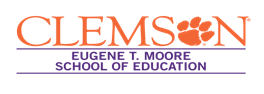
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# MAT In Middle Grades

AMLE Supplemental Program Evaluation for Student Teaching

|  |  |
| --- | --- |
| Student Name | Date |
| Cooperating Teacher | School |
| University Supervisor | Semester |
| Evaluator |  |

**Ratings: 3 = proficient, 2 = developing, 1 = unsatisfactory, NO = no opportunity (this rating must include a comment)**

**Indicators. Young Adolescent Development (AMLE 1) \***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. demonstrates an understanding of young adolescent development. |  |  |  |  |
| 2. is successful in establishing mutually respectful and supportive relationships with young adolescents. |  |  |  |  |
| 3. is a positive role model and mentor for young adolescents. |  |  |  |  |
| 4. establishes and maintains high, realistic, developmentally appropriate expectations for learning and behavior. |  |  |  |  |
| 5. creates and maintains supportive learning that promotes the healthy development of young adolescents. |  |  |  |  |

Comments:

**AMLE Rubric Supporting Scoring of AMLE Standard 1**

|  |  |  |
| --- | --- | --- |
| **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| Middle level teacher candidates understand the importance of being knowledgeable about young adolescent development. | Middle level teacher candidates demonstrate their knowledge of the concepts, principles, theories and research about young adolescent development. They apply this knowledge in their practice. | Middle level teacher candidates understand and accurately interpret the concepts, principles, theories and research about young adolescent development.  They use this knowledge to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding. |
| Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents. | Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents. | 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. |
| Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions. | Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions. | 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. |
| 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. |

**Indicators: Middle Grades Curriculum (AMLE 2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. creates a supportive learning environment for students |  |  |  |  |
| 2. recognizes and understands diverse developmental levels of students |  |  |  |  |
| 3. uses diverse instructional strategies for diverse levels of students |  |  |  |  |

Comments:

**Content Knowledge (AMLE 2a) \***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. demonstrates adequate knowledge of his/her content area. |  |  |  |  |
| 2. uses content knowledge in his or her teaching. |  |  |  |  |
| 3. demonstrates understanding of the importance of integrated, interdisciplinary content. |  |  |  |  |
| 4. recognizes the value of staying current in his or her content area. |  |  |  |  |
| 5. integrates technology into content area instruction |  |  |  |  |

Comments:

**AMLE Rubric Supporting Scoring of AMLE Standard 2**

|  |  |  |
| --- | --- | --- |
| **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge. | Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. | 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. |
| Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies. | Middle level teacher candidates demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach. | Middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students. |
| Middle level teacher candidates are aware of state, national, and common core standards for student learning. | Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They use this knowledge in their teaching. | Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They deconstruct the standards to better understand their intent and their effects on all young adolescents. They align instructional goals and student assessments with these standards. |
| Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory. | Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory. | Middle level teacher candidates demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory. They select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents. |
| Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge. | 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. | 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. |

**Indicators: Middle Grades Philosophy and Organization (AMLE 3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. demonstrates an understanding of the philosophical foundations of middle level education. |  |  |  |  |
| 2. demonstrates an understanding of the rationale and characteristic components of developmentally responsive middle level schools. |  |  |  |  |

Comments:

**AMLE 3b\*: Diversity (AMLE 3) \*** *Second rubric for Standard 3 in italics below****.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. is aware of and takes into consideration the diversity of populations, including different learning styles, socio-economic status, race, ethnicity, gender, sexual orientation |  |  |  |  |
| 2. provides opportunities for students with different rates of learning (including special needs students and English language learners) |  |  |  |  |
| 3. understands appropriate developmental levels of instruction for diverse types of learners |  |  |  |  |

Comments:

**AMLE Rubric Supporting Scoring for AMLE Standard 3**

|  |  |  |
| --- | --- | --- |
| **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| Middle level teacher candidates recognize the importance of the philosophical and historical foundations of developmentally responsive middle level programs and schools. | Middle level teacher candidates demonstrate an understanding of the knowledge base underlying the philosophical and historical foundations of developmentally responsive middle level education. They understand that the implementation of successful programs, practices, and schools can occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12). They apply this knowledge in their practice. | Middle level teacher candidates advocate for and provide leadership in the authentic implementation of middle school programs and practices, understanding that these may occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12). |
| *Middle level teacher candidates can describe developmentally responsive practices.* | *Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge within the context of the school setting.* | *Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge to foster healthy adolescent development within their practice. They assess the effectiveness of middle level components within the school context and share that knowledge when appropriate.* |

**Indicators: Assessment (AMLE 4)** *Third rubric for Standard 4 in italics****.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. demonstrates an understanding of the essential role of assessment and its application to the instructional process. |  |  |  |  |
| 2. participates in assessing student performance. |  |  |  |  |
| 3. links classroom assessment to state and national accountability systems. |  |  |  |  |
| 4. uses assessment results to monitor and improve teaching. |  |  |  |  |

Comments:

**Indicators: Middle Level Instruction (AMLE 4)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. is proficient at using a variety of effective teaching strategies. |  |  |  |  |
| 2. demonstrates and understanding of the principles of effective instruction. |  |  |  |  |
| 3. seeks assistance from master teacher when planning for instruction. |  |  |  |  |
| 4. delivers developmentally responsive lessons. |  |  |  |  |
| 5. maintains a positive learning environment. |  |  |  |  |
| 6. employs effective classroom management strategies. |  |  |  |  |
| 7. analyzes the effectiveness of instructional strategies. |  |  |  |  |

Comments:

**AMLE Rubric Supporting Scoring of AMLE Standard 4**

|  |  |  |
| --- | --- | --- |
| **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies. | Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching. | 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. |
| Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents. | Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained). | In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained). |
| *Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.* | *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 implement effective lessons).* | *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).* |
| Middle level teacher candidates understand the importance of motivating young adolescents. | Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). | Middle level teacher candidates facilitate student learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources and contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction on student motivation and learning, and they adjust their teaching accordingly. |
| Middle level teacher candidates understand the importance of establishing a productive learning environment. | Middle level teacher candidates demonstrate their ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology). | Middle level teacher candidates collaborate with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology). |

**Indicators: Middle Grades Professional Roles (AMLE 5) \***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. establishes and maintains respectful professional relationships with students and colleagues. |  |  |  |  |
| 2. understands the roles and relationships of other helping professionals that serve young adolescents. |  |  |  |  |
| 3. works effectively with other teachers and professional personnel. |  |  |  |  |
| 4. participates in ongoing professional development (conferences, inservice, other professional development activities) |  |  |  |  |

Comments:

**Indicators: Family and Community Involvement (AMLE 5c) \*** *Third rubric for Standard 5 in italics****.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. demonstrates an understanding that family background and home environment can affect student learning and performance. |  |  |  |  |
| 2. demonstrates an understanding that information can and should be shared with other teachers, family members, and other agencies and what should remain private confidential. |  |  |  |  |
| 3. demonstrates respect for young adolescents and their families. |  |  |  |  |
| 4. is committed to assisting young adolescents and their families. |  |  |  |  |
| 5. seeks opportunities and participates in youth related community activities. |  |  |  |  |

Comments:

**Professional Behavior (AMLE 5 & program) \***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The Middle Level Teacher Candidate:** | **1** | **2** | **3** | **NO** |
| 1. is dependable, rarely absent, and arrives to work on time. |  |  |  |  |
| 2. demonstrates appropriate and professional oral and written language. |  |  |  |  |
| 3. is reliable and responsible. |  |  |  |  |
| 4. behaves in a professional manner. |  |  |  |  |
| 5. dresses professionally and follows the dress code of the school. |  |  |  |  |

Comments:

**AMLE Rubric Supporting Scoring of AMLE Standard 5**

|  |  |  |
| --- | --- | --- |
| **UNACCEPTABLE** | **ACCEPTABLE** | **TARGET** |
| Middle level teacher candidates can articulate the basic components of middle level education, including the importance of collaborative processes such as teaming. | Middle level teacher candidates demonstrate the components of middle level education and understand the interdependent relationships among all professionals who 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. | Middle level teacher candidates understand collaborative theories and processes and the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, 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. |
| 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). |
| *Middle level teacher candidates recognize the importance of working with family and community members.* | *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 for all young adolescents.* | *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.* |
| Middle level teacher candidates can articulate the importance of ethical behavior and professional competence. | Middle level teacher candidates demonstrate appropriate ethical behaviors and professional competence. They recognize the impact of their behaviors on young adolescents. | Middle level teacher candidates understand the impact they have on young adolescents and colleagues. They take responsibility for modeling appropriate ethical behaviors and high levels of professional competence. |
| 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. |

\*Standard used in Practicum Evaluation as well