

**NATIONAL MIDDLE SCHOOL ASSOCIATION
MIDDLE LEVEL TEACHER PREPARATION STANDARDS
2001**

Introduction to Middle Level Teacher Preparation Standards

Program Standards for Middle Level Teacher Preparation

This document contains standards for prospective and practicing teachers as they complete middle level teacher preparation programs at the initial, masters, and doctoral levels. The standards are of two types: programmatic standards and middle level performance-based standards for individuals completing middle level teacher preparation programs. The programmatic standards are intended to assure that middle level teacher preparation programs provide the experiences and resources necessary to effectively prepare teacher candidates and that graduate programs provide quality opportunities for the advanced study of middle level education. The middle level performance-based standards focus directly on what middle level teachers should know and be able to do.

Programmatic Standards

Programmatic standards address the nature of middle level teacher preparation programs and the qualifications of program faculty members. Documentation demonstrating compliance with these standards includes, but is not limited to: (a) brief descriptions of middle level programs from catalogs and/or other sources; (b) a listing of middle level courses with catalog descriptions, course outlines, and/or syllabi; (c) examples of typical courses-of-study for those seeking middle level degrees; (d) brief descriptions of qualifications of middle level program faculty members; and, (e) other information that might help reviewers better understand programs.

Performance-Based Standards

Middle level performance standards describe the specialized knowledge, dispositions, and performances needed to successfully teach young adolescents. For these standards, middle level teacher preparation programs must demonstrate, with assessment information, that degree candidates are proficient in the full scope of the standards including evidence of positive effects on student learning. Rubrics for the assessment of standards are provided.

Contextual Statement

Each institution has unique attributes that influence middle level teacher preparation programs. It is important that these attributes be considered when programs are reviewed. The contextual statement should be a concisely written summary of key points, not as an extended, referenced paper with numerous attachments. This is an opportunity to provide reviewers with information that is not included in responses to the standards. *The contextual statement should not contain information already provided in other sections of the folio and should not exceed ten pages in length.* Some examples of the kind of information that might be included are listed below.

- Basic factual information about the program (e.g., grade levels included, number of candidates enrolled)

- Relevant policies (e.g., relationship of the framework for the middle level teacher preparation program with the conceptual framework used for unit accreditation)
- Strengths of the program (e.g., mission and goals)
- Quality assurance process (e.g., ways assessment results are used to evaluate and improve middle level programs and candidate performance)
- Unique state requirements (e.g., explanation of the ways program(s) accommodate differences between state standards and NMSA standards)
- Assessment plan (e.g., description of the assessment plan, how assessment results are used to demonstrate that candidates have positive results on student learning)

The following timeline for transition to performance-based program reviews has been established:

- Academic year 2002-03 -- Institutions may choose whether to use old standards or new performance-based standards. However, currently available data regarding the success of candidates must be included in all submissions (e.g., aggregated data from state licensure tests, admissions assessments, evaluations from field based experiences, information from candidate portfolios, evaluations from employers, results from candidate surveys). An assessment plan should also be included.
- Academic year 2003-04 -- Institutions should use the performance-based standards. Each submission should include an assessment plan, pilot data, and currently available data.
- Academic year 2004-05 -- Academic year 2005-06 – Institutions must have fully functioning assessment systems that produce data on candidate performances.

Quality Assurance Plans

- All program submissions using the new performance-based standards should include descriptions of quality assurance programs and describe how they provide information to improve middle level teacher preparation programs.
- A strong emphasis should be placed on the use of multiple measures to capture the proficiencies of candidates that are reflected in the performance-based standards.
- A description of continuing efforts to assure credibility -- accuracy, consistency, fairness, and avoidance of bias -- of the assessment and evaluation system should be included in the quality assurance plan.
- Plans for using assessment results to improve programs and teaching should be described.

Page Limitation

Please note that program review materials, including attachments, must not exceed 140 pages.

NATIONAL MIDDLE SCHOOL ASSOCIATION PROGRAMMATIC STANDARDS FOR INITIAL MIDDLE LEVEL TEACHER PREPARATION

Standard 1 Middle Level Courses and Experiences

Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.

Indicators

1. The middle level conceptual framework establishes a shared vision for the programs efforts in preparing educators to work in middle level schools.
2. Courses address topics such as middle level philosophy and organization, young adolescent development, middle level curriculum, and middle level instruction.
3. Early and continuing middle level field experiences and student teaching are provided and required.

UNACCEPTABLE	ACCEPTABLE	TARGET
The conceptual framework of the program fails to demonstrate a shared vision for the preparation of middle level teacher candidates. It lacks documentation that it provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.	The conceptual framework of the program reflects a shared vision for the preparation of middle level teacher candidates. It provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It is consistent with the unit conceptual framework.	The conceptual framework of the program clearly reflects a shared vision for the preparation of middle level teacher candidates. It provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It is well articulated, knowledge-based, and consistent with the unit conceptual framework.
The program fails to include courses that directly address middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction).	The program includes courses that directly address middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction).	The program includes well-planned and articulated courses that focus on young adolescents and middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction). The content of these courses comprehensively address the middle level knowledge base and NMSA standards.
The program is lacking in appropriate early and continuing field experiences and student teaching at the middle level.	The program includes early and continuing field experiences and student teaching at the middle level that support and address middle level knowledge and practice.	The program contains rich and varied early and continuing field experiences and student teaching at the middle level that extend teacher candidates knowledge level and practice.

Standard 2 Qualified Middle Level Faculty

Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.

Indicators

1. Faculty members hold advanced degrees in areas that provide appropriate backgrounds to teach in the program.
2. Faculty members have demonstrated their interest and expertise in middle level education.
3. Faculty members are active scholars in middle level education.

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Faculty members who teach in the program lack advanced degrees that are appropriate for preparing middle level candidates (e.g., middle school education, curriculum and instruction). They possess limited knowledge of young adolescent development and the consequent implication of that knowledge for student development, teaching, and learning.</p>	<p>Faculty members who teach in the program hold advanced degrees that are appropriate for preparing middle level teacher candidates (e.g., middle school education, curriculum and instruction). They are knowledgeable about young adolescent development and the implication of that knowledge for student development, teaching, and learning.</p>	<p>Faculty members who teach in the program hold advanced degrees that focus directly on the preparation of middle level teacher candidates (middle school education, curriculum and instruction with a middle level emphasis). They are very knowledgeable about young adolescent development and the implication of that knowledge for student development, teaching, and learning.</p>
<p>Faculty members fail to show how appropriate knowledge about one or more disciplines and are not active scholars in middle level education. They have failed to demonstrate an interest in middle level education.</p>	<p>Faculty members are knowledgeable about one or more disciplines and have demonstrated their interest and expertise in middle level education. They are also active scholars in middle level education.</p>	<p>Faculty members are knowledgeable about two or more disciplines and are recognized scholars in middle level education.</p>
<p>Faculty members lack experience as middle level educators (e.g., middle level teaching, middle level administration).</p>	<p>Faculty members have experience as middle level educators (e.g., middle level teaching, middle level administration).</p>	<p>Faculty members have rich and varied backgrounds as middle level educators (e.g., middle level teaching, middle level administration).</p>

**NATIONAL MIDDLE SCHOOL ASSOCIATION
PERFORMANCE-BASED STANDARDS FOR INITIAL
MIDDLE LEVEL TEACHER PREPARATION**

NOTE: The following definition is used for the term “all young adolescents” throughout this standards document:

The middle level standards interpret “all young adolescents” to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs.

Standard 1 Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Knowledge

Middle level teacher candidates:

1. Understand the major concepts, principles, and theories of young adolescent development – intellectual, physical, social, emotional, and moral.
2. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
3. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
4. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.
5. Understand issues of young adolescent health and sexuality.
6. Understand the interrelationships among the characteristics and needs of all young adolescents.
7. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.
8. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.

Dispositions

Middle level teacher candidates:

1. Are positive and enthusiastic about all young adolescents.
2. Respect and appreciate the range of individual developmental differences of all young adolescents.
3. Hold high, realistic expectations for the learning and behavior of all young adolescents.
4. Believe that all young adolescents can learn and accept responsibility to help them do so.

5. Are enthusiastic about being positive role models, coaches, and mentors for all young adolescents.
6. Believe that diversity among all young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potential.

Performances

Middle level teacher candidates:

1. Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create learning opportunities that reflect an understanding of the development of all young adolescent learners.
3. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged.
4. Make decisions about curriculum and resources that reflect an understanding of young adolescent development.
5. Use developmentally responsive instructional strategies.
6. Use multiple assessments that are developmentally appropriate for young adolescent learners.
7. Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
8. Create and maintain supportive learning environments that promote the healthy development of all young adolescents.
9. Deal effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of young adolescents.
10. Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level candidates fail to show acceptable levels of knowledge of the concepts, principles, theories and research about young adolescent development. They fail to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.	Middle level candidates demonstrate a knowledge of the concepts, principles, theories and research about young adolescent development. They use this knowledge to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.	Middle level candidates demonstrate a comprehensive knowledge of the concepts, principles, theories and research about young adolescent development. They use this knowledge to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.

Middle level candidates fail to demonstrate positive orientations toward teaching young adolescents. They do not believe that all young adolescents can learn and do not accept the responsibility to help them do so.	Middle level candidates are positive about teaching young adolescents and develop positive relationship with them. They believe that all young adolescents can learn and accept the responsibility to help them do so.	Middle level candidates develop close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
Middle level candidates fail to create and maintain supportive learning environments that promote the healthy development of all young adolescents. They lack enthusiasm and a desire to respond positively to the diversity found in young adolescents. They fail to use young adolescent diversity in planning and implementing curriculum and instruction.	Middle level candidates create and maintain supportive learning environments that promote the healthy development of all young adolescents. They respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.	Middle level candidates create and maintain supportive learning environments that promote the healthy development of all young adolescents. They respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.
Middle level candidates fail to create and involve young adolescents in a range of activities oriented toward the development of personal and societal responsibilities.	Middle level candidates produce positive and relevant activities and experiences that involve young adolescents in a range of personal, community, and societal responsibilities.	Middle level candidates engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.

Standard 2 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 these organizational components.

Knowledge

Middle level teacher candidates:

1. Understand the philosophical foundations of developmentally responsive middle level programs and schools.
2. Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Understand the rationale and characteristic components of developmentally responsive middle level schools.
4. Know best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).

5. Understand the team process as a structure for school improvement and student learning.
6. Understand that flexible scheduling provides the context for teachers to meet the needs of all young adolescents.

Dispositions

Middle level teacher candidates:

1. Believe in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents.
2. Are committed to the application of middle level philosophical foundations in their practice.
3. Are supportive of organizational components that maximize student learning.
4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

Performances

Middle level teacher candidates:

1. Apply their knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction.
2. Work successfully within developmentally responsive structures to maximize student learning.
3. Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities.
4. Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level candidates fail to show acceptable levels of understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level candidates demonstrate understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level candidates demonstrate comprehensive understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.

<p>Middle level candidates do not possess the foundational knowledge to articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They do not understand the reasons these practices foster adolescent development academically, socially, emotionally, and physically and fail to make instructional decisions based on these reasons.</p>	<p>Middle level candidates articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.</p>	<p>Middle level candidates effectively articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.</p>
<p>Middle level candidates evidence a lack of dedication to developmentally responsive organizational structures that foster socially equitable educational practices. They fail to promote organizational components that reflect the philosophical foundations of middle level education and that maximize student learning.</p>	<p>Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. Candidates implement developmentally responsive practice and components that reflect the philosophical foundations of middle level education. As they work within teams and utilize flexible instructional time, candidates understand the significance of their actions on student learning.</p>	<p>Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. They enthusiastically promote organizational components that maximize student learning. As they work successfully within teams and utilize flexible instructional time, candidates understand the significance of their actions on student learning.</p>

Standard 3 Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Knowledge

Middle level teacher candidates:

1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.

4. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards.
5. Are fluent in the integration of technology in curriculum planning.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
7. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
8. Understand the integrated role that technology plays in a variety of student assessment measures.
9. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents
11. Understand the key concepts within the critical knowledge base and know how to design assessments that targets them.
12. Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g. mentoring, conflict resolution).

Dispositions

Middle level teacher candidates:

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum assessment and revision.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents.

Performances

Middle level teacher candidates:

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Use multiple assessment strategies that effectively measure student mastery of the curriculum.
9. Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning.

10. Articulate curriculum to various stakeholder groups.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level candidates do not demonstrate acceptable levels of knowledge of local, state, and national curriculum standards. They design curriculum and use materials that are narrowly focused, shallow, and uninteresting to young adolescents.	Middle level candidates possess and employ their knowledge of local, state, and national curriculum standards. They design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all young adolescents.	Middle level candidates analyze local, state, and national curriculum standards based on their knowledge of content and early adolescent development. They consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all young adolescents.
Middle level candidates fail to employ appropriate student achievement strategies that recognize the key concepts found within the critical knowledge base.	Middle level candidates assess student achievement using strategies that focus on the key concepts found within the critical knowledge base.	Middle level candidates assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and they are able to articulate their criteria for strategy selection.
Middle level candidates focus on their content area to the exclusion of other aspects of the total school curriculum. They do not articulate an appropriate curriculum and assessment design to various stakeholders.	Middle level candidates demonstrate an understanding of the total school curriculum; for example: the importance of advisory, co-curricular activities, exploratory courses, and other programs. They articulate this curriculum and assessment design to various stakeholders.	Middle level candidates understand and advocate for the total school curriculum. They consistently articulate this curriculum and assessment design to various stakeholders

Standard 4 Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

Knowledge

Middle level teacher candidates:

1. Possess a depth and breadth of knowledge in two content areas which are broad, multidisciplinary, and encompass the major areas within those fields (e.g., science, not just biology; social science, not just history).
2. Know how to use content knowledge to make interdisciplinary connections.

3. Are knowledgeable about teaching and assessment strategies that are especially effective in their teaching fields.
4. Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields.

Dispositions

Middle level teacher candidates:

1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching and assessment strategies.
4. Value the integration of state-of-the-art technologies and literacy skills in all teaching fields.

Performances

Middle level teacher candidates:

1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.
5. Integrate state-of-the-art technologies and literacy skills into teaching content to all young adolescents.
6. Engage in activities designed to extend knowledge in their teaching fields.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level candidates have not achieved a depth and breadth of knowledge in two content areas that are broad and multidisciplinary and do not demonstrate the ability to make interdisciplinary connections.	Middle level candidates demonstrate a depth and breadth of knowledge in two content areas that are broad and multidisciplinary and demonstrate the ability to make interdisciplinary connections.	Middle level candidates demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary and regularly demonstrate the ability to make interdisciplinary connections.
Middle level candidates do not possess or exhibit the ability to use specific content teaching and assessment strategies and do not integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level candidates demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level candidates frequently demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.

Middle level candidates fail to provide instruction that is engaging and increases student learning and supports academic excellence.	Middle level candidates teach in engaging ways that maximize student learning.	Middle level candidates frequently teach in engaging ways that maximize student learning.
Middle level candidates do not integrate their content knowledge with the ideas, interests, and experiences of students, and as a consequence, do not help them helping them understand the integrated nature of knowledge.	Middle level candidates incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.	Middle level candidates frequently incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.
Middle level candidates fail to see the importance of and do not engage in activities designed to extend knowledge in their teaching field(s), integrating content, using content specific teaching and assessment strategies and integrating state-of-the-art technologies and literacy skills.	Candidates value the importance of and engage in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills.	Candidates take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills.

Standard 5 Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Knowledge

Middle level teacher candidates:

1. Understand the principles of instruction and the research base that supports them.
2. Know a wide variety of teaching, learning, and assessment strategies, and when to implement them.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations.
5. Understand ways to teach the basic concepts and skills of inquiry and communication.
6. Know how to evaluate the effectiveness of teaching strategies.
7. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).

8. Know effective, developmentally responsive classroom management techniques.
9. Understand the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).

Dispositions

Middle level teacher candidates:

1. Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents.
2. Value the need for providing and maintaining environments that maximize student learning.
3. Believe that instructional planning is important and must be developmentally responsive.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value the importance of on-going and varied assessment strategies.
6. Realize the importance of basing instruction on assessment results.
7. Appreciate the importance of teaching strategies that are current and supported by research and successful practice.
8. Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning.

Performances

Middle level teacher candidates:

1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.
4. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
5. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
6. Establish equitable, caring, and productive learning environments for all young adolescents.
7. Employ fair, effective, developmentally responsive classroom management techniques.
8. Implement a variety of developmentally responsive assessment measures (e.g. portfolios, authentic assessments, student self-evaluation).
9. Maintain useful records and create an effective plan for evaluation of student work and achievement.
10. Communicate assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level candidates lack the ability to provide effective instruction. They fail to select instructional strategies that meet the needs of their students.	Middle level candidates demonstrate their knowledge of effective instruction. They actively engage students in learning the curriculum by selecting instructional strategies that are challenging, culturally sensitive, and developmentally responsive.	Middle level candidates actively engage students in independent and collaborative inquiry. They consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive
Middle level candidates demonstrate weak and ineffective classroom management techniques that result in an environment characterized by unfairness and disrespect. Assessment is disconnected from instruction, and therefore unable to inform future instruction.	Middle level candidates employ classroom management techniques designed to create positive learning environments. They link formal and informal assessments to instruction, and they use this information to adjust future lesson plans.	Middle level candidates create equitable, caring, and productive learning environments. They link an array of formal and informal assessments to instruction, and they consistently use this information to adjust future lesson plans.
Middle level candidates are uninterested in and do not participate in collaboration with colleagues.	Middle level candidates collaborate with others to plan instruction and assessment.	Candidates initiate and value collaboration with others to improve instruction and assessment.

Standard 6 Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Knowledge

Middle level teacher candidates:

1. Understand the variety of family structures.
2. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning.
3. Understand the challenges that families may encounter in contemporary society and are knowledgeable about support services and other resources that are available to assist them.
4. Know how to communicate effectively with family and community members.
5. Understand that middle level schools are organizations within a larger community context.
6. Understand the relationships between schools and community organizations.
7. Know about the resources available within communities that can support students, teachers, and schools.

8. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.
9. Understand the roles of family and community members in improving the education of all young adolescents.

Dispositions

Middle level teacher candidates:

1. Respect all young adolescents and their families.
2. Realize the importance of privacy and confidentiality of information when working with family members.
3. Value the variety of resources available in communities.
4. Are committed to helping family members become aware of how and where to receive assistance when needed.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.
6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.
7. Realize and value the importance of communicating effectively with family and community members.
8. Accept the responsibility of working with family and community members to increase student welfare and learning.

Performances

Middle level teacher candidates:

1. Establish respectful and productive relationships with family and community members that maximize student learning and well being.
2. Act as advocates for all young adolescents in the school and in the larger community.
3. Connect instruction to the diverse community experiences of all young adolescents.
4. Identify and use community resources to foster student learning.
5. Participate in activities designed to enhance educational experiences that transcend the school campus.
6. Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).
7. Demonstrate the ability to participate in parent conferences.

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Middle level candidates lack an understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They fail to maximize the learning of all young adolescents.</p>	<p>Middle level candidates demonstrate an understanding of the major concepts , principles, theories, and research related to working collaboratively with family and community members. They use this knowledge to ensure the maximum learning of all young adolescents.</p>	<p>Middle level candidates demonstrate a comprehensive understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They effectively use this knowledge to maximize the learning of all young adolescents.</p>
<p>Middle level candidates are ignorant of how diverse family structures and family and cultural backgrounds influence and enrich learning. They are unable to work successfully with parents and community members to improve the education of all young adolescents.</p>	<p>Middle level candidates understand and value how both diverse family structures and family and cultural backgrounds influence and enrich learning. They work successfully with parents and community members to improve the education of all young adolescents.</p>	<p>Middle level candidates understand the relationships between schools and community organizations and communicate effectively with all stakeholders. They comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources.</p>
<p>Middle level candidate knowledge about support services and other resources in schools and communities that support students and teachers is unacceptable. They neither demonstrate respect for all young adolescents and their families and neither value nor employ the variety of resources available in communities.</p>	<p>Middle level candidates are knowledgeable about support services and other resources in schools and communities that support students and teachers. They respect all young adolescents and their families and value the variety of resources available in communities.</p>	<p>Middle level candidates value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.</p>

<p>Middle level candidates are not advocates for young adolescents; neither do they share that knowledge with others. They do not successfully participate in parent conferences and other school and community activities.</p>	<p>Middle level candidates serve as advocates for all young adolescents in the school learning. They plan and execute successful parent conferences that involve young adolescents as key participants and thoughtfully engage in other school and community activities in the larger community and share that knowledge with others. They successfully participate in parent conferences and other school and community activities.</p>	<p>Candidates serve as advocates for all young adolescents in the school and in the larger community. They engage in activities that help parents and community members understand the nature of young adolescents and the implications for parenting, teaching, and learning. They plan and execute successful parent conferences that involve young adolescents as key participants and thoughtfully engage in other school and community activities.</p>
---	--	---

Standard 7 Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Knowledge

Middle level teacher candidates:

1. Understand their evolving role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Are knowledgeable about their responsibility for upholding high professional standards.
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
5. Know advisory/advocate theories, skills, and curriculum.
6. Understand teaming/collaborative theories and processes.
7. Understand their service responsibilities to school reform and the greater community.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Know the skills of research/data-based decision-making.
10. Are fluent in the integration of a range of technologies (e.g., film, computers) in their professional roles with curriculum, instruction, and assessment.

Dispositions

Middle level teacher candidates:

1. Value learning as a life-long process.
2. Perceive themselves as members of the larger learning community.

3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.
7. Value collegiality as an integral part of their professional practice.

Performances

Middle level teacher candidates:

1. Model positive attitudes and appropriate behaviors for all young adolescents.
2. Serve as advisors, advocates, and mentors for all young adolescents.
3. Work successfully as members of interdisciplinary teams and as part of the total school environment.
4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations).
5. Read professional literature, consult with colleagues, maintain currency with a range of technologies, and seek resources to enhance their professional competence.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level candidates do not demonstrate understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, or their responsibility for upholding high professional standards and modeling appropriate behaviors.	Middle level candidates display broad understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors.	Middle level candidates demonstrate a comprehensive understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors.

<p>Middle level candidates do not demonstrate understanding of teaming/collaborative theories and processes or the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they do not work successfully as members of interdisciplinary teams.</p>	<p>Middle level candidates exhibit good understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.</p>	<p>Middle level candidates demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.</p>
<p>Middle level candidates do not demonstrate knowledge of advisory/advocate theories, skills, and curriculum or serve as advisors, advocates and mentors of young adolescents.</p>	<p>Middle level candidates possess knowledge of advisory/advocate theories, skills, and curriculum and employ this knowledge successfully as advisors, advocates and mentors of young adolescents.</p>	<p>Middle level candidates demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates and mentors of young adolescents in various settings.</p>
<p>Middle level candidates do not demonstrate understanding of the skills of research/data-based decision making or their service responsibilities to school reform and the greater community.</p>	<p>Middle level candidates maintain an up-to-date understanding of the skills of research data-based decision making and their service responsibilities to school reform and the greater community.</p>	<p>Middle level candidates demonstrate a comprehensive understanding of the skills of research/data based decision making and their service responsibilities to school reform and the greater community.</p>
<p>Middle level candidates do not perceive themselves as members of the larger learning community, do not believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), nor are they committed to helping all young adolescents become thoughtful, ethical, democratic citizens.</p>	<p>Middle level candidates view themselves as members of the larger learning community, believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), and are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.</p>	<p>Middle level candidates take a leadership role in the larger learning community, accept professional responsibilities that extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), and advocate for helping all young adolescents become thoughtful, ethical, democratic citizens.</p>

<p>Middle level candidates do not believe in maintaining high standards of ethical behavior and professional competence and do not value collegiality as part of their professional practice.</p>	<p>Middle level candidates maintain high standards of ethical behavior and professional competence and value collegiality as part of their professional practice.</p>	<p>Middle level candidates model high standards of ethical behavior and professional competence and collegiality as part of their professional practice.</p>
<p>Middle level candidates do not value life-long learning and are not committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</p>	<p>Middle level candidates hold expectations for their own life-long learning and are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</p>	<p>Middle level candidates model life-long learning and take a leadership role in refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</p>

NATIONAL MIDDLE SCHOOL ASSOCIATION MASTERS LEVEL TEACHER PREPARATION STANDARDS

Introduction to Middle Level Teacher Preparation Standards

Program Standards for Middle Level Teacher Preparation

This document contains draft standards for prospective and practicing teachers as they complete middle level teacher preparation programs at the initial, masters, and doctoral levels. The standards are of two types: programmatic standards and middle level performance-based standards for individuals completing middle level teacher preparation programs. The programmatic standards are intended to assure that middle level teacher preparation programs provide the experiences and resources necessary to effectively prepare teacher candidates and that graduate programs provide quality opportunities for the advanced study of middle level education. The middle level performance-based standards focus directly on what middle level teachers should know and be able to do.

Programmatic Standards

Programmatic standards address the nature of middle level teacher preparation programs and the qualifications of program faculty members. Documentation demonstrating compliance with these standards includes, but is not limited to: (a) brief descriptions of middle level programs from catalogs and/or other sources; (b) a listing of middle level courses with catalog descriptions, course outlines, and/or syllabi; (c) examples of typical courses-of-study for those seeking middle level degrees; (d) brief descriptions of qualifications of middle level program faculty members; and, (e) other information that might help reviewers better understand programs.

Performance-Based Standards

Middle level performance standards describe the specialized knowledge, dispositions, and performances needed to successfully teach young adolescents. For these standards, middle level teacher preparation programs must demonstrate, with assessment information, that degree candidates are proficient in the full scope of the standards including evidence of positive effects on student learning. Rubrics for the assessment of standards are provided.

Contextual Statement

Each institution has unique attributes that influence middle level teacher preparation programs. It is important that these attributes be considered when programs are reviewed. The contextual statement should be a concisely written summary of key points, not as an extended, referenced paper with numerous attachments. This is an opportunity to provide reviewers with information that is not included in responses to the standards. *The contextual statement should not contain information already provided in other sections of the folio and should not exceed ten pages in length.* Some examples of the kind of information that might be included are listed below.

- Basic factual information about the program (e.g., grade levels included, number of candidates enrolled)
- Relevant policies (e.g., relationship of the framework for the middle level teacher preparation program with the conceptual framework used for unit accreditation)

- Strengths of the program (e.g., mission and goals)
- Quality assurance process (e.g., ways assessment results are used to evaluate and improve middle level programs and candidate performance)
- Unique state requirements (e.g., explanation of the ways program(s) accommodate differences between state standards and NMSA standards)
- Assessment plan (e.g., description of the assessment plan, how assessment results are used to demonstrate that candidates have positive results on student learning)

The following timeline for transition to performance-based program reviews has been established:

- Academic year 2002-03 -- Institutions may choose whether to use old standards or new performance-based standards. However, currently available data regarding the success of candidates must be included in all submissions (e.g., aggregated data from state licensure tests, admissions assessments, evaluations from field based experiences, information from candidate portfolios, evaluations from employers, results from candidate surveys). An assessment plan should also be included.
- Academic year 2003-04 -- Institutions should use the performance-based standards. Each submission should include an assessment plan, pilot data, and currently available data.
- Academic year 2004-05 -- Academic year 2005-06 -- Institutions must have fully functioning assessment systems that produce data on candidate performances.

Quality Assurance Plans

- All program submissions using the new performance-based standards should include descriptions of quality assurance programs and describe how they provide information to improve middle level teacher preparation programs.
- A strong emphasis should be placed on the use of multiple measures to capture the proficiencies of candidates that are reflected in the performance-based standards.
- A description of continuing efforts to assure credibility – accuracy, consistency, fairness, and avoidance of bias - of the assessment and evaluation system should be included in the quality assurance plan.
- Plans for using assessment results to improve programs and teaching should be described.

Page Limitation

Please note that program review materials, including attachments, must not exceed 140 pages.

**NATIONAL MIDDLE SCHOOL ASSOCIATION PROGRAMMATIC STANDARDS
FOR MASTERS MIDDLE LEVEL TEACHER PREPARATION**

Standard 1 Middle Level Courses and Experiences

Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.

Indicators

1. The middle level conceptual framework establishes a shared vision for the programs efforts in preparing educators to work in middle level schools.
2. Courses address topics such as middle level philosophy and organization, young adolescent development, middle level curriculum, and middle level instruction.
3. Early and continuing middle level field experiences and student teaching are provided and required.

UNACCEPTABLE	ACCEPTABLE	TARGET
The conceptual framework of the program fails to demonstrate a shared vision for the preparation of middle level teacher candidates. It lacks documentation that it provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.	The conceptual framework of the program reflects a shared vision for the preparation of middle level teacher candidates. It provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It is consistent with the unit conceptual framework.	The conceptual framework of the program clearly reflects a shared vision for the preparation of middle level teacher candidates. It provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It is well articulated, knowledge-based, and consistent with the unit conceptual framework.
The program fails to include courses that directly address middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction).	The program includes courses that directly address middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction).	The program includes well planned and articulated courses that focus on young adolescents and middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction). The content of these course comprehensively address the middle level knowledge base and NMSA standards.

The program is lacking in appropriate early and continuing field experiences and student teaching at the middle level.	The program includes early and continuing field experiences and student teaching at the middle level that support and address middle level knowledge and practice.	The program contains rich and varied early and continuing field experiences and student teaching at the middle level that extend teacher candidates knowledge level and practice.
--	--	---

Standard 2 Qualified Middle Level Faculty

Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.

Indicators

1. Faculty members hold advanced degrees in areas that provide appropriate backgrounds to teach in the program.
2. Faculty members have demonstrated their interest and expertise in middle level education.
3. Faculty members are active scholars in middle level education.

UNACCEPTABLE	ACCEPTABLE	TARGET
Faculty members who teach in the program lack advanced degrees that are appropriate for preparing middle level candidates (e.g., middle school education, curriculum and instruction). They possess limited knowledge of young adolescent development and the consequent implication of that knowledge for student development, teaching, and learning.	Faculty members who teach in the program hold advanced degrees that are appropriate for preparing middle level teacher candidates (e.g., middle school education, curriculum and instruction). They are knowledgeable about young adolescent development and the implication of that knowledge for student development, teaching, and learning.	Faculty members who teach in the program hold advanced degrees that focus directly on the preparation of middle level teacher candidates (middle school education, curriculum and instruction with a middle level emphasis). They are very knowledgeable about young adolescent development and the implication of that knowledge for student development, teaching, and learning.
Faculty members fail to show how appropriate knowledge about one or more disciplines and are not active scholars in middle level education. They have failed to demonstrate an interest in middle level education.	Faculty members are knowledgeable about one or more disciplines and have demonstrated their interest and expertise in middle level education. They are also active scholars in middle level education.	Faculty members are knowledgeable about two or more disciplines and are recognized scholars in middle level education.

Faculty members lack experience as middle level educators (e.g., middle level teaching, middle level administration).	Faculty members have experience as middle level educators (e.g., middle level teaching, middle level administration).	Faculty members have rich and varied backgrounds as middle level educators (e.g., middle level teaching, middle level administration).
---	---	--

Standard 1 Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Comprehensively understand the major concepts, principles, theories, and research of young adolescent development B intellectual, physical, social, emotional, and moral B and their interrelationships.
2. Have practical professional knowledge of health and sexuality issues of young adolescents.
3. Comprehend that the development of all young adolescents occurs within the context of classrooms, families, peer groups, communities and society.
4. Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
5. Have an in-depth knowledge of a wide variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
6. Comprehend the implications of young adolescent development for school organization and components of successful middle level programs and schools.
7. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.

Dispositions

Middle level masters candidates:

1. Are positive and enthusiastic about all young adolescent students.
2. Respect and appreciate the range of individual developmental differences of all young adolescents.
3. Hold high, realistic expectations for the learning and behavior of all young adolescents.
4. Believe that all young adolescents can learn and accept responsibility to help them do so.
5. Believe in the importance of being positive role models, coaches, mentors, and advocates for all young adolescents.
6. Believe diversity among all young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potentials.

Performances

Middle level masters candidates:

1. Consistently establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create and maintain a healthy, productive learning environment where developmental differences are respected and supported, and individual potential is encouraged.
3. Make decisions about curriculum and resources that reflect an understanding of young adolescent development using current research.
4. Creatively engage all young adolescents in activities related to their interpersonal, community, and societal responsibilities.
5. Research and effectively address societal changes, including the changing portrait of young adolescents in the media, which impact the healthy development of all young adolescents.
6. Promote the positive aspects of diversity found in all young adolescents and use that diversity in planning and implementing curriculum and instruction.

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Middle level masters candidates lack adequate understanding of the concepts, principles, theories, and research underlying the characteristics of adolescent development.</p>	<p>Middle level masters candidates demonstrate comprehensive understanding of the concepts, principles, theories, and research underlying the characteristics of adolescent development.</p>	<p>Middle level masters candidates consistently and comprehensively demonstrate an understanding of the research that underpins adolescent development. Based on scholarly literature, they discriminate among the best practices that promote the positive development of early adolescence.</p>
<p>Middle level masters candidates fail to demonstrate developmentally responsive practices that support the development of all young adolescents. They fail to understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.</p>	<p>Middle level masters candidates effectively articulate and implement developmentally responsive practices that support the development of all young adolescents. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.</p>	<p>Middle level masters candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices.</p>

Middle level masters candidates are neither knowledgeable of nor invested in developmentally responsive organizational structures that foster socially equitable educational practices. They fail to use techniques that address the nature and needs of the young adolescent that maximize student learning.	Middle level masters candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. They enthusiastically promote using techniques that address the nature and needs of the young adolescent that maximize student learning.	Middle level masters candidates work to share their expanding knowledge of early adolescent development within a community wider than their own classroom. Their professional practice reflects current research on the nature and needs of young adolescents and they are role models for other educators.
Middle level masters candidates fail to demonstrate collaborative behavior within teams or utilize flexible instructional time. Candidates lack the ability to evaluate the significance of their actions on student development.	As they work successfully within teams and utilize flexible instructional time, middle level masters candidates evaluate the significance of their actions on student development.	Based on these principles, middle level masters candidates actively participate in activities to restructure programs and policies making schools more responsive to the needs of young adolescents.

Standard 2 Middle Level Philosophy and School Organization

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Have a comprehensive understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
2. Have practiced professional knowledge about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Comprehend the rationale and characteristic components of developmentally responsive middle level schools.
4. Distinguish best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).
5. Understand that the team process is the most effective strategy for school improvement and student learning.
6. Understand that flexible scheduling provides the best context for teachers to meet the needs of all young adolescents.

Dispositions

Middle level masters candidates:

1. Believe in the philosophical foundations that support developmentally responsive, socially equitable programs for all young adolescents.
2. Are committed to the application of middle level philosophical foundations in their practice.
3. Are supportive of organizational components that maximize student learning.
4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

Performances

Middle level masters candidates:

1. Consistently use their knowledge of the philosophical and historical foundations of middle level education when making decisions about curriculum and instruction.
2. Incorporate developmentally responsive organizational components of teaming and flexible instructional time, and work successfully within them to maximize student learning.
3. Examine and evaluate various effective adult advocacy programs that support healthy social and emotional growth of all young adolescents.
4. Articulate and apply their knowledge of the philosophical foundations of middle level education in leadership roles within their schools, districts, and communities.
5. Evaluate the relative effectiveness of developmentally responsive programs, best practices, and organizational components that reflect the philosophical foundations of middle level education and implement those that are most effective.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level masters candidates lack adequate understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level masters candidates demonstrate comprehensive understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level masters candidates consistently and comprehensively demonstrate an understanding of the research that underpins the philosophical and historical foundations of developmentally responsive middle level programs and schools. Based on scholarly literature, they discriminate among the best school organizational practices including teaming and flexible use of instructional time.

<p>Middle level masters candidates display poor performance of developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They do not understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.</p>	<p>Middle level masters candidates effectively articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.</p>	<p>Middle level masters candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. They share their expanding knowledge of philosophical and historical foundations within a community wider than their own classroom. Their professional practice reflects the principles of current research on middle level education and are candidates role models for other educators.</p>
<p>Middle level masters candidates do not possess the ability to work within developmentally responsive organizational structures that foster socially equitable educational practices. They do not promote organizational components that maximize student learning.</p>	<p>Middle level masters candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. They enthusiastically promote organizational components that maximize student learning. As they work successfully within teams and utilize flexible instructional time, candidates evaluate the significance of their actions on student learning.</p>	<p>Middle level masters candidates actively participate in a wide range of activities to restructure programs and policies to maximize student learning. They assume leadership roles in promoting developmentally responsive organizational structures that foster socially equitable educational practices.</p>

Standard 3 Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Knowledge:

Middle level masters candidates:

1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.

4. Possess depth and breadth of content knowledge.
5. Are knowledgeable about middle level curriculum standards and models.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
7. Fully understand their roles and responsibilities in the total school curriculum.
8. Know how to assess and select curriculum materials that are academically challenging, culturally sensitive, and personally motivating for all young adolescents.
9. Know how to develop, implement, and assess advisory and other student advocacy programs that attend to the developmental needs and interests of young adolescents.
10. Understand the major curriculum theories and their applications to middle level curriculum and assessment.
11. Understand effective curriculum assessment strategies and how to use that knowledge to maximize student learning.

Dispositions

Middle level masters candidates:

1. Value the need for being knowledgeable and current in all curriculum areas taught.
2. View all areas of knowledge as important.
3. Value the importance of ongoing curriculum development, implementation, and assessment.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an interdisciplinary curriculum that is challenging, relevant, integrative, and exploratory.
6. Value the importance of continued assessment of all aspects of middle level curriculum.

Performances:

1. Make decisions about curriculum, assessment, and resources that reflect a comprehensive understanding of young adolescent development.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing middle level curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and implement an integrated and integrative curriculum.
5. Develop and teach the curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Participate in varied professional roles within the total school curriculum.
7. Select and assess curriculum materials that are academically challenging, culturally sensitive, and personally motivating for all young adolescent learners.
8. Provide leadership in the development, implementation, and assessment of middle level curriculum.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level masters candidates are ignorant of the major concepts, principles, and theories of middle level curriculum and assessment. They fail to use current knowledge and standards from multiple subject areas and do not effectively develop, implement, or assess middle level curriculum and assessment.	Middle level masters candidates possess a firm understanding of middle level curriculum and assessment and the major concepts, principles and theories upon which they are founded. They use this knowledge effectively in their practice.	Middle level masters candidates demonstrate consistent and informed use of the major concepts, principles, and theories that form the knowledge base of middle level curriculum and assessment. They provide leadership in the development, implementation, and assessment of middle level curriculum.
Middle level masters candidates fail to grasp the basic concept and processes of middle level research as it relates to curriculum and assessment.	Middle level masters candidates understand the research base of middle level curriculum and assessment.	Middle level masters candidates make pervasive use of research related to middle level curriculum and assessment in all aspects of their professional practice.
Middle level masters candidates fail to apply the research base of middle level curriculum and assessment to their professional practice.	Middle level masters candidates apply their knowledge of middle level curriculum and assessment to the range of their professional practice.	Middle level masters candidates assume leadership roles in using and sharing the research base of middle level curriculum and assessment.

Standard 4 Middle Level Teaching Fields

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Possess a depth and breadth of knowledge in one or more teaching fields.
2. Know how to use content knowledge to make interdisciplinary connections.
3. Possess a depth and breadth of knowledge of a range of technologies (e.g., computers, audio and video presentations).
4. Are knowledgeable about teaching and assessment strategies that are effective in their teaching fields.
5. Know a variety of strategies for integrating state-of-the-art technologies and literacy skills in their teaching fields.

Dispositions

Middle level masters candidates:

1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching and assessment strategies.
4. Value the integration of state-of-the-art technologies and literacy skills in all teaching fields.

Performances

Middle level masters candidates:

1. Use their depth and breadth of content knowledge in ways that increase student learning and support academic excellence.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help young adolescents understand the integrated nature of knowledge.
5. Use a variety of strategies to integrate state-of-the-art technologies and literacy.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level masters candidates fail to demonstrate a depth and breadth of knowledge in one or more teaching fields that are broad and multidisciplinary and do not demonstrate the ability to make interdisciplinary connections.	Middle level masters candidates exhibit a depth and breadth of knowledge in one or more teaching fields that are broad and multidisciplinary as well as exhibit the ability to make interdisciplinary connections.	Middle level masters candidates demonstrate a comprehensive depth and breadth of knowledge in one or more teaching fields that are broad and multidisciplinary and frequently demonstrate the ability to make interdisciplinary connections.
Middle level masters candidates fail to demonstrate the ability to use specific content teaching and assessment strategies and do not integrate literacy and state-of-the-art technology skills in their teaching fields.	Middle level masters candidates employ specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.	Middle level masters candidates frequently demonstrate and share with others the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields and share their expertise with others.
Middle level masters candidates neither engage students nor teach in ways that increase student learning or academic excellence.	Middle level masters candidates teach in engaging ways that increase student learning and support academic excellence.	Middle level masters candidates regularly teach in engaging ways that increase student learning and support academic excellence and share their expertise with others.

Middle level masters candidates fail to integrate their content knowledge with the ideas, interests, and experiences of young adolescents. They lack adequate understanding to help students comprehend the integrated nature of knowledge.	Middle level masters candidates incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.	Middle level masters candidates regularly incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge and share their expertise with others.
---	--	--

Standard 5 Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Knowledge

Middle level masters candidates:

1. Understand the principles of instruction and assessment, including the theories and research that support them.
2. Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
3. Understand that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach core concepts, skills of inquiry, problem solving, collaboration, and communication to all young adolescents.
5. Know how to evaluate the effectiveness of teaching, learning, and assessment strategies.
6. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
7. Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.
8. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
9. Understand and analyze the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).
10. Know how to select and develop formal, informal, and performance assessment techniques based on their advantages and limitations.
11. Understand how assessment strategies should be used in various learning environments and for specific achievement goals.
12. Understand local, state, and national assessment systems and how they inform the instructional environment.

Dispositions

Middle level masters candidates:

1. Value the need for a repertoire of teaching, learning, and assessment strategies that are appropriate for reaching all young adolescents.
2. Value the need for providing and maintaining an environment that is fair, equitable, and developmentally responsive, and that maximizes student learning.
3. Believe that culturally sensitive, developmentally responsive instruction and assessment are essential.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value on-going and varied assessment strategies.
6. Believe that good instruction is based on a variety of informal, formal, and performance assessments.
7. Appreciate the importance of teaching, learning, and assessment strategies that are current, knowledge-based, and supported by research and successful practice.
8. Are committed to using assessment to identify students' strengths and promote student growth rather than deny student access to learning.

Performances

Middle level masters candidates:

1. Articulate and use a variety of teaching, learning and assessment strategies that motivate all young adolescents to learn.
2. Select a variety of instructional resources, including technology resources, that promote student-centered learning.
3. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
4. Plan and implement effective instruction and assessment individually and with colleagues.
5. Use the results of a variety of formal, informal and performance assessments to improve teaching and learning.
6. Implement a variety of developmentally responsive assessment measures such as portfolios, authentic assessments and student self-evaluations.
7. Maintain useful records and create effective plans for evaluation of student work and achievement.
8. Communicate assessment information knowledgeably and responsibly to students, families, other educators, community members and other appropriate audiences.
9. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
10. Participate in professional development activities that increase their knowledge of effective teaching/learning and assessment strategies.
11. Establish, maintain, and promote fair, effective, and positive learning environments for all young adolescents.
12. Employ effective, developmentally responsive classroom management.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level masters candidates demonstrate limited knowledge of effective instruction. They occasionally engage students in learning the curriculum by selecting appropriate instructional strategies.	Middle level masters candidates design effective instruction and assessments, and are able to articulate their theoretical bases. They engage students in independent and collaborative inquiry.	Middle level masters candidates design effective instruction and assessments, and are able to articulate their theoretical bases. They actively engage students in independent and collaborative inquiry.
Middle level masters candidates are inconsistent in their use of challenging, culturally sensitive, and developmentally responsive instruction.	Middle level masters candidates consistently select instructional strategies and resources that are motivating, challenging, culturally sensitive, and developmentally responsive.	Middle level masters candidates consistently select instructional strategies and resources that are motivating, challenging, culturally sensitive, and developmentally responsive. They encourage their students to view the curriculum from diverse perspectives.
Middle level masters candidates do not employ classroom management techniques designed to create positive learning environments. They fail to link formal and informal assessments to instruction.	Middle level masters candidates value and create equitable, caring, and productive learning environments. They value culturally sensitive, developmentally responsive instruction and assessment.	Middle level masters candidates value, create and promote equitable, caring, and productive learning environments. They value culturally sensitive, developmentally responsive instruction and assessment.
Middle level masters candidates focus on their own instruction and assessment without sufficient collaboration with others.	Middle level masters candidates link an array of formal, informal and performance assessments to specific instructional goals, and they use this information to adjust future instruction.	Middle level masters candidates link an array of formal, informal and performance assessments to instruction, and they use this information to adjust future instruction. They engage students in self-assessment.
Middle level masters candidates fail to demonstrate adequate knowledge of local, state, and national assessment systems. These systems of assessment do not inform their teaching.	Middle level masters candidates articulate local, state and national assessment systems and use these to inform their teaching.	Middle level masters candidates articulate local, state and national assessment systems and use these to inform their teaching. They maintain useful records and communicate these to all stakeholders.

Middle level masters candidates show little potential or willingness to work productively with other professionals to improve instruction and assessment.	Middle level masters candidates initiate and value collaboration with others to improve instruction and assessment.	Middle level masters candidates use assessment to identify students' strengths and promote their growth rather than deny them access to learning. They initiate and value collaboration with others to improve instruction and assessment.
Middle level masters candidates fail to accept responsibility for their own continued improvement as instructional leaders. They fail to attend and engage in professional development activities.	Middle level masters candidates attend professional development activities designed to improve their teaching and assessment practices.	Middle level masters candidates provide leadership in professional development activities designed to improve their teaching and assessment practices.

Standard 6 Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Knowledge

Middle level masters candidates:

1. Understand the implications of the variety of family structures for effective teaching and learning.
2. Have a comprehensive understanding of ways prior learning, differing experiences, and family and cultural backgrounds influence the learning of all young adolescents.
3. Understand the challenges that families may encounter in contemporary society and are knowledgeable about how to use support services and other resources that are available to assist them.
4. Know how to communicate effectively with family and community members.
5. Understand that middle level schools are organizations within a larger community context and are aware of the implications of these relationships for effective teaching and learning.
6. Have extensive knowledge about the resources available within communities that can support students, teachers, and schools.
7. Know what kinds of information can and should be shared with family and community members and what should remain private and confidential.
8. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.
9. Understand the roles of family and community members and ways to utilize their experience and expertise to improve student learning.

Dispositions

Middle level masters candidates:

1. Highly respect all young adolescents and their families.
2. Realize the importance of privacy and confidentiality of information when working with family members.
3. Value the variety of resources available in communities.
4. Are committed to helping family members become aware of how and where to receive assistance when needed.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and economic conditions.
6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.
7. Realize and value the importance of communicating effectively with family and community members.
8. Accept the responsibility of working with and informing family and community members about student welfare and learning.

Performances

Middle level masters candidates:

1. Establish and maintain respectful and productive relationships with family and community members that maximize student learning and well-being.
2. Act as advocates for all young adolescents in the school and in the larger community.
3. Design and utilize instruction that addresses the diverse community experiences of all young adolescents.
4. Effectively identify and use community resources to foster learning.
5. Provide leadership through creating and participating in activities that extend beyond the school campus.
6. Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).
7. Demonstrate the ability to participate in, facilitate, and provide leadership for family member conferences, school and community activities.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level masters candidates have neither the knowledge nor ability to demonstrate an understanding of or analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members. They fail to maximize the learning of all young adolescents.	Middle level masters candidates demonstrate an understanding of and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members. They use this knowledge to maximize the learning of all young adolescents.	Candidates demonstrate a comprehensive understanding of and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members. They effectively use this knowledge to maximize the learning of all young adolescents.
Middle level masters candidates neither understand nor value how diverse family structures and family and cultural backgrounds influence and enrich learning. They are unable to serve in leadership roles with parents and community members to improve the educational opportunities of all young adolescents.	Middle level masters candidates perceive and act on the richness that diverse family structures and family and cultural backgrounds bring to student learning. They serve in leadership roles with parents and community members to improve the educational opportunities of all young adolescents.	Middle level masters candidates understand the relationships between schools and community organizations and serve in a leadership capacity while communicating effectively with all stakeholders. They demonstrate an in-depth comprehension of available support services to assist families facing challenges and use that knowledge to enhance the educational opportunities of all young adolescents.
Middle level masters candidates are not knowledgeable support services and other resources in schools and communities that support students and teachers. They fail to demonstrate respect for all young adolescents and their families. They fail to link families with the variety of resources available in communities.	Middle level masters candidates are knowledgeable about support services and other resources in schools and communities that support students and teachers. They respect all young adolescents and their families, and provide avenues for accessing these resources.	Middle level masters candidates value and appreciate all young adolescents, family and community members, and other stakeholders regardless of circumstances, community environments, health, and/or economic conditions.

<p>Middle level masters candidates do not participate in the role of advocates for all young adolescents in the school and in the larger community nor do they possess that knowledge about young adolescent advocacy. They do participate in or facilitate parent conferences and other school and community activities.</p>	<p>Middle level masters candidates serve as advocates for all young adolescents in the school and in the larger community and share that knowledge with others. They successfully participate in and facilitate parent conferences and other school and community activities.</p>	<p>Middle level masters candidates serve as advocates for all young adolescents in the school and in the larger community. They engage in and initiate activities that help parents and community members understand the nature of young adolescents and the implications for parenting, teaching and learning. Middle level masters candidates successfully participate in, facilitate and provide leadership for school and community activities.</p>
---	---	---

Standard 7 Middle Level Professional Roles

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Understand their role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Understand their responsibility for upholding high professional standards (e.g., school, community).
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
5. Understand advisory/advocate theories, skills, and curriculum.
6. Have a comprehensive understanding of teaming/collaborative theories and processes.
7. Understand their service responsibilities to school reform and the greater community.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Are knowledgeable about the skills of research/data based decision making.

Dispositions

Middle level masters candidates:

1. Value learning as a life-long process.
2. Perceive themselves as members of the larger learning community.

3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to using classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.
7. Believe that their professional role includes providing leadership and guidance to prospective and practicing teachers.

Performances

Middle level masters candidates:

1. Model positive attitudes and appropriate behaviors for all young adolescents.
2. Serve as advisors, advocates, and mentors for all young adolescents.
3. Work successfully as members of interdisciplinary teams.
4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional conferences, professional development activities).
5. Enhance their professional development through research, professional literature, consultation, and resource development.
6. Serve as advisors and mentors for prospective and practicing teachers.
7. Continue their technology learning through individual study and inquiry, professional development activities, and resource and materials development.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level masters candidates fail to demonstrate a comprehensive understanding of their roles as middle level education professionals, the importance of their influence on all young adolescents, or their responsibility for upholding high professional standards and modeling appropriate behaviors.	Middle level masters candidates demonstrate a comprehensive understanding of their roles as middle level education professionals, the importance of their influence on all young adolescents and their responsibility for upholding high professional standards and modeling appropriate behaviors.	Middle level masters candidates regularly model their roles as middle level education professionals, recognize their influence on all young adolescents and their responsibility for upholding high professional standards and modeling appropriate behaviors.

<p>Middle level masters candidates display poor understanding of teaming/ collaborative theories and processes or the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), nor do they work as successful members of interdisciplinary teams.</p>	<p>Middle level masters candidates demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.</p>	<p>Middle level masters candidates effectively model teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they regularly work as successful members of interdisciplinary teams.</p>
<p>Middle level masters candidates demonstrate weak knowledge of advisory/advocate theories, skills, and curriculum. They do serve as advisors, advocates or mentors of young adolescents in various settings.</p>	<p>Middle level masters candidates demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates and mentors of young adolescents in various settings.</p>	<p>Middle level masters candidates effectively apply advisory/advocate theories, skills, and curriculum and successfully serve as advisors, advocates and mentors of young adolescents in various settings.</p>
<p>Middle level masters candidates exhibit poor and incomplete understanding of the skills of research/data based decision making or their service responsibilities to school reform and the greater community.</p>	<p>Middle level masters candidates demonstrate a comprehensive understanding of the skills of research/data based decision making and their service responsibilities to school reform and the greater community.</p>	<p>Middle level masters candidates practice research/data based decision making to contribute to school reform and serve the greater community.</p>
<p>Middle level masters candidates do not function as advisors and mentors for perspective and practicing teachers.</p>	<p>Middle level masters candidates serve as advisors and mentors for perspective and practicing teachers.</p>	<p>Middle level masters candidates consistently serve as advisors and mentors for perspective and practicing teachers.</p>
<p>Middle level masters candidates lack focus and fail to engage in their own professional development through research, professional literature, consultation, and resource development.</p>	<p>Middle level masters candidates engage in and support professional development for themselves and colleagues through research, professional literature, consultation, and resource development.</p>	<p>Middle level masters candidates engage in, support, and develop professional development for themselves and colleagues through research, professional literature, consultation, and resource development.</p>

<p>Middle level masters candidates do not take a leadership role in the larger learning community, do not accept professional responsibilities that extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), nor do they advocate for helping all young adolescents become thoughtful, ethical, democratic citizens.</p>	<p>Middle level masters candidates exercise a leadership role in the larger learning community, accept professional responsibilities that extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), and advocate for helping all young adolescents become thoughtful, ethical, democratic citizens.</p>	<p>Middle level masters candidates are leaders in the larger learning community, willingly accept professional responsibilities that extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), and continually advocate for helping all young adolescents become thoughtful, ethical, democratic citizens.</p>
<p>Middle level masters candidates lack the ability to demonstrate high standards of professional behavior and professional competence and collegiality as part of their professional practice.</p>	<p>Middle level masters candidates model high standards of ethical behavior and professional competence and collegiality as part of their professional practice.</p>	<p>Middle level masters candidates exemplify high standards of ethical behavior and professional competence and regularly practice collegiality.</p>
<p>Middle level masters candidates fail to reflect on young adolescent development, the instructional process, and professional relationships.</p>	<p>Middle level masters candidates demonstrate the importance of continual reflection on young adolescent development, the instructional process, and professional relationships.</p>	<p>Middle level masters candidates demonstrate continual reflection on young adolescent development, the instructional process, and professional relationships.</p>
<p>Middle level masters candidates do not model life-long learning and fail to take a leadership role in refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</p>	<p>Middle level masters candidates exhibit the characteristics of a life-long learning and take a leadership role in refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</p>	<p>Middle level masters candidates exemplify life-long learning and are leaders in refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</p>

NATIONAL MIDDLE SCHOOL ASSOCIATION DOCTORAL MIDDLE LEVEL TEACHER PREPARATION STANDARDS

Introduction to Middle Level Teacher Preparation Standards

Program Standards for Middle Level Teacher Preparation

This document contains standards for prospective and practicing teachers as they complete middle level teacher preparation programs at the initial, masters, and doctoral levels. The standards are of two types: programmatic standards and middle level performance-based standards for individuals completing middle level teacher preparation programs. The programmatic standards are intended to assure that middle level teacher preparation programs provide the experiences and resources necessary to effectively prepare teacher candidates and that graduate programs provide quality opportunities for the advanced study of middle level education. The middle level performance-based standards focus directly on what middle level teachers should know and be able to do.

Programmatic Standards

Programmatic standards address the nature of middle level teacher preparation programs and the qualifications of program faculty members. Documentation demonstrating compliance with these standards includes, but is not limited to: (a) brief descriptions of middle level programs from catalogs and/or other sources; (b) a listing of middle level courses with catalog descriptions, course outlines, and/or syllabi; (c) examples of typical courses-of-study for those seeking middle level degrees; (d) brief descriptions of qualifications of middle level program faculty members; and, (e) other information that might help reviewers better understand programs.

Performance-Based Standards

Middle level performance standards describe the specialized knowledge, dispositions, and performances needed to successfully teach young adolescents. For these standards, middle level teacher preparation programs must demonstrate, with assessment information, that degree candidates are proficient in the full scope of the standards including evidence of positive effects on student learning. Rubrics for the assessment of standards are provided.

Contextual Statement

Each institution has unique attributes that influence middle level teacher preparation programs. It is important that these attributes be considered when programs are reviewed. The contextual statement should be a concisely written summary of key points, not as an extended, referenced paper with numerous attachments. This is an opportunity to provide reviewers with information that is not included in responses to the standards. *The contextual statement should not contain information already provided in other sections of the folio and should not exceed ten pages in length.* Some examples of the kind of information that might be included are listed below.

- Basic factual information about the program (e.g., grade levels included, number of candidates enrolled)

- Relevant policies (e.g., relationship of the framework for the middle level teacher preparation program with the conceptual framework used for unit accreditation)
- Strengths of the program (e.g., mission and goals)
- Quality assurance process (e.g., ways assessment results are used to evaluate and improve middle level programs and candidate performance)
- Unique state requirements (e.g., explanation of the ways program(s) accommodate differences between state standards and NMSA standards)
- Assessment plan (e.g., description of the assessment plan, how assessment results are used to demonstrate that candidates have positive results on student learning)

The following timeline for transition to performance-based program reviews has been established:

- Academic year 2002-03 -- Institutions may choose whether to use old standards or new performance-based standards. However, currently available data regarding the success of candidates must be included in all submissions (e.g., aggregated data from state licensure tests, admissions assessments, evaluations from field based experiences, information from candidate portfolios, evaluations from employers, results from candidate surveys). An assessment plan should also be included.
- Academic year 2003-04 -- Institutions should use the performance-based standards. Each submission should include an assessment plan, pilot data, and currently available data.
- Academic year 2004-05 -- Academic year 2005-06 -- Institutions must have fully functioning assessment systems that produce data on candidate performances.

Quality Assurance Plans

- All program submissions using the new performance-based standards should include descriptions of quality assurance programs and describe how they provide information to improve middle level teacher preparation programs.
- A strong emphasis should be placed on the use of multiple measures to capture the proficiencies of candidates that are reflected in the performance-based standards.
- A description of continuing efforts to assure credibility -- accuracy, consistency, fairness, and avoidance of bias -- of the assessment and evaluation system should be included in the quality assurance plan.
- Plans for using assessment results to improve programs and teaching should be described.

Page Limitation

Please note that program review materials, including attachments, must not exceed 140 pages.

**NATIONAL MIDDLE SCHOOL ASSOCIATION
PROGRAMMATIC STANDARDS FOR DOCTORAL MIDDLE LEVEL TEACHER
PREPARATION**

Standard 1 Middle Level Courses and Experiences

Institutions preparing middle level teachers have courses and field experiences that specifically and directly address middle level education.

Indicators

1. The middle level conceptual framework establishes a shared vision for the programs efforts in preparing educators to work in middle level schools.
2. Courses address topics such as middle level philosophy and organization, young adolescent development, middle level curriculum, and middle level instruction.
3. Early and continuing middle level field experiences and student teaching are provided and required.

UNACCEPTABLE	ACCEPTABLE	TARGET
The conceptual framework of the program fails to demonstrate a shared vision for the preparation of middle level teacher candidates. It lacks documentation that it provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.	The conceptual framework of the program reflects a shared vision for the preparation of middle level teacher candidates. It provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It is consistent with the unit conceptual framework.	The conceptual framework of the program clearly reflects a shared vision for the preparation of middle level teacher candidates. It provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It is well articulated, knowledge-based, and consistent with the unit conceptual framework.
The program fails to include courses that directly address middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction).	The program includes courses that directly address middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction).	The program includes well-planned and articulated courses that focus on young adolescents and middle level education (e.g., middle level philosophy and organization, young adolescent development, middle level instruction). The content of these courses comprehensively address the middle level knowledge base and NMSA standards.

The program is lacking in appropriate early and continuing field experiences and student teaching at the middle level.	The program includes early and continuing field experiences and student teaching at the middle level that support and address middle level knowledge and practice.	The program contains rich and varied early and continuing field experiences and student teaching at the middle level that extend teacher candidates knowledge level and practice.
--	--	---

Standard 2 Qualified Middle Level Faculty

Institutions preparing middle level teachers employ faculty members who have middle level experience and expertise.

Indicators

1. Faculty members hold advanced degrees in areas that provide appropriate backgrounds to teach in the program.
2. Faculty members have demonstrated their interest and expertise in middle level education.
3. Faculty members are active scholars in middle level education.

UNACCEPTABLE	ACCEPTABLE	TARGET
Faculty members who teach in the program lack advanced degrees that are appropriate for preparing middle level candidates (e.g., middle school education, curriculum and instruction). They possess limited knowledge of young adolescent development and the consequent implication of that knowledge for student development, teaching, and learning.	Faculty members who teach in the program hold advanced degrees that are appropriate for preparing middle level teacher candidates (e.g., middle school education, curriculum and instruction). They are knowledgeable about young adolescent development and the implication of that knowledge for student development, teaching, and learning.	Faculty members who teach in the program hold advanced degrees that focus directly on the preparation of middle level teacher candidates (middle school education, curriculum and instruction with a middle level emphasis). They are very knowledgeable about young adolescent development and the implication of that knowledge for student development, teaching, and learning.
Faculty members fail to show how appropriate knowledge about one or more disciplines and are not active scholars in middle level education. They have failed to demonstrate an interest in middle level education.	Faculty members are knowledgeable about one or more disciplines and have demonstrated their interest and expertise in middle level education. They are also active scholars in middle level education.	Faculty members are knowledgeable about two or more disciplines and are recognized scholars in middle level education.

Faculty members lack experience as middle level educators (e.g., middle level teaching, middle level administration).	Faculty members have experience as middle level educators (e.g., middle level teaching, middle level administration).	Faculty members have rich and varied backgrounds as middle level educators (e.g., middle level teaching, middle level administration).
---	---	--

**NATIONAL MIDDLE SCHOOL ASSOCIATION DRAFT
STANDARDS FOR DOCTORAL MIDDLE LEVEL TEACHER PREPARATION**

NOTE: The following definition is used for the term “all young adolescents” throughout this standards document:

The middle level standards interpret “all young adolescents” to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs.

Standard 1 Young Adolescent Development

Middle level doctoral candidates analyze, synthesize, and evaluate the major concepts, principles, theories, and research related to young adolescent development, and they apply the knowledge gained in their practice.

Knowledge

Middle level doctoral candidates:

1. Comprehensively understand the research underpinning of the major concepts, principles, theories, of young adolescent development--intellectual, physical, social, emotional, and moral--and their interrelationships.
2. Have practiced professional knowledge based on research of health and sexuality issues of young adolescents.
3. Have a deep understanding of the context of classrooms, families, peer groups, communities and society on the development of all young adolescents as related in the professional literature.
4. Have an in-depth understanding of current research on the biological, psychological, and sociological range of differences among young adolescents and evaluate their effects on teaching and learning.
5. Comprehensively understand the current research on teaching/learning strategies that takes into consideration and capitalizes upon the developmental characteristics of all young adolescents.
6. Comprehend the implications of young adolescent development for school organization and components of successful middle level programs and schools as related in the current literature and other sources.

Dispositions

Middle level doctoral candidates:

1. Are positive and enthusiastic about all young adolescents.
2. Respect and appreciate the range of individual developmental differences of all young adolescents.
3. Hold high, realistic expectations for the learning and behavior of all young adolescents.
4. Believe that all young adolescents can learn and accept responsibility to help them do so.
5. Believe in the importance of being positive role models, coaches, mentors, and advocates for all young adolescents.
6. Believe that diversity among young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potentials.

Performances

Middle level doctoral candidates:

1. Teach preservice candidates and/or practicing professionals about the characteristics of young adolescents and their implications for teaching and learning.
2. Work with middle schools and/or universities to restructure programs based on young adolescent developmental characteristics, needs, and interests.
3. Serve as resources for policy makers in professional associations, state departments of education, and districts as they deliberate policy affecting young adolescents and the professionals who serve them.
4. Contribute to the middle level literature on adolescent development.
5. Inform parents, community members, and other stakeholders about nature and needs of all young adolescents.
6. Participate in activities that identify grants and other resources that promote developmentally responsive middle level schools and/or programs.
7. Present at state, national, and/or international conferences on topics related to adolescent development.

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Middle level doctoral candidates do not demonstrate an understanding of the research that underpins adolescent development. They do not discriminate among the best practices that promote the positive development of young adolescents.</p>	<p>The teaching and interactions of middle level doctoral candidates are thoroughly grounded in and explicitly exhibit an understanding of the research that underpins adolescent development. Based on their knowledge of scholarly literature, they effectively choose among the best practices that promote the positive development of young adolescents.</p>	<p>Middle level doctoral candidates consistently and comprehensively demonstrate an understanding of the research that underpins early adolescent development. Based on scholarly literature, they discriminate and evaluate the effectiveness of the best educational practices addressing the nature and needs of the young adolescents within a variety of organizational settings.</p>
<p>Middle level doctoral candidates are not committed to developmentally responsive organizational structures that foster socially equitable educational practices.</p>	<p>Middle level doctoral candidates create and work within developmentally responsive organizational structures that foster socially equitable educational practices.</p>	<p>Middle level doctoral candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. Through their enthusiasm and knowledge, they are able to motivate other professionals to modify their teaching to respond to the developmental needs of young adolescents.</p>
<p>Middle level doctoral candidates do not work to share their expanding knowledge of early adolescent development within a community wider than their own classroom. Their professional practice does not reflect the principles of current research on the nature and needs of the early adolescent and these candidates will be role models for other educators.</p>	<p>Middle level doctoral candidates communicate with others their expanding knowledge of early adolescent development within a community wider than their own classrooms. Their professional practice is grounded in and characterized by current research on the nature and needs of young adolescents. Middle level doctoral candidates consistently act as role models for other educators.</p>	<p>Middle level doctoral candidates share their expanding knowledge of early adolescent development within a community wider than their own setting. Their professional practice reflects the principles of current research on adolescence and they are role models for other educators.</p>

<p>Middle level doctoral candidates fail to attend or contribute to activities to restructure programs and policies making schools more responsive to the needs of young adolescent students. They demonstrate weak understanding of young adolescent education and, as a consequence, are unable to act as resource persons with the broad education community.</p>	<p>Middle level doctoral candidates actively participate in activities to restructure programs and policies making schools more responsive to the needs of young adolescents. They disseminate their developing expertise through professional writing and presentations.</p>	<p>Middle level doctoral candidates take a leadership role in activities to restructure programs and policies at the local, state and/or national levels. They disseminate their expertise through professional research, writing, grants writing, and/or presentations.</p>
--	---	--

Standard 2 Adult Development and Learning

Middle level doctoral candidates analyze, synthesize, and evaluate the major concepts, principles, theories, and research related to adult development and learning, and they apply the knowledge gained in their practice.

Knowledge

Middle level doctoral candidates:

1. Understand the theory, research, and pedagogy of adult learning.
2. Possess a breadth and depth of understanding of the facilitation, change, and strategic planning process at the middle level.
3. Are knowledgeable about the theory, research, and practice of mentoring middle level educators.
4. Possess knowledge of content, context and process of middle level professional development.
5. Are knowledgeable about the theories, research, and practice of developing middle level leadership roles for all stakeholders.

Dispositions:

Middle level doctoral candidates:

1. Value the importance of providing developmentally appropriate professional development and mentoring for adult learners.
2. Value the need for continuous improvement based on research based decision-making.
3. Believe in the leadership capacity of all middle level stakeholders.
4. Value the role of facilitation, change, and strategic planning processes in middle level reform.

Performances:

Middle level doctoral candidates:

1. Facilitate a wide variety of effective professional development activities.
2. Effectively teach adults utilizing a variety of appropriate strategies.

3. Create professional development experiences that address adult learner’ needs and learning styles.
4. Collaborate with other middle level stakeholders to create leadership opportunities.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level doctoral candidates lack understanding and appreciation for adult developmental and learning issues.	Middle level doctoral candidates are attuned to and act upon adult development and learning issues.	Middle level doctoral candidates have great understanding and appreciation for adult developmental and learning issues, and thus utilize theoretical knowledge to enhance adult learning and development.
Middle level doctoral candidates do not have an understanding of the theory of change as a tool in the process of reform in middle level education.	Middle level doctoral candidates exhibit a through knowledge of the theory change as it relates to the process of middle level educational reform.	Middle level doctoral candidates create opportunities for positive change in the process of reform in middle level education.
Middle level doctoral candidates lack understanding about collaboration, needs, and processes among stakeholders for the purpose of developing leadership for reform in middle level education.	Middle level doctoral candidates have an understanding of the roles and needs for collaboration among stakeholders for the purposes of developing middle level educational reform.	Middle level doctoral candidates actively seek collaboration among stakeholders for the purpose of developing effective leadership for the middle educational reform.
Middle level doctoral candidates fail to understand or acknowledge individual, school and district educational needs, and therefore fail to create professional development opportunities to address issues that may hinder middle level educational reform..	Middle level doctoral candidates understand how to and can create professional development opportunities that address individual, school, and district needs toward the process of middle level educational reform.	Middle level doctoral candidates purposefully create professional opportunities to help address individual and institutional needs in the process of middle level educational reform.

Standard 3 Middle Level Philosophy and School Organization

Middle level doctoral candidates analyze, synthesize, and evaluate the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply the knowledge gained in their practice.

Knowledge

Middle level doctoral candidates:

1. Comprehensively understand the research underpinning the philosophical foundations of developmentally responsive middle level programs and schools.
2. Have practiced professional knowledge about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Comprehend the body of scholarly literature dealing with the rationale and characteristic components of developmentally responsive middle level schools.
4. Based on scholarly literature, discriminate among best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).
5. Understand that the team process is the most effective strategy for school improvement and student learning and that flexible scheduling provides the best context for teachers to meet the needs of all young adolescents.

Dispositions

Middle level doctoral candidates:

1. Believe in the philosophical foundations that support developmentally responsive, socially equitable programs for all young adolescents.
2. Are committed to the application of middle level philosophical foundations in their practice.
3. Are supportive of organizational components that maximize student learning.
4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

Performances

Middle level doctoral candidates:

1. Use middle level philosophical and historical foundations, to teach preservice candidates and/or practicing professionals.
2. As developing experts in middle level research, work with middle schools and/or universities to restructure programs based on philosophical and historical foundations.
3. Assist policy makers in professional associations, state departments of education, or districts as they deliberate policy affecting middle level students and professionals.
4. Contribute to the philosophical and historical middle level literature.
5. Inform parents, community members, and/or other stakeholders about the philosophical and historical foundations of middle level education.
6. Participate in grant writing activities and/or identify other resources to promote middle level education.
7. Present at state, national, and/or international conferences on issues involving middle level philosophical and historical foundations.

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Middle level doctoral candidates do not consistently and comprehensively demonstrate an understanding of the research that underpins the philosophical and historical foundations of developmentally responsive middle level programs and schools. They do not discriminate among the best school organizational practices including teaming and flexible use of instructional time.</p>	<p>Middle level doctoral candidates comprehensively exhibit an understanding of the research that underpins the philosophical and historical foundations of developmentally responsive middle level programs and schools. Based on scholarly literature, they positively choose among the best school organizational practices including teaming and flexible use of instructional time.</p>	<p>Middle level doctoral candidates consistently and comprehensively demonstrate an understanding of the research that underpins the philosophical and historical foundations of developmentally responsive middle level programs and schools. Based on scholarly literature, they discriminate and evaluate the effectiveness of the best educational practices including teaming, adult advocacy programs, extra-curricular programs, and flexible use of instructional time within a variety of organizational settings.</p>
<p>Middle level doctoral candidates are not committed to developmentally responsive organizational structures that foster socially equitable educational practices.</p>	<p>Middle level doctoral candidates consistently support and employ developmentally responsive organizational structures that foster socially equitable educational practices.</p>	<p>Middle level doctoral candidates understand and articulate the complex organizational characteristics of exemplary middle schools. They are committed to developmentally responsive organizational structures that foster socially equitable educational practices.</p> <p>Through their enthusiasm and knowledge, middle level doctoral candidates are able to motivate other professionals to move toward model middle level organizational programs.</p>

Middle level doctoral candidates do not share their expanding knowledge of philosophical and historical foundations within a community wider than their own classroom. Their professional practice does not reflect the principles of current research on middle level education and these candidates are not role models for other educators.	Middle level doctoral candidates communicate their expanding knowledge of philosophical and historical foundations within a community wider than their own classroom.. Their professional practice is strongly grounded in the principles of current research on middle level education and these candidates act as role models for other educators.	Middle level doctoral candidates share their expanding knowledge of philosophical and historical foundations within a community wider than their own setting. Their professional practice will reflect the principles of current research on middle level education and these candidates will be role models for other educators.
Middle level doctoral candidates do not actively participate in activities to restructure programs and policies. They do not disseminate their developing expertise through professional writing and presentations.	Middle level doctoral candidates actively engage in activities to restructure programs and policies. They will disseminate their developing expertise through professional writing and presentations.	Middle level doctoral candidates take leadership roles in activities to restructure programs and policies at the local, state and/or national levels. They disseminate their expertise through professional research, grant writing, and/or presentations.

Standard 4 Middle Level Curriculum and Assessment

Middle doctoral candidates analyze, synthesize, and evaluate the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in their practice.

Knowledge

Middle level doctoral candidates:

1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
2. Select and adapt curriculum, instruction, resources, technology, and assessments that maximize students' learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections to different subject areas and life situations.
4. Possess a comprehensive depth and breadth of content knowledge.
5. Are very knowledgeable about middle level curriculum standards and models.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
7. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).
8. Understand effective curriculum assessment strategies.
9. Know how to assess and select curriculum materials that are academically challenging, culturally sensitive, technologically sound, and personally motivating for all young adolescent learners.

10. Know how to develop, implement, and assess advisory and other students' advocacy programs that attend to the social and emotional needs of all young adolescents.
11. Know essential theories and roles of assessment and their applications to middle level teaching and learning.

Dispositions

Middle level doctoral candidates:

1. Value the need for being knowledgeable and current in curriculum areas being taught.
2. View all areas of knowledge and skills as important.
3. Value ongoing curriculum alignment and revision.
4. Realize the importance of connecting curriculum and assessments to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an integrated curriculum that is challenging, relevant, integrative, and exploratory.
6. Are committed to providing leadership in efforts to help colleagues and other stakeholders become more knowledgeable about middle level curriculum and assessment.

Performances

Middle level masters candidates:

1. Make decisions about curriculum, assessment, resources, and technology that reflect an understanding of young adolescent growth and development.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum and assessment.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and implement integrated and integrative curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Participate in varied professional roles within the total school curriculum. (e.g., advisory program, co-curricular activities, professional development).
7. Participate in curriculum planning, alignment, and revision within the total school for school improvement.
8. Select and assess curriculum materials that are academically challenging, culturally sensitive, technologically sound, and personally motivating for all young adolescent learners.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level doctoral candidates possess weak technical knowledge of the major concepts, principles, and theories that form the knowledge base of middle level curriculum and assessment.	Middle level doctoral candidates understand the major concepts, principles, and theories that form the knowledge base of middle level curriculum and assessment.	Middle level doctoral candidates demonstrate consistent and informed use of the major concepts, principles, and theories that form the knowledge base of middle level curriculum and assessment.

Middle level doctoral candidates display poor knowledge of and limited ability to use the research related to middle level curriculum and assessment.	Middle level doctoral candidates understand and analyze research related to middle level curriculum and assessment.	Middle level doctoral candidates make pervasive use of research related to middle level curriculum and assessment.
Middle level doctoral candidates fail to adequately employ the knowledge and research base of middle level curriculum and assessment in their professional practice.	Middle level doctoral candidates apply their knowledge of middle level curriculum and assessment to the range of their professional practice.	Middle level doctoral candidates take a leadership role in using and disseminating the knowledge and research base of middle level curriculum and assessment.

Standard 5 Teaching Field/Specialization Area(s)

Middle level doctoral candidates analyze, synthesize, and evaluate the major concepts, principles, theories, standards, and research related to their teaching field(s) and/or specialization area(s), and they apply the knowledge gained in their practice.

Knowledge

Middle level doctoral candidates:

1. Possess an understanding of the major concepts, principles, theories, standards, and research related to one or more teaching fields and/or specialization areas.
2. Know how to use these the major concepts, principles, theories, standards, and research to make interdisciplinary connections.
3. Are knowledgeable about the major concepts, principles, theories, standards, and research related to teaching and assessment strategies that are especially effective in their teaching fields and specialization areas.
4. Know how to use the major concepts, principles, theories, standards, and research to integrate state-of-the-art technologies and literacy skills in one or more teaching fields and/or specialization areas.

Dispositions

Middle level doctoral candidates:

1. Value the importance of staying current in the major concepts, principles, theories, standards, and research in their teaching fields and/or specialization areas.
2. Are committed to integrating content.
3. Are committed to using content specific teaching and assessment strategies.
4. Are committed to integrating state-of-the-art technologies and literacy skills.

Performances

Middle level doctoral candidates:

1. Use their understanding of the major concepts, principles, theories, standards, and research to maximize student learning.
2. Model the use of effective content specific teaching/learning strategies and assessments.
3. Model strategies designed to engage all young adolescents in curriculum that incorporates their ideas, interests, and experiences.
4. Model teaching/learning strategies that help all young adolescents understand the integrated nature of knowledge.
5. Model the integration of state-of-the-art technologies and literacy skills.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level doctoral candidates do not demonstrate an understanding of the major concepts, principles, theories, standards, and research related to one or more teaching fields and/or specialization areas and do not know how to make interdisciplinary connections.	Middle level doctoral candidates exhibit specialized knowledge grounded in the major concepts, principles, theories, standards, and research related to one or more teaching fields and/or specialization areas and know how to make interdisciplinary connections.	Middle level doctoral candidates demonstrate a comprehensive understanding of the major concepts, principles, theories, standards, and research related to one or more teaching fields and/or specialization areas and model interdisciplinary connections.
Middle level doctoral candidates display poor knowledge and a limited ability to use the major concepts, principles, theories, standards, and research related to instructional and assessment strategies that are especially effective in their teaching fields and/or specialization areas.	Middle level doctoral candidates share knowledge and model the use of the major concepts, principles, theories, standards, and research related to instructional and assessment strategies that are especially effective in their teaching fields and/or specialization areas.	Middle level doctoral candidates contribute to the major concepts, principles, theories, standards, and research related to instructional and assessment strategies that are especially effective in their teaching fields and/or specialization areas and publicly share their work with others.
Middle level doctoral candidates fail to understand or employ the major concepts, principles, theories, standards, and research to integrate state-of-the-art technologies and literacy skills in one or more teaching fields and/or specialization areas.	Middle level doctoral candidates share knowledge of and model the use the major concepts, principles, theories, standards, and research to integrate state-of-the-art technologies and literacy skills in one or more teaching fields and/or specialization areas.	Middle level doctoral candidates create new ways to integrate state-of-the-art technologies and literacy skills in one or more teaching fields and/or specialization areas and publicly share their work with others.

Middle level doctoral candidates lack enthusiasm and commitment to an up-to-date stance relative to the major concepts, principles, theories, standards, and research in their teaching fields and/or specialization areas and are not committed to integrating content.	Middle level doctoral candidates value the importance of staying current in the major concepts, principles, theories, standards, and research in their teaching fields and/or specialization areas and are committed to integrating content, and advocate these to others.	Middle level doctoral candidates value and advocate the importance of staying current in the major concepts, principles, theories, standards, and research in their teaching fields and/or specialization areas and are committed to integrating content, and publicly share these with others.
Middle level doctoral candidates are not committed to using content specific teaching and assessment strategies or integrating state-of-the-art technologies and literacy skills.	Middle level doctoral candidates consistently employ a range of content specific teaching and assessment strategies and integrating state-of-the-art technologies and literacy skills, and advocate these to others.	Middle level doctoral candidates advocate their commitment to using content specific teaching and assessment strategies and integrating state-of-the-art technologies and literacy skills, and publicly share these with others.

Standard 6 Middle Level Instruction and Assessment

Middle level doctoral candidates analyze, synthesize, and evaluate the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents and adult learners.

Knowledge

Middle level doctoral candidates:

1. Understand the principles of instruction and assessment and the theories and research bases that support them.
2. Know a wide variety of teaching, learning and assessment strategies that are developmentally responsive and culturally sensitive.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Are knowledgeable of the research on teaching basic concepts, skills of inquiry, problem solving, collaboration, and communication.
5. Know how to evaluate the effectiveness of teaching/learning strategies.
6. Understand how to facilitate and motivate student learning through the use of a wide variety of developmentally responsive materials and resources (e.g., computers, Internet, manipulative materials).
7. Teach others how to plan, implement, and evaluate a range of technology resources (e.g., audio and video presentations, computers) that are appropriate for young adolescent learners.
8. Know effective theories and models of developmentally responsive classroom climate and management.

9. Teach curriculum in ways that encourage young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
10. Understand and analyze the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).
11. Know how to select and develop formal, informal, and performance assessment techniques based on their advantages and limitations.
12. Understand how assessment strategies should be used in various learning environments and for specific achievement goals.
13. Understand local, state, and national assessment systems and how they inform the instructional environment.
14. Understand state, regional, and national accreditation of school and university programs.

Dispositions

Middle level doctoral candidates:

1. Value the need for a repertoire of teaching, learning and assessment strategies that are appropriate for teaching all young adolescents.
2. Value the need for providing and maintaining culturally sensitive, developmentally responsive environments that maximize student learning.
3. Believe that instructional planning must be developmentally responsive.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value on-going and varied assessment strategies.
6. Believe in basing instruction on assessment results.
7. Appreciate the importance of teaching, learning and assessment strategies that are supported by research and successful practice.
8. Believe that good instruction is based on a variety of informal, formal, and performance assessments.
9. Appreciate the importance of teaching, learning, and assessment strategies that are current, knowledge-based, and supported by research and successful practice.
10. Are committed to using assessment to identify students' strengths and promote student growth rather than deny student access to learning.
11. Are committed to performance based, collaborative assessment of prospective and practicing middle level educators.
12. Believe that program evaluation is necessary for program and school improvement.

Performances

Middle level doctoral candidates:

1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.
4. Teach others how to plan, implement and evaluate classroom instruction.
5. Model opportunities where all young adolescents are engaged in independent and collaborative inquiry.

6. Use a variety of formal, informal and performance assessments to modify teaching/learning strategies.
7. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
8. Establish equitable, caring and productive learning environments for all young adolescents.
9. Employ fair, effective, and developmentally responsive classroom management.
10. Implement a variety of developmentally responsive assessment measures such as portfolios, authentic assessments and student self-evaluation.
11. Maintain useful records and create defensible plans for evaluation of student work and achievement.
12. Communicate assessment information knowledgeably and responsibly to students, families other educators, community members and other appropriate audiences.
13. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
14. Participate in professional development activities that increase their knowledge of effective teaching/learning and assessment strategies.
15. Establish, maintain, and promote fair, effective, and positive learning environments for all young adolescents.
16. Use supervisory skills to monitor and improve the teaching of others.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level doctoral candidates neither understand nor value the major concepts, principles, and theories related to effective instruction and assessment at the middle level.	Middle level doctoral candidates demonstrate an understanding of the major concepts, principles, and theories related to effective middle level instruction and assessment.	Middle level doctoral candidates exhibit deep and extensive knowledge of middle level instruction and assessment that is grounded in the major concepts, principles, and theories related to effective middle level instruction and assessment.
Middle level doctoral candidates are ignorant of the research base of effective middle level instruction and assessment.	Middle level doctoral candidates exhibit firm understanding of the research that provides the foundation for effective instruction and assessment.	Middle level doctoral candidates maintain a complex and thorough understanding of middle level curriculum and assessment.
Middle level doctoral candidates fail to respond to the needs of young adolescents or adult learners in their classroom instruction and assessment.	Middle level doctoral candidates employ a range of instructional and assessment strategies that respond to the unique needs of young adolescent and adult learners.	Middle level doctoral candidates instruction and assessment is grounded in a rich and extensive knowledge and practice base that is founded on meeting a wide range of developmental needs of both young adolescent and adult learners.

Standard 7 Middle Level Research

Middle level doctoral candidates analyze, synthesize, evaluate, and conduct research related to middle level education, and they apply the knowledge gained in their practice.

Knowledge

Middle level doctoral candidates:

1. Have a comprehensive knowledge of middle level scholarly research.
2. Understand how to collect, analyze, and share data from various sources related to improvement of middle level education.

Dispositions

Middle level doctoral candidates:

1. Value the importance of middle level research and its implications for their practice.
2. Are committed to the importance of expanding the middle level research knowledge base.

Performances

Middle level doctoral candidates:

1. Collect, analyze, and share data to expand the middle level education knowledge base.
2. Use the middle level research knowledge base in their practice.
3. Share the results of their research with colleagues and other audience

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level doctoral candidates display poor knowledge of and limited commitment to research as it relates to middle level educational reform.	Middle level doctoral candidates have a comprehensive knowledge of publishable research.	Middle level doctoral candidates have an appreciation for, and value published and disseminated research findings.
Middle level doctoral candidates neither possess the ability to nor value the importance of conducting educational research to expand the knowledge base of middle level education.	Middle level doctoral candidates have a working knowledge of how to conduct research, collect, analyze, and synthesize research data for practice in middle level education.	Middle level doctoral candidates conduct research that is not only publishable, but adds and expands the knowledge base of middle level education.