

12/19/23

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

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

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

EVALUATION OUTCOMES – <i>place a check in the appropriate box for each domain</i>	Below Expectations	Meets Expectations	Exceeds Expectations
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

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Directions: The **Middle Level Education Internship II 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	<p>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.</p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)</p>	<p>Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>	<p>Lesson plans are consistently aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to maximize student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.</p>		
1.2	<p>TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.</p>	<p>Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment</p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives and cognitive task, and occur at various points during the lesson. Assessments include verbal and/or written</p>		

			accommodations to meet individual learner needs.	directions, models, prompts, etc. that clearly define learner expectations. Plans appropriate assessment accommodations to meet individual learner needs.		
1.3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses a variety of learner performance data from multiple assessments to modify or determine lesson objectives and to modify instructional plans.		
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression. InTASC 5; CAEP 1.5 SCTS 4.0- Instruction (Motivating Students; Activities and Materials)	TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.	TC plans for safe and appropriate learner use of current and emerging digital tools providing multiple opportunities for problem solving, conducting research, and creative expression.		
1.5	TC plans developmentally appropriate, rigorous, and differentiated	Lesson plans are developmentally appropriate but do not include strategies for	Lesson plans are developmentally appropriate and include differentiation of	Lesson plans are developmentally appropriate, and include differentiation of		

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	<p>instruction to address diverse learning needs.</p> <p>InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans)</p>	<p>differentiation or meet requirements identified in IEPs and/or 504 plans.</p>	<p>teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.</p>	<p>learning objectives, teaching procedures/pacing, and/or assessment methods to address individual learning needs. Differentiation is based on formal and informal assessment information, IEPs, and/or 504 plans, as applicable.</p>		
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	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for short-range planning			

Describe at least one short-range planning strength:	
List at least one short-range planning goal:	

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 learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.</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 purpose and relevance of the content.</p>	<p>TC makes connections to prior knowledge and 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 purpose and relevance of the lesson content.</p>		
2.2	<p>TC helps learners assume responsibility for their own learning.</p> <p>SCTS 4.0 – Instruction (Activities and Materials)</p>	<p>TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance <i>without</i> facilitating the development of learner self-management strategies.</p>	<p>TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).</p>	<p>TC facilitates learners' ability to problem-solve when difficulties arise, set goals, persist in independent task completion, and reflect on their learning.</p>		
2.3	<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 uses a “one size fits all” approach to delivering instruction and assessing student performance.</p>	<p>To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners.</p>	<p>To meet the needs of diverse learners, the TC differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment).</p>		

<p>2.4</p>	<p>TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.</p> <p>InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)</p>	<p>TC’s presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.</p>	<p>TC’s presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make connections, and address misconceptions.</p>	<p>TC’s presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, and provide relevant examples to clarify answers.</p>		
<p>2.5</p>	<p>TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.</p> <p>SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work)</p>	<p>TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for transfer of concepts or knowledge previous learned or related to current instruction.</p>	<p>TC uses prior learning to build on learner’s content knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.</p>	<p>TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, and challenges learners to apply prior learning or experiences to new instruction.</p>		
<p>2.6</p>	<p>TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with</p>	<p>TC does not establish performance criteria for formative assessment or does not assess during instruction.</p>	<p>TC uses multiple formative assessments (e.g., checks for understanding, quizzes, probing questions) with</p>	<p>TC uses a variety of formative assessments (e.g. checks for understanding, quizzes, probing questions) with</p>		

	<p>established performance criteria.</p> <p>InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)</p>		<p>established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.</p>	<p>established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.</p>		
2.7	<p>TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students.</p> <p>InTASC 6; CAEP 1.2 SCTS 4.0 – Instruction (Standards and Objectives)</p>	<p>TC relies on formative assessments alone to monitor and report student progress.</p>	<p>TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicates results to students.</p>	<p>TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicate results to students including future steps for support or enrichment.</p>		
2.8	<p>TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking.</p> <p>InTASC 6, 8 SCTS 4.0 – Instruction (Questioning; Thinking)</p>	<p>TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups.</p>	<p>TC regularly uses more than one question type to solicit various levels of thinking. Questions align with lesson objectives. Wait time is provided with equal response</p>	<p>TC uses a balanced mix of question types that solicit various levels of thinking and align with lesson objectives. Wait time is provided with equal response opportunity for all learners.</p>		

			opportunity for most learners.			
2.9	<p>TC provides specific and timely instructional feedback to students pertaining to stated outcomes.</p> <p>InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)</p>	<p>TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.</p>	<p>TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on either class-wide or individual responses.</p>	<p>TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on both class wide and individual responses.</p>		
2.10	<p>TC facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression.</p> <p>CAEP 1.5 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work)</p>	<p>Digital tools are not used to support student learning or are used in an inappropriate/unsafe manner.</p>	<p>TC facilitates safe and appropriate learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, or creative expression.</p>	<p>TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, and creative expression.</p>		
2.11	<p>TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.</p>	<p>TC consistently exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that</p>	<p>TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence</p>	<p>TC demonstrates effective and strategic teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body</p>		

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	SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).	of the presentation, and using body language that encourages student engagement.	language that encourages student engagement. In addition, TC moves throughout the space to maintain eye contact with students.		
2.12	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 exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.	TC skillfully addresses cultural differences in creative and varied ways . If English learners are in the classroom, a variety of individual accommodations and modifications are made in content, instruction, and assessment .		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for instruction			

Describe at least one instruction strength:	
List at least one instruction goal:	

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Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	<p>TC creates and maintains a 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 safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.</p>	<p>TC develops and implements safety procedures to promote learning, 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>InTASC 2 SCTS 4.0 – Environment (Respectful Culture)</p>	<p>Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>	<p>TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-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 positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. The TC implements proactive measures which acknowledge and celebrate ALL students' background and culture. TC holds students accountable for respecting peer diversity and maintaining a bully-free environment; ensuring all interactions are free from unhealthy conflict, sarcasm, and put-downs.</p>		

3.3	<p>TC creates environments that promote positive 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>TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.</p>	<p>TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and collaborative learning.</p>	<p>TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and collaborative learning. TC deliberately structures group composition, assigns specific roles, and promotes group autonomy.</p>		
3.4	<p>TC implements proactive classroom management strategies that promote positive behaviors and active engagement.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations;</p>	<p>TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.</p>	<p>TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement. TC positively reinforces learners who meet those expectations and positively redirects learner behavior as needed.</p>	<p>In addition to meeting acceptable expectations, the TC is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.</p>		

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	Managing Student Behavior)					
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	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for environment			

Describe at least one environment strength:	
List at least one environment goal:	

Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	TC collaborates with caregivers and school professionals to enhance student learning. InTASC 10, 3 SCTS 4.0 – Professionalism (School Responsibilities)	TC does not collaborate with caregivers and professionals or does so inappropriately.	TC collaborates and communicates appropriately with caregivers and school professionals (i.e. colleagues, administrators, and other student-oriented professionals) to enhance student learning and development. TC is an effective co-teacher.	TC collaborates appropriately w with professionals within and outside of the school community to enhance student learning and development. TC is an effective co-teacher in both the lead and/or supporting role .		
4.2	TC maintains 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 in and away from the school environment, but takes initiative to establish relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.		
4.3	TC is a participant in school initiatives and supports school-related organizations and activities.	TC does not regularly attend nor participate in departmental meetings, faculty meetings,	TC regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions,	TC actively contributes to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like.		

	SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement)	strategic planning sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.	team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.	TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities that contribute to the overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events).		
4.4	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC’s verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC’s verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.	TC’s verbal communication integrates professional vocabulary which is appropriate for students, caregivers, and professionals and reflects standard English conventions.		
4.5	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., errors in writing mechanics and/or sentence structure,).	TC’s external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).	TC’s external written communication is clear and ongoing, appropriate for varied audiences, occurs through various platforms (website, email, notes, newsletters, etc.) and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure)		

				with expert use of professional language.		
4.6	<p>TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, and FERPA requirements and acts appropriately when faced with legal issues with children.*</p> <p>InTASC 9</p>	<p>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 involves harm to the children served.</p>	<p>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 facing the children he/she serves.</p>	<p>TC meets all requirements at the acceptable level and demonstrates an advocacy position when discussing or acting upon legal issues related to students.</p>		
4.7	<p>TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).</p> <p>SCTS 4.0 – Environment (Environment Professionalism (Growing and Developing Professionally))</p>	<p>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</p>	<p>TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.</p>	<p>TC is consistently prepared to teach each day and displays a high degree of organization, creativity, and initiative. Plans are discussed with the mentor teacher in advance.</p>		

		learning opportunities.				
4.8	<p>TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals.</p> <p>SCTS 4.0 – Professionalism (Growing and Developing Professionally)</p>	<p>TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>TC is receptive to professional learning opportunities and constructive feedback. TC incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>TC seeks professional learning opportunities and constructive feedback. TC receives feedback in a mature manner and appropriately incorporates suggestions for change.</p>		
4.9	<p>TC uses self-reflection to evaluate and improve professional practice.</p> <p>InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)</p>	<p>TC’s reflections include general statements not supported by specific examples and plans for change are not included.</p>	<p>TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.</p>	<p>TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include detailed explanations of strategies that will be used to improve instruction and student learning.</p>		

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

	Below Expectations	Meets Expectations	Exceeds Expectations
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Overall rating for professionalism			
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Describe at least one professionalism strength:	
List at least one professionalism goal:	

Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	<p>The middle level TC demonstrates an understanding of the interdisciplinary, challenging, and exploratory natures of the middle level curriculum.</p> <p>AMLE Standard: 2 Middle Level Curriculum</p>	<p>Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge, which contributes to the relevance and the challenging and exploratory nature of middle level curriculum.</p>	<p>Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences. They demonstrate that integrated knowledge contributes to the challenge and exploration that are hallmarks of middle level curriculum.</p>	<p>Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences. They demonstrate through their students' work that the curriculum is challenging and exploratory in nature.</p>		
5.2	<p>The middle level TC demonstrates an understanding of the development and use of assessments that are developmentally appropriate for young adolescents.</p> <p>AMLE Standard: 4 Middle Level Instruction and Assessment</p>	<p>Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.</p>	<p>Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and</p>	<p>Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).</p>		

Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
			implement effective lessons).			
5.3	<p>The middle level TC demonstrates the use of principles, theories, and research regarding the development of your adolescents when planning learning tasks and making curricular decisions.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	<p>Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions.</p>	<p>Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions.</p>	<p>Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies and making curricular decisions. They reflect on their decisions and revise their practice to enhance their teaching effectiveness and to increase student learning.</p>		
5.4	<p>The middle level TC demonstrates content knowledge in the middle level subject being taught.</p> <p>AMLE Standard: 2 Middle Level Curriculum</p>	<p>Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge.</p>	<p>Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.</p>	<p>Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They demonstrate their understanding of the complexities of the subject area disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of their teaching for all young adolescents.</p>		

Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.5	<p>The middle level TC demonstrates knowledge of a variety of content-specific teaching strategies.</p> <p>AMLE Standard: 4 Middle Level Instruction and Assessment</p>	<p>Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies.</p>	<p>Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.</p>	<p>Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.</p>		
5.6	<p>The middle level TC develops a learning environment that promotes the development of young adolescents.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	<p>Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents.</p>	<p>Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents.</p>	<p>Middle level teacher candidates create and maintain safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments that celebrate and incorporate the diversity found within student populations.</p>		
5.7	<p>The middle level TC demonstrates an understanding of the importance of partnering with family and community members for the benefit of young adolescents.</p>	<p>Middle level teacher candidates recognize the importance of working with family and community members.</p>	<p>Middle level teacher candidates can articulate the knowledge base related to working collaboratively with family and community members. They communicate with parents and community members to improve education</p>	<p>Middle level teacher candidates value family diversity and cultural backgrounds and capitalize on those assets in their teaching. They initiate collaboration with parents and community members to improve education and to promote the well-being of all young adolescents.</p>		

Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
	AMLE Standard: 5 Middle Level Professional Roles		for all young adolescents.			
5.8	<p>The middle level TC demonstrates an understanding of the organizations, programs, and practices of middle schools and their relationship to our knowledge of young adolescent development.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices.	Middle level teacher candidates articulate and apply their understanding of the diversities of young adolescent development as they work successfully within middle level school organizations and engage in middle level programs and practices.	Middle level teacher candidates articulate and apply their understanding of school organizations and the components of middle level programs and practices. They use this understanding to help ensure a successful schooling experience for all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They use reflection to improve their ability to be successful in middle level programs and practices in a variety of school organizational patterns.		
5.9	The middle level TC demonstrates an understanding of the importance of middle level practices such as teaming.	Middle level teacher candidates can articulate the basic components of middle level education, including the	Middle level teacher candidates demonstrate the components of middle level education and understand the interdependent relationships among all professionals who	Middle level teacher candidates understand collaborative theories and processes and the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams,		

Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
	AMLE Standard: 5 Middle Level Professional Roles	importance of collaborative processes such as teaming.	serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community agencies). They participate as members of student support systems.	school counselors, social service workers, home-school coordinators, and community agencies). They initiate opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes.		
5.1 0	The middle level TC acts as an advocate for young adolescents. AMLE Standard: 5 Middle Level Professional Roles	Middle level teacher candidates recognize the importance of advocating for young adolescents and middle level education.	Middle level teacher candidates advocate for young adolescents and middle level education (e.g., school personnel and family members).	Middle level teacher candidates demonstrate knowledge of advocacy theories and skills. They advocate for young adolescents and middle level education in a variety of settings (e.g., school, community, youth-serving organizations, legislative bodies, policy makers).		
5.1 1	The middle level TC engages in professional development opportunities relevant to young adolescent development and middle level education in general.	Middle level teacher candidates recognize the importance of professional development opportunities.	Middle level teacher candidates engage in professional development opportunities that extend their knowledge and skills.	Middle level teacher candidates self-assess their professional development needs and take initiatives to seek out and participate in opportunities that address them.		

12/19/23

Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
	AMLE Standard: 5 Middle Level Professional Roles					

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for middle level education			

Describe at least one middle level education strength:	
List at least one middle level education goal:	