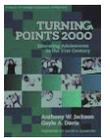


## Middle Level Concept Crosswalk



<p><b><i>Breaking Ranks in the Middle</i></b> <i>9 Cornerstone Strategies</i></p>	<p><b><i>This We Believe: Keys to Educating Young Adolescents</i></b> <i>Characteristics</i></p>	<p><b><i>The National Forum to Accelerate Middle-Grades Reform</i></b> <i>Schools-to-Watch Criteria</i></p>	<p><b><i>Turning Points 2000</i></b> <i>Recommendations</i></p>
<p>Establish the academically rigorous essential learning that a student is required to master in order to successfully make the transition to high school and align the curriculum and teaching strategies to realize this goal.</p>	<ul style="list-style-type: none"> <li>• Curriculum is challenging, integrative, exploratory and relevant</li> <li>• Educators use multiple learning and teaching approaches.</li> <li>• Students and teachers are engaged in purposeful, active learning.</li> <li>• Varied and ongoing assessments advance learning as well as measure it.</li> </ul>	<ul style="list-style-type: none"> <li>• All students are expected to meet high academic standards.</li> <li>• The curriculum emphasizes deep understanding of important concepts and the development of essential skills.</li> <li>• Teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best.</li> </ul>
<p>Create dynamic teacher teams that are afforded common planning time to help organize and improve the quality and quantity of interactions between teachers and students.</p>	<ul style="list-style-type: none"> <li>• Organizational structures foster purposeful learning and meaningful relationships.</li> <li>• Students and teachers are engaged in purposeful, active learning.</li> <li>• Every student's academic and personal development is guided by an adult advocate.</li> <li>• Educators use multiple learning and teaching approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers know what each student has learned and still needs to learn.</li> <li>• The adults in the school are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.</li> </ul>
<p>Provide structured planning time for teachers to align curriculum across grades and schools and to map efforts that address the academic, developmental, social, and personal needs of students, especially at critical transition periods (eg. Elementary to Middle and Middle to High)</p>	<ul style="list-style-type: none"> <li>• Curriculum is challenging, integrative, exploratory and relevant.</li> <li>• Varied and ongoing assessments advance learning as well as measure it.</li> <li>• Organizational structures foster purposeful learning and meaningful relationships.</li> <li>• Educators use multiple learning and teaching approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum, instruction, assessment, and appropriate academic interventions are aligned with high standards.</li> <li>• The curriculum is both socially significant and relevant to the personal and career interests of young adolescents.</li> <li>• The staff creates a personalized environment that supports each student's intellectual, ethical, social, and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best.</li> </ul>
<p>Implement a comprehensive advisory or other program that ensures that the student has frequent and meaningful opportunities to meet with an adult to plan and assess the student's academic, personal, and social development</p>	<ul style="list-style-type: none"> <li>• Every student's academic and personal development is guided by an adult advocate.</li> <li>• Comprehensive guidance and support services meet the needs of young adolescents</li> <li>• The school environment is inviting, safe, inclusive, and supportive of all.</li> <li>• School-wide programs, policies, and curricula promote health and wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides access to comprehensive services to foster healthy physical, social, emotional, and intellectual development</li> <li>• The school provides age-appropriate, co-curricular activities to foster social skills and character, and to develop interests beyond the classroom environment.</li> <li>• The school community knows every student well.</li> <li>• The schools rules are clear, fair, and consistently applied.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens.</li> <li>• Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.</li> </ul>

<p>Ensure that teachers assess the individual learning needs of students and tailor instructional strategies and multiple assessments accordingly</p>	<ul style="list-style-type: none"> <li>• Educators use multiple learning and teaching approaches.</li> <li>• Students and teachers are engaged in purposeful, active learning.</li> <li>• Varied and ongoing assessments advance learning as well as measure it.</li> <li>• Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional strategies include a variety of challenging and engaging activities that are clearly related to the grade-level standards, concepts, and skills being taught.</li> <li>• Teachers use a variety of methods to assess and monitor the progress of student learning.</li> <li>• Teachers foster curiosity, creativity and the development of social skills in a structured and supportive environment.</li> <li>• Students are provided multiple opportunities to explore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their future.</li> <li>• Students are provided the opportunity to use many an varied approaches to achieve and demonstrate competence and mastery of standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners.</li> </ul>
<p>Entrust teachers with the responsibility of implementing schedules that are flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively and that allow for effective teacher teaming, common planning time, and other lesson planning.</p>	<ul style="list-style-type: none"> <li>• Educators value young adolescents and are prepared to teach them.</li> <li>• Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li> <li>• Leaders demonstrate courage and collaboration.</li> <li>• Organizational structures foster purposeful learning and meaningful relationships.</li> <li>• Varied and ongoing assessments advance learning as well as measure it.</li> </ul>	<ul style="list-style-type: none"> <li>• The faculty and master schedule provide students time to meet rigorous academic standards.</li> <li>• The adults in the school are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice.</li> <li>• Teachers continually adapt curriculum, instruction, assessment, and scheduling to meet their students' diverse and changing needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff middle grade schools with teachers who are expert at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities.</li> </ul>
<p>Institute structural leadership systems that allow for substantive involvement in decision-making by students, teachers, family members, and the community, and that support effective communication among these groups.</p>	<ul style="list-style-type: none"> <li>• Leaders demonstrate courage and collaboration.</li> <li>• A shared vision that is developed by all stakeholders guides every decision.</li> <li>• The school actively involves families in the education of their children.</li> <li>• The school includes community and business groups as partners.</li> </ul>	<ul style="list-style-type: none"> <li>• All students have opportunities for voice – posing questions, reflecting on experiences, and participating in decisions and leadership activities.</li> <li>• The school staff members develop alliances with families to enhance and support the well-being of the children.</li> <li>• Staff members provide all students with opportunities to develop citizenship skills, to use the community as a classroom and to engage the community in providing resources and support.</li> <li>• The faculty welcomes and encourages the active participation of all its families and makes sure that all its families are an integral part of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Govern democratically, through direct or representative participation by all school staff members, the adults who know the students best.</li> <li>• Involve parents and communities in supporting student learning and healthy development</li> </ul>

<p>Align all programs and structures so that all social, economic, and racial/ethnic groups have open and equal access to challenging activities and learning.</p>	<ul style="list-style-type: none"> <li>• The school environment is inviting, safe, inclusive, and supportive of all.</li> <li>• Curriculum is challenging, integrative, exploratory and relevant</li> <li>• Organizational structures foster purposeful learning and meaningful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• To the fullest extent possible, all students, including English learners, students with disabilities, gifted and honors students, participate in heterogeneous classes with high academic and behavioral expectations.</li> <li>• All students have ongoing opportunities to learn about and appreciate their own and others' cultures.</li> <li>• The school's reward system is designed to value diversity, civility, service, and democratic citizenship.</li> <li>• Staff members understand and support the family backgrounds and values of its students.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.</li> <li>• Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners.</li> </ul>
<p>Align the school wide comprehensive ongoing Professional Development program and plans of staff members with the requisite knowledge of content, instructional strategies, and student development factors.</p>	<ul style="list-style-type: none"> <li>• Ongoing professional development reflects best educational practices.</li> <li>• A shared vision that is developed by all stakeholders guides every decision.</li> <li>• Educators value young adolescents and are prepared to teach them.</li> <li>• Leaders are committed to and knowledgeable about this age group, educational research, and best practices.</li> <li>• Educators use multiple learning and teaching approaches.</li> <li>• School-wide programs, policies, and curricula promote health and wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• The adults in the school are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff middle grade schools with teachers who are expert at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities.</li> </ul>

10/26/09

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