

Appalachian State University
Middle Grades Teacher Preparation Standards
Revised 2009

NOTE: The following definition is used for the term young adolescent(s) throughout this standards document:

The Middle Level Program interprets 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 and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.

The **emergent** middle grades teacher candidate:

1. Acknowledges young adolescence as a distinct and critical developmental stage in human development. (adolescent development)
2. Understands that individual and groups of young adolescents exhibit a wide range of physical (including sexual), cognitive-intellectual, moral, psychological, and social-emotional development and that these areas of development are intertwined. (individual differences)
3. Recognizes that young adolescents desire positive relationships with caring adults and opportunities for informal interactions and conversations with them. (adult interactions)
4. Recognizes the importance of activities fostering young adolescents' interpersonal, community, and societal responsibilities. (adolescents and responsibility)
5. Recognizes that early adolescence is a crucial period for developing healthy personal habits. (health and adolescents)
6. Recognizes the importance of understanding and valuing their students' families, including their cultural backgrounds; academic expectations; family structures, rules, and schedules; and values and priorities. (family)

The **developing** middle grades teacher candidate:

1. Understands that the academic success of young adolescents is highly dependent upon learning opportunities where their other developmental needs being met. (adolescent development and responsive environment)
2. Understands developmentally responsive (intellectual, physical, social, emotional, and moral) approaches to instruction, classroom management, and other interactions with young adolescents and articulates (orally and in writing) major concepts, principles, theories, and research related to young adolescent development and learning and articulates (orally and in writing) major concepts, principles, theories, and research related to young adolescent development and learning. (adolescent development and responsive instruction)

3. Develops young adolescent activities related to their interpersonal, community, and societal responsibilities. (adolescents and responsibility)
4. Analyzes the effect of societal factors and changes which impact the healthy development of young adolescents. (adolescents and health)
5. Develops plans to establish mutually respectful relationships with young adolescents. (adult relationships)
6. Understands that positive, productive learning environments where individual differences are respected and supported and individual potential is encouraged are central to meeting adolescents' needs. (individual differences)
7. Develops plans to collaborate with colleagues, families, and community partners for the benefit of young adolescents. (family)

The **proficient** middle grades teacher candidate:

1. Creates learning opportunities that reflect an understanding of the development of young adolescent learners where differences are respected and supported and individual potential is encouraged. (adolescent development and responsive environment)
2. Uses developmentally responsive (intellectual, physical, social, emotional, and moral) instructional strategies. (adolescent development and responsive instruction)
3. Engages young adolescents in activities related to their interpersonal, community, and societal responsibilities. (adolescents and responsibility)
4. Evaluates the effect of societal changes, including the portrayal of young adolescents in the media, which impact the healthy development of young adolescents. (adolescent health)
5. Establishes mutually respectful relationships with young adolescents which support their intellectual, ethical, and social growth and acts as an advocate for individuals and groups of students. (adult relationships)
6. Creates positive, productive learning environments where individual differences are respected and supported and individual potential is encouraged. (individual differences)
7. Collaborates with colleagues, families, and community partners for the benefit of young adolescents. (family)

Focus Course(s): CI 3920 Teaching Young Adolescents, CI 3900 Middle Level Internship

Signature Assessments: Young Adolescent Advocacy Project (CI 3920); Young Adolescent Cultural Inquiry Project (CI 3900)

Other Possible Assessments, Artifacts, and Evidences: Reflections on field experiences; Professional Profile; Developmentally Responsive Lesson Plans; Advisory Lessons and Activities

Sources and Resources

National Middle School Association. (2003). *This We Believe: Successful schools for young adolescents*. Westerville, OH: National Middle School Association.

Search Institute. (2006). 40 Developmental Assets for Adolescents. Retrieved March 5, 2009, from <http://www.search-institute.org/system/files/40AssetsList.pdf>

Epstein, Joyce. L. (2001). Improving school-family-community partnerships in the middle grades. In T.O. Erb (Ed.), *This we believe and now we must act* (pp. 42-55). Columbus, OH; National Middle School Association.

Brighton, K. (2007). *Coming of Age: The Education & Development of Young Adolescents*. Columbus, OH; National Middle School Association.

Glossary Terms: young adolescent, early adolescence; development; developmentally responsive; advocate, advocacy

Standard 2: Middle Grades Philosophy and School Organization

Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.

The **emerging** middle grades candidate:

1. Understands the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents. (NC)(middle school philosophy)
2. Understands the rationale and characteristic components of developmentally responsive middle level programs and schools. (NC)(middle school organizations)

The **developing** middle grades teacher candidate:

1. Supports middle level organizational components and structures that maximize student learning. (ms organization)
2. Understands the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools. (middle level philosophy)
3. Works successfully as a member of a team. (teaming)
4. Understands and articulates 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). (best practices)
5. Understands historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models. (middle school models)
6. Understands responsive organizational structures that foster socially equitable educational practices and the responsibility of middle level programs and schools to be responsive to cultural and environmental factors of school communities. (equity)
7. Understands the need for school organizational features that promote young adolescent health and wellness. (health and wellness)

The **proficient** middle grades teacher candidate:

1. Applies the major concepts, principles, theories and research that reflect the philosophical foundations of developmentally responsive middle level programs and schools including

- developmentally responsive practices, such as, teaming, advisory, and co-curricular activities. (middle level organization)
2. Applies understanding of the philosophical foundations of middle level education when making decisions about curriculum, instruction, and schooling. (middle level philosophy)
 3. Works successfully as a member of an interdisciplinary team to maximize student learning. (teaming)
 4. Uses best practices to maximize student learning in a variety of school organizational settings (e.g. K-8, 5-8, 7-12 organizational plans). (best practices)
 5. Applies knowledge of the philosophical foundations of middle level education and historical and contemporary models of schooling for young adolescents in their classrooms, schools, and communities. (middle school models)
 6. Advocates for developmentally responsive organizational structures that foster socially equitable educational practices. (equity)
 7. Advocates for school organizational features that promote young adolescent health and wellness. (health and wellness)

Focus Course(s):

Signature Assessments:

Other Possible Assessments, Artifacts, and Evidences:

Sources and Resources:

Glossary Terms: advisory programs; best practices in middle school education; developmentally responsive; interdisciplinary team; middle level historical foundations; middle school philosophical foundations; models of schooling; organizational components/structures; organizational settings; socially equitable educational practices

Standard 3: Middle Grades Curriculum, Instruction, and Assessment

Middle level teacher candidates plan interdisciplinary curriculum based on core and elective curricula that are relevant, integrative, challenging, and exploratory. They understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

The **emergent** middle grades teacher candidate:

1. Recognizes the range of approaches to curriculum development in the middle level including interdisciplinary curriculum that is relevant, inviting, challenging, integrative, and exploratory within an effective learning environment. (**curriculum** design)
2. Knows local, state, and national middle level curriculum standards (**curriculum** standards)

3. Acknowledges diverse student perspectives related to curriculum including knowledge of families, community and inter connections among cultures of the nation and world. (**curriculum** and diversity)
4. Articulates the relationship between student motivation and developmentally responsive practices in middle grades to meet diverse learners' needs. (**instruction** and diversity)
5. Understands the importance of encourage higher order and critical thinking, inquiry, problem solving and communication in teaching young adolescents. (**instruction** and higher order thinking)
6. Defines 21st century life and career skills as including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility (21st century **instruction**)
7. Knows multiple literacies as including information, media, technology, ICT (Information, Communications and Technology), health and wellness, civic, financial, economic, business and entrepreneurial (literacies and **instruction**)
8. Understands how to align instruction with student learning goals and standards. (**assessment**)
9. Explains the value of authentic performance assessments, both formative and summative incorporating contemporary tools and resources to identify students' skills and abilities to maximize student learning.(**assessment**)
10. Understands the importance of aligning assessments with standards and student learning goals. (**assessment**)

The **developing** middle grades teacher candidate:

1. Understands the concepts, process and importance of interdisciplinary planning that is relevant inviting, challenging, integrative, and exploratory within an effective learning environment. (**curriculum** design)
2. Develops instructional plans which exemplify local, state, and national middle level curriculum standards and their implications for instruction. (**curriculum** standards)
3. Develops with colleagues curriculum that allows for interpretation of knowledge and ideas from diverse perspectives including knowledge of families, community and inter connections among cultures of the nation and world in integrated ways. (**instruction** and diversity)
4. Plans lessons that seek to motivate diverse young adolescents through the use developmentally responsive, differentiated, data based, instructional strategies, materials and resources. (**instruction** and diversity)
5. Incorporates instructional strategies into lesson plans that encourage higher order and critical thinking, inquiry, problem solving and communication (**instruction** and higher order thinking)
6. Articulates principles of middle level instruction and the middle school research base that supports them including those that utilize technology to advance young adolescent

learning, creativity and innovation in both face to face and virtual environments. (**instruction** and technology)

7. Plans lessons that motivate young adolescents to develop 21st century life and career skills including; flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. (21st century **instruction**)
8. Weaves multiple literacies including information, media, technology, ICT (Information, Communications and Technology), health and wellness, civic, financial, economic, business and entrepreneurial skills into core subjects as they plan instruction. (literacies and **instruction**)
9. Selects and develops authentic performance assessments, both formative and summative, related to the unique learning needs of young adolescents incorporating contemporary tools and resources to maximize student learning. (**assessment**).
10. Designs assessments that align with standards and student learning goals which guides instructional decisions. (**assessment**)

The **proficient** middle grades teacher candidate:

1. Develops and implements relevant, inviting, challenging, integrative, and exploratory interdisciplinary curriculum within an effective learning environment that connects subject areas when planning. (**curriculum** design)
2. Demonstrates an in-depth understanding of the structure and knowledge of local, state, and national middle level curriculum standards and ways to assess the student knowledge reflected in those standards within their practice. (**curriculum** standards)
3. Designs and implements with colleagues curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives including knowledge of families, community and inter connections among cultures of the nation and world in integrated ways. (**curriculum** and diversity)
4. Motivates diverse young adolescents and facilitates their learning through the use of a wide variety of developmentally responsive, differentiated, data based, instructional strategies, materials and resources including those that utilize technology in both face to face and virtual environments. (**instruction** and diversity)
5. Incorporates instructional strategies that encourage higher order and critical thinking, inquiry, problem solving and communication to advance young adolescent learning, creativity and innovation. (**instruction** and higher order thinking)
6. Utilizes a range of instructional methods and materials which illustrate the principles of middle level instruction and the middle school research base that supports them including those that utilize technology to advance young adolescent learning, creativity and innovation in both face to face and virtual environment. (**instruction** and technology).

7. Motivates all young adolescents to develop 21st century life and career skills including; flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. (21st century **instruction**)
8. Utilizes multiple literacies including information, media, technology, ICT (Information, Communications and Technology), health and wellness, civic, financial, economic, business and entrepreneurial skills into core subjects within instruction. (literacies and **instruction**)
9. Selects, develops and applies a balance of authentic performance assessments, both formative and summative, related to the unique learning needs of all young adolescents through the appropriate use of data to develop classroom and instructional plans.(**assessment**)
10. Develops and uses assessments that reflect standards, student learning goals and depth of understanding to guide instructional decisions. (**assessment**)

Focus Course(s):

Signature Assessments:

Other Possible Assessments, Artifacts, and Evidences:

Sources and Resources:

Glossary Terms: interdisciplinary curriculum; relevant, inviting, challenging, and exploratory; effective learning environment; motivation; developmentally responsive practices; diverse learners; diverse perspectives; authentic performance assessments; formative and summative; contemporary tools and resources; maximize student learning; information, media, technology, ICT (Information, Communications and Technology), health and wellness, civic, financial, economic, business and entrepreneurial literacies; integrated; differentiated; data based; higher order thinking; critical thinking; inquiry; problem solving; communication; principles of middle level instruction

Standard 4: Content Knowledge

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

Middle grades majors at ASU complete a minimum of 24 semester hours in each of two concentrations (English Language Arts, Social Studies, Science, Math). For specific requirements of this standard, please consult the subject-specific standards for the licensure/concentration areas. They are available at

<http://www.ced.appstate.edu/departments/ci/programs/middlegrades/undergrad/standards.aspx>

Focus Course(s):

Signature Assessments:

Other Possible Assessments, Artifacts, and Evidences:

Sources and Resources:

Glossary Terms: Content knowledge, depth of understanding

Standard 5: Middle Grades Professional Roles

Middle grades teacher candidates understand the complexity of teaching young adolescents and engage in practices and behaviors that develop their competence as professionals and leaders in the field of middle grades education within a global community.

The **emerging** middle grades candidate:

1. Understands the need to advocate for developmentally appropriate classrooms, schools, programs, and practices and to uphold high professional and ethical standards. (leader and advocate for middle grades)
2. Understands that professional responsibilities such as serving as an advisor, serving on committees and in parent, community and professional organizations extends beyond the classroom. (prof. roles beyond classroom)
3. Knows that teachers work in a global, diverse, and digital society. (diversity)
4. Understands the importance of lifelong learning and reflective practice for the continuous improvement of professional practice to ensure successful young adolescent learning.(professional learning)
5. Understands the role of the middle grades teacher in establishing respectful, productive, and collaborative relationships with family and community members. (families and community)
6. Understands that middle level teachers collaborate as interdisciplinary team members and work with colleagues throughout the building. (teaming/collaboration)
7. Examines the role of technology systems in collaboration and communication with students, peers, parents and community members. (technology)
8. Articulates ways to develop leadership qualities in young adolescents and encourage their participation in community activities and services. (student leaders)
9. Realizes that teachers work within school accountability systems including state mandated assessments, Professional Development Plans, Teacher Evaluation Instruments and School Improvement Plans.

The **developing** middle grades teacher candidate:

1. Develops plans to advocate for developmentally appropriate classrooms, programs and practices that are characterized by high quality content and high expectations for all

- young adolescents while adhering to high professional and ethical standards. (leader and advocate for middle grades)
2. Understands how and why professional responsibilities such as serving as an advisor, serving on committees and in parent, community and professional organizations extend beyond the classroom and acts as a positive role model for youth in interactions, affiliations, and negotiations with others. (professional roles beyond classroom)
 3. Understands the necessary knowledge, skills, and work processes representative of a professional in a global and digital society and articulates respect for the diversity inherent in middle school classrooms and schools. (diversity)
 4. Develops plans and habits necessary to engage in lifelong learning and reflective practices that improve professional practice including the analysis of young adolescent learning. (prof. learning)
 5. Engages in respectful, productive, and collaborative relationships with family and community members that improve student learning and well-being including effective communication and advocacy. (families and community)
 6. Understands how to successfully act as a member of an interdisciplinary team and with colleagues throughout the building to ensure a positive total learning environment. (teaming/collaboration)
 7. Uses technology systems knowledge to collaborate and communicate with students, peers, parents and community members. (technology)
 8. Incorporates the development of leadership qualities and participation in community activities and services within plans to work with young adolescents. (student leaders)
 9. Understands and adheres to school accountability systems including state mandated assessments, Professional Development Plans, Teacher Evaluation Instruments and School Improvement Plans.

The **proficient** middle grades teacher candidate:

1. Serves as a courageous, collaborative leader in the middle grades classroom, the school, and the community by advocating for developmentally appropriate classrooms, schools, programs, and practices that are characterized by high content and high expectations for all young adolescents while adhering to high professional and ethical standards. (leader and advocate for middle grades)
2. Serves as a role model through engaging in professional responsibilities such as serving as an advisor, serving on committees and in parent, community and professional organizations and acts as a positive role model for youth in interactions, affiliations, and negotiations with others beyond the classroom. (professional roles beyond classroom)
3. Exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society while modeling dedication and respect for the diversity inherent in middle school classrooms and schools. (diversity)
4. Models lifelong learning and reflective practice to continuously improve professional practice through the analysis of student learning, using that knowledge to reflect on, develop and refine professional growth as a member of the larger complex middle level learning community. (professional learning)
5. Establishes respectful, productive, and collaborative relationships with family and community members that improve student learning and well-being including effective communication and advocacy. (families and community)

6. Works successfully as a member of an interdisciplinary team and with colleagues throughout the building such as administrators and the support staff to ensure a positive total learning environment. (teaming/collaboration)
7. Demonstrates fluency in technology systems and the transfer of current knowledge through collaboration and communication with students, peers, parents and community members and using a variety of digital-age media and formats to support student success and innovation. (technology)
8. Promotes leadership qualities in all young adolescents and encourages young adolescents to participate in community activities and services that contribute to their learning and the welfare of the greater community. (student leaders)
9. Uses relevant data and information gathered from school accountability systems including state mandated assessments, Professional Development Plans, Teacher Evaluation Instruments and School Improvement Plans to impact student learning.

Focus Course(s):

Signature Assessments:

Other Possible Assessments, Artifacts, and Evidences:

Sources and Resources: