Ohio Wesleyan University
Student Teaching Evaluation Form
that supports the Association of Middle Level Educators (AMLE) Standards

Student Teacher _____________________________ Cooperating Teacher _____________________________

Name of School and District _____________________________ Subject/Grade Level _____________________________

Evaluation Completed by:

______________________________________________ Self-Evaluation

______________________________________________ University Supervisor

Date: _____________________________

Below is the evaluation scale for each element and the overall standard. After evaluating each element, please score the overall standard at the level for which there is a preponderance of evidence.

**Excellent** – Consistently exceeds expectations

**Proficient** – Consistently meets expectations

**Adequate** – Partially meets expectations

**Unsatisfactory** – Needs focused attention

<table>
<thead>
<tr>
<th>Principle A: The Learner and Learning Standard 1: Young Adolescent Development</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>The middle level student teacher:</td>
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<tr>
<td>• demonstrates a comprehensive knowledge of young adolescent development (cognitive, physical, moral and social) and uses this knowledge to create respectful, supportive and challenging learning environments [element a.];</td>
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<td>• is aware of the diversity found in young adolescents and considers these differences in curricular and instructional decisions by making instructional accommodations to support students’ diverse learning needs [element b.];</td>
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<tr>
<td>• demonstrates a comprehensive knowledge of young adolescent development (cognitive, physical, moral and social) and uses this knowledge when making curricular and instructional decisions (such as, developmentally appropriate levels of challenge/rigor) [element c.]; and</td>
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<td>• uses his/her knowledge of young adolescents to advocate for effective middle level organizational practices (teaming, interdisciplinary planning, advisory) [element d.].</td>
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Comments on the student teacher’s strengths/areas for growth in understanding young adolescent development:
### Principle B: Content

#### Standard 2: Middle Level Curriculum

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<th></th>
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The middle level student teacher:
- demonstrates a depth and breadth of subject matter content knowledge [element a.];
- Knows and utilizes appropriate national, state, and local standards when designing curriculum [element b.];
- knows how to use content knowledge to make interdisciplinary connections [element c.];
- knows and integrates technology [element c.]; and
- knows and integrates literacy skills into his/her teaching fields [element c].

Comments on the student teacher’s strengths/areas for growth in understanding middle level curriculum:
**Principle B: Content**

**Standard 3: Middle Level Philosophy and School Organization**

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The middle level student teacher:

- demonstrates knowledge of middle level philosophy and organizational patterns to enhance student learning [element a.];
- applies knowledge of the philosophy and organizational structures of middle level education (teaming, interdisciplinary teaching, advisory programs, and service learning) in ways that support healthy development in young adolescents [element b.];
- works successfully within teams and utilize flexible instructional time to maximize young adolescent learning [element b.]; and
- is committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings [element b].

Comments on the student teacher’s strengths/areas for growth in understanding middle level philosophy and school organization:

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**Principle C: Instructional Practice**

**Standard 4: Middle Level Instruction and Assessment**

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The middle level student teacher:

- Uses a variety of developmentally responsive teaching/learning strategies and resources
- uses his/her knowledge of content-specific instruction and assessment to support young adolescent learning, such as aligning learning targets and assessments for the subjects he/she teaches [element a.];
- uses a variety of developmentally responsive teaching/learning strategies and resources [element b.];
- provides all young adolescents opportunities to engage in exploration, critical thinking and problem solving as well as independent and collaborative inquiry [element b.];
- utilizes a variety of developmentally-responsive formative and summative assessment strategies [element c.]; and
- demonstrates his/her ability to motivate all young adolescents in order to facilitate student learning through a wide variety of developmentally responsive materials and resources [element d].
Comments on student teacher’s strengths/areas of growth in understanding middle level instruction and assessment:

<table>
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<tr>
<th>Principle D: Professional Responsibilities</th>
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<th>Adequate</th>
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<td>Standard 5: Middle Level Professional Roles</td>
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The middle level student teacher:
- understands the interrelationships and interdependences among various professionals that serve young adolescents [element a.];
- serves as and advocate for young adolescents and developmentally responsive practices [element b.];
- values and establishes respectful and productive relationships with all family members; participates in family/school conferences [element c.];
- values and uses community resources to foster young adolescent learning [element c.];
- demonstrates positive attitudes towards young adolescents [element d.]; and
- models ethical and professional behaviors (privacy and confidentiality, respect for all, collaboration, engagement in professional development activities) [element d.].

Comments on student teacher’s strengths/areas for growth in professionalism: