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**Richard W. Riley College of Education, Sport and Human Sciences, Winthrop University**  
**Middle Level INTERNSHIP I EVALUATION REPORT**

Teacher Candidate Name:		WU ID#:			
School:		Grade:		Date:	
Mentor Teacher Name:		University Supervisor Name:			

<b>OBSERVATIONS</b>	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

<b>EVALUATION OUTCOMES</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Short Range Planning			
Instruction			
Environment			
Professionalism			
Middle Level Education			

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is  **Unsatisfactory**  **Satisfactory**

*With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.*

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
University Supervisor

**Directions:** The **Middle Level Education Internship I Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” and **BE**= “Below Expectations.” **NO** = “No Opportunity” (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under “Supporting Documentation and Evidence.

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.  InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and <b>ensure student engagement</b> . Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.		
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives.  InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified.	Lesson assessments align with lesson objectives and occur at least once during the lesson.	<b>Informal and formal</b> lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at <b>various points during the lesson</b> .		
1.3	TC uses data from formative, diagnostic, and summative	TC does not gather or examine student performance data or does not use data	TC uses student performance data (from previous assessments or pre-	TC gathers and uses learner performance data from a <b>variety</b> of assessments to <b>modify</b>		

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	assessments to guide instructional planning.  InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	appropriately in the planning process.	assessment) to guide instructional strategies.	<b>lesson objectives</b> and instructional plans.		
1.4	TC plans differentiated instruction to address diverse learning needs.  InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans)	Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans include <b>specific strategies</b> for differentiation of <b>teaching procedures/pacing</b> to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.		

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Overall rating for <b>short-range planning</b>			

Describe at least one <b>short-range planning</b> strength:	
List at least one <b>short-range planning</b> goal:	

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Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	<p>TC effectively communicates appropriately challenging expectations to learners.</p> <p>CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p>	<p>TC does not communicate expectations for what students will know and be able to by the end of the lesson.</p>	<p>TC communicates appropriately challenging expectations for what students will know and be able to do by the end of the lesson.</p>	<p>TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the <b>purpose and relevance of the content.</b></p>		
2.2	<p>TC differentiates instruction to meet the needs of diverse learners.</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)</p>	<p>TC does not attempt to differentiate instruction.</p>	<p>TC uses general strategies to differentiate instruction in an attempt to meet the needs of diverse learners.</p>	<p>TC uses a <b>variety of specific</b> instructional strategies for meeting the needs of diverse learners.</p>		
2.3	<p>TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.</p>	<p>TC presentation of content has misinformation and lacks clarity.</p>	<p>TC presentation of content is clear and accurate. TC correctly addresses learner questions and misconceptions.</p>	<p>TC’s presentation of content is clear, <b>precise</b>, and accurate. The TC uses content knowledge to field questions, <b>make connections</b>, and address misconceptions.</p>		

	InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)					
2.4	TC measures student mastery of learning by using assessment strategies with established performance criteria.  InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)	TC does not establish performance criteria for assessments and/or does not conduct assessment of learning.	TC measures student mastery of learning through assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria.	TC uses <b>multiple</b> assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria <b>throughout instruction</b> to measure mastery of learning. <b>In addition, candidate provides opportunities for individual learners to self-check during the lesson.</b>		
2.5	TC provides specific and timely instructional feedback to students pertaining to stated outcomes.  InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)	TC rarely provides feedback or feedback is unrelated to lesson objectives.	TC provides general instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.	TC provides <b>specific</b> , corrective, and <b>timely</b> instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.		
2.6	TC uses appropriate voice tone and pacing to manage	TC voice tone is inappropriate for managing	TC demonstrates effective teaching and	TC demonstrates effective teaching and communication skills by		

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	instruction/environment effectively.  SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	instruction/environment. Lesson pacing interferes with student learning.	communication skills through appropriate voice tone and lesson pacing/sequence.	<b>varying</b> voice tone and <b>changing</b> the pacing/sequence of the presentation based upon student feedback during lesson.		
2.7	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.  CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)	TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences.	TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences.	TC uses strategies that address the needs of <b>individual</b> learners from diverse cultural backgrounds including strategies such as providing examples that are <b>relevant to specific culture</b> .		

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Overall rating for <b>instruction</b>			

Describe at least one <b>instruction</b> strength:	
List at least one <b>instruction</b> goal:	

Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	<p>TC maintains a physically safe educational environment that is conducive to learning.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)</p>	<p>TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.</p>	<p>TC follows the mentor teacher’s procedures to physically arrange the classroom to avoid distractions and ensure safe use of materials.</p>	<p>TC follows safety procedures and <b>makes adjustments</b> to the physical environment to <b>promote learning</b>, avoid distractions, and ensure safe use of materials.</p>		
3.2	<p>TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.</p>	<p>TC responds to students with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>	<p>TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students’ background and culture and are free from unhealthy conflict, sarcasm, and put-downs.</p>	<p>TC responds <b>positively</b> to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. <b>TC establishes a bully-free environment and considers proactive measures to foster classroom community and respect for diversity</b> which acknowledge and celebrate all students’ background and culture. TC ensures all interactions are free from unhealthy conflict, sarcasm, and put-downs.</p>		
3.3	<p>TC creates environments that promote positive</p>	<p>TC rarely uses strategies that</p>	<p>TC implements instructional activities (partner</p>	<p>TC structures instructional <b>and non-instructional routines</b></p>		

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	<p>social interaction and collaboration in the learning environment.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)</p>	<p>promote student social interaction.</p>	<p>and group work, procedures, project-based learning, etc.) to support positive social interactions and productive teamwork.</p>	<p>and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and <b>collaborative learning</b>.</p>		
3.4	<p>TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)</p>	<p>TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.</p>	<p>TC follows the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.</p>	<p>TC follows and makes <b>appropriate adjustments</b> to the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.</p>		

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Overall rating for <b>environment</b>			

Describe at least one <b>environment</b> strength:	
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List at least one <b>environment</b> goal:	
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<b>Domain 4: PROFESSIONALISM</b>		<b>BE</b>	<b>ME</b>	<b>EE</b>	<b>NO</b>	<b>SUPPORTING DOCUMENTATION and EVIDENCE</b>
4.1	TC effectively co-teaches with the mentor teacher.	TC does not engage in co-teaching with the mentor teacher.	TC follows the guidance of the mentor teacher to plan and implement co-taught lessons.	TC <b>collaborates with the mentor</b> teacher to plan and implement co-taught lessons.		
4.2	TC establishes professional relationships with school personnel and students.  InTASC 10	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner, <b>but, also, takes initiative to establish positive relationships with school personnel</b> (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.		
4.3	TC demonstrates effective verbal communication that is	TC's verbal communication is not appropriate for students	TC's verbal communication is appropriate for students and	TC's verbal communication <b>integrates professional vocabulary</b> which is		

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	appropriate for the intended audiences and uses standard English.	and/or professionals and/or does not reflect standard English conventions.	professionals and reflects standard English conventions.	appropriate for students and professionals and reflects standard English conventions.		
4.4	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure).	TC's external written communication is appropriate for students and caregivers and reflects standard English conventions (i.e., few errors in writing mechanics and sentence structure).	TC's external written communication is <b>clear and appropriate for varied audiences</b> . Communication reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) and <b>includes proficient use of professional language</b> .		
4.5	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately	TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , or FERPA requirements, and/or the TC's lack of actions on legal issues	TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i> . The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues	TC meets all requirements at the acceptable level and <b>demonstrates an advocacy position</b> when discussing or acting upon legal issues related to students.		

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	when faced with legal issues with children. **  InTASC 9	involves harm to the children served.	facing the children he/she serves.			
4.6	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).  SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.	TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher. TC is organized materials and activities in advance.	TC comes to the classroom prepared for each day and <b>displays a high degree of organization</b> . Plans are prepared in advance and discussed with mentor teacher. TC has organized materials and activities in advance and <b>takes initiative for various classroom responsibilities</b> .		
4.7	TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.  SCTS 4.0 – Professionalism (Growing and	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from	TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC <b>seeks and is receptive to constructive feedback</b> . TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management,		

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	Developing Professionally)	others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).		communication, and/or dispositions).		
4.8	TC uses self-reflection to evaluate and improve professional practice.  InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)	TC’s reflections include general statements not supported by specific examples and plans for change are not included.	TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.	TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include <b>detailed explanations of strategies</b> that will be used to improve instruction and student learning.		

\*\* A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for <b>professionalism</b>			

Describe at least one <b>professionalism</b> strength:	
List at least one <b>professionalism</b> goal:	

DOMAIN 5: MIDDLE LEVEL EDUCATION – AMLE 2022 Standards		Below Expectations	Meets Expectations	Exceeds Expectations	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	<p><b>The middle-level teacher candidate demonstrates subject matter knowledge in designing lessons that align with academic standards.</b></p> <p><b>AMLE Component 3.b. Subject Matter Content Knowledge</b>  <b>AMLE Component 3.c. Middle Level Curriculum Standards</b></p>	<p>The middle-level teacher candidate shows limited subject matter knowledge and plans lessons that fail to adequately align with local, state, and national academic standards or neglect related areas such as technology integration, career exploration, and social-emotional learning.</p>	<p>The middle-level teacher candidate demonstrates basic subject matter knowledge and plans lessons that address local, state, and national academic standards, with some consideration of related areas such as technology integration, career exploration, and social-emotional learning.</p>	<p>The middle-level teacher candidate demonstrates subject matter expertise in planning lessons that align with local, state, and national academic standards, as well as frameworks for related areas such as technology integration, career exploration, and social-emotional learning.</p>		
5.2	<p><b>The middle-level teacher candidate demonstrates an understanding of the importance and effective use of context for learning data when planning and implementing middle level curriculum.</b></p> <p><b>AMLE Component 3a: Context for Middle Level Curriculum</b></p>	<p>The middle-level teacher candidate does not adequately gather or complete the Context for Learning data (edTPA Task 1), failing to include key information about student interests, strengths, instructional needs, technology use, IEPs, 504 plans, or school and community contexts. The data is minimally or ineffectively utilized in planning and implementing the curriculum.</p>	<p>The middle-level teacher candidate gathers and completes the Context for Learning data (edTPA Task 1), including some information about student interests, strengths, instructional needs, technology use, IEPs, 504 plans, school and community contexts. The data is somewhat utilized in planning and implementing the curriculum, though opportunities for deeper integration may exist.</p>	<p>The middle-level teacher candidate gathers and completes the Context for Learning data (edTPA Task 1), including information about individual student interests, strengths, instructional needs, technology use, IEPs, 504 plans, as well as school and community contexts. This data is effectively utilized in planning and implementing developmentally responsive curriculum.</p>		
5.3	<p><b>The middle level teacher candidate demonstrates an understanding of the</b></p>	<p>The middle-level teacher candidate does not demonstrate a clear understanding of the</p>	<p>The middle-level teacher candidate demonstrates an understanding of the interdisciplinary and integrated nature of knowledge by providing</p>	<p>The middle-level teacher candidate demonstrates an understanding of the interdisciplinary and integrated</p>		

	<p><b>interdisciplinary, challenging, and exploratory natures of the middle level curriculum.</b></p> <p><b>AMLE Component 3.b. Subject Matter Content Knowledge</b>  <b>AMLE Component 3.c. Middle Level Curriculum Standards</b>  <b>AMLE Component 3.d. Interdisciplinary Nature of Knowledge and Skills</b></p>	<p>interdisciplinary and integrated nature of knowledge. There is little to no evidence that students make meaningful connections among subject areas, interests, or experiences. The curriculum lacks sufficient challenge or exploration, and students' work does not reflect these connections. Interdisciplinary planning and collaboration are minimal or absent.</p>	<p>some evidence that students make connections among subject areas, interests, and experiences. They design a curriculum that is somewhat challenging and exploratory, with students' work reflecting some of these connections.</p>	<p>nature of knowledge by providing credible evidence that students make authentic and meaningful connections among subject areas, as well as their own interests and experiences. Through effective interdisciplinary teaming and individual planning, they design a curriculum that is challenging, exploratory, and reflected in their students' work.</p>		
5.4	<p><b>The middle level teacher candidate demonstrates knowledge and understanding of the interrelation between instruction and assessment in their content area.</b></p> <p><b>AMLE Component 4a Content Pedagogy</b>  <b>AMLE Component 4.b. Middle Level Instructional Strategies</b>  <b>AMLE 4.c.. Middle Level Assessment that Advances Learning</b></p>	<p>The candidate does not effectively integrate interdisciplinary instruction and assessment or fails to make meaningful connections between the subjects they teach. They do not adequately use student feedback on interests, learning preferences, or readiness, resulting in learning experiences that are not developmentally or culturally relevant. Student engagement is limited, and opportunities for diverse expression of learning are minimal or absent.</p>	<p>The candidate integrates interdisciplinary instruction and assessment by making meaningful connections between the subjects they teach. They use student feedback on interests, learning preferences, and readiness to create learning experiences that are generally developmentally and culturally relevant, engaging, and challenging. Most students are engaged and provided with opportunities to learn and express themselves in diverse ways, though some strategies may lack consistency or depth.</p>	<p>The candidate effectively integrates interdisciplinary instruction and assessment by connecting the subjects they teach in meaningful ways. They model responsive strategies that incorporate student feedback on interests, learning preferences, and readiness, using this data to create developmentally and culturally relevant, engaging, and challenging learning experiences. They engage all students and provide opportunities for them to learn and express themselves and their learning in diverse ways.</p>		
5.5	<p><b>The middle level teacher candidate demonstrates</b></p>	<p>The middle-level teacher candidate does not adequately demonstrate</p>	<p>The middle-level teacher candidate demonstrates an understanding of instructional strategies that connect</p>	<p>The middle-level teacher candidate demonstrates subject matter expertise in instructional</p>		

	<p><b>knowledge and ability to implement effective middle school content-specific instructional strategies.</b></p> <p><b>AMLE Component 4a Content Pedagogy AMLE Component 4.b. Middle Level Instructional Strategies</b></p>	<p>subject matter expertise in instructional strategies that connect knowledge and skills to real-world problems or facilitate the transfer of learning across disciplines. The methods and strategies used are not sufficiently responsive to students' interests, learning preferences, or readiness levels, resulting in limited engagement and understanding.</p>	<p>knowledge and skills to real-world problems and facilitate some transfer of learning across disciplines. They incorporate methods and strategies that are generally responsive to students' interests, learning preferences, and readiness levels, though there may be some inconsistencies in how effectively these are applied across all students.</p>	<p>strategies that connect knowledge and skills to real-world problems and facilitate the transfer of learning across disciplines, making content understandable for their students. They incorporate a variety of methods and strategies that include digital literacy skills and are responsive to students' interests, learning preferences, and readiness levels.</p>		
5.6	<p><b>The middle level teacher candidate demonstrates an understanding of the construction and use of assessments that are developmentally appropriate for young adolescents.</b></p> <p><b>AMLE Component 4a Content Pedagogy AMLE Component 4.c. Middle Level Assessment that Advances Learning</b></p>	<p>The middle-level teacher candidate does not effectively collaborate with students and colleagues to design a variety of formative and summative assessments. They show minimal use of technology or data to analyze student progress, and their teaching practices are not sufficiently informed by these assessments. Adjustments to pacing, differentiation for individual needs, and the creation of meaningful learning experiences are either not made or not effective.</p>	<p>The middle-level teacher candidate collaborates with students and colleagues to design a variety of formative and summative assessments. They use technology and data to analyze student progress and make some adjustments to their teaching practices, such as modifying pacing and differentiating instruction for individual needs. While the assessments and instructional decisions are generally effective, there may be occasional gaps in fully utilizing data to inform every aspect of their teaching.</p>	<p>The middle-level teacher candidate collaborates with students and colleagues to elect and create a wide variety of formative and summative assessments. They effectively use technology and data to analyze student progress, evaluate their teaching practices, and inform instructional decisions, such as adjusting pacing, differentiating for individual needs, creating meaningful learning experiences, and delivering effective lessons.</p>		
5.7	<p><b>The middle level TC develops a learning environment that promotes the development of young adolescents</b></p>	<p>The middle-level teacher candidate does not create or maintain a safe and supportive learning environment that promotes the healthy development of</p>	<p>The middle-level teacher candidate creates and maintains a generally safe and supportive learning environment that promotes the healthy development of young adolescents. They design spaces</p>	<p>The middle-level teacher candidate creates and maintains a safe, supportive learning environment that promotes the healthy development of all young adolescents. They design</p>		

	<p><b>AMLE Component 2.a. Knowledge of Young Adolescent Development</b></p> <p><b>AMLE Component 2.b. Implications of Young Adolescent Development for Responsive Learning Environments</b></p> <p><b>AMLE Component 2.c. Implications of Diversity for Young Adolescent Development</b></p>	<p>young adolescents. The design of the learning space fails to reflect or acknowledge the diverse languages, identities, and cultures of the student population, including those different from their own. Adjustments to the environment based on reflections of classroom events and the role of technology are minimal or absent.</p>	<p>that acknowledge and reflect the diversity of languages, identities, and cultures within the student population, though some opportunities for deeper celebration and reflection of diversity may be missed. They make some adjustments to the environment based on reflections of classroom events and the role technology plays in students' lives, though these adjustments may not always be fully integrated or consistent.</p>	<p>engaging spaces that acknowledge, celebrate, and reflect the diverse languages, identities, and cultures within the student population, including those different from their own. They make adjustments to the environment based on reflections of classroom events, experiences, and the significant role technology plays in the lives of young adolescents.</p>		
5.8	<p><b>The middle level teacher candidate demonstrates the ability to apply their knowledge of effective middle level programs by successfully engaging in middle level practices.</b></p> <p><b>AMLE Component 1.b Middle Level Organization and Practices</b></p>	<p>The middle-level teacher candidate does not demonstrate an understanding of how middle-level organization and practices support purposeful learning for students or meaningful relationships among faculty, staff, families, and students. Their participation in PLCs, team planning, advisory groups, and similar activities is minimal, inconsistent, or absent.</p>	<p>The middle-level teacher candidate demonstrates an understanding that middle-level organization and practices support purposeful learning for students and foster meaningful relationships among faculty, staff, families, and students. They participate in PLCs, team planning, advisory groups, and similar activities, though their involvement may lack consistency or depth in collaboration and engagement.</p>	<p>The middle level teacher candidate demonstrates a strong understanding that the implementation of middle level organization and practices supports purposeful learning for students and meaningful relationships among faculty, staff, families, and students. They actively participate and collaborate in PLC's, team planning, advisory groups, etc.</p>		
5.9	<p><b>The middle level teacher candidate acts as an advocate for young adolescents</b></p> <p><b>AMLE Component 5.a. Professional</b></p>	<p>The middle-level teacher candidate does not effectively collaborate with diverse stakeholders, including students, colleagues, families, or the broader community. Their participation in activities such as FERPA training, safe-</p>	<p>The middle-level teacher candidate demonstrates an ability to collaborate with diverse stakeholders, including students, colleagues, families, and the broader community. They participate in activities such as FERPA training, safe-school training,</p>	<p>The middle-level teacher candidate demonstrates their ability to excel in the distinctive roles of middle-level educators by effectively collaborating with diverse stakeholders, including students, colleagues, families, and the broader community.</p>		

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	<p><b>Roles of Middle Level Teachers</b>  <b>AMLE Component 5.b. Advocacy for Young Adolescents and Responsive Schooling Practices</b>  <b>AMLE Component 5.c. Engaging with Family and Community Members</b></p>	<p>school training, child abuse prevention, or cultural sensitivity workshops is minimal or absent, reflecting a lack of commitment to professionalism and advocacy for students.</p>	<p>child abuse prevention, and cultural sensitivity workshops, reflecting a general commitment to professionalism and advocacy for students. While their collaboration is evident, it may not consistently extend to all stakeholders or activities.</p>	<p>Their collaboration and participation in a variety of activities such as FERPA training, safe-school training, child abuse prevention, and cultural sensitivity workshops reflect their commitment to professionalism and their dedication to advocating for students.</p>		
5.10	<p><b>The middle level candidate engages in reflection and positive dispositions as a middle level professional.</b>   <b>AMLE Component 5.a. Professional Roles of Middle Level Teachers</b>  <b>AMLE Component 5.b. Advocacy for Young Adolescents and Responsive Schooling Practices</b>  <b>AMLE Component 5.d. Dispositions and Professional Behaviors</b></p>	<p>The middle-level teacher candidate does not consistently reflect with mentors, supervisors, or other professionals to evaluate their needs and professional dispositions. They show limited or no initiative in seeking opportunities for growth through professional organizations, development activities, or collaboration with colleagues and professional learning communities.</p>	<p>The middle-level teacher candidate regularly reflects with mentors, supervisors, and other professionals to assess their needs and professional dispositions. They actively seek opportunities for growth by joining professional organizations, participating in professional development activities, and collaborating with team members or professional learning communities, though there may be occasional gaps in consistency or scope of engagement.</p>	<p>The middle-level teacher candidate actively reflects with mentors, supervisors, and other professionals to evaluate their needs and professional dispositions. They seek opportunities for growth by joining professional organizations, participating in professional development activities, and collaborating with team members or professional learning communities.</p>		

\*\* An Unacceptable rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for <b>middle level education</b>			

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Describe at least one <b>middle level education</b> strength:	
List at least one <b>middle level education</b> goal:	