



# RHODE ISLAND COLLEGE

*Feinstein School of Education and Human Development  
NCATE/RIPA Accreditation*

## MIDDLE LEVEL ENDORSEMENT PROGRAM

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**COORDINATOR OF THE PROGRAM**

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## PROGRAM OVERVIEW

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### LEARNING OUTCOMES

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| <u>LEARNING OUTCOMES</u>  | <u>RIPTS</u>                | <u>Conceptual Framework</u> : Initial Competencies | <u>PROFESSIONAL ORGANIZATION STANDARDS</u> |
|---|-----------------------------|--|--|
| 1. Understanding the development of a middle level student - Shadow Study Visit Paper | 1.1, 1.2, 1.3 3.1, 3.2, 3.3 | Knowledge: Human Learning and Development          | Middle Level Competency 1                  |
| 2. Learning the work of an  | 7.1, 7.2, 7.3, 7.4          | Pedagogy: Theory of                                | Middle Level Competency                    |

|  |  |  |                              |
|--|--|--|------------------------------|
| interdisciplinary team -<br>Team Observations  |  | Practice and Learning  | 2                            |
| 3. Supporting student<br>development through<br>advising - Journal Entry on<br>Advisory                    | 6.2, 6.3, 6.5, 6.6, 6.7                              | Pedagogy: theory of<br>Practice of Teaching<br>and Learning                                    | Middle Level Competency<br>3 |
| 4. Working with parents -<br>Parent communication<br>(letter) regarding<br>Integrated Unit<br>Expectations | 7.2, 7.3, 7.4  | Professionalism:<br>Collaboration and<br>Advocacy  | Middle Level Competency<br>4 |
| 5. Facilitating student<br>learning through<br>curriculum integration -<br>Team Integrated Unit            | 1.1, 1.2, 1.3  | Knowledge: Human<br>Learning and<br>development and<br>Area of Specialization<br><br>Diversity | Middle level Competency<br>5 |
| 6. Utilizing organizational<br>grouping strategies -<br>Individual Differentiated<br>Unit                  | 6.2, 6.3., 6.4, 6.5, 6.6, 6.7                        | Pedagogy:<br>Assessment as an Aid<br>to Practice   | Middle Level Competency<br>6 |
| 7. Learning to use<br>instructional strategies -<br>Using Miscue Analysis                                  | 1-4, 7-11  | Knowledge, Diversity,<br>Pedagogy  | Middle Level Competency<br>7 |
| 8. Designing a program which<br>creates a supportive<br>learning environment -<br>Advocacy Project         | 10.2, 10.3, 10.4<br><br>11.1, 11.2, 11.3, 11.4, 11.5 | Professionalism:<br>collaboration and<br>Advocacy:<br>Professional<br>Development              | Middle Level Competency<br>8 |

## PROGRAM DESCRIPTION

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### Undergraduate Program

Middle Level teaching for undergraduate students in Rhode Island requires an endorsement that is attached to an elementary or secondary certificate.

The state requirements consist of two parts: middle level professional education courses and appropriate content preparation for field of instruction. The four professional education courses should be taken in the following order:

MLED 310, MLED 320, MLED 330 and MLED 340

### Professional Courses

MLED 310: Teaching the Early Adolescent. Three credits, offered Fall, Spring, and First Summer Session.

This course addresses the physical, psychological, social and the educational implications of these needs for teaching and learning practices in middle school. Recent brain research is also shared. Students will also spend

some time examining their own development and what supportive forces helped them through this challenging period. Each is required to spend a day shadowing a middle level student.

**MLED 320: Middle School Organization and Integrated Curriculum.** Three credits, offered Fall, Spring, and First Summer Session.

The focus of this course is on the design, development and evaluation of a standards-driven, integrated curriculum and instructional unit as building and sustaining strategies are modeled and practiced in this class. As part of their field-based component, students spend time over the semester with an effective middle level team. The emergence and development of the middle school in the United States is also examined.

**MLED 330: Interdisciplinary Reading and Writing in Middle Schools.** Three Credits, offered Fall, Spring, and First Summer Sessions.

This course is designed to facilitate the development of interdisciplinary goals of middle school curricula by collaborative teams. Technology and literacy processes are modeled and used to promote multiple modes of instruction within and across disciplines. On-site practicum experiences are required and will be coordinated by the instructor for the course. Practicum experiences will take place with classroom teachers in the student's content area.

**MLED 340: Differentiated Elements in Middle School Instruction.** Three Credits, offered Fall, Spring, and First Summer Sessions.

This course addresses critical strategies for differentiated instruction necessary for mixed ability classrooms commonly found within the middle school. Pre-service teachers will focus on methods of purposefully selecting strategies to meet the needs of diverse learners and the relationship between assessments and planning for instruction in the differentiated classroom.

### Student Teaching

Students seeking a middle level endorsement do a split placement when doing their student teaching. Half of the time will be spent in a middle school and the other half either in an elementary school or high school depending on which certification they are seeking. The total student teaching experience is 14 weeks, therefore each of the two placements is 7½ weeks. Every effort will be made to place the student with a strong content area teacher who is a member of an effective interdisciplinary team and in a middle level school which has an Advisory Program.

### Content

The content preparation is based on a state-established minimum of 30 hours distributed by topic in a subject taught in middle schools (English, Social Studies, Science, Mathematics, or Foreign Language).

## Post-Baccalaureate

Middle Level teaching for post-baccalaureate candidates requires an endorsement that must be attached to an already existing elementary or secondary certificate.

The state requirements consist of two parts: four middle level professional education courses and appropriate content preparation for field of instruction. The professional education courses should be taken in the following order:

MLED 510, MLED 520, MLED 530 and MLED 540

## Professional Courses

**MLED 510: Teaching and Learning in the Middle School.** Three credits, offered Fall, Spring and First Summer Sessions.

This course addresses the physical, psychological, and social development needs of your adolescents and the educational implications of these needs for teaching and learning practices in middle school. Students will develop an understanding of the unique learning strengths and needs of the middle level student and examine various pedagogical responses to these strengths and needs through reflection on practice.

**MLED 520: Middle School Curriculum and Organization.** Three credits, offered Fall, Spring and First Summer Session.

The focus of this course is on the design, development and evaluation of a standards-driven, integrated curriculum and instruction unit as designed and implemented by middle school interdisciplinary teams. Constructivist learning theory and practices for middle level students are the basis for curriculum development. Team building and sustaining strategies are modeled and practiced in this class. The emergence and development of the middle school in the United States is also examined.

**MLED 530: Applications of Middle School Instructional Models.** 4 credits, offered Fall, Spring, and First Summer Sessions.

This course is designed to facilitate the development of interdisciplinary goals of middle school curricula by collaborative teams. Technology and literacy processes are used to promote multiple modes of instruction within and across disciplines. On-site practicum experiences are required and will be coordinated by the instructor for the course.

**MLED 540: Differentiated Middle Level Instructional Strategies.** Three credits, offered Fall, Spring and First Summer Session.

This course addresses critical strategies for differentiated instruction necessary for mixed ability classrooms commonly found within the middle school. MLED 540 facilitates the development and application of instructional plans using middle level differentiation strategies integrated by examining the components of differentiation and an application to daily planning and practice.

### Content

Specified courses, verified through transcript analysis by the Rhode Island Department of Elementary and Secondary Education, Office of Teacher Certification and Professional Development, are required for each area.

The content preparation is based on a state-established minimum of 21 hours distributed by topic in a subject taught in middle schools (English, Social Studies, Science, Mathematics, and Foreign Language [French or Spanish]). Content preparation for candidates seeking the middle level endorsement varies, depending on whether a student holds basic certification in elementary or secondary teaching and is determined by state transcript review. Students needing additional coursework will be advised to follow the appropriate undergraduate middle level teaching concentration. See College Catalog for specifics.

### ENROLLMENTS

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The numbers below reflect those who enrolled in the first course –MLED 310 or 510 and then completed the third course in 2007-2008 and fourth course for the years 2008-2009 and 2009-2010. This reflects a change in program of study that occurred in the fall of 2008. As a result of recommendations made by the Rhode Island College Middle Level Advisory Board, a fourth middle level course was added to the program to assure coverage of competencies. It is difficult to chart the enrollment as students enroll in middle level classes as their schedule allows and some also enroll in two middle level courses at the same time.

| <u>ACADEMIC YEAR</u>  | <u>ENROLLED</u> | <u>COMPLETED</u>  |
|-----------------------|-----------------|---|
| 2009/10 undergraduate | 31/43           | 22*/15*   |
| 2008/09               | 13/48           | 11/43   |
| 2007/08               | 13/49           | 12/44   |
| <u>Academic Year</u>  | <u>Enrolled</u> | <u>Completed</u>  |
| 2009/10 graduate      | 35/30           | 20*/15*   |
| 2008/09               | 21/28           | 19/22   |
| 2007/08               | 24/19           | 22/17   |
|                       |                 | * lower figures indicates some students are still in the process of completing MLED and content area classes. |

### FACULTY

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1. John M. Niska, Associate Professor, Ph.D. in Leadership and Curriculum
2. Julie Horwitz, Assistant Professor, Ph.D. in Literacy and Sociocultural Studies
3. Andrew M. Snyder, Assistant Professor, Ph.D. in Administration and Policy Studies
4. James Guarino, Ed.D. in Educational leadership
5. Mary Lou Bettez, Clinical instructor, Masters in Education
6. Debra Scarpelli, Clinical instructor, Masters of Education in curriculum

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| <b>FACULTY MEMBER NAME</b>  | JOHN M. NISKA  |
| <b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>  | Ph.D.<br>Educational Leadership and Curriculum<br>Iowa State University, Ames, IA  |
| <b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>  | Coordinator of the Middle Level Teachers' Endorsement Program; advisor for middle level endorsement students – undergraduate (including student teaching placements) and graduate advisor<br><br>Professor of record for MLED 310 Teaching the Early Adolescent; MLED 320 Middle School Curriculum and Organization; MLED 510 Teaching and Learning in the Middle School; and MLED 520 Integrated Curriculum and Organization of Middle Schools.   |
| <b>Faculty Rank<sup>(5)</sup></b>   | Associate Professor  |
| <b>Tenure Track</b>   | Yes  |
| <b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b> | <b>Scholarship</b> - Several publications written during the past three years including a chapter in a book (currently in press) called "Voices from the Field: Preparing preservice teachers for that crucial advisor role" and "Advisory design and implementation: What are our insights?" National Association of Secondary School Principals On-line Journal, 1-3. Also co-authored a publication entitled, "Launching an Effective Advisory Program", National Middle School Association.<br><br><b>Presentations</b> – During the past three years have made concurrent presentations at each of the Annual National Middle School Conferences, presented research at a roundtable session at the American Educational Research Association Conference in 2010, and delivered a keynote address for the Southern Regional Middle Level Professors' (NAPOMLE) Conference in May 2010.<br><br><b>Leadership</b> - President - National Association of Professors of Middle Level Education (NAPOMLE) in 2008-2010 and appointed in May 2010 to the six-member Professional Preparation Advisory Board for the National Middle School Association. In charge of middle level NCATE advisement and professional preparation for middle level educators. |
| <b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>  | Former middle level ELA and social studies teacher, middle level guidance counselor, and middle level principal in two states; also former executive director for the Rhode Island Middle Level Educators (RIMLE) Association<br><br>National consultant on advisory program development and implementation and advisor skill training 2007 to present. Just completed a fall sabbatical and research study "Examining the Impact of Professional Development on Middle Level Advisors" which included designing a 40-credit course for 25 participants and then coached ten of them. Have worked with approximately 25 middle Rhode Island middle schools during the past three years primarily in advisory implementation and advisor skill training. Created three college middle school partnership school arrangements and conduct professional development in these schools on a regular basis.  |

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| <b>FACULTY MEMBER NAME</b>  | JULIE HORWITZ  |
| <b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>  | Ph.D.<br>Language, Literacy and Sociocultural Studies<br>University of New Mexico  |
| <b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>  | Assistant professor, Department of Educational Studies. Professor of record for undergraduate and graduate content area literacy in middle school.   |
| <b>Faculty Rank<sup>(5)</sup></b>   | Assistant Professor  |
| <b>Tenure Track</b>   | Yes  |
| <b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b> | <b>Scholarship:</b><br><br>Flessner, R. & Horwitz, J. (In Press). <i>Easing into the academy: Using technology to foster cross-institutional critical friendships</i> . The New Educator, 7(2).<br><br>Horwitz, J., Hoy, L. & Bradley, J. (2011). <i>Identity crisis: External coaches struggle to clarify roles and maintain focus on student learning</i> . Journal of Staff Development, 32 (1), 30-32. |

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|   | <p><b>Horwitz, J (2009).</b> <i>Critical reflection: Uncovering a developmental spiral.</i> In: Making Connections Ed: Kathleen Pithouse Peter Lang Publishing: New York.</p> <p><b>Presentations</b></p> <p>Horwitz, J. (April 2011). <i>Using Photovoice as a Means to Enter a New Academic Setting with Intentionality.</i> New England Educational Research Association. New Bedford, Massachusetts.</p> <p>Flessner, R. &amp; Horwitz, J. (February 2011). <i>Collaboration From Afar: Utilizing Technology as a Mechanism for Support.</i> ATE February 15, 2009, Annual Conference, Chicago, Illinois.</p> <p>Horwitz, J. (May 2010). <i>Teachers and students raise our voices: Using critical action research to support students.</i> <b>AERA Annual Conference, Denver, Colorado.</b> (Discussant)</p> |
| <b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>  | Former eighth grade science teacher; 6-12 <sup>th</sup> grade English teacher, 5 <sup>th</sup> grade all subjects. Working with 7 <sup>th</sup> grade advisory in Woonsocket, Volunteer science teacher at Indian Hills Elementary School   |
| <b>FACULTY MEMBER NAME</b>  | ANDREW M. SNYDER  |
| <b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>  | Ed.D.<br>Administration and Policy Studies<br>Boston University   |
| <b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>  | Teach the graduate 510 –Teaching and Learning in the Middle Schools and 540 class – Differentiated Instructional Middle Level Strategies  |
| <b>Faculty Rank<sup>(5)</sup></b>   | Assistant Professor   |
| <b>Tenure Track</b>   | Yes   |
| <b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b> | Co-principal investigator – Rhode island Higher Education Authority Title II Grant (\$150,000); “An Integrated Model of professional Development”;<br>Dukes, T.W. & Snyder, A.M. (April 2011) Taking Your Seat at the Table: School Counselors as Educational Leaders. Book under contract to be published by American School counselors Association (ASCAS) press.<br>Dukes, T.W. & Snyder AM. Joining the School Leadership Team: Aligning Your Objectives with School Leadership Standards. Paper presented at the American School Counselors Association (ASCA) Annual Meeting July 2010 in Boston, MA..  |
| <b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>  | Former middle level counselor and principal   |

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| <b>Faculty Member Name</b>  | JAMES GUARINO   |
| <b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>  | Ed.D.<br>Educational Leadership<br>California Coast University, Santa Ana, CA, 2006   |
| <b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>  | Clinical Instructor for: Teaching the Early Adolescent” and “Teaching and Learning in the Middle School.  |
| <b>Faculty Rank<sup>(5)</sup></b>   | Adjunct   |
| <b>Tenure Track</b>   | NO  |
| <b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b> | Presentation: “Developing, Aligning, and Assessing Your School Counseling Curriculum” ASCA Conference, Atlanta, Ga.<br>Presentation: “Writing Your School Counseling Curriculum.” ASCA Conference, Denver, Co.<br>President – Rhode Island School Counselor Association |
| <b>Teaching or other professional</b>   | High School English Teacher (2 years), East Syracuse, NY  |

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|---|---|
| <b>experience in P-12 schools<sup>(9)</sup></b> | Middle Level English Teacher (5 Years), Westerly, RI<br>High School Counselor (22 years), Westerly, RI<br>Middle School Counselor (7 years) Westerly, RI<br>Current - Middle School Counselor, (4 years) Salem, CT. |
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| <b>Faculty Member Name</b>  | Mary Louise Bettez  |
| <b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>  | Masters of Education<br>Rhode Island College  |
| <b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>  | Clinical instructor of MLED 340: Differentiated Elements in Middle school instruction, MLED 540 Differentiated Middle Level Instructional Strategies<br><br>Assisted in the writing of the curriculum for both courses.   |
| <b>Faculty Rank<sup>(5)</sup></b>   | Clinical Instructor   |
| <b>Tenure Track</b>   | NO  |
| <b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major contributions in the past 3 years<sup>(8)</sup></b> | 2008 Application of Differentiated Instruction in the Heterogeneous Classroom (RIMLE winter conference)<br>2008 The Quote Sandwich: It's not fast food (RIMLE winter conference)<br>2009 Differentiated Instruction: A Toolbox (NELMS)<br>2009 The Quote Sandwich: It's not fast food (NELMS)   |
| <b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>  | 2003–Present Coventry School Department, RI<br><b>English Language Arts Curriculum Coordinator</b><br>Facilitated the writing of the Middle Level English curriculum<br>Coordinated efforts of department in the writing of a reading program<br>Co-compiled Coventry Guidance to Personal Literacy Plans<br><b>English Language Arts Instructor</b><br>Member of an integrated team<br>Introduced and implemented student led conferencing to own team and others at the middle level<br>Introduced and implemented cross curricular student portfolios<br>Chairperson of Advisory subcommittee<br>Researched and developed the Advisory model that is currently implemented at the two middle level schools in Coventry |

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| <b>FACULTY MEMBER NAME</b>  | DEBRA A. SCARPELLI   |
| <b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>  | Med<br>Secondary Education<br>Rhode Island College, Providence, RI   |
| <b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>  | Clinical instructor for middle level coursework – undergraduate and graduate; MLED330, MLED530, MLED340, and MLED540   |
| <b>Faculty Rank<sup>(5)</sup></b>   | Clinical Instructor  |
| <b>Tenure Track</b>   | No   |
| <b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>:List up to 3 major</b> | Rhode Island Middle Level Educators (RIMLE) Association - President-Elect; presenting at New England League of Middle Schools Conference and RIMLE Conferences; member of NMSA, RIMTA, ATMNE, NCTM, CPAM, ASCD, RIASCD, RIMLE, and NELMS; RIDE Teacher |

|  |   |
|--|---|
| <b>contributions in the past 3 years<sup>(9)</sup></b>                         | Evaluation Committees (ACEES and Implementation Committee)  |
| <b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b> | Current - 7 <sup>th</sup> Grade Middle School Mathematics Teacher; Advisory Steering Committee; RICMSA member |

## ASSESSMENTS

### ASSESSMENT 1. CONTENT KNOWLEDGE A

#### DESCRIPTION

Content is covered in specific area coursework and is closely monitored by the requirements for each discipline. All content areas also require a minimum score on the national PRAXIS exam. Up to this point all communications with content area professors, advisors, and different departments have been addressed on an individual basis. This was not a problem with only one MLED professor, but since the growth of the program new systems are in development.

Middle level preservice teachers must have achieved a B- in each of their four middle level courses in order to be eligible for their student teaching.

Data is included for the preservice teachers from the spring of 2010 who have just completed their fourth middle level course and are ready to begin their practicum and then student teaching. The students seeking a secondary certification with the middle level endorsement take the Praxis Test in their content area while those seeking elementary certification with the middle level endorsement take a Content Knowledge Test. Grade points are also given.

Results show all students in this group have grade points 3.0 and better and many of their scores are considerably above the cut off. Indications are those preservice teachers seeking the endorsement are a motivated group partly as they need to complete an extra semester to complete all their coursework.

Data

| <b>ACADEMIC YEAR</b> | <b>N</b> | <b>MEAN SCORES</b>  |
|----------------------|----------|---|
| 2009/10              | 17       | Secondary English Praxis - 165, 165 (cut off is 160)<br>Grade points - 3.13 and 3.02<br><br>Secondary History Praxis - 161, 183, 165, 170 (cut off is 157)<br>Grade points - 3.04, 3.09, 3.0, and 3.0<br><br>Secondary Mathematics Praxis - 143, 174, and 141<br>(cut off is 140)<br>Grade points - 3.45, 3.40, and 3.11<br><br>Secondary Science Praxis - 181 (cut off is 152)<br>Grade point - 3.23<br><br>Secondary Spanish Praxis - 191/197 and 184 and 190 (cut off for content is 156 and language skills is 174) |

|         |  |  |
|---------|--|--|
|         |  | Grade points – 3.0 and 3.18<br>Elementary Content Test Scores – 154, 168, 172, 181, 165 (cut off is 145)<br>Grade points -3.57, 3.64, 3.23, 3.40, and 3.66 |
| 2008/09 |  |  |
| 2007/08 |  |  |

\* Enter sub-scores if available.

**ASSESSMENT 2. CONTENT KNOWLEDGE B**

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**DESCRIPTION**

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In the final and fourth middle level course adopted in the fall of 2008, middle level preservice teachers create a differentiated unit based on their individual content area. The goal of this unit is two fold. First professors and instructors would like students to demonstrate their ability to engage in planning the entire unit. Students use the Understanding By Design method and are therefore required to use essential questions, integrate differentiated assessments, and display a variety of strategies. The second goal of the assessment is for students to demonstrate their content knowledge. As a result each unit being based on their content area, preservice teachers are evaluated on both content and pedagogical knowledge.

As the data illustrates students continue to improve in their assessment; instructors also continue to improve their craft.

EVALUATION RUBRIC

MLED 340

| Content   | Exemplary  | Proficient   | Approaching  | Unacceptable  |
|---|--|--|--|---|
| <p>Includes:</p> <ul style="list-style-type: none"> <li>- Three stages</li> <li>- Two complete lesson plans</li> <li>Various graphic organizers to be used in the unit.</li> <li>- At least 2 GLEs or curriculum strands.</li> <li>- Two Big Ideas and 2 essential questions</li> <li>- Authentic performance assessment and rubric</li> </ul> <p>Teacher showed considerable consideration of: (See figure 6.1)</p> <ol style="list-style-type: none"> <li>1. Direct instruction strategies</li> <li>2. Facilitation strategies</li> <li>3. Coaching strategies – (Refer to Literacy roles)</li> </ol> | <p>Each stage is completed in depth and with variety of examples so that any teacher might be able to implement the unit easily.</p> <p>The two complete lesson plans (Stage 3) clearly and coherently describe the differentiated components.</p> <p>Performance Assessment is rigorous, authentic and clearly assesses student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student’s “degree of understanding”</p> <p>The unit includes varied ways for student(s) to show what they know and their degrees of understanding</p> <p>Learning Plan clearly shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding.</p> <p>(40)</p> | <p>Each stage is completed in depth and with some variety of examples so that any teacher might be able to implement the unit.</p> <p>The two complete lesson plans (Stage 3) clearly describe the differentiated components.</p> <p>Performance Assessment is authentic and clearly assesses student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student’s “degree of understanding.”</p> <p>The unit includes varied ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding. (30)</p> | <p>Each stage is completed but may lack depth in one area or may provide limited examples making it difficult for others to implement the unit.</p> <p>The two complete lesson plans (Stage 3) lack clarity in describing the differentiated components.</p> <p>Performance Assessment is may not be authentic or may not assess student understanding of the Big Ideas.</p> <p>Rubric criteria is aligned to the assessment and includes descriptors to assess the student’s “degree of understanding.”</p> <p>The unit has limited ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan shows an attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding.</p> <p>(20)</p> | <p>Unit development either lacks coherence or is missing many components.</p> <p>Did not complete two lesson plans or the lesson plans lack coherence or differentiated components.</p> <p>Performance Assessment is may not be authentic or does not assess student understanding of the Big Ideas.</p> <p>Rubric criteria is not aligned to the assessment and lacks descriptors to assess the student’s “degree of understanding.”</p> <p>The unit has limited ways for student(s) to show what they know and their degrees of understanding.</p> <p>Learning Plan shows little attempt to differentiate in order to address students of varying abilities, learning styles, interests, etc.; and uncover the content in such a way to deepen student understanding.</p> <p>(10)</p> |

DATA

| <u>ACADEMIC YEAR</u> | <u>N</u>       | <u>MEAN SCORES</u>                        |
|----------------------|----------------|---|
| 2009/10              | 38             | Unit worth 40 total points<br>Mean = 35.2 |
| 2008/09              | 41             | Unit worth 35 total points<br>Mean = 32   |
| 2007/08              | 12 (fall only) | Unit worth 35 total points<br>Mean = 31   |

ASSESSMENT 3. ABILITY TO PLAN INSTRUCTION

DESCRIPTION

Middle level preservice teachers work as a team of either three or four members in MLED 320 where they select a concept and design a culminating activity for the unit. For the past three years this unit work has been used to assess middle level preservice teachers ability to plan instruction. As a result of revising and revamping the competencies the ml professors have decided to continue to use the 320 assignment; however, they will use the new MLED 330 assignment an assessment on the ability to plan. With this assignment each preservice teacher conducts a Miscue Analysis with one middle level student in their field placement. Both rubrics are attached as are the MLED 320 unit grades.

EVALUATION RUBRIC

Integrated Unit Rubric

MLED 320

| Content  | Exemplary  | Proficient   | Approaching  | Unacceptable   |
|--|--|--|--|--|
| <p>Includes:</p> <ul style="list-style-type: none"> <li>• Introduction to the Unit</li> <li>• Vision and mission</li> <li>• Team bios, norms &amp; roles</li> <li>• Daily schedule including advisory, four or five academic classes, and team and individual planning time</li> <li>• Concept and principle</li> <li>• Three guided questions</li> <li>• Parent letter</li> <li>• Day-by-day teaching plan for each team member</li> <li>• Relevant Standards, gles</li> <li>• Culminating activity</li> <li>• Rubric for activity</li> <li>• Two lessons plans per each</li> </ul> | <p>All content criteria are present and unit shows evidence of an insightful reflection, understanding, and knowledge of each component.</p> <p>The unit is well organized, hangs together well, and is very easy to read and implement. The concept It is also (22)</p> | <p>Most criteria are present and the essay shows evidence of a well-reasoned reflection, understanding, and knowledge of the each unit component.</p> <p>The essay includes use of observation, conversation, demographic data materials on the school, and materials on early</p> | <p>Most criteria are present and the essay shows evidence of reflection, and some understanding, and/or knowledge of the each unit component.</p> <p>The essay includes some organization, use of observation, conversation, demographic data materials on the school, and materials on early adolescence.</p> | <p>Some criteria is present, but not comprehensive or connected. There is little evidence of reflection, understanding, and/or knowledge of the early adolescence.</p> <p>The essay includes little use of observation, conversation, demographic data materials on the school, and/or</p> |

|  |  |  |  |   |
|--|--|--|--|---|
| <p>team member</p> <ul style="list-style-type: none"> <li>Unit evaluation</li> </ul> |  | <p>adolescence. (20)</p>   | <p>(18)</p>  | <p>materials on early adolescence. (14)</p>   |
| <p><b>Personal Engagement and Conventions</b></p>                                    | <p>Consistent, clear, and coherent demonstration of personal engagement in responding to the task.</p> <p>Demonstrates mastery of grammar, usage, mechanics, and spelling.</p> <p>Sophisticated sentence structure and imagery; language is distinctive. (8)</p> | <p>Clear and coherent demonstration of personal engagement in responding to the task.</p> <p>Demonstrates <b>control</b> of usage, grammar, mechanics, and spelling (few errors).</p> <p>Sentence structure is varied. Language is powerful, and word choice is precise. (6)</p> | <p>Limited demonstration of personal engagement in responding to the task.</p> <p>May contain some intrusive errors in grammar, usage, mechanics, and spelling.</p> <p>Uses appropriate vocabulary and sentence structure. (4)</p> | <p>No sense of personal engagement in responding to the task.</p> <p>Contains many intrusive errors in grammar, usage, mechanics, and spelling</p> <p>Minimal use of appropriate vocabulary and sentence structure. (2)</p> |

DATA

| <u>ACADEMIC YEAR</u> | <u>N</u> | <u>MEAN SCORES</u>                        |
|----------------------|----------|---|
| 2009/10              | 51       | Total points for unit - 30<br>Mean = 28.2 |
| 2008/09              | 27       | Total points for unit - 30<br>Mean = 27.2 |
| 2007/08              | 28       | Total points for unit - 30<br>Mean = 27.1 |

2010-2011 is the first year this is being used as an assessment.

**Miscue Rubric**

Name \_\_\_\_\_

| Criteria  | Points possible | Self Evaluation | Professor Evaluation |
|---|-----------------|-----------------|----------------------|
| <b>Student History: [1 page]</b> <ul style="list-style-type: none"> <li>What is the background of the student? (Age, gender, grade level, ability level, learning style preference, challenges, supports, reason for selecting this student)</li> <li>Describe your relationship with the student.</li> <li>In depth, well supported background information on the students.</li> <li>Thorough description of teacher's relationship with student.</li> <li>Information from IEP if relevant.</li> </ul>  | 5               |                 |                      |
| <b>Findings from Miscue: [3 pages]</b> <ul style="list-style-type: none"> <li>Refer to the transcript to provide evidence for strengths evidenced by the reading. What patterns do you notice?</li> <li>Refer to the transcript to provide evidence for weaknesses evidenced by the reading. What patterns do you notice?</li> <li>Observation of student's behaviors during administration of miscue.</li> <li>What did you learn about the student as a reader and a student during the miscue?</li> </ul>  | 5               |                 |                      |
| <b>Planning and Instruction: [2 pages]</b> <ul style="list-style-type: none"> <li>What instructional resources would you use to promote reading development? Why would these resources be appropriate? How would you use these resources?</li> <li>What would be the reading goal(s) for this lesson, and why would they be developmentally appropriate for the student? Well-organized discussion of why this goal is relevant to student.</li> <li>Try to teach if you can if not talk about expectations</li> <li>What feedback did you/ would you provide the student? How did it/ could it impact student learning?</li> </ul> | 5               |                 |                      |
| <b>Critical Reflection: [2 pages]</b> <ul style="list-style-type: none"> <li>What was a successful moment/aspect of this experience? Explain why it was successful.</li> <li>What would you do differently if you had the opportunity to conduct a miscue again? Why?</li> <li>How will this experience influence your future teaching?</li> <li>Thoughtful discussion presented about how the experience of conducting the miscue analysis will influence future teaching beyond this assignment.</li> <li>Make sure this is from the perspective of a content area teacher.</li> </ul>  | 5               |                 |                      |
| <b>APA Format:</b> <ul style="list-style-type: none"> <li>Use of first person</li> <li>Proper citations format, reference list, headings, number format, etc.</li> <li>Spelling and grammar check</li> </ul> Appendix: <ul style="list-style-type: none"> <li>* Include the actual text you used, the marked text.</li> </ul>   | 5               |                 |                      |
| Total:  | 25              |                 |                      |
| Percent:  | 100%            |                 |                      |

**ASSESSMENT 4. STUDENT TEACHING**

**DESCRIPTION**

The middle level student teaching placements are made by Dr. Niska and Dr. Horwitz. Each student, who is working toward either their elementary or secondary certification with a middle level endorsement, spends seven and one half weeks in placement of their certification and the remainder (7 ½ weeks) in a middle school setting.

However, it is felt the split placement of seven and one half weeks is not enough to measure a preservice teacher's progress adequately and more self-study needs to be done in this area. Middle level preservice teachers spend time during their practicum with a content area teacher in MLED 330, first observing and then teaching lessons with a strong emphasis on literacy. They are observed by their practicum teacher and this lesson feedback could be used shared more in depth with suggestions for the preservice teacher.

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## ASSESSMENT 5. DISPOSITIONS

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### DESCRIPTION

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Last year Dr. Niska, with the approval of an assessment coordinator, developed a Middle Level Teaching Candidate Survey (attached) which provides preservice teacher the opportunity to assess their middle level practice knowledge and dispositions. The survey is being given to preservice middle level endorsement teachers as they begin their first course (MLED 310) and they will take it again after they complete their student teaching. 2010-2011 is the first year this survey is being used an assessment. Also during the student teaching an adopted survey for the supervising teacher to use in evaluating the preservice has been developed.

On occasion concerns do arise with individual middle level preservice teachers especially as they enter the field during their practicum. The MLED professors have begun implementation of a three step disposition process to monitor students. The steps are entrance in 310 and 510, monitoring at the end of 340 and 540, and then during their student teaching semester as an exit criteria.

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### EVALUATION RUBRIC

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## **Middle Level Teaching Candidate Survey**

Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

Please check one and complete:

This is my first middle level professional course. (List it: \_\_\_\_\_)

I have just completed my middle level student teaching.

This survey is designed to collect information about your perceptions of your knowledge, skills, and dispositions related to middle level education. Please read each statement carefully and circle the number which reflects your perception of where you would place yourself on the continuum.

My understanding of the developmental needs of the middle level student is

|             |   |            |   |          |
|-------------|---|------------|---|----------|
| 1           | 2 | 3          | 4 | 5        |
| superficial |   | up-to date |   | in-depth |

My experiences in dealing with the emotional, social, intellectual, physical, moral and psychological development of the middle level student are

|         |   |          |   |           |
|---------|---|----------|---|-----------|
| 1       | 2 | 3        | 4 | 5         |
| Minimal |   | adequate |   | extensive |

My knowledge of interdisciplinary teaming is

|             |   |            |   |          |
|-------------|---|------------|---|----------|
| 1           | 2 | 3          | 4 | 5        |
| superficial |   | up-to date |   | in-depth |

My experiences in working as a member of an interdisciplinary team are

|         |   |          |   |           |
|---------|---|----------|---|-----------|
| 1       | 2 | 3        | 4 | 5         |
| Minimal |   | adequate |   | extensive |

My knowledge of my academic content area is

|         |   |          |   |           |
|---------|---|----------|---|-----------|
| 1       | 2 | 3        | 4 | 5         |
| minimal |   | adequate |   | extensive |

My knowledge regarding middle level student advisement program is

|             |   |            |   |          |
|-------------|---|------------|---|----------|
| 1           | 2 | 3          | 4 | 5        |
| superficial |   | up-to date |   | in-depth |

My skill in supporting middle level student development through advising is

|          |   |            |   |          |
|----------|---|------------|---|----------|
| 1        | 2 | 3          | 4 | 5        |
| beginner |   | developing |   | advanced |

Working collaboratively with colleagues, parents, and administrators is easy for me



My experiences in using a variety of instructional and assessment strategies to accommodate the diverse needs and strengths of all students are

|         |   |          |   |           |
|---------|---|----------|---|-----------|
| 1       | 2 | 3        | 4 | 5         |
| minimal |   | adequate |   | extensive |

I am able to design and implement instructional programs and related activities that create a supportive environment for the middle level student

|                   |   |   |   |                |
|-------------------|---|---|---|----------------|
| 1                 | 2 | 3 | 4 | 5              |
| strongly disagree |   |   |   | strongly agree |

My experiences in designing and implementing instructional programs and related activities that create a supportive environment for the middle level student are

|         |   |          |   |           |
|---------|---|----------|---|-----------|
| 1       | 2 | 3        | 4 | 5         |
| minimal |   | adequate |   | extensive |

I monitor my work and then make modifications or adjustments based on student outcome data.

|                 |   |   |   |             |
|-----------------|---|---|---|-------------|
| 1               | 2 | 3 | 4 | 5           |
| not very likely |   |   |   | very likely |

I prepare myself well for my work and am proud of my accomplishments.

|                   |   |   |   |                |
|-------------------|---|---|---|----------------|
| 1                 | 2 | 3 | 4 | 5              |
| strongly disagree |   |   |   | strongly agree |

I take the initiative in my work and regularly update my knowledge and skills.

|                        |   |   |   |                       |
|------------------------|---|---|---|-----------------------|
| 1                      | 2 | 3 | 4 | 5                     |
| false most of the time |   |   |   | true most of the time |

I advocate for children and youth and work for change on their behalf.

|        |   |   |   |          |
|--------|---|---|---|----------|
| 1      | 2 | 3 | 4 | 5        |
| weakly |   |   |   | strongly |



## MIDDLE LEVEL EDUCATION ENDORSEMENT PROGRAM

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### **1. BACKGROUND**

#### Background:

On April 3, 2001, a Middle Level Endorsement Program Self-Study was submitted to the Rhode Island Department of Elementary and Secondary Education (RIDE). The self-study, which was prepared by Dr. Patricia Cordeiro, Chairperson of the Elementary Education Department, and Dr. Robert Cvornyek, Associate Dean of the Feinstein School of Education and Human Development, was presented to RIDE for the purpose of seeking an undergraduate endorsement in middle level education.

A RIDE Evaluation Team examined the self-study and also visited Rhode Island College April 30 through May 1, 2001. During that time the team of three interviewed college administrators, professors, and students at the college and cooperating teachers in RIC Partnership Schools. The Visiting Team, in turn, presented their findings to Peter McWalters, Rhode Island's Commissioner of Education. In a letter dated June 7, 2001, Dr. McWalters notified Rhode Island College it had been granted full approval of its Middle Level Education Program (see appendix A).

In July of 2001, Dr. John Niska, a former middle level teacher and principal and the executive director of the Rhode Island Middle Level Educators (RIMLE) Association, was hired to coordinate the middle level program and teach both graduate and undergraduate courses. Since hired, Dr. Niska, with assistance of other professors and input from middle level practitioners, worked to strengthen the program.

### **2. Program Changes**

#### **CHANGES OR ADDITIONS:**

In the spring of 2008 the Rhode Island College Middle Level Advisory Board, composed of professors, preservice students, and middle level principals and teachers plus the executive director of RIMLE (the middle level professional association for the state), decided that the second area of three content courses was not as beneficial as originally determined. It was decided to drop this second area of three courses and a fourth middle level professional course in the differentiation of instruction as it would be more of a benefit in the preparation of middle preservice teachers. This fourth class was added in the fall of 2008.

The RIDE State Evaluation team, in its visitation report, asked that two changes be made: the undergraduate and graduate programs have the same course requirements and also common rubrics be developed for the two major assessments in each of the four courses making the course content more consistent especially as different professors and instructors teach the courses. Both areas were addressed and changed by the beginning of 2009.

As the enrollment for both the undergraduate and graduate program grows, more outstanding educators have been added to teach middle level classes. Dr. Julie Horwitz, who has had considerable experience with middle level education both as a middle level classroom teacher and professor at the college level, was hired last spring as a full time professor. Together with Dr. Niska, she has been realigning and updating the middle level courses and she has responsibility for the third course, which focuses on literacy, and includes a practicum. She places the students with a content area teacher and the preservice teacher then, after observing, teaches two lessons using literacy strategies learned in class. Dr. Andrew Snyder, also with middle level classroom and administration experience and working primarily in the Department of Counseling and Educational Psychology also teaches the grade 510

and 540 classes. Outstanding middle level teachers (several who are National Board Certified) have been hired to teach one undergraduate middle level course a semester.

The Rhode Island College Student Middle School Association Chapter (RICSMA), organized by Dr. Niska in July of 2002, continues to be active. This student chapter with approximately 80 members sponsors evening programs of interest to pre-service teachers seeking the middle level endorsement. Panel discussions by middle level teachers and principals have proven to be the most popular. Meetings serve as a forum for students to express concerns and to provide input and evaluation for the middle level endorsement program. The chapter, a member of National Middle School's Collegiate Middle Level Association, continues to become more active each year and for the past eight years middle level RIC pre-service teachers have traveled with Dr. Niska to attend the National Middle School Annual Conference and have presented several of those years. Last spring the chapter was awarded the College Organizational Award for Outstanding Outreach Programs at the spring convocation.

### **3. FUTURE PROGRAM DIRECTION**

As a result of writing this report, many of the changes, adjustments, and improvements for the program have been imbedded in the report. Collaborations on rubrics have already occurred and will continue as program improvements are implemented.

The analysis of the data showed the need for more detailed communication with clinical instructors and cooperating teachers. As a cornerstone of the program this tightening will strengthen the program.

Now with the addition of another fulltime professor more time and assistance will be available for assessing the progress of the middle level preservice teachers and then compiling the data in an efficient system. A formalized system is being established.