

Standards for the Preparation of Teachers of

Middle Level Standards (ZL)



Approved by the State Board of Education 1997

1.0 Identifiable Program

An identifiable program is established for the middle level endorsement.

- 1.1 A written conceptual framework makes explicit the underlying professional commitments, dispositions, and values upon which the program is based. A statement of philosophy and goals, associated rationale for course work and field experiences, and a description of program evaluation are included.
- 1.2 The program contains knowledge, pedagogy, and field experiences designed especially for teaching at the middle level.

2.0 Nature of Early Adolescence and Needs of Young Adolescents

The program prepares professionals who understand:

- 2.1 the physical, social, emotional, and intellectual characteristics of the developmental period of early adolescence; and
- 2.2 the changes in family settings, social contexts, threats to health and safety, and risk behaviors in contemporary society that affect healthy development of young adolescents.

3.0 Young Adolescent Development in the School Context

The program prepares professionals who apply their knowledge of the nature of early adolescence and needs of all young adolescents to:

- 3.1 plan developmentally responsive instruction.
- 3.2 design appropriate school programs and function within them; and.
- 3.3 create supportive school environments.

4.0 Philosophy and School Organization

The program prepares professionals who understand the rationale for, the role of teachers in, and the function of:

- 4.1 interdisciplinary teams;
- 4.2 teacher-based guidance programs;
- 4.3 flexible grouping and scheduling arrangements;
- 4.4 activity programs;
- 4.5 working with colleagues within the framework of the entire school community; and.
- 4.6 working with families, resource persons, and community groups.

5.0 Curriculum, Pedagogy, and Assessment

The program prepares professionals who design and employ teaching and learning approaches appropriate for young adolescents which:

- 5.1 provide for individual differences among learners by utilizing multiple approaches to thinking and

- learning;
- 5.2 incorporate learners' ideas, interests, and questions into the planning of curriculum and learning activities;
- 5.3 emphasize the interdisciplinary nature of knowledge while drawing upon the resources inherent in separate subjects;
- 5.4 teach the basic concepts and skills of inquiry and communication as integral to all learning;
- 5.5 cultivate skills in recognizing and solving problems;
- 5.6 utilize multiple grouping strategies that emphasize interdependence, cooperation, and individual responsibilities; and
- 5.7 include multiple strategies for evaluation and assessment of academic learning and individual growth and development.

6.0 Collaboration

The program prepares professionals who collaborate with:

- 6.1 colleagues to improve schools and advance knowledge and practice in their fields; and
- 6.2 families, resource persons, and community groups to achieve common goals for young adolescents.

7.0 Teaching Fields and Pedagogy

The program includes:

- 7.1 preparation in two teaching fields, which are broad, multi-disciplinary, and encompass the major areas within those fields; and
- 7.2 courses designed specifically for teaching pedagogy appropriate for young adolescents.

8.0 Field Experiences

Field experiences in grades 6-8 will provide:

- 8.1 early and continuing involvement in a variety of middle level settings.
- 8.2 observation, participation, and teaching experiences ranging from individual to large group settings; and
- 8.3 approved field experiences at the appropriate grade levels, either pre-service or post-certification, including recommendations from a university/college supervisor.

MiddleLevel (ZL) standards matrix.doc