

12/19/2023

Richard W. Riley College of Education, Sport and Human Sciences, Winthrop University

Middle Level INTERNSHIP I EVALUATION REPORT

Teacher Candidate Name:		WU ID#:			
School:		Grade:		Date:	
Mentor Teacher Name:		University Supervisor Name:			

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES	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 I 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	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. InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.	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.		
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified.	Lesson assessments align with lesson objectives and occur at least once during the lesson.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson .		
1.3	TC uses data from formative, diagnostic, and summative	TC does not gather or examine student performance data or does not use data	TC uses student performance data (from previous assessments or pre-	TC gathers and uses learner performance data from a variety of assessments to modify		

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	assessments to guide instructional planning. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	appropriately in the planning process.	assessment) to guide instructional strategies.	lesson objectives and instructional plans.		
1.4	TC plans differentiated instruction to address diverse learning needs. InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans)	Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans include specific strategies for differentiation of teaching procedures/pacing to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.		

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

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 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p>	TC does not communicate expectations for what students will know and be able to by the end of the lesson.	TC communicates appropriately challenging expectations for what students will know and be able to do by the end of the lesson.	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.		
2.2	<p>TC differentiates instruction to meet the needs of diverse learners.</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)</p>	TC does not attempt to differentiate instruction.	TC uses general strategies to differentiate instruction in an attempt to meet the needs of diverse learners.	TC uses a variety of specific instructional strategies for meeting the needs of diverse learners.		
2.3	TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.	TC presentation of content has misinformation and lacks clarity.	TC presentation of content is clear and accurate. TC correctly addresses learner questions and misconceptions.	TC's presentation of content is clear, precise , and accurate. The TC uses content knowledge to field questions, make connections , and address misconceptions.		

	InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)					
2.4	TC measures student mastery of learning by using assessment strategies with established performance criteria. InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)	TC does not establish performance criteria for assessments and/or does not conduct assessment of learning.	TC measures student mastery of learning through assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria.	TC uses multiple assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to measure mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.		
2.5	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)	TC rarely provides feedback or feedback is unrelated to lesson objectives.	TC provides general instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.	TC provides specific , corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.		
2.6	TC uses appropriate voice tone and pacing to manage	TC voice tone is inappropriate for managing	TC demonstrates effective teaching and	TC demonstrates effective teaching and communication skills by		

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	instruction/environment effectively. SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	instruction/environment. Lesson pacing interferes with student learning.	communication skills through appropriate voice tone and lesson pacing/sequence.	varying voice tone and changing the pacing/sequence of the presentation based upon student feedback during lesson.		
2.7	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)	TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences.	TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture .		

	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 maintains a physically safe educational environment that is conducive to learning.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)</p>	<p>TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.</p>	<p>TC follows the mentor teacher’s procedures to physically arrange the classroom to avoid distractions and ensure safe use of materials.</p>	<p>TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.</p>		
3.2	<p>TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.</p>	<p>TC responds to students with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>	<p>TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social 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 unhealthy conflict, sarcasm, and put-downs.</p>	<p>TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC establishes a bully-free environment and considers proactive measures to foster classroom community and respect for diversity which acknowledge and celebrate all students’ background and culture. TC ensures all interactions are free from unhealthy conflict, sarcasm, and put-downs.</p>		
3.3	<p>TC creates environments that promote positive</p>	<p>TC rarely uses strategies that</p>	<p>TC implements instructional activities (partner</p>	<p>TC structures instructional and non-instructional routines</p>		

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	<p>social interaction and collaboration in the learning environment.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)</p>	<p>promote student social interaction.</p>	<p>and group work, procedures, project-based learning, etc.) to support positive social interactions and productive teamwork.</p>	<p>and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and collaborative learning.</p>		
3.4	<p>TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)</p>	<p>TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.</p>	<p>TC follows the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.</p>	<p>TC follows and makes appropriate adjustments to the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.</p>		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for environment			

Describe at least one environment strength:	
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List at least one environment goal:	
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Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	TC effectively co-teaches with the mentor teacher.	TC does not engage in co-teaching with the mentor teacher.	TC follows the guidance of the mentor teacher to plan and implement co-taught lessons.	TC collaborates with the mentor teacher to plan and implement co-taught lessons.		
4.2	TC establishes professional relationships with school personnel and students. InTASC 10	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, but, also, takes initiative to establish positive relationships 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.		
4.3	TC demonstrates effective verbal communication that is	TC's verbal communication is not appropriate for students	TC's verbal communication is appropriate for students and	TC's verbal communication integrates professional vocabulary which is		

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	appropriate for the intended audiences and uses standard English.	and/or professionals and/or does not reflect standard English conventions.	professionals and reflects standard English conventions.	appropriate for students and professionals and reflects standard English conventions.		
4.4	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure).	TC's external written communication is appropriate for students and caregivers and reflects standard English conventions (i.e., few errors in writing mechanics and sentence structure).	TC's external written communication is clear and appropriate for varied audiences . Communication reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) and includes proficient use of professional language .		
4.5	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately	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	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	TC meets all requirements at the acceptable level and demonstrates an advocacy position when discussing or acting upon legal issues related to students.		

	when faced with legal issues with children. ** InTASC 9	involves harm to the children served.	facing the children he/she serves.			
4.6	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)	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 initiative negatively impacts student learning opportunities.	TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher. TC is organized materials and activities in advance.	TC comes to the classroom prepared for each day and displays a high degree of organization . Plans are prepared in advance and discussed with mentor teacher. TC has organized materials and activities in advance and takes initiative for various classroom responsibilities .		
4.7	TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback. SCTS 4.0 – Professionalism (Growing and	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from	TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC seeks and is receptive to constructive feedback . TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management,		

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	Developing Professionally)	others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).		communication, and/or dispositions).		
4.8	TC uses self-reflection to evaluate and improve professional practice. InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)	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		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	<p>The middle level TC demonstrates an understanding of the interdisciplinary, challenging, and exploratory natures of the middle level curriculum.</p> <p>AMLE Standard: 2 Middle Level Curriculum</p>	<p>Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge, which contributes to the relevance and the challenging and exploratory nature of middle level curriculum.</p>	<p>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. They demonstrate that integrated knowledge contributes to the challenge and exploration that are hallmarks of middle level curriculum.</p>	<p>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. They demonstrate through their students' work that the curriculum is challenging and exploratory in nature.</p>		
5.2	<p>The middle level TC demonstrates an understanding of the development and use of assessments that are developmentally appropriate for young adolescents.</p> <p>AMLE Standard: 4 Middle Level Instruction and Assessment</p>	<p>Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.</p>	<p>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).</p>	<p>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).</p>		

Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.3	<p>The middle level TC demonstrates the use of principles, theories, and research regarding the development of your adolescents when planning learning tasks and making curricular decisions.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	<p>Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions.</p>	<p>Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions.</p>	<p>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.</p>		
5.4	<p>The middle level TC demonstrates content knowledge in the middle level subject being taught.</p> <p>AMLE Standard: 2 Middle Level Curriculum</p>	<p>Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge.</p>	<p>Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.</p>	<p>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.</p>		

Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.5	<p>The middle level TC demonstrates knowledge of a variety of content-specific teaching strategies.</p> <p>AMLE Standard: 4 Middle Level Instruction and Assessment</p>	<p>Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies.</p>	<p>Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.</p>	<p>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.</p>		
5.6	<p>The middle level TC develops a learning environment that promotes the development of young adolescents.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	<p>Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents.</p>	<p>Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents.</p>	<p>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.</p>		
5.7	<p>The middle level TC demonstrates an understanding of the importance of partnering with family and community members for the benefit of young adolescents.</p> <p>AMLE Standard: 5 Middle Level Professional Roles</p>	<p>Middle level teacher candidates recognize the importance of working with family and community members.</p>	<p>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.</p>	<p>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.</p>		

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Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.8	<p>The middle level TC demonstrates an understanding of the organizations, programs, and practices of middle schools and their relationship to our knowledge of young adolescent development.</p> <p>AMLE Standard: 1 Young Adolescent Development</p>	<p>Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices.</p>	<p>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.</p>	<p>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.</p>		

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Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.9	<p>The middle level TC demonstrates an understanding of the importance of middle level practices such as teaming.</p> <p>AMLE Standard: 5 Middle Level Professional Roles</p>	<p>Middle level teacher candidates can articulate the basic components of middle level education, including the importance of collaborative processes such as teaming.</p>	<p>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.</p>	<p>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.</p>		
5.10	<p>The middle level TC acts as an advocate for young adolescents.</p> <p>AMLE Standard: 5 Middle Level Professional Roles</p>	<p>Middle level teacher candidates recognize the importance of advocating for young adolescents and middle level education.</p>	<p>Middle level teacher candidates advocate for young adolescents and middle level education (e.g., school personnel and family members).</p>	<p>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).</p>		

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Domain 5: MIDDLE LEVEL Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.11	<p>The middle level TC engages in professional development opportunities relevant to young adolescent development and middle level education in general.</p> <p>AMLE Standard: 5 Middle Level Professional Roles</p>	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.		

** A *Below Expectations* rating on this item may result in failure for the internship.

	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:	