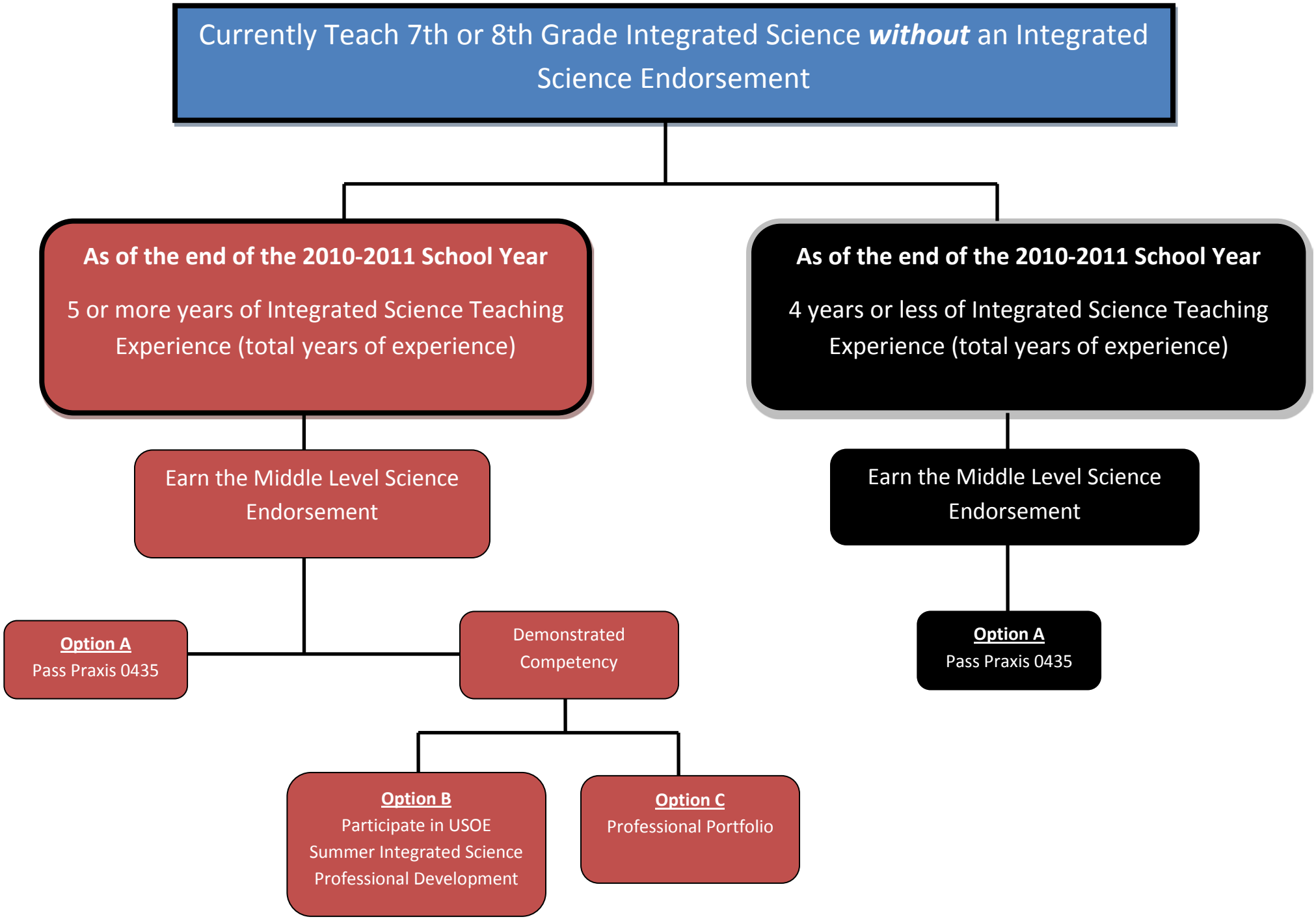
Flow chart for a Middle Level Science Endorsement



5 or more years of Integrated Science Teaching Experience (as of the end of the 2010-2011 school year),

and

NO Integrated Science endorsement

(Teaching experience is total number of years spent teaching 7th or 8th grade Integrated Science, not necessarily consecutively)

How do I get a Middle Level Science Endorsement posted to my license?

Option A: Middle Level Science Endorsement based on demonstration of General Science Content Knowledge

1. Currently have any one of the 6 content area science endorsements (biology, chemistry, earth, environmental, physical, or physics)
2. Obtain a passing score on the Praxis 0435 General Science Content Knowledge exam.
3. Submit an application for secondary science endorsement to the USOE.

Option B: Middle Level Science Endorsement based on Demonstrated Competency (Professional Development)

1. Currently have any one of the 6 content area science endorsements (biology, chemistry, earth, environmental, physical, or physics)
2. Complete a week long professional development course offered in the summer. This is specifically designed to demonstrate best practice while addressing the content of the 7th and 8th grade core. No substitutions accepted for this course.
3. No application required. USOE will post the new endorsement to each participant's CACTUS record after completion.

Option C: Middle Level Science Endorsement based on Demonstrated Competency (Portfolio)

1. Currently have any one of the 6 content area science endorsements (biology, chemistry, earth, environmental, physical, or physics)
2. Earn a total of **100 professional points** as determined by the USOE rubric through the submission of a professional portfolio. Refer to the following table for pathway choices. There are 6 areas in which educators can demonstrate competency.
3. Submit an application for secondary science endorsement to the USOE along with your portfolio.

<u>The amount of points accumulated will need to come from a combination of areas. Please use the following table as a guide in determining which choices best fit your situation.</u>

Option C:		
<u>Portfolio Submission</u>	Points needed will vary according to points earned from other choices	
Years of Teaching Experience in Integrated Science, 7th or 8th Grade	10 points per year (max. 50 pts)	_____years X 10 pts.
Post Baccalaureate College science content coursework	3 points per semester unit (max. 15 pts)	____ semester units x 3 pts.
USOE sponsored professional development in science (PD where USOE points/CACTUS credit was recorded)	2 points per USOE credit (max. 10 pts)	____ USOE credit x 2 pts.
Science Professional Development for Re-licensure points (must have certificate of attendance as proof)	1 point per seat hour (max. 5 pts)	____ seat hours x 1 pt.
Lab Safety Certification (must have safety certificate as proof)	5 pts	
Classroom Instruction (See Attached Descriptions) This category within the Portfolio can total 40 points and can consist of several examples from multiple categories as listed below:	Varies per submission (max. 40 pts)	
1. Demonstrated use of formative assessment with a description of how this informed your instruction	10 pts per example (max 20 pts total)	
2. Demonstrated student growth in content knowledge	10 pts per example (max 10 pts total)	
3. Pre/Post tests or benchmarks with examples of student work	10 pts per example (max 10 pts total)	

4. Demonstrated use of technology as an instructional tool with a description of how this has informed your instruction	10 pts per example (max 10 pts total)	
5. Scope and Sequence (with description)	15 pts	
6. Demonstrated use of writing in the content area with example of student work	10 pts per example (max 10 pts total)	
7. Lesson plans demonstrating tiered instruction (on-level, enriched, and intervention)	10 pts per example (20 pts total)	
	TOTAL NUMBER OF POINTS EARNED FOR OPTION C (Must be at least 100)	

Classroom Instruction Descriptions

1. **Demonstrated use of formative assessment with a description of how this informed your instruction**

Formative Assessment is defined as a self-reflective process that intends to promote student learning. Assessments are considered 'formative' when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs. Samples from within this area need to address the type of formative assessment that an educator uses, and an example of instruction that was adapted from feedback received. This may be addressed in the situation of teaching to diverse student populations, as well as in an environment of at risk students. A meaningful reflective piece (2 pages typed) should address the aforementioned information.

2. **Demonstrated student growth in content knowledge**

Summative assessment scores may be used as samples for this category.

3. **Pre/Post tests or benchmarks with examples of student work**

The use of benchmark assessments and pre/post tests is one type of formative assessment when used as a way to collect information regarding student learning. Within this area, educators will need to submit the assessment/test used, the standard/objective that was being assessed, as well as a reflective piece (2 pages typed) that addresses how the results from these informed instruction.

4. Demonstrated use of technology as an instructional tool with a description of how this has informed your instruction

The use of technology in the classroom can enhance the learning of all students. In order to earn points in this category, educators will need to submit a description of the type of technology used, the standard or objective being taught, as well as a reflective piece (2 pages typed) that addresses how the use of this technology enhanced student learning.

5. Scope and Sequence (with description)

Scope and sequence is more than just an outline of the order in which topics will be taught. Educators will need to submit the sequence of the standards/objective taught, reasoning for this arrangement, and the specific concepts addressed. Activities, lab investigations, benchmarks, projects, and other strategies that are used in order to facilitate student understanding need to be address in the description of the scope.

6. Demonstrated use of writing in the content area with example of student work

Writing to learn crosses all content areas and should be a focal point in science instruction. Samples from within this area need to exhibit the use of content writing in order to increase student understanding. These submissions will need to include a description of the writing assignment, the standard/objective that is being addressed, and samples of student work. A 2 page typed reflective piece needs to be included that discusses the relevance of writing within the content area.

7. Lesson plans demonstrating tiered instruction (on-level, enriched, and intervention)

Submitted lesson plans need to be typed and include a description of the location within the scope and sequence of the course, the strategies that will be used to address special needs students, both accelerated and struggling. The Utah Science Core needs to be clearly identified as well as ways in which the students will be actively engaged in the learning of the concept. Finally, an assessment component needs to be demonstrated.

4 years or less of 7th or 8th grade Integrated Science Teaching Experience
(as of the end of the 2010-2011 School Year)

(Teaching experience is total number of years spent teaching 7th or 8th grade Integrated Science, not necessarily consecutively)

In order to be considered USOE qualified and HQ you must have a Middle School Science endorsement posted to your license.

How do I get a Middle Level Science Endorsement?

1. Currently have any one of the 6 content area science endorsements (biology, chemistry, earth, environmental, physical, or physics).
2. Obtain a passing score on the Praxis 0435 General Science Content Knowledge exam.
3. Submit an application for secondary science endorsement to the USOE.