

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

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 R1.3, R1.4</p> <p>SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)</p> <p>LADDER (Fairness, Inspirational Influence, Knowledge)</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>Assessments do not align with lesson objectives, or no assessments are identified. Accommodations</p>	<p>Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and</p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives and</p>		

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	<p>InTASC 6, 7; CAEP R1.2, R 1.3</p> <p>SCTS 4.0 – Planning (Instructional Plans; Assessment)</p> <p>LADDER (Learning, Judgement)</p>	are not planned or are inappropriate.	occur at various points during the lesson. Plans appropriate assessment accommodations to meet individual learner needs.	<p>cognitive task, and occur at various points during the lesson.</p> <p>Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations. Plans appropriate assessment accommodations to meet individual learner needs.</p>		
1.3	<p>TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.</p> <p>InTASC 6, 7; CAEP R1.3</p> <p>SCTS 4.0 – Planning (Instructional Plans; Assessment)</p> <p>LADDER (Judgment, Yield)</p>	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.	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,		

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	<p>InTASC 5; CAEP R1.1, 1.3</p> <p>SCTS 4.0- Instruction (Motivating Students; Activities and Materials)</p> <p>LADDER (Judgment, Knowledge)</p>			and creative expression.		
1.5	<p>TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs.</p> <p>InTASC 1, 7; CAEP R1.3</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans)</p> <p>LADDER (Open Orientation, eXperiential)</p>	<p>Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.</p>	<p>Lesson plans are developmentally appropriate and include differentiation of teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.</p>	<p>Lesson plans are developmentally appropriate, and include differentiation of 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>		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for short-range planning			

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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 R1.3 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p> <p>LADDER (Communication)</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.	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.	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.		
2.2	<p>TC helps learners assume responsibility for their own learning.</p> <p>CAEP R1.1</p> <p>SCTS 4.0 – Instruction (Activities and Materials)</p> <p>LADDER (Learning, Relationships)</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.	TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).	TC facilitates learners' ability to problem-solve when difficulties arise , set goals, persist in independent task completion, and reflect on their learning.		
2.3	TC differentiates instruction to meet the needs of diverse learners.	TC uses a “one size fits all” approach to delivering instruction and assessing student performance.	To meet the needs of diverse learners, TC uses a variety of specific strategies for	To meet the needs of diverse learners, the TC differentiates what students are learning (content), how students		

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	<p>CAEP R1.1, R1.3</p> <p>SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)</p> <p>LADDER (Open Orientation, eXperiential)</p>		presenting content and engaging learners.	<p>are learning (engagement), and/or how students demonstrate understanding (assessment).</p>		
2.4	<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 R1.2</p> <p>SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)</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.	TC's presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make connections, and address misconceptions.	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.		

	LADDER (Knowledge, Navigating)					
2.5	<p>TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.</p> <p>CAEP R1.3</p> <p>SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work)</p> <p>LADDER (Knowledge, Learning, Navigating)</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.	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.	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.		
2.6	TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria.	TC does not establish performance criteria for formative assessment or does not assess during instruction.	TC uses multiple formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition,	TC uses a variety of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners		

	<p>InTASC 6</p> <p>CAEP R1.3</p> <p>SCTS 4.0 – Instruction (Standards and Objectives)</p> <p>LADDER (Yield)</p>		<p>candidate provides opportunities for individual learners to self-check during the lesson.</p>	<p>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 R1.3 SCTS 4.0 – Instruction (Standards and Objectives)</p> <p>LADDER (Yield, Communication, Judgment)</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>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>		

	<p>InTASC 6, 8; CAEP R1.3</p> <p>SCTS 4.0 – Instruction (Questioning; Thinking)</p> <p>LADDER (Communication, Knowledge, Judgment, Learning)</p>		<p>opportunity for most learners.</p>			
2.9	<p>TC provides specific and timely instructional feedback to students pertaining to stated outcomes.</p> <p>CAEP R1.3</p> <p>InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)</p> <p>LADDER (Learning, Yield)</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 learner use of digital tools for problem solving, conducting research, and creative expression.</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,</p>	<p>TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, and creative expression.</p>		

	<p>CAEP R1.1 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work)</p> <p>LADDER (Judgment, Knowledge, Navigating)</p>		conducting research, or creative expression.			
2.11	<p>TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.</p> <p>CAEP R1.3</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)</p> <p>LADDER (Communication, Zeal)</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 does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).</p>	<p>TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.</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 language that encourages student engagement. In addition, TC moves throughout the space to maintain eye contact with students.</p>		
2.12	<p>TC implements strategies that address the needs</p>	<p>TC exhibits a “one size fits all” approach to content presentation</p>	<p>TC uses strategies that address the needs of individual learners</p>	<p>TC skillfully addresses cultural differences in creative and varied</p>		

	<p>of learners from diverse cultural and linguistic backgrounds.</p> <p>SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)</p> <p>LADDER (Knowledge, Universal Understanding, Open Orientation, Fairness)</p>	and learning experiences, ignoring cultural and linguistic backgrounds.	from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.	<p>ways. If English learners are in the classroom, a variety of individual accommodations and modifications are made in content, instruction, and assessment.</p>		
2.13	<p>2.13 TC effectively provide instruction through a variety of delivery methods (e.g. virtual instruction, hybrid, face to face) if/when the opportunity arises.</p> <p>CAEP R1.1, R1.3, R2.3</p> <p>LADDER: eXperiential, Achievement Attitude, Communication</p>	TC makes little effort to engage students, or provides disorganized instruction with unclear directions. No attempt is made to address individual student needs.	TC uses multiple modalities with clear, organized instruction (e.g. utilizing digital tools and LMS work). TC attempts to address individual student needs.	TC uses multiple modalities and engages students through interactive, well-organized lessons with clear explanation that address individual student needs.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for instruction			

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

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>CAEP R1.1</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment) LADDER (Fairness, Inspirational Influence, Open Orientation, Universal Understanding)</p>	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.	TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.	TC develops and implements safety procedures to promote learning, avoid distractions, and ensure safe use of materials.		
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.	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.	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	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		

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	<p>InTASC 2; CAEP R1.1</p> <p>SCTS 4.0 – Environment (Respectful Culture)</p> <p>LADDER (Open Orientation, Relationships, Universal Understanding)</p>		unhealthy conflict, sarcasm, and put-downs.	unhealthy conflict, sarcasm, and put-downs.		
3.3	<p>TC creates environments that promote positive social interaction and collaboration in the learning environment.</p> <p>InTASC 3; CAEP R1.2</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)</p>	TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.	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.	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.		

	LADDER (Open Orientation, Relationships, Universal Understanding)					
3.4	<p>TC implements proactive classroom management strategies that promote positive behaviors and active engagement.</p> <p>InTASC 3; CAEP R1.1, R1.3</p> <p>SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)</p> <p>LADDER (Open Orientation, Relationships, Universal Understanding, Mediation)</p>	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.	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.	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.		

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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; CAEP R1.4 SCTS 4.0 – Professionalism (School Responsibilities) LADDER (Relationships)	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; CAEP R1.4 LADDER (Relationships)	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	TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic	TC regularly attends and participates in departmental meetings, faculty meetings, strategic	TC actively contributes to departmental meetings, faculty meetings, strategic planning sessions, team		

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	<p>activities.</p> <p>SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement)</p> <p>LADDER (Relationships, Zeal)</p>	<p>planning sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.</p>	<p>planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.</p>	<p>meetings, and the like. 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).</p>		
4.4	<p>TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.</p> <p>CAEP R1.4</p> <p>LADDER (Communication)</p>	<p>TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.</p>	<p>TC's verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.</p>	<p>TC's verbal communication integrates professional vocabulary which is appropriate for students, caregivers, and professionals and reflects standard English conventions.</p>		
4.5	<p>TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.</p>	<p>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</p>	<p>TC's external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in</p>	<p>TC's external written communication is clear and ongoing, appropriate for varied audiences, occurs through various platforms (website, email, notes, newsletters, etc.) and</p>		

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	CAEP R1.4 LADDER (Communication)	mechanics and/or sentence structure).	writing mechanics and sentence structure).	reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) with expert use of professional language.		
4.6	TC adheres to the university and school/district rules, Standards of Conduct for South Carolina Educators, and FERPA requirements and acts appropriately when faced with legal issues with children* InTASC 9; CAEP R1.4 LADDER (Judgment, Navigating, Trusting)	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.	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.	TC meets all requirements at the acceptable level and demonstrates an advocacy position when discussing or acting upon legal issues related to students.		
4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). CAEP R1.4	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	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.	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.		

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	<p>SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)</p> <p>LADDER (Achievement Attitude, Balance, Emotional Equilibrium, Fairness, Inspirational Influence)</p>	initiative negatively impacts student learning opportunities.				
4.8	<p>TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals.</p> <p>CAEP R1.4</p> <p>SCTS 4.0 – Professionalism (Growing and Developing Professionally)</p> <p>LADDER (Direction, Emotional Equilibrium,,</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).	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).	TC seeks professional learning opportunities and constructive feedback. TC receives feedback in a mature manner and appropriately incorporates suggestions for change.		

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	Learning, Hearing, Stamina)					
4.9	<p>TC uses self-reflection to evaluate and improve professional practice.</p> <p>InTASC 9; CAEP R1.4</p> <p>SCTS 4.0 – Professionalism (Reflecting on Teaching)</p> <p>LADDER (Emotional Equilibrium, Learning, Quality)</p>	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 detailed explanations of strategies 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 professionalism			

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

DOMAIN 5: MIDDLE LEVEL EDUCATION – AMLE 2022 Standards		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	<p>The middle-level teacher candidate demonstrates subject matter knowledge in designing lessons that align with academic standards.</p> <p>AMLE Component 3.b. Subject Matter Content Knowledge AMLE Component 3.c. Middle Level Curriculum Standards</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.	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.	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.		
5.2	<p>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.</p> <p>AMLE Component 3a: Context for Middle Level Curriculum</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.	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.	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.		
5.3	<p>The middle level teacher candidate demonstrates an understanding of the interdisciplinary, challenging, and</p>	The middle-level teacher candidate does not demonstrate a clear understanding of the interdisciplinary and integrated nature of	The middle-level teacher candidate demonstrates an understanding of the interdisciplinary and integrated nature of knowledge by providing some evidence that students make	The middle-level teacher candidate demonstrates an understanding of the interdisciplinary and integrated nature of knowledge by providing credible evidence that		

	<p>exploratory natures of the middle level curriculum.</p> <p>AMLE Component 3.b. Subject Matter Content Knowledge AMLE Component 3.c. Middle Level Curriculum Standards AMLE Component 3.d. Interdisciplinary Nature of Knowledge and Skills</p>	<p>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>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>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>The middle level teacher candidate demonstrates knowledge and understanding of the interrelation between instruction and assessment in their content area.</p> <p>AMLE Component 4a Content Pedagogy AMLE Component 4.b. Middle Level Instructional Strategies AMLE 4.c.. Middle Level Assessment that Advances Learning</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>The middle level teacher candidate demonstrates knowledge and ability to implement effective middle school</p>	<p>The middle-level teacher candidate does not adequately demonstrate subject matter expertise in instructional strategies that connect knowledge and skills</p>	<p>The middle-level teacher candidate demonstrates an understanding of instructional strategies that connect knowledge and skills to real-world problems and facilitate some transfer of</p>	<p>The middle-level teacher candidate demonstrates subject matter expertise in instructional strategies that connect knowledge and skills to real-world problems and facilitate</p>		

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	content-specific instructional strategies. AMLE Component 4a Content Pedagogy AMLE Component 4.b. Middle Level Instructional Strategies	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.	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.	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.		
5.6	The middle level teacher candidate demonstrates an understanding of the construction and use of assessments that are developmentally appropriate for young adolescents. AMLE Component 4a Content Pedagogy AMLE Component 4.c. Middle Level Assessment that Advances Learning	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.	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.	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.		
5.7	The middle level TC develops a learning environment that promotes the development of young adolescents AMLE Component 2.a. Knowledge of Young	The middle-level teacher candidate does not create or maintain a safe and supportive learning environment that promotes the healthy development of young adolescents. The design of the learning space fails to reflect or acknowledge the	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 that acknowledge and reflect the diversity of languages, identities,	The middle-level teacher candidate creates and maintains a safe, supportive learning environment that promotes the healthy development of all young adolescents. They design engaging spaces that acknowledge, celebrate, and reflect the diverse languages,		

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	Adolescent Development AMLE Component 2.b. Implications of Young Adolescent Development for Responsive Learning Environments AMLE Component 2.c. Implications of Diversity for Young Adolescent Development	<p>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>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>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>The middle level teacher candidate demonstrates the ability to apply their knowledge of effective middle level programs by successfully engaging in middle level practices.</p> <p>AMLE Component 1.b Middle Level Organization and Practices</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>The middle level teacher candidate acts as an advocate for young adolescents</p> <p>AMLE Component 5.a. Professional Roles of Middle Level Teachers AMLE Component 5.b. Advocacy for Young Adolescents and</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-school training, child abuse prevention, or cultural sensitivity workshops is</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, child abuse prevention, and cultural sensitivity workshops, reflecting a general commitment</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. Their collaboration and participation in a variety of activities such as FERPA training,</p>		

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	Responsive Schooling Practices AMLE Component 5.c. Engaging with Family and Community Members	minimal or absent, reflecting a lack of commitment to professionalism and advocacy for students.	to professionalism and advocacy for students. While their collaboration is evident, it may not consistently extend to all stakeholders or activities.	safe-school training, child abuse prevention, and cultural sensitivity workshops reflect their commitment to professionalism and their dedication to advocating for students.		
5.10	The middle level candidate engages in reflection and positive dispositions as a middle level professional. AMLE Component 5.a. Professional Roles of Middle Level Teachers AMLE Component 5.b. Advocacy for Young Adolescents and Responsive Schooling Practices AMLE Component 5.d. Dispositions and Professional Behaviors	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.	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.	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.		

	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:	