

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft August 2014		
NEW RULE	<u>MIDDLE GRADES (4-8)</u>	
	(1) The program ensures that successful candidates <u>demonstrate knowledge of young adolescent development and the middle grade learner and learning.</u> Candidates demonstrate:	
	(a) <u>demonstrate</u> knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, <u>and participating in middle grades programs and practices, and providing healthy and effective learning environments for all young adolescents;</u>	
	(b) <u>demonstrate a comprehensive</u> knowledge of young adolescents in the areas of intellectual, physical, social, emotional, and moral characteristics, individual needs, and interests, and apply this knowledge to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own;	
	(c) knowledge and understanding of the implications of diversity on the development of young adolescents <u>and apply that understanding to</u> implement curriculum and instruction that is responsive to young adolescents' local, Montana, national, and international histories, language/dialects, and individual identities;	
	(d) <u>understanding of young adolescent development and apply that understanding when planning and implementing middle grades curriculum and when selecting and using instructional strategies; and</u>	
	(e) <u>knowledge of young adolescent development when making decisions about their role in creating and maintaining developmentally responsive learning environments and when participating in effective middle grades instructional and organizational practices, including interdisciplinary team organization and advisory programs.</u>	



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	<p><u>(2) The program ensures that successful candidates demonstrate an in-depth interdisciplinary knowledge of the middle grades content, standards, and curriculum and the ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. Candidates demonstrate:</u></p>	
	<p><u>(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts; and technology; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement;</u></p>	
	<p><u>(b) knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, and the history and nature of science, including scientific contributions of American Indians and tribes in Montana;</u></p>	
	<p><u>(c) knowledge understanding, and use of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability to engage young adolescent students in problem solving, reasoning and proof, communication, connections, and representation;</u></p>	
	<p><u>(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;</u></p>	
	<p><u>(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students;</u></p>	



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	<u>(f) knowledge, understanding, and use of the of health education to create opportunities for student development and practice of skills that contribute to good health; and</u>	
	<u>(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for young adolescent students.</u>	
	<u>(3) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades philosophy and school organization. Candidates demonstrate:</u>	
	<u>(a) knowledge and understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools and apply this knowledge and understanding to work skillfully within the middle grades organizational components;</u>	
	<u>(b) knowledge of the philosophical foundations of developmentally responsive middle grades programs and schools; and</u>	
	<u>(c) knowledge of the effective components of middle grades programs and apply this knowledge in order to function effectively within a variety of school organizational settings (e.g., grades K-8, 4-6, 6-8, 7-8).</u>	
	<u>(4) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades curriculum, instruction, assessment, and learning. Candidates demonstrate:</u>	
	<u>(a) demonstrate knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage middle grades students' ideas, interests, concerns, and experiences;</u>	
	<u>(b) ability to plan and implement instructional strategies for middle grades classrooms based on knowledge of individual students, learning theory, content, cross-curricular connections, curricular goals, and an understanding of community;</u>	
	<u>(c) demonstrate understanding of how middle grades students, within different populations, including American Indians and tribes in Montana, differ in their development and approaches to</u>	



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	<p><u>learning, and apply this understanding to differentiate instruction for to meet the learning needs of all young adolescents learners of all cognitive abilities;</u></p>	
	<p><u>(d) demonstrate knowledge of proven instructional strategies and use this knowledge to develop middle grades students' ability to use critical thinking, problem solving, and current and emerging technologies;</u></p>	
	<p><u>(e) ability to apply knowledge and understanding of individual and group motivation and behavior among students at the middle grade level to foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments;</u></p>	
	<p><u>(f) ability to use knowledge and understanding of effective verbal, nonverbal, and media communication techniques in middle grades learning environments to foster active inquiry, collaboration, and supportive interaction in the middle grades classroom; and.</u></p>	
	<p><u>(g) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of middle grades students.</u></p>	

