

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 085: MIDDLE LEVEL

Subarea	Approximate Percentage of Questions on Test
The Nature of Early Adolescence	18%
Philosophy and School Organization	23%
Curriculum and Instructional Design	18%
Pedagogy and Assessment	23%
Collaboration and Professional Development	18%

I. THE NATURE OF EARLY ADOLESCENCE

001 Understand the characteristics of the developmental period of early adolescence and the needs of young adolescents.

Includes recognizing the physical, social, emotional, and intellectual needs and characteristics of young adolescents; understanding developmental processes and patterns of early adolescence; and recognizing and understanding the educational implications of the developmental needs and characteristics of young adolescents.

002 Understand factors that affect the development of young adolescents.

Includes recognizing how certain factors (e.g., changes in family settings, social contexts, threats to health and safety, risk behaviors) may affect young adolescents; and understanding the implications of these factors on student motivation, teaching, and student learning.

003 Understand the significance of human diversity for the development and learning of young adolescents.

Includes recognizing types of diversity (e.g., ethnicity, gender, sexual orientation, culture, language, exceptionality) and their educational implications; understanding the importance of considering the familial, cultural, and societal contexts of individual students; and analyzing strategies for creating a school environment that values diversity, enhances understanding and respect for diversity, and is supportive of all students.

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004 Understand the relationship of young adolescent development to the school setting.

Includes connecting the knowledge of the nature of early adolescence and the needs and characteristics of young adolescents to the design and implementation of a supportive school environment, appropriate programs, and developmentally and culturally responsive practices; and analyzing the effects of school environments, programs, and practices on young adolescent development.

II. PHILOSOPHY AND SCHOOL ORGANIZATION

005 Understand the philosophy and foundations of the middle school concept.

Includes understanding the historic development of the middle school movement and education programs for young adolescents; understanding the research that supports the middle school concept; and analyzing the implications of this research for middle school organization and programs.

006 Understand the role of teaming at the middle level.

Includes understanding the rationale for using team structure at the middle level; recognizing the benefits of teaming; evaluating the structures and functions of teams; and analyzing the roles and responsibilities of teachers in the teaming process.

007 Understand teacher-based advisory relationships and programs at the middle level.

Includes understanding the rationale for and the organization and functions of advisory programs; and evaluating the roles and responsibilities of teachers and other school personnel in advisory relationships.

008 Understand the use of flexible grouping and scheduling at the middle level.

Includes understanding the rationale for and benefits of using flexible grouping and scheduling in middle schools; recognizing the teacher's active role in flexible grouping and scheduling; and analyzing factors (e.g., human and financial resources, organization, facilities, policies) that affect decisions about grouping and scheduling.

009 Understand the characteristics and functions of exploration at the middle level.

Includes identifying types and characteristics of middle school exploratory programs (e.g., the fine and practical arts, health and physical education) and activity programs (e.g., community service, mini courses, clubs, intramurals); understanding the philosophy and functions of such programs; recognizing the roles of teachers in such programs; and determining the types of programs to offer.

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III. CURRICULUM AND INSTRUCTIONAL DESIGN

010 Understand how to create and implement a curriculum in the middle school.

Includes understanding the middle level curriculum as well as how it fits into the K–12 curriculum continuum; recognizing factors that are important to consider in creating and implementing a middle school curriculum; identifying resources that are helpful in creating a middle school curriculum; and recognizing elements that are important to include in a curriculum for young adolescents.

011 Understand how to develop curriculum and instruction that emphasize the interconnected nature of knowledge.

Includes understanding the rationale for making interdisciplinary connections in curriculum and instruction at the middle level; analyzing how the content and resources inherent in a subject area may contribute to students' understanding of other subject areas; and employing strategies that help students make connections among different subject areas and facilitate integration of knowledge.

012 Understand how to use student voice in the planning of curriculum and learning activities.

Includes understanding the importance of incorporating students' ideas, interests, and questions into the planning of curriculum and learning activities; identifying and using strategies for determining students' ideas, interests, and questions; and using student input to construct curriculum and learning activities.

013 Understand how to plan and adapt instruction that is responsive to individual learners.

Includes recognizing how learners differ (e.g., learning styles, language, culture, exceptionalities) and understanding the educational implications of these differences; planning, modifying, and adapting instructional strategies, content, materials, and environments to accommodate students' needs; and identifying and taking advantage of students' strengths to promote learning.

IV. PEDAGOGY AND ASSESSMENT

014 Understand that the basic concepts and skills of inquiry and communication are integral to all learning.

Includes identifying characteristics of and the rationale for using inquiry and communication as the basis for all learning; and identifying appropriate opportunities and selecting strategies for promoting students' inquiry skills (e.g., questioning, investigating, researching) and communication skills (e.g., reading, listening, writing, speaking) in all subject areas.

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015 Understand that cultivating problem-solving and critical-thinking skills is important for learning.

Includes identifying opportunities and selecting strategies for promoting young adolescents' problem-solving and critical-thinking skills; recognizing factors (e.g., culture, past experiences, familiarity with the subject matter) that influence students as they solve problems and think critically; and helping students learn to use critical thinking and apply problem-solving strategies in various settings.

016 Understand the purpose and use of various grouping strategies in the middle level classroom.

Includes identifying and evaluating various strategies for grouping students in the classroom; selecting appropriate grouping strategies that emphasize interdependence, cooperation, and individual responsibilities in given situations; and understanding the educational implications of using particular grouping strategies.

017 Understand how to create and maintain a positive classroom environment that supports development and learning.

Includes applying strategies to create a classroom environment that accommodates young adolescents' needs and fosters positive relationships among young adolescents and adults; creating a supportive climate that nurtures self-esteem; and understanding the important relationship between student engagement in learning and classroom management.

018 Understand multiple strategies for the evaluation and assessment of development and learning.

Includes understanding basic assessment principles, concepts, and issues (e.g., validity, reliability, bias); selecting and implementing multiple evaluation and assessment strategies (e.g., observation, portfolio, peer assessment, standardized test) that accommodate students' needs; interpreting and communicating assessment results; and using assessment results to make educational decisions regarding curriculum and teaching practice.

V. COLLABORATION AND PROFESSIONAL DEVELOPMENT

019 Understand the importance of and strategies for collaborating with families, resource persons, and community groups.

Includes understanding the importance of creating school–home/community partnerships to help achieve learning goals and to meet the needs of young adolescents; recognizing factors that facilitate or impede the formation of strong partnerships; knowing how to communicate and work effectively with families in various contexts (e.g., regular contacts, informal meetings, planned conferences); and identifying and understanding how to work with resource persons or community groups.

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020 Understand the importance of and strategies for collaborating with colleagues.

Includes understanding and applying approaches for working collaboratively with team members and colleagues to achieve student learning goals, solve problems, and coordinate instruction; and recognizing the advantages of working collaboratively with other school personnel (e.g., teachers, administrators, paraprofessionals, counselors) in various situations.

021 Understand methods and resources for advancing one's professional knowledge and practice.

Includes understanding the importance of self-reflection in teaching; identifying and taking advantage of various professional development opportunities and resources (e.g., inservice programs, professional associations, continuing education); and understanding strategies for working with other members of the school community (e.g., families, mentors, team members, administrators) to improve one's professional knowledge and practice.

022 Understand the professional roles and responsibilities of middle level teachers.

Includes understanding the importance of demonstrating a commitment to young adolescents and to education that is academically excellent, developmentally responsive, and socially equitable; understanding the roles and responsibilities of middle level teachers as advocates for young adolescents; and applying legal and ethical guidelines in various educational situations.