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.

CO	OVER SHEET			
1.	Institution Name	, d		
2.	State			
3.	Date submitted MM DD YYYY			
4.	Report Preparer's Information:		-	
	Name of Preparer: Phone: () - E-mail:	Ext.		
5.	CAEP Coordinator's Information:		_	
	Name:]	
	Phone: () - E-mail:	Ext.		

Name of institution's program

7.	CAEP Category
8.	Grade levels ⁽¹⁾ for which candidates are being prepared
	(1) 70 50
9.	(1) e.g. 7-9, 5-8 Program Type
	First Teaching License
	Non-licensure/non-certification degree
10.	Degree or award level
	 Baccalaureate
	Post Baccalaureate
	Master's
	O Post Master's
	Endorsement only
11.	Is this program offered at more than one site?
	Yes
	O No
12.	If your answer is "yes" to above question, list the sites at which the program is offered
40	
13.	Title of the state license for which candidates are prepared
1/1	Program report status:
17.	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?
	O Yes
	Yes
	O No
SEC	CTION 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)

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.)

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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 ⁽²⁾

(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)

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

- (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.

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AMLE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Please provide following assessment information (Response limited to 250 characters each field) 1.

Type and Number of Assessment	Name of Assessment (11)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Content knowledge in middle level education (required)			
Assessment #3: Candidate ability to plan appropriate teaching and learning experiences (required)			
Assessment #4: Student teaching or internship (required)			
Assessment #5: Candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses AMLE standards (required)			
Assessment #7: Additional assessment that addresses AMLE standards (optional)			
Assessment #8: Additional assessment that addresses AMLE standards (optional)			

- (10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
- (11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
- (12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1.	Standard 1:	Middle Level	Philosophy	, and School	Organization

liddle level teacher candidates understand the major concepts, principles, theories, a esearch underlying the philosophical foundations of developmentally responsive mide evel programs and schools, and they work successfully within middle level organization omponents.	lle				
omponent 1.a. Middle Level Philosophical Foundations: liddle level teacher candidates demonstrate an understanding of the philosophical foundations of evelopmentally responsive middle level programs and schools.	of				
component 1.b. Middle level teacher candidates use their knowledge of the effective component iniddle level programs and schools to foster equitable educational practices and to enhance learn or all students. They demonstrate their ability to apply this knowledge and to function successful gardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates erform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs of the schedules, common teacher planning time).	ning Illy,				
tandard 2: Young Adolescent Development		 " •	 	#5	

environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents. Component 2.a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives. Component 2.b. Implications of Young Adolescent Development for Responsive Learning Environments: Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, inclusive, equitable, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and cultures differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent, especially as it concerns the pervasive role of technology. Component 2.c. Implications of Diversity for Young Adolescent Development: Middle level teacher candidates demonstrate their knowledge that diversity has implications for the development of young adolescents. They are responsive to young adolescents' individual experiences

idle level teacher candidates use their knowledge of the distinct nature and identities of ung adolescents when planning and implementing curriculum and instruction. They derstand and use concepts, standards, and research to design, implement, and evaluate riculum. Candidates' understanding covers the broad scope of content standards within the subjects and reflects a thorough grasp of those standards and major concepts. Middle el teacher candidates demonstrate their ability to assist all young adolescents in derstanding the interdisciplinary nature of knowledge and skills. Imponent 3.a. Context for Middle Level Curriculum: Idle level teacher candidates use their knowledge of the distinct nature and identities of young objects when planning and implementing middle level curriculum and when selecting and using tructional strategies. Imponent 3.b. Subject Matter Content Knowledge: Idle level teacher candidates demonstrate a depth and breadth of content knowledge in the objects they teach. Candidates also have a sufficiently deep understanding of major concepts of content standards such that they are equipped to teach in an engaging manner of the objects they teach. Candidates also have a sufficiently deep understanding of major concepts of content standards such that they are equipped to teach in an engaging manner of the objects they teach. Candidates also have a sufficiently deep understanding of major concepts of content standards such that they are equipped to teach in an engaging manner of the objects of the objects they teach. Candidates also have a sufficiently deep understanding of major concepts of content standards such that they are equipped to teach in an engaging manner of the objects of	e n le						
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success across diverse settings. These skills include such things as written and oral nmunication, collaboration, critical thinking, creativity, cultural competence, problem solving, iliency, digital literacy, information literacy, and citizenship.							
Indard 4: Middle Level Instruction and Assessment							
ddle level teacher candidates successfully use their knowledge of instruction and	#1	1#2	2#3	3#4	↓#5	5#6	6
sessment strategies in the subjects they teach. They employ a wide variety of effective aching, learning, and assessment strategies. Middle level teacher candidates develop are minister formal and informal assessments that are both formative and summative to eate and guide meaningful learning experiences. Imponent 4.a. Content Pedagogy: Idle level teacher candidates use their knowledge of instruction and assessment strategies that are ective in the subjects they teach, and understand that instruction and assessment are interrelated.	n d Te						
imponent 4.b. Middle Level Instructional Strategies: Idle level teacher candidates employ a wide variety of effective, developmentally and culturally ponsive, equitable, and anti-racist teaching, learning, and assessment strategies. They do this in ys that encourage cognitive exploration, creativity, and relevant digital literacy and information racy skills (e.g., critical thinking, problem solving, evaluation of information gained).							
inponent 4.c. Middle Level Assessment that Advances Learning: Idle level teacher candidates develop and administer formal and informal assessments that are in formative and summative to create and guide meaningful learning experiences. They do this by essing prior learning, monitoring progress with the use of technology and data, implementing ective lessons, collaborating with young adolescents to reflect on their learning, and adjusting truction based on the knowledge gained. Assessment should be fair and unbiased.	/						

responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.				
Component 5.a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, critically reflect on, and are successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents).				
Component 5.b. Advocacy for Young Adolescents and Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and				
policies, and use their professional leadership responsibilities to create equitable and just opportunities for all young adolescents.				
Component 5.c. Engaging with Family and Community Members: Middle level teacher candidates value family and community members as assets. They understand the ways diverse structures and cultural backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement.				
Component 5.d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive dispositions toward teaching young adolescents				
and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.				

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP's Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A two-page narrative that includes the following:
- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
- b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
- c. A brief analysis of the data findings;
- d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
- (2) Assessment Documentation
- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

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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 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

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

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-submittingrevised-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.