

006.40 Middle Level Education - Supplemental

006.40A Grade Levels 5 – 9

006.40B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, a subject or field endorsement.

006.40C Persons with this endorsement may teach grades five through nine.

006.40D Certification Endorsement Requirements: This endorsement shall require a total of 18 semester hours which shall be in professional education courses related to middle level education, including at least one course in instructional methods in core academic areas at the middle level, and a practicum or clinical experience at the middle level.

006.40E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide middle level teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

Standard 1. Demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the Nebraska Content Standards in the areas of reading/writing, mathematics, science, and social studies for grades five through nine, and demonstrate knowledge of how these concepts, skills, and processes relate to the Nebraska Content Standards beyond the eighth grade in the areas of reading/writing, mathematics, science, and social studies.

Standard 2. Young Adolescent Development

**Middle Level Education - Supplemental
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on ___ / ___ / ___)**

Middle level teacher candidates understand, use and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Element 1. Knowledge of Young Adolescent Development

Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

Element 2. Knowledge of the Implications of Diversity on Young Adolescent Development

Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.) and participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

Element 3. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction

Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Element 4. Implications of Young Adolescent Development for Middle Level Programs and Practices

Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory program.

Standard 3. 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 middle level organizational components.

Element 1. Middle Level Philosophical Foundations

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Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Element 2. Middle Level Organization and Best Practices

Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.) They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

Standard 4. Middle Level Curriculum

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.)

Element 1. Subject Matter Content Knowledge

Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, science, social science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

Element 2. Middle Level Student Standards

Middle level teacher candidates use their knowledge of local, state, and national standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

Element 3. Interdisciplinary Nature of Knowledge

Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, science).

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Element 4. Reading in the Content Area

Middle level teacher candidates plan, organize, deliver, and assess content area reading strategies, demonstrate techniques for content area and grade level appropriate vocabulary instruction, and develop essential, grade level, content specific comprehension strategies for reading complex text.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, literacy skills, and technologies to meet the learning needs of all young adolescents.

Element 1. Content Pedagogy

Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

Element 2. Middle Level Instructional Strategies

Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.)

Element 3. Middle Level Assessment and Data-Informed Instruction

Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element 4. Young Adolescent Motivation

Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

Middle Level Guidelines based on the Association for Middle Level Education (AMLE) Teacher Preparation Standards (2012).

(Note to NCTE members: Please see Ad Hoc notes on Middle Grades Field Endorsement, REDLINE VERSION.)