

# Program Report for the Initial Preparation of Middle Level Teachers

## Association for Middle Level Education (AMLE)

### Option 1

**All Young Adolescents:** The middle level standards interpret “all young adolescents” to be inclusive, comprising students of diverse race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socio-economic status, family composition, regional or geographic origin, and those with exceptional learning needs.

**Middle Level:** The grade levels included in “middle level” are determined by middle level teacher licensure regulations in each state, for example grades 4-9, 5-8, 6-9.

This form uses the 2022 Revised Middle Level Teacher Preparation Standards. Beginning in Spring 2024, programs submitting reports must use the 2022 standards.

#### COVER SHEET

1. **Institution Name**

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2. **State**

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3. **Date submitted**

MM      DD      YYYY  
□ / □ / □

4. **Report Preparer's Information:**

Name of Preparer:	
<hr/>	
Phone:	Ext.
( ) -	
E-mail:	
<hr/>	

5. **CAEP Coordinator's Information:**

Name:	
<hr/>	
Phone:	Ext.
( ) -	
E-mail:	
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6. **Name of institution's program**

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7. CAEP Category

8. Grade levels<sup>(1)</sup> for which candidates are being prepared

(1) e.g. 7-9, 5-8

9. Program Type

- First Teaching License
- Non-licensure/non-certification degree

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking

- CAEP accreditation for the first time (initial accreditation)
- Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

- Yes
- No

## SECTION I - CONTEXT

1. Descriptions of any state or institutional policies that may influence the application of AMLE standards. (Response limited to 4,000 characters)

2. Descriptions of middle level field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

A [LINK](#) to upload or manage your uploaded file(s)

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

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5. **Candidate Information**

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. **Faculty Information**

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)**

<b>Faculty Member Name</b>	
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	
<b>Faculty Rank<sup>(5)</sup></b>	
<b>Tenure Track</b>	<input type="checkbox"/> YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>: List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS



and identities (e.g., race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They successfully model middle level practices that affirm the diversity of all young adolescents.

**3. Standard 3: Middle Level Curriculum**

#1 #2 #3 #4 #5 #6 #7 #8

**Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.**

*Component 3.a. Context for Middle Level Curriculum:*

Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies.

*Component 3.b. Subject Matter Content Knowledge:*

Middle level teacher candidates demonstrate a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines.

*Component 3.c. Middle Level Curriculum Standards:*

Middle level teacher candidates use their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents.

*Component 3.d. Interdisciplinary Nature of Knowledge and Skills:*

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 challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, digital literacy, information literacy, and citizenship.

**4. Standard 4: Middle Level Instruction and Assessment**

#1 #2 #3 #4 #5 #6 #7 #8

**Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences.**

*Component 4.a. Content Pedagogy:*

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

*Component 4.b. Middle Level Instructional Strategies:*

Middle level teacher candidates employ a wide variety of effective, developmentally and culturally responsive, equitable, and anti-racist teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).

*Component 4.c. Middle Level Assessment that Advances Learning:*

Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair and unbiased.

**5. Standard 5: Middle Level Professional Roles**

#1 #2 #3 #4 #5 #6 #7 #8

**Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for**



1. **State licensure tests or professional examinations of content knowledge. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Required)**

**Provide assessment information as outlined in the directions for Section IV**

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2. **Assessment of content knowledge in middle childhood education. AMLE standards addressed in this entry could include but are not limited to Standard 2. For post-baccalaureate teacher preparation, include an assessment used to determine that candidates have adequate content background in the subject to be taught.**

**Provide assessment information as outlined in the directions for Section IV.**

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3. **Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. AMLE standards that could be addressed in this assessment include but are not limited to Standard 4. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)**

**Provide assessment information as outlined in the directions for Section IV**

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4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AMLE standards that could be addressed in this assessment include but are not limited to Standards 1-5. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)**

**Provide assessment information as outlined in the directions for Section IV**

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5. **Assessment that demonstrates candidate effects on student learning. AMLE standards that could be addressed in this assessment include but are not limited to Standard 4. Examples of assessments include those based on student work samples, portfolio tasks, case studies, and follow-up studies. (Answer Required)**

**Provide assessment information as outlined in the directions for Section IV**

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6. **Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies. (Answer Required)**

**Provide assessment information as outlined in the directions for Section IV**

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7. **Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies.**

**Provide assessment information as outlined in the directions for Section IV**

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8. **Additional assessment that addresses AMLE standards. All AMLE standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and follow-up studies.**

**Provide assessment information as outlined in the directions for Section IV**

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## **SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

1. **Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 12,000 characters)

## SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

- 1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/guidelines-for-submitting-revised-spa-pr>**

**For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/guidelines-for-submitting-response-to-co>**

(Response limited to 24,000 characters.)

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.