**MCE – CPAST Addendum (2018)**

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| AMLE Standard | Approaching | Meeting | Extending |
| 1.a. Knowledge of Young Adolescent Development | MLTC use their knowledge of young adolescent development to promote a healthy, respectful learning environment for all young adolescents. | MLTC use their knowledge of young adolescent development to promote a healthy, respectful, supportive, and challenging learning environment for all young adolescents. | MLTC create and maintain safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments with their students that celebrate and incorporate the diversity found within student populations. |
| 1.b. Knowledge of the Implications of Diversity on Young Adolescent Development | MLTC implement curriculum and instruction that addresses issues of diversity. | MLTC implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities. | MLTC create and implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities. |
| 1.c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. | MLTC uses their knowledge of young adolescent development to plan and implement middle level curriculum and instructional strategies that are active, and real world based. | MLTC uses their knowledge of young adolescent development to plan and implement middle level curriculum and instructional strategies that are active, real world based, and connected to student interest. | MLTC uses their knowledge of young adolescent development to plan and implement middle level curriculum and instructional strategies that are cross-disciplinary, active, real world based, and connected to student interest. |
| 1.d. Implications of Young Adolescent Development for Middle Level Programs and Practices | MLTC articulate how their work with middle level school organizations and middle level programs and practices such as interdisciplinary team organization and advisory programs impacted students. | MLTC articulate how they applied their understanding of young adolescent development to their work with middle level school organizations and middle level programs and practices such as interdisciplinary team organization and advisory programs. | MLTC articulate how they applied their understanding of young adolescent development to their work with middle level school organizations and middle level programs and practices such as interdisciplinary team organization and advisory programs.  They reflect on their ability to improve in ensuring that middle level programs and practices such as interdisciplinary team organization and advisory programs promote successful learning for students. |

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| AMLE Standard | Approaching | Meeting | Extending |
| 2.a. Subject Matter Content Knowledge  *[2.b is covered*  *by cpast A]* | MLTC demonstrate through their lessons, units, and explanations a breadth and limited depth of content knowledge in the subjects they teach. | MLTC demonstrate through their lessons, units, and explanations a depth and breadth of subject matter content knowledge in the subjects they teach including subject area literacies. | MLTC demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They demonstrate their understanding of the complexities of the subject area disciplines and seek new knowledge from the field to improve the effectiveness of their teaching. |
| 2.c. Interdisciplinary Nature of Knowledge | MLTC design lessons that attempt to show the importance of the interdisciplinary nature of knowledge by connecting subject areas or showing real world examples of the connection. | MLTC demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences through curriculum that is relevant, challenging, and exploratory. | MLTC demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences. |

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| AMLE Standard | Approaching | Meeting | Extending |
| 3.b. Middle Level Organization and Best Practices  *[3.a is covered by*  *Plans & Possibilities &*  *First Four Weeks]* | MLTC support middle level practices and structures. | MLTC actively engages middle level practices and structures to promote equity and enhance learning for all.  If structures are not present, they design ways to mimic the purpose of those structures when not present. | MLTC actively engages middle level practices and structures to promote equity and enhance learning for all.  If structures are not present, they design ways to mimic the purpose of those structures when not present. They assess the effectiveness of middle level components within the school context to suggest changes or adjustments. |

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| AMLE Standard | Approaching | Meeting | Extending |
| 4.a. Content Pedagogy | MLTC use a variety of content specific teaching and assessment strategies. | MLTC use a variety of content specific teaching and assessment strategies, choosing the appropriate strategy to increase the chances of student learning. | MLTC use a variety of content specific teaching and assessment strategies, choosing the appropriate strategy to increase the chances of student learning and modify their use based on the unique learning needs of their students. |
| 4.b. Middle Level Instructional Strategies  *[4.c. is covered by*  *cpast J & L]* | MLTC attempt to create learning experiences that are developmentally responsive and that engage young adolescents. | MLTC create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills | In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills. |
| 4.d. Young Adolescent Motivation | MLTC use strategies and techniques to motivate young adolescents that aren’t always effective. | MLTC motivate young adolescents through a variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). | MLTC motivate young adolescents through a variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction. |

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| AMLE Standard | Approaching | Meeting | Extending |
| 5.a. Professional Roles of Middle Level Teachers  *[5.b. is covered by*  *cpast T]*  *[5.c. is covered by*  *cpast O]* | MLTC understand, and participate in their unique roles as middle level professionals (e.g., members of teaching teams, advisors to young adolescents, and collaborators with parents and middle level professionals). | MLTC understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams, advisors to young adolescents, and collaborators with parents and middle level professionals). | MLTC understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams, advisors to young adolescents, and collaborators with parents and middle level professionals).  They initiate opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes. |
| 5.d. Dispositions and Professional Behaviors | MLTC demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior. They regularly participate in professional development opportunities. | MLTC demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching. | MLTC demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They continuously reflect and self assess and are proactive in developing collaborative relationships to provide critical perspectives on their teaching. |