COMPETENCY ASSESSMENT CROSSWALK
Bachelor of Science/Middle Level
Aligned with AMLE 2012, and CAEP Standards

<table>
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<tr>
<th>Competencies</th>
<th>Required Classes (Syllabi Linked to Class Number)</th>
<th>Key Assessment(s) Aligned with Student Learning Outcomes (SLO)</th>
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<tbody>
<tr>
<td>AMLE Standards aligned with TEAL Reports</td>
<td>Requirement for admittance into the internship experience</td>
<td>Praxis II Exam Scores</td>
<td>100% of Middle Level Education Program teacher candidates will attain a passing score (as determined by the South Carolina Department of Education) on the appropriate PRAXIS II content examination to demonstrate teacher candidates’ content knowledge in two content areas.</td>
<td>These results meet the content area testing requirements of the South Carolina Department of Education for middle school teacher licensure in the content areas. Overall, the data indicate that 100% of the middle level candidates met the required state qualifying Praxis II composite score on their content area exams. The number of candidates successfully meeting the qualifying score has increased or remained consistent for all four exams. The data also show that even though candidates met the state-required composition scores, many did not meet the proficiency rate on each subtest within their content area of the Praxis II exam. These findings as well as last year’s findings have led to a closer analysis of the depth and breadth of the content area knowledge preparation of the middle level program candidates. This has also led to a close examination of the alignment of courses required in Middle Level Education Program content area.</td>
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strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

AMLE Standard 3 & 4
CAEP:1.1-1.5, 2.2.3.4, 4.2, preparation with the required knowledge assessed on the Praxis II exam and the state standards for teaching the content area in the middle schools. Based on these analyses and the feedback from pedagogical and content area instructors, some courses were realigned, course selections changed, and/or courses sequenced to better meet the standards as well as to enhance the depth and breadth of content knowledge necessary to increase candidates’ success on these licensing examinations as well as to prepare knowledgeable and effective middle school teachers. These changes have led to curriculum changes through the Academic Affairs process. The impact of those changes will not be determined until the freshmen entering fall 2014 have matriculated through the middle level education program and the university begins receiving Praxis II exam results.

Another analysis can examine the number of attempts taken by candidates to meet the state qualifying Praxis II composite score for each content area. These analyses are especially important as the middle level program seeks to move forward with a vision of a year-long field experiential experience for the
two senior year blocks (content methods semester and internship semester), which is grounded on educational research. These experiences should add stability and consistency from faculty who will have in-depth knowledge of required teacher candidate preparation, knowledge, and skills; the ability to both teach the content area methods courses as well as supervise the internships; and lastly, will have time to be more analytical as well as prescriptive as to the development of the teacher candidate during this year-long experience.

During the 2014-2015 academic year, a pilot of the year-long experiential experience will occur. The year-long pilot is mentioned in this section as the internship serves as a verification of candidate content knowledge assessed by the Praxis test. There is still one aspect of this year-long teacher experiential experience that must be aligned in order to effectively show the true impact of this experience, which is aligning the faculty schedules or having the faculty to support this year-long experience.
| TEAL Goal 2: Middle Level Education Program teacher candidates will be able to demonstrate pedagogical content knowledge at the completion of the program. | Completion required prior to finishing program degree requirement. | Praxis PLT Exam | 100% of Middle Level Education Program teacher candidates will attain a passing score (as determined by the South Carolina Department of Education) on the appropriate PRAXIS Principles of Learning and Teaching (PLT) examination to demonstrate teacher candidates’ pedagogical content knowledge. | These results meet the testing requirements of the South Carolina Department of Education for middle school teacher licensure to assess the knowledge and understanding of educational practices foundational to begin a career as a professional educator. The exam focuses on human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Overall, the data indicate that 87.5% of the middle level candidates met the required state qualifying Praxis PLT composite score on this exam. The data also show that even though candidates met the state-required composition scores, many did not meet the proficiency rate on each subtest within the Praxis PLT. These findings have led to a closer analysis of the depth, breadth, and sequencing of the preparation of the middle level program candidates. This was done in order to build knowledge and skills of the candidates from prior learned knowledge and experiences. Also, to provide candidates opportunities and experiences to utilize that learned knowledge and skills in hopes to provide for a more in-depth and reflective understanding and practice. From this analysis, a formal sequential alignment of courses was developed with corresponding field experiences to better meet the standards as well as to |
enhance the depth and breadth of knowledge necessary to increase candidates’ success on these licensing examinations as well as to prepare knowledgeable and effective middle school teachers. The impact of those changes will not be determined until the freshmen entering fall 2014 have matriculated through the middle level education program and the university begins receiving Praxis PLT exam results. Another analysis can examine the number of attempts taken by candidates to meet the state qualifying Praxis PLT composite score. This analysis is especially important to better determine the candidate’s pedagogical preparation as they transition into their new position as well as how it may impact their initial evaluation as a middle school teacher.

TEAL Goal 3: Middle Level Education Program teacher candidates will be able to plan instruction which addresses the individual needs of young adolescents and is aligned to state standards.

**Standard 1: Young Adolescent Development:**
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability

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<tr>
<th>Course</th>
<th>Teacher Work Sample Sections 1-4</th>
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<td>EDML 458</td>
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<td>EDML 468</td>
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100% of Middle Level Education Program teacher candidates will be able to articulate their understanding of the context and needs of young adolescents and use that knowledge to engage in the development, implementation, and analysis of teaching and learning.

Majority of the candidates received a rating of 3 on each of the subsections and each subsection exceeded the proficiency passing rate of 80% on the overall TWS scoring rubric. There are six subsections whose proficiency passing rate fell between 84%-89%. Contextual Factors section’s Students’ Varied Approaches to Learning and Knowledge of Students’ Skills and Prior Learning; Assessment Plans section’s Multiple Modes and Approaches and Adaptations Based on the Individual Needs of Students; and Design for Instruction section’s Lesson and
to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

**Standard 2: Middle Level Curriculum**

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic

| Unit Structure which mainly focused on differentiated planning, instruction, as assessment to meet the developmental and academic needs of all young adolescents. There are plans to review EDML 445: Middle Level Instructional Theory and Practice and its content to ascertain how this deficiency in preparation can best be addressed. A greater attention will also be given to the development, guidance, assessment, and feedback given on the Teacher Work Sample draft version during the content methods semester. |
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

**Standard 4: Middle Level Instruction and Assessment**
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**AMLE Standard: 1-4**
**CAEP: 1.1-1.5, 2.2, 3.1, 3.4**
TEAL Goal 4: Middle Level Education Program teacher candidates will successfully complete the internship/student teaching experience.

**Standard 1: Young Adolescent Development:**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

**Standard 3: Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of

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| EDML 458 | Internship Summative Evaluation Form | Overall, the data indicate that 93% of the candidates met or exceeded the level of proficiency on all subsections of the Internship Summative Evaluation. Throughout the Spadoni College of Education there has been discussion concerning the extremely high ratings of all interns across all education programs on the Internship Summative Evaluation. There needs to be a validation of the ratings by the cooperating teachers and university supervisors to bring validity to those ratings. This review can provide the program a more realistic picture of candidates’ abilities in the school environment and future potential of success. |
| EDML 468 | | |
developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

**Standard 4: Middle Level Instruction and Assessment**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 5: Middle Level Professional Roles**

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and
middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

AMLE Standard: 1,3.4.5
CAEP: 2.3, 3.3, 3.4.3.5
TEAL Goal 5: Middle Level Education Program teacher candidates will be able to analyze and assess the teacher candidate’s effect on student learning based on planned instruction and assessment and the teacher candidate’s ability to reflect on the experiences for professional improvement.

Standard 1: Young Adolescent Development:
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Standard 2: Middle Level Curriculum
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young

Teacher Work Sample Sections 5-7

90% of Middle Level Education Program teacher candidates will be able to reflect on planning, instructional and assessment experiences, and student outcomes to improve their own teaching and learning

Majority of the candidates received a rating of 3 on each of the subsections and each subsection exceeded the proficiency passing rate of 80% on the overall TWS scoring rubric. There are two subsections whose proficiency passing rate fell between 71%-73%. Reflection and Self Evaluation section’s Implications for Future Teaching and Implications for Professional Development, which mainly focused on the candidates’ ability to reflect on their future teaching and plan for their future professional development needs.

Even though emphasis on teachers being lifelong learners and the need for continual growth and development was formally discussed in the EDML 441: Middle Level Curriculum and Organization course during their junior 1 block as well as throughout the professional preparation middle level education program, the correlation between professional development and the impact on future teaching may need additional attention. We must also keep in mind the developmental stage of the candidates, who are currently completing the pre-service program. It may be far reaching to expect the candidates at this stage to be thinking about transferring what is occurring in their internship into their future classroom or their future
adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Standard 3: Middle Level Philosophy and School Organization
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Standard 4: Middle Level Instruction and Assessment
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, professional development plans. This is an area for further program analysis.
theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

AMLE Standard: 1-4  
CAEP: 3.4,3.5,3.6, 4.2,5.2
TEAL Goal 6: Middle Level Education Program teacher candidates will be able effectively articulate their personal philosophical beliefs about classroom management and student learning based on a sound classroom management philosophical foundation.

Standard 1: Young Adolescent Development
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Standard 2: Middle Level Curriculum
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young

EDML 425
Classroom Management Plan
90% of Middle Level Education Program teacher candidates will analyze best practice and theory of classroom management and student learning to establish a sound classroom management philosophical foundation

The candidates as a whole are excelling in identifying, composing, evaluating, and reflecting upon their own classroom management philosophies. However, it is apparent that the program needs to employ more direct instruction regarding the mechanics of writing. The program must make candidates aware of and require the use of the writing support resources available to them on campus, which may help the candidates to become more proficient writers. It is also necessary to reinforce that teachers are lifelong learners and must constantly seek to improve their knowledge and skills and that seeking assistance from the Writing Center is one of those efforts to improve their own writing skills. This transformation will assist the candidates as future teachers to model the actual behavior of a lifelong learner.
adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 3: Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

**Standard 4: Middle Level Instruction and Assessment**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles,
theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
AMLE Standard: 1-4
CAEP: 1.1-1.5, 3.2, 3.4, 3.5

| TEAL Goal 7: Middle Level Education Program teacher candidates will be able to effectively articulate their personal educational philosophical beliefs in middle level education and adolescent development. | EDML 441 | EDML 441 Portfolio Component | 95% of Middle Level Education Program teacher candidates will analyze best practice and theory of teaching and student learning in the content area(s). | The candidates as a whole are excelling in identifying, composing, evaluating, and reflecting upon their own classroom management philosophies. Throughout the development process, candidates receive peer feedback on the content, organization, and structure of this assignment. |
**Standard 1: Young Adolescent Development:**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

**Standard 2: Middle Level Curriculum**

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of

However, it is apparent that the program needs to employ more direct instruction regarding the mechanics of writing. The program must make candidates aware of and require the use of the writing support resources available to them on campus, which may help the candidates to become more proficient writers. It is also necessary to reinforce that teachers are lifelong learners and must constantly seek to improve their knowledge and skills and that seeking assistance from the Writing Center is one of those efforts to improve their own writing skills. This transformation will assist the candidates as future teachers to model the actual behavior of a lifelong learner.
knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 4: Middle Level Instruction and Assessment**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**AMLE Standard: 1, 2, & 4**

**CAEP: 1.1-1.5, 3.2, 3.4, 3.5**
TEAL Goal 8: Middle Level Education Program teacher candidates will be able to effectively articulate their personal educational philosophy of teaching and learning in the content area(s).

Standard 1: Young Adolescent Development:
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young

EDML 445

EDML 445 Portfolio Component - Statement of Middle Level Teaching and Learning and the Impact on the Content Area(s)

100% of Middle Level Education Program teacher candidates will model professional behaviors throughout their experience in the Middle Level program.

The Statement of Middle Level Teaching and Learning and the Impact on the Content Area(s) assignment is a relatively new artifact in the Middle Level Education Program that has been transitioning into the program during the 2012-2013 academic year. The commitment to this new assignment in the EDML 445: Middle Level Instructional Theory and Practice course was not apparent. Now that the assignment is fully established within the program and under a new instructor, beginning spring 2015, we should begin seeing stability in the implementation and evaluation of the assignment, impact on the candidates, and the analysis of results.
adolescents.

**Standard 2: Middle Level Curriculum**
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 3: Middle Level Philosophy and School Organization**
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the
philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

**Standard 4: Middle Level Instruction and Assessment**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**AMLE Standard: 1-3**

**CAEP:1.1-1.5, 3.3,3.4,5.2**
TEAL Goal 9: Middle Level Education Program teacher candidates will demonstrate professional dispositions.

**Standard 1: Young Adolescent Development:**
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

**Standard 2: Middle Level Curriculum**
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally

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<th>EDML 468</th>
<th>Undergraduate Dispositions Rubric</th>
<th>100% of Middle Level Education Program teacher candidates will model professional behaviors throughout their experience in the Middle Level program.</th>
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Because two different groups scored the candidates at two different times during the semester, it is unclear whether the instrument illustrated any real candidate change or growth. However, this first phase of the pilot included asking the Cooperating Teachers and the University Supervisors to provide feedback on wording, length, and content of the dispositions. Based on their feedback, some changes were made to the instrument. Results were encouraging enough that the pilot phase is continuing into the current year; revisions are expected to continue to be made to the process. In addition to clarify of the instrument, the rating scale will be examined and clarified to ensure greater inter-rater reliability. Results will be examined again at the end of this year.

The SCOE Assessment Committee will monitor the process, suggest changes to the faculty, and modify policy for assessing student interns as appropriate throughout this year.
responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 4: Middle Level Instruction and Assessment**

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**Standard 5: Middle Level Professional Roles**

Middle level teacher candidates understand their complex roles...
as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors

AMLE Standard: 1,2,4,5
CAEP: 3.3,3.5,3.6, 4.2,4.3,5.2