

### Middle Level Education Grades 4-8- Rubric for Student Teacher Evaluation Part 2

<b>AMLE Standard: The middle level teacher candidate:</b>	<b>Exceeds 4</b>	<b>Acceptable-High 3</b>	<b>Acceptable-Low 2</b>	<b>Unacceptable 1</b>
1. Understands the major concepts, principles, theories, and research related to young adolescent development, and provides opportunities that support student development and learning.	Consistently and systematically demonstrates an understanding of the major concepts, principles, theories, and research related to young adolescent development. Designs research-based learning activities which build on the strengths and needs of young adolescents, providing opportunities that support student development in the middle level classroom.	Routinely demonstrates the understanding of the major concepts, principles, theories, and research related to young adolescent development. Designs research-based learning activities which build on the strengths and needs of young adolescents, providing opportunities that support student development in the middle level classroom.	Seldom demonstrates understanding of the major concepts, principles, theories, and research related to young adolescent development. Sometimes designs learning activities which build on the strengths and needs of young adolescents in the middle level classroom.	Fails to demonstrate an understanding of the major concepts, principles, theories, and research related to young adolescent development. Learning activities do not build on the strengths and needs of young adolescents in the middle level classroom.
2. Understands the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally-responsive middle level programs and schools and works successfully within these organizational components.	Demonstrates consistent understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of an effective learning environment which is developmentally-responsive and works successfully within the organizational components of a middle school program.	Demonstrates understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of an effective learning environment which is developmentally-responsive and works successfully within the organizational components of a middle school program.	Demonstrates some understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of an effective learning environment , however, does not always work within the organizational components of a middle school program.	Demonstrates little understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of an effective learning environment and does not work within the organizational components of a middle school program.
3. Understands the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment and uses the knowledge in their practice.	Consistently and systematically demonstrates the understanding of the major concepts, principles, theories, standards, and research. Adheres to the middle school curriculum and uses assessment effectively to guide the planning and implementation of effective middle level instruction.	Consistently demonstrates understanding of the major concepts, principles, theories, standards, and research. Adheres to the middle school curriculum and uses assessment to guide the planning and implementation of effective middle level instruction.	Occasionally demonstrates understanding of the major concepts, principles, theories, standards, and research. Needs to be more consistent in adhering to the middle school curriculum and using assessment to guide the planning and implementation of instruction.	Fails to demonstrate the understanding of the major concepts, principles, theories, standards, and research. Does not use assessment to guide the planning and implementation of instruction.
4. Understands and uses the central concepts, tools of inquiry, standards, and structures of content in their teaching fields and creates meaningful learning experiences that develop young adolescents' competence in subject matter and skills.	Consistently and systematically uses the central concepts, tools of inquiry, standards, and structures of content in their teaching fields and creates meaningful learning experiences that develop young adolescents' competence in subject matter and skills.	Routinely uses the central concepts, tools of inquiry, standards, and structures of content in their teaching fields and creates meaningful learning experiences that develop young adolescents' competence in subject matter and skills.	Occasionally uses the central concepts, tools of inquiry, standards, and structures of content in their teaching fields and sometimes creates meaningful learning experiences that develop young adolescents' competence in subject matter and skills.	Fails to use the central concepts, tools of inquiry, standards, and structures of content in their teaching fields and fails to create meaningful learning experiences that develop young adolescents' competence in subject matter and skills.

<p>5. Understands and uses the major concepts, principles, theories, and research related to effective instruction and assessment and employs a variety of strategies for a developmentally-appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<p>Consistently and systematically uses the major concepts, principles, theories, and research related to effective instruction and assessment and employs a variety of strategies for a developmentally-appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<p>Uses the major concepts, principles, theories, and research related to effective instruction and assessment and employs a variety of strategies for a developmentally-appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<p>Considers the major concepts, principles, theories, and research related to effective instruction and assessment and sometimes employs strategies for a developmentally-appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<p>Does not use the major concepts, principles, theories, and research related to effective instruction and assessment nor employs a variety of strategies to meet the varying abilities and learning styles of all young adolescents.</p>
<p>6. Understands the major concepts, principles, theories, and research related to working collaboratively with family and community members and uses that knowledge to maximize the learning of all young adolescents.</p>	<p>Demonstrates a thorough understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members and uses that knowledge to maximize the learning of all young adolescents.</p>	<p>Demonstrates a good understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members and uses that knowledge to encourage the learning of all young adolescents.</p>	<p>Has a limited understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members and does not always use that knowledge for the learning of all young adolescents.</p>	<p>Lacks understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members and does not use that knowledge for the learning of all young adolescents.</p>
<p>7. Understands the complexity of teaching young adolescents and engages in practices and behaviors that develop their competence as professionals.</p>	<p>Demonstrates a thorough understanding of the complexity of teaching young adolescents and systematically engages in practices and behaviors that develop their competence as professionals.</p>	<p>Demonstrates a good understanding of the complexity of teaching young adolescents and engages in practices and behaviors that develop their competence as professionals.</p>	<p>Has a limited understanding of the complexity of teaching young adolescents and does not always engage in practices and behaviors that develop their competence as professionals.</p>	<p>Lacks understanding of the complexity of teaching young adolescents and does not engage in practices and behaviors that develop their competence as professionals.</p>