

505-3-.26 MIDDLE GRADES EDUCATION PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach middle grades, grades 4-8, and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) To receive approval, state-approved professional education units shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. Middle Grades Core. The program shall conform to the following standards for Initial Programs in Middle Level Teacher Education published by the National Middle School Association:

(i) The program shall prepare middle level teacher candidates who understand the major concepts, principles, theories, and research related to young adolescent development, and provide opportunities that support student development and learning.

(ii) The program shall prepare middle level teacher candidates who understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and work successfully within these organizational components.

(iii) The program shall prepare middle level teacher candidates who understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and use this knowledge in their practice.

(iv) The program shall prepare middle level teacher candidates who understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

(v) The program shall prepare middle level teacher candidates who understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and employ a variety of strategies for creating a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

(vi) The program shall prepare middle level teacher candidates who understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and use that knowledge to maximize the learning of all young adolescents.

(vii) The program shall prepare middle level teacher candidates who understand the complexity of teaching young adolescents, and engage in practices and behaviors that develop their competence as professionals.

2. Reading and Writing. The program shall prepare candidates who understand and apply principles of teaching reading and writing at the middle grades level and who meet the following elements of the standards specified by the International Reading Association Standards for Reading Professionals, Classroom Teacher Candidate, 2003. This requirement may be met in a separate

three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.

- (i) Candidates use knowledge of adolescent literacy development (1.3)
- (ii) Candidates apply knowledge of the teaching of reading and writing to adolescents (1.1, 1.4)
- (iii) Candidates use knowledge of formal and informal literacy assessment strategies in the content areas (3.3)
- (iv) Candidates apply knowledge of how to meet the needs of students who read at diverse levels (2.1, 2.4, 4.2)
- (v) Candidates facilitate all students' learning from content area texts (2.2, 2.3)
- (vi) The program shall prepare candidates to provide instructional practices grounded in scientifically based reading research (SBRR). <http://www.nationalreadingpanel.org/>.

3. Areas of Concentration. Programs shall require preparation of candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science, or social science.

(i) An area of concentration shall be defined as a minimum of fifteen semester hours of content that meet the standards of the appropriate national specialized professional association, as described below.

(ii) A course taken to meet the requirements of Standard 2 (above) may be counted toward the fifteen semester hours required for the reading concentration.

(iii) A course taken to meet the requirements of Standard 2 (above) may be counted toward the fifteen semester hours required for the language arts concentration.

(iv) Reading Concentration. Programs that prepare middle grades teachers in the concentration area of reading shall meet the following standards for classroom teachers of reading published by the International Reading Association (equivalent to the Reading In-Field Endorsement; see rule 505-3-.75):

(I). Candidates have knowledge of the foundations of reading and writing processes and instruction.

I. Candidates demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.

A. Candidates know and apply elements from learning theory.

B. Candidates know foundational theories related to practices and materials they use in the classroom.

II. Candidates demonstrate knowledge of reading research and histories of reading.

A. Candidates recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research.

III. Candidates demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

A. Candidates can articulate developmental aspects of oral language and its relationship to reading and writing. They can also summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.

B. Candidates can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance.

IV. Candidates demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

A. Candidates list and define the major components of reading.

B. Candidates explain how the components are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components.

(II) Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

I. Candidates use instructional grouping options as appropriate for accomplishing given purposes.

A. Candidates use a variety of instructional grouping options.

B. Candidates match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.

II. Candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

A. Candidates use a wide range of instructional practices, approaches, and methods.

B. Candidates plan for the use of a wide range of instructional practices, approaches, and methods. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural and linguistic differences of their students.

III. Candidates use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

A. Candidates use a wide range of curriculum materials.

B. Candidates plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

(III) Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

I. Candidates use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

A. Candidates administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.

B. Candidates select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments.

II. Candidates place students along a developmental continuum and identify students' performances and difficulties.

A. Candidates compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services.

III. Candidates use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.

A. Candidates analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

IV. Candidates communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administration, policymakers, policy officials, community, etc.).

A. Candidates interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.

(IV) Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

I. Candidates use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

A. Candidates collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic

backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice.

II. Candidates use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

A. Candidates assist students in selecting books, technology-based information, and non-print materials that are appropriate for them.

B. Candidates select books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can articulate the research that grounds their practice.

III. Candidates model reading and writing enthusiastically as valued lifelong activities.

A. Candidates read aloud enthusiastically and fluently when reading to students.

B. Candidates model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students.

IV. Candidates motivate learners to be lifelong readers.

A. Candidates support students' choices of reading materials.

B. Candidates effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature, interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice.

(V) Candidates view professional development as a career-long effort and responsibility.

I. Candidates display positive dispositions related to reading and the teaching of reading.

A. Candidates know the importance of confidentiality, and respect students and their cultural and linguistic backgrounds. They care for the well-being of students and believe that all students can learn.

B. Candidates ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning.

II. Candidates continue to pursue the development of professional knowledge and dispositions.

A. Candidates identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators, school boards, and local, state, and federal policymaking bodies.

III. Candidates work with colleagues to observe, evaluate, and provide feedback on each other's practice.

A. Candidates actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations.

IV. Candidates participate in, initiate, implement, and evaluate professional development programs.

A. Candidates participate individually and with colleagues in professional development experiences.

(v) Language Arts Concentration. Programs that prepare middle grades teachers in the concentration area of language arts shall meet the following standards published by the National Association of Teachers of English:

(I) Structure of the Basic Program

I. The program shall prepare candidates who meet appropriate performance assessments for pre-service English language arts teachers.

(II) Attitudes for English Language Arts

I. The program shall prepare candidates who, through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, adopt and strengthen professional attitudes needed by English language arts teachers.

II. The program shall prepare candidates who create an inclusive and supportive learning environment in which all students can engage in learning.

III. The program shall prepare candidates who use English language arts to help their students become familiar with their own and others' cultures.

IV. The program shall prepare candidates who demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

V. The program shall prepare candidates who use practices designed to assist students in developing habits of critical thinking and judgment.

VI. The program shall prepare candidates who make meaningful connections between the English language arts curriculum and developments in culture, society, and education.

VII. The program shall prepare candidates who engage their students in activities that demonstrate the role of arts and humanities in learning

(III). Knowledge of English Language Arts

I. The program shall prepare candidates who are knowledgeable about language; literature; oral, visual, and written literacy; print and non-print media; technology; and research theory and findings.

II. The program shall prepare candidates who demonstrate knowledge of and skills in the use of the English language.

III. The program shall prepare candidates who demonstrate knowledge of the practices of oral, visual, and written literacy.

IV. The program shall prepare candidates who demonstrate knowledge of reading processes.

V. The program shall prepare candidates who demonstrate knowledge of different composing processes.

VI. The program shall prepare candidates who demonstrate knowledge of, and uses for, an extensive range of literature.

VII. The program shall prepare candidates who demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture.

VIII. The program shall prepare candidates who demonstrate knowledge of research theory and findings in English language arts.

(IV). Pedagogy for English Language Arts

I. The program shall prepare candidates who demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

II. The program shall prepare candidates who examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

III. The program shall prepare candidates who align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small group, and individual work.

IV. The program shall prepare candidates who integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

V. The program shall prepare candidates who create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

VI. The program shall prepare candidates who engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

VII. The program shall prepare candidates who engage students in critical analysis of different media and communications technologies.

VIII. The program shall prepare candidates who engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

IX. The program shall prepare candidates who engage students in making meaning of texts through personal response.

X. The program shall prepare candidates who demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.

XI. The program shall prepare candidates who integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

(vi) Mathematics Concentration. Programs that prepare middle grades teachers in the concentration area of mathematics shall meet the following standards published by the National Council of Teachers of Mathematics:

(I) The program shall prepare candidates who know, understand and apply the process of mathematical problem solving.

(II) The program shall prepare candidates who reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.

(III) The program shall prepare candidates who communicate their mathematical thinking orally and in writing to peers, faculty and others.

(IV) The program shall prepare candidates who recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

(V) The program shall prepare candidates who use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

(VI) The program shall prepare candidates who embrace technology as an essential tool for teaching and learning mathematics.

(VII) The program shall prepare candidates who support a positive disposition toward mathematical processes and mathematical learning.

(VIII) The program shall prepare candidates who possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

(IX) The program shall prepare candidates who demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and meanings of operations.

(X) The program shall prepare candidates who emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

(XI) The program shall prepare candidates who use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

(XII) The program shall prepare candidates who demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.

(XIII) The program shall prepare candidates who apply the fundamental ideas of discrete Mathematics in the formulation and solution of problems.

(XIV) The program shall prepare candidates who demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

(XV) The program shall prepare candidates who apply and use measurement tools.

(vii) Science Concentration. Programs that prepare middle grades teachers in the concentration area of science shall meet the following standards published by the National Science Teachers' Association:

(I) The program shall prepare teachers of science who understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.

(II) The program shall prepare teachers of science who engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science

(III) The program shall prepare teachers of science who engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.

(IV) The program shall prepare teachers of science who recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values.

(V) The program shall prepare teachers of science who create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.

(VI) The program shall prepare teachers of science who plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching.

(VII) The program shall prepare teachers of science who relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues.

(VIII) The program shall prepare teachers of science who construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment.

(IX) The program shall prepare teachers of science who organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.

(X) The program shall prepare teachers of science who strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment.

(viii) Social Studies Concentration. Programs that prepare middle grades teachers in the concentration area of social studies shall meet the following standards published by the National Council for the Social Studies:

(I) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

(II) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

(III) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

(IV) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

(V) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

(VI) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

(VII) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

(VIII) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

(IX) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

(X) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

(b) The program shall meet all requirements specified in Rule 505-3-.01 (4.f.), Special Georgia Requirements.

Authority O.C.G.A. § 20-2-200