

Student Teaching: MC Midterm and Final Evaluation

1. General Information

* Please check one

* Please enter the candidate's name (Last, First)

* Please enter your name (Last, First)

* Please select your role:

- University Supervisor/Site Supervisor
- Cooperating Teacher/Mentor Teacher
- Student
- Other (specify below)

Other role:

Semester

- Fall
- Spring

Year

- 2016
- 2017
- 2018

School (Student Teaching Site):

Grade:

2. Confirmation

Please confirm: you are filling out a [Q1] Teaching Evaluation for [Q2].

- This is correct.
- This is incorrect; I will return to the previous page to edit my answers.

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3. Candidate Professionalism

Please rate each behavior according to the frequency it was displayed by the candidate

	Never	Rarely	Sometimes	Often	Always
Acts and dresses according to the standard practices of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains regular and punctual attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows through on tasks and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is courteous and respectful to all students and all school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submits lesson plans for every lesson at least two days in advance of the teaching day, on a regular schedule that is explicitly agreed upon between Cooperating Teacher and PST/ST as well as between University Supervisor and PST/ST	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate behavior and professional demeanor in all situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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4. Teaching Evaluation

The Middle Childhood Student Teaching Evaluation serves as a summative assessment of candidates pursuing middle childhood licensure. The standards and indicators included in the assessment are adopted from the National Middle School Associations' Standards for Initial Licensure. Please evaluate the candidate on each of the indicators using the following rubric:

Rubric:

ME - Meets Expectation: candidate exhibits knowledge, skill or disposition consistently

PM - Partially Meets Expectation: candidate exhibits knowledge, skill or disposition inconsistently

NM: Expectations Not Met: candidate appears to lack knowledge, skill or disposition

Section One. AMLE Standard 1: YOUNG ADOLESCENT DEVELOPMENT

Indicator: In meeting this standard, the middle level candidate -

	ME	PM	NM	N/A
Demonstrates a comprehensive knowledge of young adolescent development (1a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates a learning environment that reflects his/her understanding of young adolescent development (1d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes positive, close, mutually respectful relationships with all students (1a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holds high, realistic expectations for the learning and behavior of all students (1d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes responsibility to help all students learn (1b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is aware of students' individual differences and considers these differences in curricular and instructional decisions (1b; 1c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Section Two. AMLE Standard 3: MIDDLE LEVEL PHILOSOPHY AND SCHOOL ORGANIZATION

Indicator: In meeting this standard, the middle level candidate -

	ME	PM	NM	N/A
Demonstrates knowledge of the philosophy and organization of middle level education (3a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies knowledge of the philosophy and organization of middle level schools when making curricular and instructional decisions (3b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements developmentally responsive practices that reflect middle school philosophy and organization (3b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Section Three. AMLE Standard 2: MIDDLE LEVEL CURRICULUM; AMLE Standard 4: MIDDLE LEVEL INSTRUCTION AND ASSESSMENT

Indicator: In meeting this standard, the middle level candidate -

	ME	PM	NM	N/A
Demonstrates an understanding of middle level curriculum (2b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows and utilizes appropriate national, state and local standards when designing curriculum (2b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values and incorporates the ideas, interests and experiences of students in curriculum planning (2c; 4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and teaches an integrated curriculum (2c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values the importance of ongoing curriculum assessment and revision (4c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Section Four. AMLE Standard 2: MIDDLE LEVEL CURRICULUM; AMLE Standard 4: MIDDLE LEVEL INSTRUCTION AND ASSESSMENT

Indicator: In meeting this standard, the middle level candidate -

	ME	PM	NM	N/A
Possesses a depth and breadth of knowledge in two content areas (2a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows how to use content knowledge to make interdisciplinary connections (2c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows and uses content-specific teaching and assessment strategies (4a; 4c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows and integrates state-of-the-art technologies (2a; 4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows and integrates literacy skills into their teaching fields (2a; 4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values and shows enthusiasm for the subject matter of their teaching fields (4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Section Five. AMLE Standard 4: MIDDLE LEVEL INSTRUCTION AND ASSESSMENT; AMLE Standard 5: MIDDLE LEVEL PROFESSIONAL ROLES

Indicator: In meeting this standard, the middle level candidate -

	ME	PM	NM	N/A
Creates equitable, caring, and productive learning environment for students (4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of developmentally responsive teaching/learning strategies and resources (4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates learning experiences that encourage exploration, critical thinking and problem solving (4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides students opportunities to engage in independent and collaborative inquiry (4b; 4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employs fair, effective, and responsive classroom management techniques (4d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes a variety of developmentally responsive assessment measures (4c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates assessment information knowledgeably and responsibly to students, families, and colleagues (5c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains useful records and creates effective plans for evaluation of student work and achievement (5d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:				

Section Six. AMLE Standard 5: MIDDLE LEVEL PROFESSIONAL ROLES

Indicator: In meeting this standard, the middle level candidate -

	ME	PM	NM	N/A
Values and establishes respectful and productive relationships with family members (5c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values and uses community resources to foster student learning (5c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the ability to participate in parent conferences (5c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in school/community/student activities outside the classroom (5b; 5c; 5d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages students to participate in community activities and services (5b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realizes and values the importance of privacy and confidentiality when working with students and families (5d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Section Seven. AMLE Standard 5: MIDDLE LEVEL PROFESSIONAL ROLES

Indicator: In meeting this standard, the middle level candidate -

	ME	PM	NM	N/A
Models positive attitudes and appropriate behaviors for students (5d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works successfully as a member of an interdisciplinary team (5a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in on-going professional activities that increase knowledge of effective practices (5a; 5d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceives him/herself as part of the larger learning community (5a; 5d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

FINAL COMMENTS:

Name and Date: