<u>Advancement of Middle Level Philosophy in the School and Community</u>

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

- Developmentally Responsive – using the nature of young adolescents as the foundation on which all decisions are made.
- Challenging – recognizing that every student can learn and everyone is held to high expectations.
- Empowering – providing all students with the knowledge and skills they need to take control of their lives.
- Equitable – advocating for every student's right to learn and providing challenging and relevant learning opportunities.

Essential Attributes, Taken from This We Believe, Keys to Educating Young Adolescents

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 Accomplishment
- Service Projects

	4			3			2			1	
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.		

Integrated/Interdisciplinary Curriculum Planning and Instruction

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

- Students and teachers are engaged in active, purposeful learning.
- Curriculum is challenging, exploratory, integrative, and relevant.
- Educators use multiple learning and teaching approaches (differentiation).
- Varied and ongoing assessments advance learning as well as measure it.
- 21st century skills are incorporated in both instruction and assessment.

Taken from This We Believe, Keys to Educating Young Adolescents

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

Increased Student Achievement/Growth

The team demonstrates how the philosophy of the middle school concept has increased student achievement/growth.

- Student achievement and growth is measured through various forms of classroom and grade-level assessments including, but not limited to benchmark, diagnostic, common formative/summative assessments, which leads to data based decisions to guide instruction.

	4			3			2			1	
ACCOMPLISHED			**PROFICIENT**			**DEVELOPING**			**LIMITED/NO EVIDNCE**		
The team provides strong evidence that it is increasing achievement/growth for all of its students, including all subgroups.			The team provides substantial evidence that it is increasing achievement/growth for most of its students, including most subgroups.			The team provides adequate evidence that it has had a positive pattern of increasing achievement/growth over the last three years for some of its students, including some subgroups.			Application lacks sufficient evidence that it has had a positive pattern of increasing achievement/growth over the last three years.		

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.	

Ohio Middle Level Association   **Page 6**
Team of the Year
Application Scoring Rubric

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.

- The school environment is inviting, safe, inclusive, and supportive of all.
- Every student's academic and personal development is guided by an adult advocate.
- Comprehensive guidance and support services meet the needs of young adolescents.
- Health and wellness are supported in curricula, school-wide programs, and related policies.
- The school actively involves families in the education of their children.
- The school includes community and business partners.

4	3	2	1
ACCOMPLISHED	**PROFICIENT**	**DEVELOPING**	**LIMITED/NO EVIDNCE**
The team provides strong and convincing evidence that shows how it incorporates parent and community involvement in its programs.	The team provides substantial evidence that shows how it incorporates parent and community involvement in its programs.	The team provides adequate evidence that shows how it incorporates parent and community involvement in its programs.	Application lacks evidence that shows how it incorporates parent and community involvement in its programs.