

REDLINE – New Endorsement

Alternate Proposal--DRAFT

Draft #2 – After 7.28.14 Ad hoc mtg.

Draft #3 – After NCTE meeting, March, 2015

Draft #4 – After NCTE Exec Comm Meeting, 5.1.15

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

006.40 Middle Level Education - Supplemental

006.40A Grade Levels 5 - 8

006.40B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, a subject or field endorsement that includes any portion of grades 5-8.

006.40C Persons with this endorsement may teach grades 5 through 8 in the content area of the subject or field endorsement held or earned concurrently.

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.

Demonstrate an understanding of 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 eight, and demonstrate a knowledge of how these concepts, skills, and processes relate to Content Standards beyond eighth grade in the areas of reading/writing, mathematics, science, and social studies.

Standard 1: Young Adolescent Development:

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use

REDLINE – New Endorsement

Alternate Proposal--DRAFT

Draft #2 – After 7.28.14 Ad hoc mtg.

Draft #3 – After NCTE meeting, March, 2015

Draft #4 – After NCTE Exec Comm Meeting, 5.1.15

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

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.) They 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 programs.

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

REDLINE – New Endorsement

Alternate Proposal--DRAFT

Draft #2 – After 7.28.14 Ad hoc mtg.

Draft #3 – After NCTE meeting, March, 2015

Draft #4 – After NCTE Exec Comm Meeting, 5.1.15

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

middle level programs and schools, and they work successfully within middle level organizational components.

Element 1. Middle Level Philosophical Foundations: 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 3: 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, reading, social studies, health, physical education,.....). 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, national, and common core 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.

REDLINE – New Endorsement

Alternate Proposal--DRAFT

Draft #2 – After 7.28.14 Ad hoc mtg.

Draft #3 – After NCTE meeting, March, 2015

Draft #4 – After NCTE Exec Comm Meeting, 5.1.15

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

Element 3. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all 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, health).

Standard 4: 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, information 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

REDLINE – New Endorsement

Alternate Proposal--DRAFT

Draft #2 – After 7.28.14 Ad hoc mtg.

Draft #3 – After NCTE meeting, March, 2015

Draft #4 – After NCTE Exec Comm Meeting, 5.1.15

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

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.

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

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Element 1. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).

Element 2. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

Element 3. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, socioeconomic status, etc.)

Element 4. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners

REDLINE – New Endorsement

Alternate Proposal--DRAFT

Draft #2 – After 7.28.14 Ad hoc mtg.

Draft #3 – After NCTE meeting, March, 2015

Draft #4 – After NCTE Exec Comm Meeting, 5.1.15

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

who demonstrate knowledgeable, reflective, critical perspectives on
their teaching.

Note: Ad Hoc Committee recommendation – AMLE Standard 5 does not need to be included in guidelines.

Summary of Middle Grades Ad Hoc discussions—6.23.14 and 7.28.14

Strengths of Current MG Endorsement:

- NE has the endorsement
- Students, especially females, are maturing at younger ages
- Emphasis of endorsement is on young adolescent growth and development vs. older adolescent growth and development
- There are teachers who want to work with that age group
- Transition from elementary school to high school
- Flexibility needed for schools, depending on numbers of students—need people who can teach two content areas
- Offers better professional growth for MG endorsed teachers
- Schools are looking for MG endorsed applicants, but numbers are not there

Weaknesses of MG Endorsement:

- Have to take all Elem. Ed pedagogy courses—is that necessary?
- Needs to be a pathway for Elem. Ed and Secondary teachers to get the MG endorsement.
- Dual endorsements a possibility?
- K-12 endorsements difficult to include MG training
- Secondary teachers aren't looking to do MG except as a last resort for a job
- Content knowledge is lacking
- Flexibility?
- Looking more at outputs rather than inputs
- The MG endorsement allows a teacher to teach anything, grades 4-9 (Rule 10)
- Financial constraints—'sharing teachers' with secondary/el ed programs helps school budgets
- True MG schools vs. combined secondary/MG school
- Teachers do not have enough background to teach reading /literacy skills
- ELL / Diversity lacking
- Depth of Guidelines indicators is weak in areas of specializations

Thoughts/Questions:

- Content test—will NE require this for MG? Yes for the field endorsement, but not until endorsement is revised and in Rule 24.
- Supplemental endorsement can't stand alone, but is it an option for MG endorsement?

REDLINE – New Endorsement

Alternate Proposal--DRAFT

Draft #2 – After 7.28.14 Ad hoc mtg.

Draft #3 – After NCTE meeting, March, 2015

Draft #4 – After NCTE Exec Comm Meeting, 5.1.15

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

- High achieving MG schools—students do better at schools with a good Middle School philosophy and structure
- Are we talking about a MG philosophy endorsement, vs. having skills effectively to teach in the Middle Grades?
- How much middle grades background does the HED instructors in teacher training programs?
- In the future, student achievement may be tied to teacher, which may be tied to the institution that prepared the teacher.

Stand-Alone Endorsement:

- If it is a supplemental, what would # of hours be? 24 credit hours would be highest number.
- Committee would like to see it continue as a stand-alone endorsement.

Grade Levels:

- Leave 4th grade off as it is difficult to cover, since it is a transition year
- Leave 9th grade off?
- If endorsement is 5-8, do get 4th & 9th grade years allowance? Each school has to meet or exceed the % of teachers working in their endorsed area at each level—Secondary-80%, Middle Grades-90%, Elementary-95%. (Rule 10)
- Keep grade levels at 4-9? No votes
- Committee was pretty evenly split on making this a Grades 5-8 or Grades 5-9 endorsement. Katt suggested Grades 5-8 for now, and revisit this. Toward the end of the meeting, the committee voted to make this a 5-9 endorsement.

Rule (gray box) Suggestions from Ad Hoc Committee members:

- Include Reading and ESL as areas of specialization; Would Provisional ESL be an option?
- Keep 4 core areas, drop all the rest. Career Education area endorsements are now 6-12, so Agriculture, Business, FACS, and IT can be eliminated.
- Make it a 36 credit hr in one content area, or 18-18 credit hours in two content areas.
- What about a 24 credit hours in one content area with 12 credit hours in another content area? No votes.

REDLINE – New Endorsement

Alternate Proposal--DRAFT

Draft #2 – After 7.28.14 Ad hoc mtg.

Draft #3 – After NCTE meeting, March, 2015

Draft #4 – After NCTE Exec Comm Meeting, 5.1.15

**Middle Level Education – Supplemental
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on xx/xx/xx)****MIDDLE GRADES NCTE Ad Hoc Committee Members****Ad Hoc Meetings: Monday, June 23, 2014 – 9:30 A.M. – 4:00 P.M. / NCSA, Lincoln, NE and
Monday, July 28, 2015 – 9:30 A.M. – 4:00 P.M. / NCSA**

| Ad Hoc Committee Requirements | Ad Hoc Committee Members |
|--|--|
| Ad Hoc Chair | Sharon Katt, NDE sharon.katt@nebraska.gov |
| Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration. | 1. Jodie Emerson – Morton Magnet MS, OPS Jodie.Emerson@ops.org 2. Elizabeth (Liz) Boyle – Walnut MS, Grand Island eboyle@gips.org |
| Faculty Members— Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution. | 1. Bill Lopez, UN-L wlopez2@unl.edu 2. Kathleen Wheeler, Concordia Kathleen.wheeler@cune.edu (Substitute for Beth Pester, Concordia) Beth.pesther@cune.edu |
| Specialists in the Content Area— Might include Arts and Sciences college faculty or persons drawn from professional practice in the endorsement area. | 1. Karen Enos, Chadron State kenos@csc.edu 2. Patsy Bruner, UNK brunerpk@unk.edu |
| Administrators— Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area. | 1. Dave Essink, Hastings MS (Principal) dessink@esu9.org 2. Michael Smith, Bellevue Lewis and Clark MS michael.smith@bpsne.net |
| NCTE Representation— Representation from the NCTE Standing Committee to which the endorsement has been assigned. | 1. Kevin Peters, NDE Director of Certification kevin.peters@nebraska.gov 2. Lyn Forester, NCTE (Committee B and Certification Officer) lyn.forester@doane.edu |
| NDE Representative with responsibilities related to the endorsement area. | 1. Rick Moses, NDE rick.l.moses@nebraska.gov |
| Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area. | 1. Chris Stogill, NAMLE Board Member, Otte Blair Middle School Principal chris.stogdill@blairschools.org 2. Kristi Bundy, Ashland-Greenwood MS (NE Teacher of the Year—6 th grade Science) kristi.bundy@agps.org 3. Joey Zbylut-Birky, NAMLE Exec Dir josephine.zblut-birky@ops.org |
| Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups. | 1. Ryan Escamilla, LPS Pound MS (8 th SS) mescami@lps.org 2. Lana Dummer, Aurora Middle School (7 th Eng.) ldummer@4rhuskies.org (NAMLE Board) |
| A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee. | Pat Madsen, NDE pat.madsen@nebraska.gov |