

## **Appendix # 2**

### **NMSA and NCATE Performance-Based Standards for Initial Middle Level Teacher Preparation**

The National Middle School Association and NCATE (National Council for Accreditation of Teacher Education) developed the standards below collaboratively. The entire document can be viewed at <http://www.nmsa.org>

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

**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.