

### **Advancement of Middle Level Philosophy in the School and Community**

Strong evidence is shown how the team has advanced the middle level philosophy in the school and community.

- Responsive – using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.
- Challenging – cultivating high expectations and advancing learning for every member of the school community.
- Empowering – facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.
- Equitable – providing socially just learning opportunities and environments for every student.
- Engaging – fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.

*Essential Attributes, taken from, The Successful Middle School: This We Believe*

	4			3			2			1	
ACCOMPLISHED			PROFICIENT			DEVELOPING			LIMITED/NO EVIDENCE		
Application fully describes the programs, policies, and procedures and gives concrete examples on how the team advances the middle level philosophy in the school and community.			Application substantially describes the programs offered at the school and provides substantial examples for advancing the middle level philosophy in the school and community.			Application generally describes the programs offered at the school and provides some details and examples for advancing the middle level philosophy in the school and community.			Application minimally describes the programs offered at the school for advancing the middle level philosophy in the school and community.		

### **Team Building, Identity and Cohesion**

The team demonstrates how they build a strong team identity and a cohesive spirit.

- Team name/identity
- Common expectations, rules, policies, etc.
- Team building/special projects
- Recognizing student achievement, growth, and accomplishments
- Service projects

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ACCOMPLISHED			PROFICIENT			DEVELOPING			LIMITED/NO EVIDNCE		
Application fully describes the programs offered and provides many pertinent examples and considerable detail on how they built team identity and a cohesive spirit.			Application substantially describes the programs offered. Examples may focus on particular aspects of team building, team identity, or team cohesion.			Application generally describes the programs offered at the school and provides some details and examples of team identity and team cohesion.			Application minimally describes the programs offered by the team on team building, team identity and team cohesiveness.		

### **Curriculum, Instruction, and Assessment**

The team gives concrete examples on how the use of integrated/interdisciplinary instruction has advanced academic achievement and student growth.

- Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.
- Curriculum is challenging, exploratory, integrative, and diverse.
- Health, wellness and social-emotional competence are supported in curricula, school-wide programs, and related policies.
- Instruction fosters learning that is active, purposeful, and democratic.
- Varied and ongoing assessments advance learning as well as measure it.

*taken from, The Successful Middle School: This We Believe*

	4		3		2		1	
ACCOMPLISHED		PROFICIENT		DEVELOPING		LIMITED/NO EVIDNCE		
The team provides strong evidence that the curriculum, instruction, and assessment are integrated/interdisciplinary and that it has advanced student achievement and growth. The team gives strong evidence that the integrated/interdisciplinary curriculum is related to the content standards.		The team provides substantial evidence that curriculum, instruction, and assessment are integrated/interdisciplinary and that it has advanced student achievement or growth. The team gives substantial evidence that the integrated/interdisciplinary curriculum is related to the content standards.		The team provides adequate evidence that the curriculum, instruction, and assessment are integrated/interdisciplinary and that it has advanced student achievement or growth. The team gives adequate evidence that the integrated/interdisciplinary curriculum is related to the content standards.		The team provides minimal evidence that the curriculum, instruction, and assessment are integrated/interdisciplinary and that it has advanced student achievement or growth. The team gives minimal evidence that the integrated/interdisciplinary curriculum is related to the content standards.		

### **Demonstrating Flexible use of Time**

The team demonstrates how they use a flexible schedule to promote grouping practices that are consistent with the middle level philosophy.

- Intervention
- Enrichment
- Appropriate use of support staff to enhance instruction
- Common planning time (PLC's, TBT's, etc.)

	4			3			2			1	
ACCOMPLISHED			PROFICIENT			DEVELOPING			LIMITED/NO EVIDNCE		
The team provides convincing and strong evidence that it follows a schedule that provides grouping and re-grouping. The team utilizes a schedule that has a balance of core and exploratory courses for students.			The team provides substantial evidence that it follows a schedule that provides grouping and re-grouping. The team utilizes a schedule that has a balance of core and exploratory courses for students.			The team provides evidence that it follows a schedule that provides grouping and re-grouping. The team utilizes a schedule that has a balance of core and exploratory courses for students.			The team lacks sufficient evidence that it follows a schedule that provides grouping and re-grouping. The team utilizes a schedule that has a balance of core and exploratory courses for students.		

### **Culture and Community**

Studies show that if teams implement comprehensive and inclusive programs of partnership, than many more families respond, including those who would not become involved on their own. How does the team show that they implement comprehensive and inclusive programs that demonstrate partnerships?

- Educators respect and value young adolescents.
- The school environment is welcoming, inclusive, and affirming for all.
- Every student's academic and personal development is guided by an adult advocate.
- School safety is addressed proactively, justly, and thoughtfully.
- Comprehensive counseling and support services meet the needs of young adolescents.
- The school (team) engages families as valued partners.
- The school (team) collaborates with community and business partners.

*taken from, The Successful Middle School: This We Believe*

	4			3			2			1	
ACCOMPLISHED			PROFICIENT			DEVELOPING			LIMITED/NO EVIDNCE		
The team provides strong and convincing evidence that shows how it builds and sustains culture and community within their team and school.			The team provides substantial evidence that shows how it builds and sustains culture and community within their team and school.			The team provides adequate evidence that shows how it builds and sustains culture and community within their team and school.			The team does not provide evidence that shows how it builds and sustains culture and community within their team and school.		

