# Elementary/Middle Education

**User note: There is a more current version of this rubric with updated AMLE standards. Use of this version will remain valid through   
June 30, 2025 for individuals who are mid-process. New applicants should use the** [**new, revised version of the rubric**](https://dpi.wi.gov/sites/default/files/imce/licensing/doc/lws3-rubric-elementary-middle-teacher.docx)**.**

The required standards for Elementary/Middle are the Council for the Accreditation of Accreditation of Education Preparation  
 (CAEP ) [K-6 Elementary Teacher Preparation Standards](http://caepnet.org/~/media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en), For those who wish to also use additional, optional/ standards for the middle level,  
 AMLE’s Standards for Middle level Teacher Preparation begin on page 5.

## Understanding and Addressing Each Child’s Developmental and Learning Needs

### Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Use their understanding of how children grow, develop, and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. |  |  |  |
| 1b. Use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs. |  |  |  |
| 1c. Work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. |  |  |  |

### Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication. |  |  |  |
| 2b. Demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. |  |  |  |
| 2c. Demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. |  |  |  |
| 2d. Demonstrate understandings, capabilities,  and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry. |  |  |  |

### Standard 3: Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Administer formative and summative assessments regularly to determine students’ competencies and learning needs. |  |  |  |
| 3b. Use assessment results to improve instruction and monitor learning. |  |  |  |
| 3c. Plan instruction including goals, materials, learning activities and assessments. |  |  |  |
| 3d. Differentiate instructional plans to meet the needs of diverse students in the classroom. |  |  |  |
| 3e. Manage the classroom by establishing  and maintaining social norms and  behavioral expectations. |  |  |  |
| 3f. Explicitly support motivation and  engagement in learning through diverse evidence-based practices. |  |  |  |

### Standard 4: Supporting Each Child’s Learning Using Effective Instruction

Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and   
digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing   
effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and   
use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Use a variety of instructional practices that support the learning of every child. |  |  |  |
| 4b. Teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. |  |  |  |
| 4c. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. |  |  |  |
| 4d. Provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement. |  |  |  |
| 4e. Lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. |  |  |  |
| 4f. Effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. |  |  |  |
| 4g. Effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning. |  |  |  |

### Standard 5: Developing as a Professional

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth. |  |  |  |
| 5b. Design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice. |  |  |  |
| 5c. Participate in peer and professional learning communities to enhance student learning. |  |  |  |

## MIDDLE LEVEL

## Standard 1

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

*Based on the preponderance of evidence:*

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Knowledge of Young Adolescent Development:  Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own. |  |  |  |
| 1b. Knowledge of the Implications of Diversity on Young Adolescent Development:  Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents. |  |  |  |
| 1c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction:  Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies. |  |  |  |
| 1d. Implications of Young Adolescent Development for Middle Level Programs and Practices:  Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs. |  |  |  |

### Standard 2

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

*Based on the preponderance of evidence:*

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Subject Matter Content Knowledge:  Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects. |  |  |  |
| 2b. Middle Level Student Standards:  Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents. |  |  |  |
| 2c. Interdisciplinary Nature of Knowledge:  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 relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health). |  |  |  |

### Standard 3

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

*Based on the preponderance of evidence:*

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Middle Level Organization and Best Practices:  Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).  They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12).  Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. |  |  |  |

### Standard 4

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

*Based on the preponderance of evidence:*

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Middle Level Philosophical Foundations:  Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools. |  |  |  |
| 4b. Middle Level Organization and Best Practices:  Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).  They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12).  Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. |  |  |  |

### Standard 5

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

*Based on the preponderance of evidence:*

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Content Pedagogy:  Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. |  |  |  |
| 5b. Middle Level Instructional Strategies:  Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies.  They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning.  They use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). |  |  |  |
| 5c. Middle Level Assessment and Data-informed Instruction:  Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained. |  |  |  |
| 5d. Young Adolescent Motivation:  Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media).  They establish equitable, caring, and productive learning environments for all young adolescents. |  |  |  |