LIST 4378
Middle Level Teaching – Reading, Writing, and Literature

Fall 2014 - Trimble Hall 111
Mondays, usually 1:00 – 3:00                    Check Calendar for Deviations

Instructor: Kathryn Pole, Ph.D.,
Literacy Studies Program,
Curriculum and Instruction
More information about me is available on the
course Blackboard site.

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Mailbox Location: Science Hall 322
Email: kpole "at" uta "dot" edu
Chat Contact: Blackboard IM
Phone: (817) 272-2240
Cell Number: will be given by request
Office Hours: By appointment in
office, online, or by phone

Catalog
Description: Theory and practice in the teaching of the English language arts for the middle
level, including various instructional approaches to reading, writing, listening, and
speaking; motivating student readers and writers, the teaching of word level
skills, vocabulary and comprehension, strategies for various writing modes, purposes,
and audiences; strategies for developing rereading, revision and editing skills, basic
components of assessment. Integration of literature suitable for the middle level;
selection and evaluation of appropriate fiction, nonfiction, and poetry for instruction,
as well as literature-based instructional methods. Content from this course must be applied in a
concurrent field placement.

Objectives: Students enrolled in LIST 4378 will be presented with an opportunity to learn how
teach reading, writing, and literature to middle grades students. By the end of the
semester, successful students will be able to:

★ Understand theory and practice in the teaching of English language arts for the middle
level, including various instructional approaches to reading, writing, listening, and speaking
(NCTE/IRA 1-12; NMSA 3, 4, 5, TExES 001, 003)

★ Demonstrate ways to motivate and make instructional accommodations for student readers
and writers (NCTE/IRA 10; NMSA 3, 4, 5)

★ Demonstrate an understanding of ways to identify and teach struggling readers, including
those with dyslexia (TExES 001, 003)

★ Demonstrate strategies for teaching vocabulary and comprehension, writing modes,
purposes, and audiences; strategies for developing rereading, revision, and editing skills;
basic components of assessment (NCTE/IRA 3,4,5,12; NMSA 3,4,5; TExES 006, 007)

★ Comprehend how to integrate literature suitable for the middle level; selection and
evaluation of appropriate fiction, nonfiction, and poetry for instruction, as well as literature-
based instructional methods (NCTE/IRA 2,5,6; NMSA 1,3,4,5; TExES 005)

★ Engage in active reflection regarding an increased knowledge of middle school philosophy
and practice through class dialogue, response journal, and field observations (NMSA 2,3,5,7;
TExES 004, 005, 011)
Understand how emergent and early literacy, particularly phonemic awareness, phonics, fluency, vocabulary, and comprehension development, contribute to literacy development in the middle grades. (NCTE/IRA 1-12; NMSA 3, 4, 5; TExES 001, 002.)

Demonstrate an understanding of middle school curriculum and standards alignment by way of discussion concerning case studies (NMSA 3; TExES 004,005,007,008,010,011)

Observe, discuss, and plan for various instructional techniques for the classroom, including the accommodation for diverse learners and the use of technology as a teaching/learning tool. (NMSA 3,4; TExES 004,007,008)

Observe and demonstrate various technologies, which will then be demonstrated for them; students will implement these technologies (NCTE/IRA 8; NMSA 7; TExES 004,007,008)

Demonstrate study and inquiry skills as tools for learning in the content areas, and promotes students’ development in applying study and inquiry skills (TExES 009)


Literature written for children/young adults, TBD


Other articles as assigned and posted to Blackboard

Time Expectations:

A general rule of thumb for University-level work is that for every credit hour earned, a student should spend at least 3 hours a week working outside of class on reading, writing, and assignments.

Blackboard:

To be successful in this course, you need to be able to access the Blackboard site: [http://elearn.uta.edu](http://elearn.uta.edu). If you are unable to connect, please contact the helpdesk.

Library:

If you need help navigating library or online library resources, you can contact Andy Herzog, our librarian, at [amherzog@uta.edu](mailto:amherzog@uta.edu)

Evaluation:

Specific guidelines and evaluation scales for assignments will be posted to Blackboard along with specific assignment instructions. All assignments are due at 11:59 on the due date unless otherwise stated. No make-up work, extra credit, or extra assignments will be accepted.

Grading Scale:  

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
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<tr>
<td>B</td>
<td>84% - 92%</td>
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<td>C+</td>
<td>75 – 83%</td>
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Assignment Details:  

**Active Participation and Strategy Notebooks (20% of Final Grade)**

Throughout the semester, you will be asked to respond to do exercises as a way to demonstrate your developing knowledge and your understanding of how to incorporate your knowledge into middle grades teaching. Notes will be kept in the form of an AVID-style interactive notebook. Notebooks will be graded at spot-checks, and at the end of the semester. Some weeks have online activities that factor into this grade.
Literature Circle (20% of Final Grade)
You will actively participate in a literature circle and do a thoughtful final reflection of the process. More information will be given when we select books and begin the circles. Presentations will be given during an on-campus rotation. Through this activity you will demonstrate your ability to select high-quality literature that are challenging and motivating for students.

Research Paper (20% of Final Grade)
You will write a 4-5 page single-spaced APA 6th Edition-formatted research paper that addresses a topic related to an issue, practice, or theory in adolescent literacy – which can be situated within other academic content. All topics need to be approved. To receive full credit, your paper must cite at least 3 peer-reviewed journal articles, present an accurate synthesis of your professional reading, and reflect the better practices of middle level teaching. We will use a Writing Workshop model as these papers are being developed; drafts will be due at checkpoints through the semester. Final presentations will be given during an on-campus rotation. Final paper will be posted in Blackboard. The RUBRIC for this assignment is in Blackboard. In addition to conducting research and writing a complete research paper, you will demonstrate your understanding of the writing process through a Workshop model.

Case Study (20% of Final Grade)
You will complete tasks and gather assessment data on two students in your practicum setting. By the end of the semester, you will prepare a Case Study on one of those students. You will present your Case Study in class in a teaching seminar.

Quizzes – a total of 4 (combined, 20% of Final Grade)
Must be present. No makeup quizzes will be given.

Some assignments must be posted to Blackboard. Please save your electronically submitted file as a PDFs before uploading them to ensure that I see the formatting you intended. Be sure to put your work in the right folder.

Course Schedule
The following table lists the themes and readings for each course session, as well as the due dates for all work.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>To be Read Before Class</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Friday Aug 21</td>
<td>Introductions</td>
<td><a href="http://www.litcircles.org">http://www.litcircles.org</a></td>
<td>Form Literature Circle Groups</td>
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<td>Syllabus</td>
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<td>Select YA books/set goals</td>
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<td>Interest Inventory</td>
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<td>Bring assessments to class</td>
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<td>Attitude Survey</td>
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<td>Motivation</td>
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<td>2</td>
<td>Monday Sept 8</td>
<td>Children’s and YA literature – teaching with books</td>
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<td></td>
<td>2:30 PM</td>
<td>Tompkins Chapter 10</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td>Additional Information</td>
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<td>3</td>
<td>Monday</td>
<td>Becoming an Effective Teacher</td>
<td>Tompkins Chapter 1</td>
<td>Book Club reading and role</td>
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<td></td>
<td>Sept 15</td>
<td>Early Literacy Development phonemic awareness, phonics, and early oral lang.</td>
<td>Stahl article in BB – Everything You Wanted to Know about Phonics but Were Afraid to Ask</td>
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<tr>
<td>4</td>
<td>Monday</td>
<td>The Reading and Writing Processes Quiz 1 – phonemic awareness, phonics, early oral language</td>
<td>Tompkins Chapter 2</td>
<td>Completed Names Test and analysis (2 students) Book Club reading and role Bring laptop</td>
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<tr>
<td></td>
<td>Sept 22</td>
<td>Early Literacy Development phonemic awareness, phonics, and early oral lang.</td>
<td>Stahl article in BB – Everything You Wanted to Know about Phonics but Were Afraid to Ask</td>
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<tr>
<td>5</td>
<td>Wednesday</td>
<td>The Reading and Writing Processes Quiz 1 – phonemic awareness, phonics, early oral language</td>
<td>Tompkins Chapter 2</td>
<td>Completed Names Test and analysis (2 students) Book Club reading and role Bring laptop</td>
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<td></td>
<td>Oct 1</td>
<td>Differentiating Instruction Dyslexia, other disabilities and differences</td>
<td>Tompkins Chapter 4</td>
<td>Book Club Presentations</td>
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<td></td>
<td>Oct 8</td>
<td>Assessment in Literacy Learning</td>
<td>Tompkins Chapter 3</td>
<td>Book Club Reading and role</td>
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<tr>
<td>6</td>
<td>Wednesday</td>
<td>Fluency Research Papers – brainstorming topics QUIZ 2</td>
<td>Tompkins Chapter 5</td>
<td>Bring laptops Running record with miscue analysis</td>
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<td></td>
<td>Oct 15</td>
<td>Library lesson – A Herzog, guest speaker</td>
<td>Tompkins Chapter 3</td>
<td>Bring laptops Fluency assessment results</td>
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<td>7</td>
<td>Monday</td>
<td>Teaching Writing Writing Workshop - Drafting</td>
<td>Tompkins Chapter 9</td>
<td>Outlines and at least 10 possible peer-reviewed resources for research paper</td>
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<td>Nov 3</td>
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<td>8</td>
<td>Monday</td>
<td>Expanding Academic Vocabulary - word study, morphology, analysis Writing Workshop – peer conferences and revision Quiz 3</td>
<td>Tompkins Chapter 6</td>
<td>First drafts of research paper</td>
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<td>Nov 10</td>
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<td>9</td>
<td>Monday</td>
<td>New Literacies and 21st Century Technologies Writing Workshop - editing</td>
<td>Tompkins Chapter 6</td>
<td>Revised draft of research paper Assessment results</td>
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<td>Nov 17</td>
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<tr>
<td>10</td>
<td>Monday</td>
<td>Comprehension – Reader Factors</td>
<td>Tompkins Chapter 7</td>
<td>Research papers - DUE</td>
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<td></td>
<td>Nov 26</td>
<td>Comprehension – Text Factors QUIZ 4 - online</td>
<td>Tompkins Chapter 8</td>
<td>Drafts of case studies</td>
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<td>11</td>
<td>Wednesday</td>
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<td>Case Study Seminars – case studies due</td>
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<td>Dec 3</td>
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<td>12</td>
<td>Wednesday</td>
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POLICIES

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it will be reported to the Office of Student Conduct for investigation, and are subject to discipline according to UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that identify academic dishonesty. It is academically dishonest to pass someone else’s work off as your own. The UTA Honor Code should be pasted to the cover sheets of the Article Analysis and Article Synthesis/Review of Literature assignments.

Due Dates: Complete all assignments by the due date posted. Assignments submitted more than 3 calendar days late will not be evaluated, and will receive the grade of 0.

Back-Up Your Work: Be sure to make back-up copies of any important work. I suggest having 2 forms of back-up. One of these should be in an external space that will be accessible even if your computer is unavailable – for example, a "cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. There are no provisions for handling problems that having a backup copy of your work would have prevented.

Technology: I love technology. You may use computers, tablets, phones, etc. in class as long as they are helping you be more productive (taking notes, refreshing your memory on readings, looking up relevant information, etc.). We won’t waste class time playing games, checking email, Facebook, or similar things. Please put headphones away when you come into the classroom.

Attendance: The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect all students to participate fully in course discussions and assignments. Participation is a factor in final grades. All students are expected to be on time, in class every class session. Thus, absences will be carefully monitored. Two absences will result in a ceiling grade of B (reduction of one letter grade); with three absences, a ceiling grade of C (reduction of two letter grades); and a fourth absence will result in failure of the course. Partial absences will be counted (coming late/leaving early). 3 partial absences will equal 1 absence.

Dispositions: Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will
work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies. These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates use of technology
- Shows interest in the learner and the learning process

**TK20 Requirement:** The College of Education and Health Professions has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, nonrefundable cost of $100. You may purchase your subscription online from a link provided on the system’s web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

**Adds and Drops:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and
are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Procedures:** We will be in Trimble Hall 111. Should there be an emergency that requires us to leave the building, we will exit the classroom doors, turn LEFT into the hall, walk out the glass doors, turn LEFT toward the Planetarium. We will meet there for further instructions.
**Alignments with Standards**

| NCTE 1 | CCRS ELA II C 1,2,3,4 & II D 1,2 | CCRS CD II A 3,6,8 |
| NCTE 2 | CCRS ELA II C 1,3,4,D,1,2 | |
| NCTE 3 | CCRS ELA II A 2,3,4,8 & B 1,2,3 | CCRS CD II A 1, 2,7 |
| NCTE 4 | CCRS ELA I A 1,5 & III A 1,2, B1,2,3 | CCRS CD II B 1,2,3 |
| NCTE 5 | CCRS ELA I A 1,2,3,4 | CCRS CSD II B 1,2,3 |
| NCTE 6 | CCRS ELA I A 4,5; II A 6,7,10; III A 1,2, B 1,2,3 | CCRS CD II A 5, II B 1 |
| NCTE 7 | CCRS ELA II A 2; V A 1,2,3, B 1,2,3, C1 | CCRS CD I C 1, II C 1,2,3,4,5,6, 7,8 & II B 1,2,3 & II D 2, 3 |
| NCTE 8 | CCRS ELA II A 2 & V B 1,2,3 | CCRS CD II C 5, 7, E 1,2,3,4 |
| NCTE 11 | CCRS ELA III B 1,2 | CCRS CD I A 1, I B 1 & II B 1,2,3 |
| NCTE 12 | CCRS ELA I A 1,2; III A 1,2, B 1,2,3 | CCRS CD I A 1, II B 1,2,3 |

**Cross Reference TESOL/NCATE English as a Second Language Standards Matched to TExES English as a Second Language Standards**

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<tr>
<th>TESOL</th>
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<tr>
<td>1.a-b</td>
<td>I.001-002</td>
<td>I.001</td>
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<td>1.002</td>
<td>1.b</td>
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<td>2.a-b</td>
<td>III.009</td>
<td>II.003</td>
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Middle Level Standards

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Knowledge
Middle level teacher candidates:
1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.
4. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards.
5. Are fluent in the integration of technology in curriculum planning.
6. Know how to incorporate all young adolescents’ ideas, interests, and experiences into curriculum.
7. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
8. Understand the integrated role that technology plays in a variety of student assessment measures.
9. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents.
11. Understand the key concepts within the critical knowledge base and know how to design assessments that targets them.
12. Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g. mentoring, conflict resolution).

Dispositions
Middle level teacher candidates:
1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum assessment and revision.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents.

Performances
Middle level teacher candidates:
1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Use multiple assessment strategies that effectively measure student mastery of the curriculum.
9. Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning.
10. Articulate curriculum to various stakeholder groups.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

Knowledge
Middle level teacher candidates:
1. Possess a depth and breadth of knowledge in two content areas which are broad, multidisciplinary, and encompass the major areas within those fields (e.g., science, not just biology; social science, not just history).
2. Know how to use content knowledge to make interdisciplinary connections.
3. Are knowledgeable about teaching and assessment strategies that are especially effective in their teaching fields.
4. Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields.

Dispositions
Middle level teacher candidates:
1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching and assessment strategies.
4. Value the integration of state-of-the-art technologies and literacy skills in all teaching fields.

Performances
Middle level teacher candidates:
1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.
5. Integrate state-of-the-art technologies and literacy skills into teaching content to all young adolescents.
6. Engage in activities designed to extend knowledge in their teaching fields.