** Content Expert Report**

**Middle Level Education**

**(05-17)**

Education Standards and Practices Board

**Program report status** (check one)**:**

 **[ ]  Initial review [ ]  Continuing Review [ ]  Focus Visit**

|  |  |
| --- | --- |
| **Name of Content Expert:** |       |
| **Content Expert Telephone:** |       |
| **Content Expert Email:** |       |
| **Date Submitted:** |       |
| **Institution Being Evaluated:** |       |
| **Program Being Evaluated:** |       |
| **Degree:** |       |
| **Grade Level(s):** |       |

**Is this program offered at more than one site?** **[ ]  Yes** **[ ]  No**

If yes, list sites where the program is offered:

**Summary of Recommendations**

After completing your review, for each sub-standard listed below, place a check under the column that matches your decision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Met** | **Met With Weakness** | **Not Met** |
| **50017.1** |  |  |  |
| **50017.2** |  |  |  |
| **50017.3** |  |  |  |
| **50017.4** |  |  |  |
| **50017.5** |  |  |  |

**Middle Level Education**

**Directions:** Please read the Content Area Report (CAR) supplied by the institution.

1. Review program’s response to Section II.1 Areas of Weakness from Prior Review. For each standard in which there was a weakness from the prior review, make a recommendation as to whether that weakness should be removed or retained. If it is to be retained provide a rationale for retaining it in Part I.B. If it has been partially but not fully addressed restate the weakness in Part I. C and provide a rationale.
2. Make a recommendation for each program standard as to whether it has been met, met with weakness, or not met based on the evidence provided. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.
3. The program area has been given the option to omit a response to standards 1, 6, 7 and 8 because information on these standards will appear in the ESPB/InTASC Unit report. Therefore if no information has been provided do not assume the standard is unmet; instead, check the item that states “No Information provided. See ESPB/InTASC CER Report.”

Individuals teaching in a middle school must meet the Education Standards and Practices Board (ESPB) grade level requirements in ESPB Administrative Rule 67.1‐02‐03‐04 for middle level, and hold a minimum equivalent of sixteen semester hours of content area preparation and methods in the subject area specializations in which they are teaching. New middle school teachers must, beginning July 1, 2006, hold a minimum equivalent of twenty four semester hours of content area preparation and methods in the subject area specializations in which they are teaching, or may demonstrate major equivalency in subject areas through options allowed by the ESPB.

**Part I: Areas of Weakness from Prior Review \*\*\***

**XXXXX.X** *Write the standard and the original weakness here.*

A. **Content Expert Decision**: Should the weakness be removed, retained, or restated and retained? Check one only.

      Weakness Should Be Removed      Weakness Should Be Retained

      Restated Weakness

B. **For Decisions of “Weakness Should Be Retained”:** Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Rationale:**

C. **For Decisions of “Restated Weakness”:** Write the new language for the weakness. Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

1. **Restated Weakness:**

ii. **Rationale:**

***\*\*\*Note: This template can be copied and pasted into the document multiple times when more than one area of weakness was cited in a prior review.***

**Part II Program Standard Recommendations**

**50017.1 50517.1 Young Adolescent Development** The program requires understanding, using, and reflecting on the major concepts, principles, theories, and research related to young adolescent and using that knowledge in their practice. Candidates must 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 a. 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, including those whose language and cultures are different from their own.

**Element b. 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 /dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

**Element c. 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 d. 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 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.

A. **Content Expert Decision**: Is the program standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

 \_\_ No Information provided. See ESPB/InTASC CER Report

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

##### 50017.2 50517.2 Middle Level Curriculum The program requires 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/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Element a. Subject Matter Content Knowledge** The program requires 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, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

1. English (50117): Including grammar, developmental reading, speech, writing, literacy, literature, and methods.

2. Mathematics (50317):

*i.* Content knowledge and historical development and perspectives of number systems, algebra, geometry, trigonometry, statistics & probability, calculus. (Note this is content not necessarily courses.)

*ii.* Mathematical methods to include the mathematical practices as outlined in the “North Dakota Mathematics Content Standards Grades K-12”.

3. Science (50417): Including earth, life, chemistry, physics, required labs, and methods.

4. Social Science (50217): Including ND history, world history, US history to 1877, ND geography, North American geography, world or regional geography, and methods.

**Element b. Middle Level Student Standards:**Middle level 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 c. 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).literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

 A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**50017.3 50517.3 Middle Level Philosophy and School Organization** The program requires 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 a. Middle Level Philosophical Foundations:** Middle level teacher candidates demonstrate an understanding of the philosophical developmentally responsive middle level programs and schools.

**Element b. 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, sexual orientation, socioeconomic status, family composition). 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). L 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.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**50017.4 50517.4 Middle Level Instruction and Assessment** The program requiresmiddle 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 (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Element a. Content Pedagogy:** Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

**Element b. 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/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Element c. 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 d. 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.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**50017.5 50517.5 Middle Level Professional Roles** The program requiresmiddle 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 a. 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 b. 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 professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students’ learning.

**Element c. 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, sexual orientation, socioeconomic status, family composition).

**Element d. 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 who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**Curriculum Exhibit Form SFN 14381 (or status sheet):** This form or status sheet provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education. This form is used to document each student transcript that applies for teacher licensure. Please review this form to make sure all of the courses listed above for each sub-standard are listed as a “**Requirement”. If a course is missing or is not a required course, please list below:**

**Content Expert Review of Standard and recommendation to State Board of Examiner (BOE) Team for the Site Visit:** The content expert provides an initial review of the program standard and provides a recommendation to the CAEP/State Board of Examiners for the onsite review. **What additional information should the CAEP/ESPB Team research on-site during the visit?**

This report will be electronically forwarded to the CAEP/State Board of Examiners nine months prior to the scheduled program review visit. If you have any questions or concerns, please contact the Education Standards and Practices Board Executive Director at (701) 328-9646.

**Thank you for taking the time from your busy schedule to help document that our North Dakota institutions of higher education have prepared our teachers for the best possible education for all North Dakota students.**