

# 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.

**TEST OBJECTIVES  
FIELD 085: MIDDLE LEVEL**

**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.

**TEST OBJECTIVES  
FIELD 085: MIDDLE LEVEL**

**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.

**TEST OBJECTIVES  
FIELD 085: MIDDLE LEVEL**

- 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.

**TEST OBJECTIVES  
FIELD 085: MIDDLE LEVEL**

**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.