodations for diverse students)

##### **Commitment/Contribution - 5 points**

(Involvement in development & execution of IDU - individually assessed)

##### **Individual Paper - 15 points**

(Write a 1-2 page reflection the use of interdisciplinary units ~ what went well, what you would have done differently, what you learned about yourself as a teacher, what could have made the IDU experience more worthwhile; and complete the self- and group-assessment)



## **APPENDIX E**

### **Learning Logs**

#### **Overview of Philosophy**

- Provide me with a snapshot of your teaching philosophy (2-3 sentences).

#### **Team Goals**

- As a team, establish 4- 6 goals that you would like to accomplish during this methods experience.

#### **Individual Goals**

- Establish 4-6 goals that you would like to accomplish during this methods experience.

#### **Homework Reflection**

- \_ From your field work and reading assignments, reflect on your views of how to use homework to promote student learning.

#### **Classroom Management Plan**

- After observing the environment in your field work classroom, what is your plan for establishing a positive classroom environment.

#### **Gender**

- Settle in and observe the gender interactions within the classroom. Look at how the students interact and how the students interact with their teacher.

#### **Working with Students with Special Needs (LD)**

- Ask your cooperating teacher to align you with a student within the classroom that has special needs. Your assignment is to assist the student when possible, determine their needs and observe the accommodations that are made for this individual.
- Reflect on this experience and how it will influence you as a teacher.

#### **Special Needs Observation**

- Spend a two-hour block of time in the resource room working with a student who has more extensive needs (e.g., MR, autism, EMH, ODD).
- Reflect on this experience and what it means for you as a teacher.

#### **Teaching Middle School Students**

- After teaching your individual two day teach, reflect on what you plan to do to improve/enhance your teaching for the IDU.



### **TL 465: Checklist for 486 Field Experience:**

As a field experience student, I will complete the following activities:

- \_\_\_\_\_ 1. Conduct your initial team meeting with your cooperating team by February 1st. See attached sheet for recommended discussion topics.
- \_\_\_\_\_ 2. Schedule specific observation times with your cooperating teacher/team. Be prompt, prepared and appropriately dressed. Establish a means for notifying the teacher if you are unable to make that commitment.
- \_\_\_\_\_ 3. Attend team meetings whenever possible, also attempt to partake (a couple of times) in advisory period (8:40 - 9:05) if possible.
- \_\_\_\_\_ 4. Develop your team goals and communicate these goals with your public school team at your initial team meeting. Record these goals in your learning log and send to Gail via LiveText.
- \_\_\_\_\_ 5. Plan lessons (each content area) as a team in conjunction with your middle school team. The team must discuss the lesson plan with the content area teacher prior to teaching the lesson in their classroom. Submit to Gail via LiveText.
- \_\_\_\_\_ 6. After collaborating with your cooperative teacher, you will create an authentic lesson that will be taught in the classroom. This lesson will be conducted over two days (& two consecutive periods). This must be completed by April 11<sup>th</sup>.
- \_\_\_\_\_ 7. After conferring with your cooperating teacher/team, you will be assigned to a student with special needs whom you will observe and work with when ever possible. Record your observations in your learning log and submit to Gail via LiveText by April 18<sup>th</sup>.
- \_\_\_\_\_ 8. Spend a tw- hour block of time observing in a EMH or MR special education room. You must make contact with the special education teacher on your team by March 7<sup>th</sup>. This observation must be completed by March 28<sup>st</sup>. Record your reflections in your learning log and submitted to Gail via Livetext by March 28.
- \_\_\_\_\_ 9. Must have completed 20 hours of observation by March 21<sup>h</sup>.
- \_\_\_\_\_ 10. Devise, develop, implement, and assess an interdisciplinary unit with your team. This unit will be taught to the middle school students on your team. Lesson plans must be submitted to Gail via LiveText.
- \_\_\_\_\_ 11. Record in your learning log your thoughts, reflections, revelations, and specific observation recordings on the following topics (these must be sent to Gail via Livetext):
  - Overview of teaching philosophy - January 31
  - Team goals - January 31
  - Individual goals - January 31
  - Classroom management plan - Feb 28



Gender observation – March 20

Homework reflection - March 20

Reflection on observation in a special needs resource room – March 28

Reflection on working with a student with special needs - April 18

Teaching Middle School Students – April 18

- \_\_\_\_\_ 12. Adhere to the requirements for 486 field experiences provided by the Office of Field Placement. Essential documents provided.



## **APPENDIX F: Course Descriptions:**

### Teaching and Learning courses:

[315](#). Education of Exceptional Students. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children.

[325](#). Exploring Teaching in Secondary Schools. 3 credits. This course is designed for students exploring the profession of teaching in a secondary or middle school as a viable career choice for them. A classroom field experience is included in this course to provide the realities of the profession in making an informed decision. As an integral part of the Secondary Education Program Area, this course introduces students to the INTASC Principles which guide our preparation of teachers and the Portfolio Process, the program's assessment tool. This course is also taken by students preparing for K-12 or middle school licensure.

[330](#). Introduction to Teaching and Learning. 3 credits. An introduction to the study of education. The course explores how children differ, how society and schools respond to children's differences, and how the social and political contexts of schooling affect children's education. Students have the opportunity to visit schools, view films and videos related to education, to explore children's literature, and to participate in role-playing, simulations, and peer teaching.

[341](#). Foundations of Middle Level Education. 2 credits. This course promotes understanding the needs of early adolescent students and of the interdisciplinary, collaborative teaching approaches associated with the middle school philosophy. The course addresses the components of organization.

[350](#). Development and Education of the Adolescent. 3 credits. A comprehensive examination of the characteristics and behavior of the adolescent student with implications for curriculum and instruction in the junior/middle and high schools. Topics covered will be transition from childhood to adolescence, including cognitive development, self-concept, physiological changes, social needs and values, and values and attitudes of adolescents. This course will provide an understanding of the wide range of differences in developmental patterns of children and the influences of economic, sociological and psychological factors in development.

[409](#). Reading in the Content Areas. 3 credits. This course addresses issues of using text, expository and narrative, within the content areas, i.e., science, social studies. Writing within the content area and across the curriculum are investigated.



[432](#). Classroom Management. 3 credits The purpose of this class is to study factors that influence classroom behavior and examine a variety of techniques that can be used in planning for positive classroom management. This course views classroom management from a humanistic position but does not assume a single method as the “best” approach. Students are expected to develop their own eclectic style during the course of this class.

[433](#). Multicultural Education. 3 credits. This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as preparing them to teach about cultural diversity. This class examines several cultures but is particularly interested in Native Americans of North Dakota.

[465](#). Middle Level Curriculum and Methods. 5 credits: This methods course takes a hands-on approach to increasing understanding and application of the various methods and strategies for teaching early adolescent students. This course addresses techniques, strategies, materials, and a content area knowledge base necessary for promoting student learning and success in a middle school setting.

### **Methods and Material Courses:**

[Engl 421](#). Methods and Materials for Middle and Secondary School Writing and Language. 3 credits. Various teaching methods, strategies and materials used in teaching middle and secondary school English writing and language. For English Education majors only.

[Engl 422](#). Methods and Materials of Teaching Middle and Secondary School Literature and Reading. 3 credits. Various teaching methods, strategies and materials used in teaching middle and secondary school English literature and reading. For English Education majors only.

[Math 400](#). Methods and Materials of Teaching Middle and Secondary School Mathematics. 3 credits. Various teaching methods, strategies and materials used in teaching middle and secondary school mathematics. National and State Standards for teaching and learning mathematics. Curriculum development. Preparation/evaluation of tests, units, and materials of instruction. Recent developments in mathematics curriculum and in instructional alternatives. Issues in teaching and learning of school mathematics.

PWX 403. School Health Education. 2 credits. Provides prospective health educators with a cursory look at health curriculum construction and investigation of different methods, devices and classroom techniques.



[BOTE 303](#). Methods of Teaching Business Education. 1 to 5 credits. Five areas of teaching methods compose the course, (a) general methods, (b) keyboarding methods, (c) local area networking methods, (d) accounting/bookkeeping methods, (e) entrepreneurship methods; each to be taught for an equal number of weeks and each to be one credit hour. The general methods area and entrepreneurship methods area are required of all business education and vocational marketing education students. Selection of other areas is determined by curricula in which students are enrolled. S

[TL 400](#). Methods and Materials. 3 credits. Various teaching methods and strategies and the materials used in teaching in a subject area. (Science)

[TL 410](#). Teaching Reading and Writing in the Elementary School (TEAM). 3 credits. In this course students learn strategic-based approaches to teaching and assessing reading and writing in the elementary school classroom with an emphasis on planning instruction that is child-centered, process-oriented and literature-based.

[TL 430](#). Social Studies in the Elementary School (TEAM). 3 credits. To understand and analyze the different modes of teaching social studies, to gain the competencies necessary for organizing a unit in the social studies, to gain an understanding of the values and multiple perspectives inherent within the various teaching strategies, to develop a preferred perspective on the ideal nature of Social Studies education.

[TL 440](#). Math in the Elementary School (TEAM). 3 credits. TEAM Math is the required mathematics methods course for all undergraduate elementary education majors. Students explore how to facilitate the learning of mathematics in a constructivist environment through the use of investigations, manipulatives, technology, and holistic forms of assessment. Current trends in teaching mathematics are emphasized, with particular attention to documents created by the National Council of Teachers of Mathematics.

[TL 470](#). Science in the Elementary School (TEAM). 3 credits. A survey of teaching strategies, materials, and resources appropriate for promoting science inquiry in elementary classrooms.