Part 1: Middle School Assessment (AMLE Standards)

INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE (IPFW) College of Education and Public Policy



Department of Educational Studies 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 accreditating body. The last part asks to you to consider the dispositions that are valued by the faculty at IPFW. 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.

Date of Evaluation mm/dd/yyyy Teacher Candidate (Student) Name Teacher Candidate (Student) email	\${e://Field/STUDENT}
School	\${e://Field/SCHOOL}
Grade Level	\${e://Field/GRADE_LEVEL}
University Supervisor Name University Supervisor email	\${e://Field/USUP}
Cooperating Teacher Name Cooperating Teacher email	\${e://Field/SUPERVISOR_FULLNAME}

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. \bigcirc

ACCEPTABLE

Demonstrate their knowledge of the concepts, principles, theories and research about Use age-related characteristics young adolescent development. They apply this knowledge in their practice. \bigcirc

UNACCEPTABLE

of young adolescent development to inform their practices.

AMLE 1 - Young Adolescent Development

With respect to learning environments, middle level teacher candidates:



AMLE 1 - Young Adolescent Development

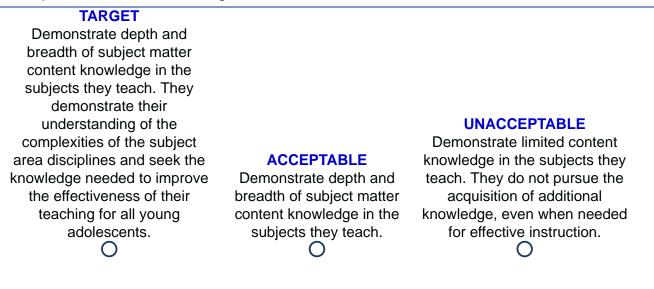
With respect to diversity, middle level teacher candidates:

TARGET			
Apply knowledge of the young			
adolescents' local, national,			
and international histories,			
language/dialects, and			
individual identities (e.g., race,			
ethnicity, culture, age,	ACCEPTABLE		
appearance, ability, sexual	Assess the diverse	UNACCEPTABLE	
orientation, socioeconomic	characteristics of their students	Use characteristics of groups	
status, family composition) to	and use this information when	(e.g., young adolescents in	
effectively select instructional	selecting instructional	poverty) when selecting	
strategies and make curricular	strategies and making	instructional strategies and	
decisions.	curricular decisions.	making curricular decisions.	
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Comments for AMLE Standard 1:

AMLE 2 - Middle Level Curriculum

With respect to <u>content knowledge</u>, middle level teacher candidates:



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

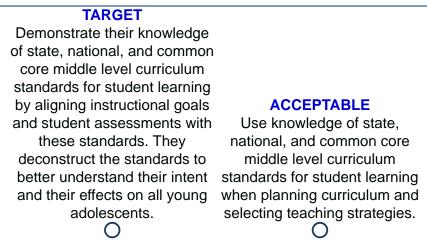
Demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the Use content specific teaching subjects they teach.

UNACCEPTABLE

and assessment strategies.

AMLE 2 - Middle Level Curriculum

With respect to <u>curriculum standards</u>, middle level teacher candidates:



UNACCEPTABLE

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

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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

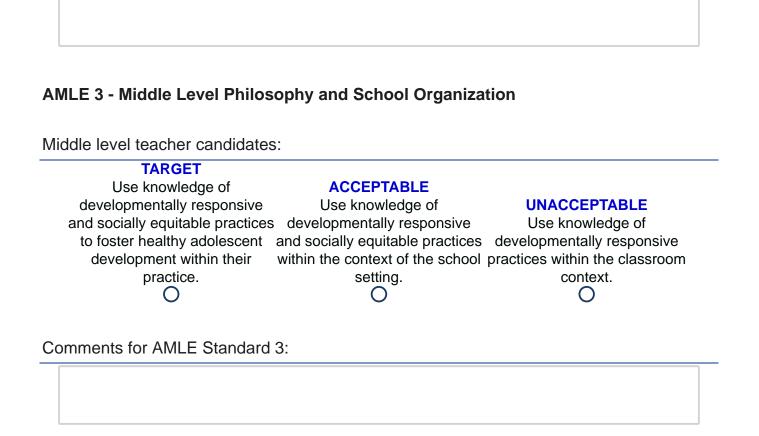
Follow a middle level curriculum that focuses on rote, unengaged learning (e.g., has a strong emphasis on worksheets).

AMLE 2 - Middle Level Curriculum

With respect to curriculum modification, middle level teacher candidates:

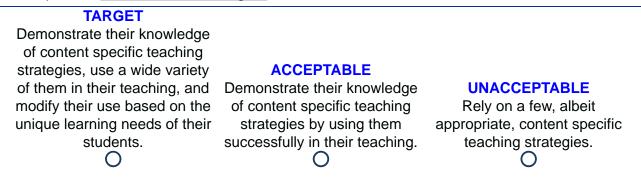
TARGET	ACCEPTABLE	
Select, design, evaluate, and	Develop and utilize middle	UNACCEPTABLE
modify curriculum in ways that	level curriculum that is	Modify middle level curriculum
capitalize on the diverse	responsive to diverse learning	for student(s) with legally
learning needs of all young	needs of specific young	identified learning needs (i.e.,
adolescents.	adolescents.	IEP's).
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\mathbf{O}	•	\checkmark

Comments for AMLE Standard 2:



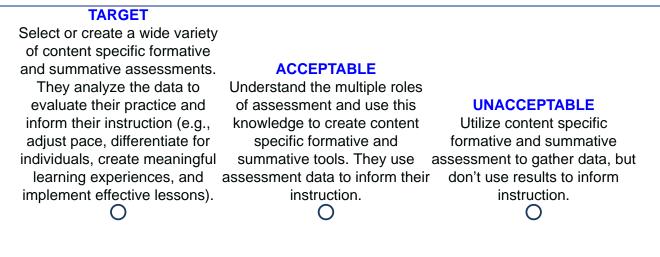
AMLE 4 - Middle Level Instruction & Assessment

With respect to instructional strategies, middle level teacher candidates:



AMLE 4 - Middle Level Instruction & Assessment

With respect to assessment strategies, middle level teacher candidates:



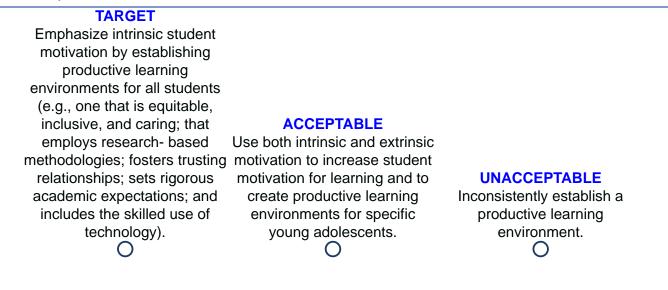
AMLE 4 - Middle Level Instruction & Assessment

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

-		
TARGET		
Employ a process of		UNACCEPTABLE
collaboration with students to	ACCEPTABLE	Reflect on impact of their
determine the impact of their	Evaluate the impact on their	instruction on student learning,
instruction on student learning,	instruction on student learning,	but may blame students for a
and they adjust their teaching	and they adjust their teaching	lack of learning or
accordingly.	accordingly.	understanding.
0	0	0

AMLE 4 - Middle Level Instruction & Assessment

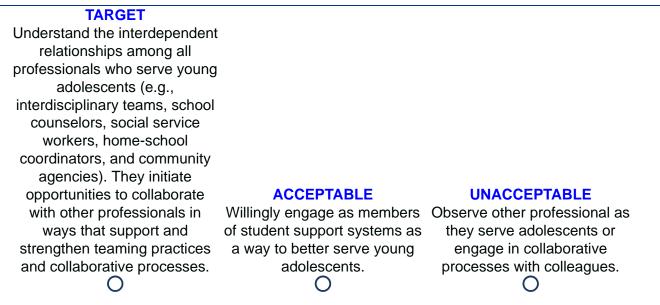
With respect to student motivation, middle level teacher candidates:



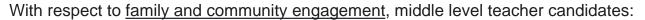
Comments for AMLE Standard 4:

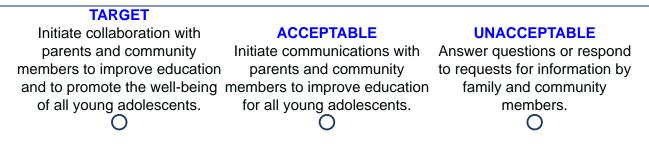
AMLE 5 - Middle Level Professional Roles

With respect to collaboration, middle level teacher candidates:



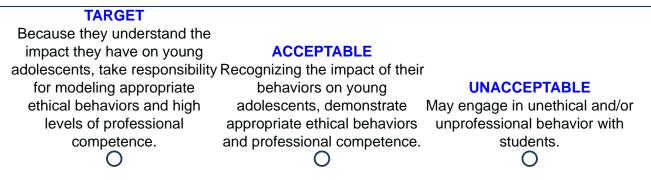
AMLE 5 - Middle Level Professional Roles





AMLE 5 - Middle Level Professional Roles

With respect to ethical behavior, middle level teacher candidates:



AMLE 5 - Middle Level Professional Roles

With respect to professional development, middle level teacher candidates:

TARGET		
Self-assess their professional	ACCEPTABLE	
development needs and take	Engage in professional	UNACCEPTABLE
initiatives to seek out and	development opportunities to	Participate in school-based
participate in opportunities that	extend their knowledge and	professional development
address them.	skills.	opportunities.
0	0	0
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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	Acceptable	
Candidate regularly assesses	Candidate assesses, albeit	
learning (e.g., performance,	inconsistently, learning (e.g.,	Unacceptable
abilities, and skills) of	performance, abilities, and	Candidate infrequently
individuals and the group. Data	skills) of individuals and the	assesses learning for
are used to design responsive	group. Data are used to design	individuals and group.
curriculum and instruction to	responsive curriculum and	Curriculum and instruction are
scaffold the next level of	instruction to meet learners'	selected without reference to
learning.	needs.	learning characteristics.
0	0	0

Content Knowledge

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

InTASC #5

CAEP 1.5

Target

Candidate engages students in use of and critical analysis of different media and communication technologies in their content area to achieve specific learning goals. The media are used in such a way that students are helped to reflect on the content of their learning.

Acceptable

Candidate engages students in use and critical analysis of different media and communication technologies that are applicable and connected to the specific learning goals for the content area.

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Unacceptable

Candidate uses different media and communication technologies that are generic in nature (i.e., not connected directly to the specific content area) or have limited utility for enriching learning in the content area. Students are not encouraged to respond critically to the technology selected.

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		Unacceptable
content by questioning and		Candidate provides content
analyzing ideas from diverse		text, materials, performances,
perspectives in content texts,	Acceptable	and/or labs from limited
materials, performances,	Candidate engages students in	perspectives, thus restricting
and/or labs. Students are	making meaning of content	the students' ability to engage
challenged to connect their	texts, materials, performances,	in making meaning. Or,
personal responses to other	or labs by providing diverse	candidates might over-
larger meanings and critical	materials and opportunities for	• •
stances in the content area.	personal response.	responses to the content.
0	0	0

Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

		Unacceptable
Target		Candidate relies significantly
Candidate balances the use of		on one assessment method
formative and summative	Acceptable	over the other. Data are used
assessments, as appropriate,	Candidate uses both formative	to demonstrate what students
to support, verify, and	and summative assessments	do not know or are unable to
document learning.	to document learning.	do.
0	0	0

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	Acceptable	
experiences that are	Candidate selects learning	Unacceptable
meaningful to learners due to	experiences based on	Candidate follows curriculum
students' contextual variables	students' prior knowledge. The	guides or sequence with
and prior knowledge. The	experiences also reflect	minimal consideration to how
experiences also align to	curriculum and content	meaningful experiences are for
curriculum and content	standards, yet sometimes not	learners or for addressing
standards	directly.	content standards.
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Instructional Practice

Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information.

InTASC #8

CAEP 1.1

Target

Technology tools are used to access, interpret, evaluate, and apply information. Candidate uses the technology to engage the students in higher order thinking skills. In addition, technology is age appropriate, and builds student creativity, communication, and/or collaboration skills.

Acceptable

Technology is used to access, interpret, evaluate, and apply information. In addition, it is age appropriate and supports student learning.

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Unacceptable

Technology use focuses on accessing information or repeating information, rather than supporting student learning. The approach may also lack engagement or be age inappropriate. 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		Unacceptable
Candidate creates a plan for		Candidate reflects on practice
reflecting on practices during		in an unplanned, unsystematic
and after instruction. The data	Acceptable	way or only when prompted by
gathered via the strategies are	Candidate creates a plan for	someone to do so.
analyzed and used to make a	reflecting on practice after	Experiences are reflected on in
variety of adaptations/	instruction occurs. The data	a holistic manner without
adjustments (e.g.,	gathered via the strategies are	reference to specific data. In
organizational, instructional,	analyzed and used to make	addition, the candidate may
materials, etc.) that benefit the	improvements to future	lack links between changes
students.	instructional plans.	made and data collected.
0	0	0

Professional Responsibility

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

InTASC #9

CAEP 3.6

		Unacceptable
Target	Acceptable	Candidate demonstrates
Candidate understands and	Candidate demonstrates a firm	misunderstandings or gaps in
appropriately applies	understanding of educational	knowledge concerning
educational laws, especially	laws, especially confidentiality,	educational laws, especially
confidentiality, requirements for	requirements for reporting child	confidentiality, requirements for
reporting child abuse and	abuse and neglect and	reporting child abuse and
neglect and discrimination/	discrimination/harassment	neglect and/or discrimination/
harassment/bullying.	/bullying.	harassment/bullying.
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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

Acceptable

	Candidate follows	
	characteristics of digital	Unacceptable
Target	citizenship when developing	Candidate does not
Candidate explicitly teaches	lesson plans that incorporate	acknowledge, support, or
and supports students'	technology. Reminders or	follow components of digital
application of digital citizenship	prompts for students are	citizenship for self or
characteristics.When	outlined. When necessary,	students. Family members are
necessary, family members are	family members are notified in	not notified in advance of
notified in advance of	advance of classroom	classroom activities when it
classroom activities.	activities.	was necessary.
0	0	O

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 Education and Public Policy

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

Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, and actions that each c/a can strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for reflect some c/a's lives outside each c/a. \bigcirc

Communicates through words and actions that some (not all) learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that of school.

ACCEPTABLE

UNACCEPTABLE

Communicates through words c/a can learn to high levels. 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.

Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

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InTASC # 2

CAEP 3.3

TARGET Value in culturally responsive

ACCEPTABLE

practices is evident in delivery	Supplements prescribed	
of instruction, such as	curriculum through integration	
cooperative learning,	of multicultural literature and	
storytelling, and acceptance of	content. Engages c/a in	
code-switching in oral and	dialogue to find out their	UNACCEPTABLE
written discourse. In	perceptions and	Displays a negative attitude
conjunction with c/a, identifies	understandings about the world	towards diversity OR displays a
biases in curricular materials,	and their place in it. Builds	superficial understanding of it.
pedagogical practices, and	multiple perspectives into	Perspective of dominant group
assessments, and makes	classroom activities and	dictates classroom materials,
appropriate adjustments.	assignments.	activities, and assignments.
0	0	0

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	ACCEPTABLE	
effectiveness of teaching by	Makes changes to practices in	
asking critical questions.	response to feedback.	UNACCEPTABLE
Approaches professional	Participates in professional	Overly dependent on feedback
growth from a critical thinking,	development opportunities,	from others OR disregards
inquiry perspective. Seeks out	including professional learning	feedback provided. Actively
opportunities within learning	communities, scholarly	avoids engaging intellectually
environment to grow as a	endeavors, and/or teacher	in professional development
professional.	research.	opportunities
0	0	0

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.

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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.

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UNACCEPTABLE

Indicator 5: ADVOCACY: Willingness to engage ethical responsibilities to help each child learn.

InTASC # 9

CAEP 3.3

TARGET

UNACCEPTABLE

Relies on others to identify Creates innovative solutions to ACCEPTABLE issues and/or solutions. issues of classroom complexity Generates standard, technical, Important educational and learning environments. or traditional solutions to decisions are made Collaborates with multiple issues. Coordinates actions independently without stakeholders before developing with colleagues to meet communicating with families or a plan for success for a c/a. students' learning needs. Uses colleagues. Violates ethical Consistently uses ethical ethical guidelines, albeit guidelines such as guidelines to inform decision inconsistently, in decision confidentiality when making making. decisions. making. \bigcirc \bigcirc ()

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

InTASC #10

CAEP 3.3

TARGET

Advocates for the mission of the school through involvement in events that extend beyond the school day. OR Engages in public pedagogy on educational issues or the teaching profession. \bigcirc

ACCEPTABLE Projects positive view of

profession to others. When

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UNACCEPTABLE

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

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

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

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