

Part 1: Middle School Assessment (AMLE Standards)

PURDUE UNIVERSITY®
FORT WAYNE

School of Education

Middle School Student Teaching FINAL Evaluation

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete an end-of-clinical evaluation. This tool is comprised of three different parts. The first part is based on the Association for Middle Level Education (AMLE) standards for beginning teachers. The second part contains knowledge and skills as outlined by InTASC and CAEP, our accrediting body. The last part asks to you to consider the dispositions that are valued by the faculty at Purdue University Fort Wayne. In other words, these dispositions align with our Conceptual Framework. You will also be

asked to provide a narrative summary of the Student Teacher's performance. Thank you in advance for the time you put into this evaluation -- it is very important to us and the Student Teacher.

Evaluation Information:

Date of Evaluation mm/dd/yyyy

Teacher Candidate (Student) Name

Teacher Candidate (Student) email

School

Grade Level

University Supervisor Name

University Supervisor email

Cooperating Teacher Name

Cooperating Teacher email

The person completing this evaluation is...

- Cooperating Teacher
- University Supervisor

Number of students:

AMLE 1 -Young Adolescent Development

With respect to instruction, middle level teacher candidates:

TARGET

Use knowledge of young adolescent development to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding.



ACCEPTABLE

Demonstrate their knowledge of the concepts, principles, theories and research about young adolescent development. They apply this knowledge in their practice.



UNACCEPTABLE

Use age-related characteristics of young adolescent development to inform their practices.



AMLE 1 -Young Adolescent Development

With respect to learning environments, middle level teacher candidates:

TARGET

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.



ACCEPTABLE

Create supportive learning environments that promote the healthy development of diverse populations of young adolescents.



UNACCEPTABLE

Create and maintain safe learning environments that are neutral to or provide some support for the development of young adolescents.



AMLE 1 -Young Adolescent Development

With respect to diversity, middle level teacher candidates:

TARGET

Apply knowledge of the young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition) to effectively select instructional strategies and make curricular decisions.



ACCEPTABLE

Assess the diverse characteristics of their students and use this information when selecting instructional strategies and making curricular decisions.



UNACCEPTABLE

Use characteristics of groups (e.g., young adolescents in poverty) when selecting instructional strategies and making curricular decisions.



Comments for AMLE Standard 1:

AMLE 2 - Middle Level Curriculum

With respect to content knowledge, middle level teacher candidates:

TARGET

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 and seek the knowledge needed to improve the effectiveness of their teaching for all young adolescents.

**ACCEPTABLE**

Demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.

**UNACCEPTABLE**

Demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge, even when needed for effective instruction.

**AMLE 2 - Middle Level Curriculum**

With respect to content-specific teaching and assessment strategies, middle level teacher candidates:

TARGET

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.

**ACCEPTABLE**

Demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach.

**UNACCEPTABLE**

Use content specific teaching and assessment strategies.



AMLE 2 - Middle Level Curriculum

With respect to curriculum standards, middle level teacher candidates:

TARGET

Demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning by aligning instructional goals and student assessments with these standards. They deconstruct the standards to better understand their intent and their effects on all young adolescents.



ACCEPTABLE

Use knowledge of state, national, and common core middle level curriculum standards for student learning when planning curriculum and selecting teaching strategies.



UNACCEPTABLE

Reference state and/or common core standards when planning curriculum without clear use of standards.



AMLE 2 - Middle Level Curriculum

With respect to student engagement, middle level teacher candidates:

TARGET

Demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory.



ACCEPTABLE

Develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory.



UNACCEPTABLE

Follow a middle level curriculum that focuses on rote, unengaged learning (e.g., has a strong emphasis on worksheets).



AMLE 2 - Middle Level Curriculum

With respect to curriculum modification, middle level teacher candidates:

TARGET

Select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents.



ACCEPTABLE

Develop and utilize middle level curriculum that is responsive to diverse learning needs of specific young adolescents.



UNACCEPTABLE

Modify middle level curriculum for student(s) with legally identified learning needs (i.e., IEP's).



Comments for AMLE Standard 2:

AMLE 3 - Middle Level Philosophy and School Organization

Middle level teacher candidates:

TARGET

Use knowledge of developmentally responsive and socially equitable practices to foster healthy adolescent development within their practice.

ACCEPTABLE

Use knowledge of developmentally responsive and socially equitable practices within the context of the school setting.



UNACCEPTABLE

Use knowledge of developmentally responsive practices within the classroom context.





Comments for AMLE Standard 3:

AMLE 4 - Middle Level Instruction & Assessment

With respect to instructional strategies, middle level teacher candidates:

TARGET

Demonstrate their knowledge of content specific teaching strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.



ACCEPTABLE

Demonstrate their knowledge of content specific teaching strategies by using them successfully in their teaching.



UNACCEPTABLE

Rely on a few, albeit appropriate, content specific teaching strategies.



AMLE 4 - Middle Level Instruction & Assessment

With respect to assessment strategies, middle level teacher candidates:

TARGET

Select or create a wide variety of content specific formative

ACCEPTABLE

Understand the multiple roles of assessment and use this

UNACCEPTABLE

Utilize content specific formative and summative

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).



knowledge to create content specific formative and summative tools. They use assessment data to inform their instruction.



assessment to gather data, but don't use results to inform instruction.



AMLE 4 - Middle Level Instruction & Assessment

With respect to determining impact of instruction, middle level teacher candidates:

TARGET

Employ a process of collaboration with students to determine the impact of their instruction on student learning, and they adjust their teaching accordingly.



ACCEPTABLE

Evaluate the impact on their instruction on student learning, and they adjust their teaching accordingly.



UNACCEPTABLE

Reflect on impact of their instruction on student learning, but may blame students for a lack of learning or understanding.



AMLE 4 - Middle Level Instruction & Assessment

With respect to student motivation, middle level teacher candidates:

TARGET

Emphasize intrinsic student motivation by establishing productive learning

ACCEPTABLE

Use both intrinsic and extrinsic motivation to increase student motivation for learning and to

UNACCEPTABLE

Inconsistently establish a productive learning environment.

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).



create productive learning environments for specific young adolescents.



Comments for AMLE Standard 4:

AMLE 5 - Middle Level Professional Roles

With respect to collaboration, middle level teacher candidates:

TARGET

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 initiate

ACCEPTABLE

Willingly engage as members of student support systems as a way to better serve young adolescents.



UNACCEPTABLE

Observe other professional as they serve adolescents or engage in collaborative processes with colleagues.



opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes.



AMLE 5 - Middle Level Professional Roles

With respect to family and community engagement, middle level teacher candidates:

TARGET

Initiate collaboration with parents and community members to improve education and to promote the well-being of all young adolescents.



ACCEPTABLE

Initiate communications with parents and community members to improve education for all young adolescents.



UNACCEPTABLE

Answer questions or respond to requests for information by family and community members.



AMLE 5 - Middle Level Professional Roles

With respect to ethical behavior, middle level teacher candidates:

TARGET

Because they understand the impact they have on young adolescents, take responsibility for modeling

ACCEPTABLE

Recognizing the impact of their behaviors on young adolescents, demonstrate

UNACCEPTABLE

May engage in unethical and/or unprofessional behavior with students.



appropriate ethical behaviors and high levels of professional competence.



appropriate ethical behaviors and professional competence.



AMLE 5 - Middle Level Professional Roles

With respect to professional development, middle level teacher candidates:

TARGET

Self-assess their professional development needs and take initiatives to seek out and participate in opportunities that address them.



ACCEPTABLE

Engage in professional development opportunities to extend their knowledge and skills.



UNACCEPTABLE

Participate in school-based professional development opportunities.



Comments for AMLE Standard 5:

**** You have completed Part 1. Please verify your answers before hitting the button below to continue to Parts 2 and 3.****

Part 2 - Unit-wide Assessment (CAEP/InTASC Stnds)

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

Target

Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.



Acceptable

Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.



Unacceptable

Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.



Content Knowledge

Candidate uses technology effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

Target

Candidate engages and involves students with different

Acceptable

Candidate engages students in technologies that are

Unacceptable

Candidate emphasizes technologies that have limited

technologies to achieve specific learning goals in the content area(s). The technology tools or apps are used in such a way that students deepen their understanding of the content.



connected to the specific learning goals for the content area(s).



utility for enriching learning in the content area(s).



Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

Target

Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.



Acceptable

Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.



Unacceptable

Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.



Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target

Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.



Acceptable

Candidate uses both formative and summative assessments to document learning.



Unacceptable

Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.



Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target

Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards



Acceptable

Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.



Unacceptable

Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are for learners or for addressing content standards.



Instructional Practice

Candidates use technology to ensure accessibility and relevance for all learners.

InTASC #8

CAEP 1.1

Target

Technology enhances the teaching and learning process in a way that is not achievable without it. Also, it is age-appropriate, matching ability levels, interests, and needs.



Acceptable

Technology selected is age-appropriate, matching ability levels, interests, and needs.



Unacceptable

Technology selected is appropriate for a subset of students.



Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3.6

Target

Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/adjustments (e.g., organizational, instructional,

Acceptable

Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.



Unacceptable

Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may

materials, etc.) that benefit the students.



lack links between changes made and data collected.



Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target

Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.



Acceptable

Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.



Unacceptable

Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/harassment/bullying.



Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1.5

Target

Acceptable

Unacceptable

Candidate explicitly teaches and supports students' application of digital citizenship characteristics. When necessary, family members are notified in advance of classroom activities.



Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.



Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.



****You have completed Parts 1 and 2. Please verify your answers before hitting the button below to continue to Part 3.****

Part 3: Unit-wide Disposition Assessment (CAEP/InTASC Stnds)

College of Professional Studies

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a)** can learn to high levels.

InTASC #2

CAEP 3.3

Target

ACCEPTABLE

UNACCEPTABLE

<p>Communicates through words and actions that each c/a can learn to high levels.</p> <p>Communicates faith in values, strengths, and competencies of each c/a and family.</p> <p>Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.</p> <p style="text-align: center;">○</p>	<p>Communicates through words and actions that each c/a can learn to high levels.</p> <p>Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.</p> <p style="text-align: center;">○</p>	<p>Communicates through words and actions that some (not all) c/a can learn to high levels.</p> <p>Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.</p> <p style="text-align: center;">○</p>
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Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create an inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET

Culturally responsive practices are evident in delivery of instruction. Works with children/adolescents to address injustices in curriculum, society, or own lives.

○

ACCEPTABLE

Creates a curriculum that demonstrates valuing diverse groups through classroom materials, activities, and assignments.

○

UNACCEPTABLE

A single perspective dominates classroom materials, activities, and assignments.

○

Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as

a teacher.

InTASC # 9

TARGET

Independently reflects on effectiveness of teaching by asking critical questions.

Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.



ACCEPTABLE

Makes changes to practices in response to feedback.

Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.



UNACCEPTABLE

Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities



Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.

InTASC # 7

CAEP 3.3

TARGET

Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.



ACCEPTABLE

Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.



UNACCEPTABLE

Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating

potential engagement levels
by c/a's.



Indicator 5: **ADVOCACY:**

Willingness to collaborate to help each child learn.

InTASC # 9

CAEP 3.3

TARGET

Collaborates with family members and other teachers to create innovative solutions that support each child's/ adolescent's success.



ACCEPTABLE

Coordinates actions with colleagues to meet students' learning needs.



UNACCEPTABLE

Important educational decisions are made independently without communicating with family members or colleagues.



Indicator 6: **ADVOCACY:** Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

TARGET

Advocates for the profession by speaking or acting publically on issues facing schools, teachers, families, students, or communities.



ACCEPTABLE

Projects positive view of profession when communicating with others about children, adolescents, families, colleagues, or the profession.



UNACCEPTABLE

Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.



COMMENTS - FOR FINAL EVALUATION ONLY:

This is the most important part of the rating of the student teacher. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

Final Recommendation

- Recommend for licensing
- Recommend for licensing with reservations
- I do not recommend for licensing

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