



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** Towson University: Bachelor of Arts/Bachelor of Science in Middle School Education

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** January 26, 2011

**SUMMARY:** The proposed middle school program specifically addresses Maryland's new emphasis on middle grades education. Two years ago, the Maryland State Department of Education (MSDE) established a new middle school certification area to address the need for specialists in education for early adolescents. The proposed program is specifically designed to prepare teachers to be certified to teach in middle grades (4-9). Upon completion of the program, teachers will be certified in two middle school content areas, i.e., mathematics, science, English language arts, and social studies.

The learning outcomes of the proposed major reflect the standards of the National Middle School Association (NMSA) and MSDE. As will all professional education programs, candidate outcomes will be systematically assessed, based on program-specific, performance-based assessments, approved by NMSA. The major requires that students demonstrate the standards-based knowledge, skills, and dispositions necessary to become an effective beginning middle school educator, emphasizing the following themes: Young Adolescent Development, Middle Level Content, Middle Level Philosophy and School Organization, Middle Level Curriculum and Assessment, and Middle Level Instruction and Assessment.

The proposed program will serve candidates seeking dual Maryland certification in middle school and will provide them with a major advantage in seeking employment as an educator. It will prepare candidates who have appropriate content knowledge in two subject areas, as well as the pedagogical background necessary to teach young adolescents. Graduates of the program will be considered "Highly Qualified" in district "No Child Left Behind" reporting.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University to offer the Bachelor of Arts/Bachelor of Science in Middle School Education.

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COMMITTEE RECOMMENDATION:

DATE:

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BOARD ACTION:

DATE:

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SUBMITTED BY: Irwin Goldstein (301) 445-1992 irv@usmd.edu

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**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program

**Towson University**

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Institution Submitting Proposal

**Middle School Education**

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Title of Proposed Program

**BA/BS**

**Fall 2011**

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Degree to be Awarded

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Projected Implementation Date

**0804**

**131203**

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Proposed HEGIS Code

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Proposed CIP Code

Secondary Education

Dr. Jeff Passe, Chair

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Department in which program will be located

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Department Contact

410-704-2345

jpasse@towson.edu

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Contact Phone Number

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Contact E-Mail Address



12-15-10

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Signature of President or Designee

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Date

## **Proposal for Middle School Education Program**

### **Mission**

The proposed middle school program is consistent with Towson University's mission statement, and specifically addresses President Caret's call for an undergraduate middle school education program. Towson's mission statement identifies the University "as the State's Metropolitan University," which "through its programs, staff, and faculty, it seeks to respond to the needs of the region and greater metropolitan area." More explicitly, it declares that

*The certification and professional development of educators has been and will remain central to Towson University's future. It is the largest single provider of certified teachers in Maryland and plays a leadership role in the continuing professional development of the state's educators. ... To meet the critical needs for more and better teachers in Maryland and the nation, the University has expanded programming in teacher education ... responding to market demands and the Maryland State Plan.*

In its 2008 report, *The Critical Middle*, the Maryland State Department of Education (MSDE) issued a set of recommendations. Item #10 is "Ensure that teachers are prepared to work specifically with the middle-level learner." The rationale for that recommendation was that it "will prove critical to Maryland's economy." In response to the report's recommendation, MSDE established a new middle school certification area to address the need for specialists in education for early adolescents. The proposed program addresses that specific area.

Towson is the largest provider of initially-certificated teachers in Maryland. At his September 9, 2008 Fall address, President Caret reiterated Towson's commitment to increasing the number of teachers produced by the University in response to fulfilling its role as Maryland's Metropolitan University and addressing critical state workforce needs. He specifically included middle school education as a goal.

### **Characteristics of the Proposed Program**

The proposed middle school program specifically addresses Maryland's new emphasis on middle grades education. Two years ago, MSDE established a new middle school certification area to address the need for specialists in education for early adolescents. Thus far, only one higher education institution, Stevenson University, a private college, has responded to that need. The program is expected to begin in fall 2011.

### **Educational Objectives of the Program**

The objectives of the proposed middle school education program at Towson University are to inspire, educate, and prepare middle grade educators as facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced. National and MSDE accreditation requires that all teacher education programs to be aligned with and assessed by performance-based standards. The goals/objectives of the proposed major meet National Middle School Association Initial Level Teacher Preparation Standards, which describe the knowledge, skills, and dispositions required of all beginning middle school teachers. (See Appendix A for the respective standards.)

### **Catalog Description of the Program**

An undergraduate program specifically designed to prepare teachers to be certified to teach in middle grades (4-9.) Upon completion of the program, teachers will be certified in two middle school content areas (i.e., mathematics, science, English language arts, and social studies.) As a screened program and

major, applicants must achieve qualifying scores on Praxis I or SAT/ACT as established by MSDE, a minimum of 2.5 GPA on all prerequisite course work required for the major, and the required speech and hearing screening. The total program equals 129 units. Students must maintain an overall cumulative GPA of 2.5 or higher and a 2.75 GPA or higher in courses for the major and both content areas.

**Degree Requirements/Total Number of Credits and Their Distribution**

General Education	43 hours
Content Area #1	24 hours
Content Area #2	24 hours
<u>Professional Education</u>	<u>38 hours</u>
TOTAL	129 hours

**Courses (title and number)**

Required General Education Course (3)

SCED 201 (3) *Foundations of Education*

Preliminary Courses (9)

SCED 305 (3) *Adolescent Learning, Development, and Diversity*

SPED 301 (3) *Introduction to Special EducationK-12*

ISTC 301 (3) *Integrating Instructional Technology*

Core Courses (14)

SCED 342 (3) *Principles of Middle School Teaching*

SCED 460 (3) *Using Reading and Writing in the Secondary School*

SCED 4XX (2) *Internship in Middle Level Education*

*Methods of Teaching Subject Areas (6) [3 credit hours in each content area]*

Student Teaching (15)

SCED 3XXX (12) *Student Teaching*

SCED 461 (3) *Teaching Reading in the Content Areas*

**Expected student learning outcomes**

The learning outcomes of the proposed major reflect the standards of the National Middle School Association and MSDE. As with all professional education programs, candidate outcomes will be systematically assessed, based on program-specific, performance-based assessments, approved by the National Middle School Association. The major requires that students demonstrate the standards-based knowledge, skills, and dispositions necessary to become an effective beginning middle school educator, emphasizing the following themes: Young Adolescent Development, Middle Level Philosophy and School Organization, Middle Level Curriculum and Assessment, Middle Level Content, and Middle level Instruction and Assessment. (See Appendix A for complete list of learning outcomes.)

**Program Faculty**

The proposed program will be housed in the Department of Secondary Education. Four full-time faculty will support the middle school component. Other existing faculty will provide support of the education core as they do for other programs. Total faculty FTE support will be 1.5 FTE when the program is fully operational (Year Two).

All have middle school expertise and appropriately credentialed with advanced degrees appropriate to their roles. In addition, faculty are engaged in research in the field. For example, the program leader is an officer in the Research in Middle School Special Interest Group of the American Educational Research Association. Another faculty member is a former principal at a middle school professional development school.

**Proposed Student Audience/Enrollment**

The proposed program will serve candidates seeking dual Maryland certification in middle school, which will provide them with a major advantage in seeking employment as an educator. It will prepare candidates who have appropriate content knowledge in two subject areas, as well as the pedagogical background necessary to teach young adolescents. Graduates of the program will be considered “Highly Qualified” in district “No Child Left Behind” reporting.

Enrollment Projections

	2011-2012	2012-2013	2013-2014	2014-2015
Full-time students	30	45	45	45

**Impact on Student's Technology Fluency**

All students who successfully complete the proposed program will have demonstrated the ability to integrate the use of appropriate technology in middle school settings. Six semester credits, comprised of a two-course sequence, are required of all students. These courses (ISTC 201 and 301) are aligned to Maryland’s Teacher Technology Standards as well as national standards for middle school education. Overall, technology has been infused throughout education programming to support program content and requirements, and is perceived as an integral component of the teaching/learning process. In recognition of these efforts, the college was selected as the recipient of the 2003 *Distinguished Achievement Award* from the International Society for Technology in Education.

**Library Resources**

The Albert S. Cook Library provides ample and accessible library and curricular resources, including electronic information, which has grown over the past several years to meet increased demands, and especially technology-based applications. The Library contains about 570,000 volumes and 17,800 non-book items, and subscribes to more than 1960 print journals, 2000 electronic journals, and 96 online databases (e.g., Naxos Music Library, Arts or Charter Collection, Children's Literature Comprehensive

Database). Additionally, Cook Library houses numerous curricular and instructional resources for education faculty, staff, and candidates. (Cook has the Maryland State Depository collection of curriculum guides.) Upon enrollment in the program, all students receive a Towson University OneCard, which allows access not only to Towson's Cook Library, but also all of the electronic resources of the University System of Maryland Affiliated Institutions (USMAI) Libraries. The USMAI system allows access to an expanded range of services, including electronic publications and interlibrary loan privileges.

Cook Library faculty and staff offer a variety of instructional services that help unit faculty and candidates develop and refine their information literacy skills. The Library strives to develop and maintain an instructional program which enables candidates not only to locate needed information and resources-including campus as well as USM and affiliated institutions.

### Facilities and Equipment

Facilities are adequate to support the implementation of the new program. The COE is housed in Hawkins Hall and has recently moved into two floors in the Psychology Building. Facilities include the college administrative offices, the Center for Professional Practice (which coordinates all field experiences and Professional Development School internships), and the classrooms (twenty-three of which are technologically enhanced), administrative offices for all COE programs, and five computer labs.

Faculty and candidates are provided with ample and accessible resources, including technology resources, and library and curricular resources, including electronic information. The Educational Technology Center, located in Hawkins Hall, is an open computing lab with forty workstations available to all unit candidates and faculty. Also available to faculty and candidates in Hawkins Hall is the Assistive Technology Lab, which serves to demonstrate hardware and software to support learning for individuals with exceptionalities. Finally, the entire campus is a wireless environment, providing convenience and flexibility of computer-based communication, learning, and research for faculty and candidates.

### Finance

**TABLE 1: RESOURCES**

<b>Resources Categories</b>	<b>(Year 1)</b>	<b>(Year 2)</b>	<b>(Year 3)</b>	<b>(Year 4)</b>	<b>(Year 5)</b>
<b>1. Reallocated Funds<sup>1</sup></b>	<b>0</b>	<b>0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>2. Tuition/Fee Revenue<sup>2</sup></b>	<b>225,540</b>	<b>333,810</b>	<b>333,810</b>	<b>333,810</b>	<b>333,810</b>
(c+g below)					
<b>a. #F.T Students</b>	<b>30</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>b. Annual Tuition/Fee</b>	<b>7,418</b>	<b>7,418</b>	<b>7,418</b>	<b>7,418</b>	<b>7,418</b>
<b>c. Annual Full Time Revenue</b>	<b>222,540</b>	<b>333,810</b>	<b>333,810</b>	<b>333,810</b>	<b>333,810</b>
(a x b)					
<b>d. # Part Time Students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>e. Credit Hour Rate</b>					
<b>f. Annual Credit Hours for one student</b>					
<b>g. Total Part Time Revenue</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
(d x e x f)					
<b>3. Grants, Contracts, &amp; Other</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

External Sources <sup>3</sup>	0	0	0	0	0
<b>4. Other Sources</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL (Add 1 - 4)</b>	<b>\$225,540</b>	<b>\$333,810</b>	<b>\$333,810</b>	<b>\$333,810</b>	<b>\$333,810</b>

**TABLE 2: EXPENDITURES**

<b>Expenditure Categories</b>	<b>(Year 1)</b>	<b>(Year 2)</b>	<b>(Year 3)</b>	<b>(Year 4)</b>	<b>(Year 5)</b>
<b>1. Total Faculty Expenses</b>	\$72,869	\$109,304	\$109,304	\$109,304	\$109,304
(b + c below)					
<b>a. #FTE</b>	<b>1.0</b>	<b>1.5</b>	<b>1.5</b>	<b>1.5</b>	<b>1.5</b>
<b>b. Total Salary</b>	<b>53,977</b>	<b>80,966</b>	<b>80,966</b>	<b>80,966</b>	<b>80,966</b>
<b>c. Total Benefits</b>	18,891	28,338	28,338	28,338	28,338
<b>2. Total Administrative Staff Expenses <sup>1</sup></b>	0	0	0	0	0
(b + c below)					
<b>a. #FTE</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>b. Total Salary</b>					
<b>c. Total Benefits</b>	0	0	0	0	0
<b>3. Total Support Staff Expenses</b>	0	0	0	0	0
(b + c below)					
<b>a. #FTE</b>					
<b>b. Total Salary</b>					
<b>c. Total Benefits</b>	0	0	0	0	0
<b>4. Equipment</b>	0	0	0	0	0
<b>5. Library</b>	0	0	0	0	0
<b>6. New or Renovated Space</b>	0	0	0	0	0
<b>7. Other Expenses</b>	<b>18,500</b>	<b>4,000</b>	<b>4,000</b>	<b>4,000</b>	<b>4,000</b>
<b>TOTAL (1-7)</b>	<b>\$91,369</b>	<b>\$113,304</b>	<b>\$113,304</b>	<b>\$113,304</b>	<b>\$113,304</b>

<sup>1</sup> Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

<sup>2</sup> This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

<sup>3</sup> Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.





## Appendix A

### **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.

#### ***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.

### **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.

### ***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.

### **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.

#### ***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.

***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.

### ***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.

### ***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.

