

Middle Education Early Field Experience Intern Evaluation

Overview: This *Middle Education Early Field Experience Intern Evaluation* Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The *Middle Education Early Field Experience Intern Evaluation* Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on *Middle Education Early Field Experience Intern Evaluation* evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. *To reiterate*, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

**Middle Education Early Field Experience Intern Evaluation
Rubric**

Note: *Use the following scale to rate the performance of the intern in each of the assessment items:

U=Unsatisfactory

E=Emerging

S=Satisfactory: Meets expectations for an Early Field Experience

P=Proficient: Meets expectations for a Student Teaching Experience

Category I – Content Knowledge: The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.					
Indicator	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<p>1. Demonstrates knowledge of grades 6 – 8 subject matter.</p> <p><input type="checkbox"/> N/A</p>					
<p>3. Candidate demonstrates knowledge of the philosophical foundations of middle level education. (AMLE 3.a)</p> <p><input type="checkbox"/> N/A</p>					
Category II – Content Pedagogy: Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories,					

language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).					
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.					
Indicator	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<p>1. Uses teaching practices based on an understanding of student development at the middle school level. (AMLE 1c)</p> <p><input type="checkbox"/> N/A</p>					
<p>2. Relates content to students' lives and interests. (AMLE 2a)</p> <p><input type="checkbox"/> N/A</p>					
<p>3. Applies an understanding of the interests and cultural heritage of students in his/her teaching. (AMLE 3b)</p> <p><input type="checkbox"/> N/A</p>					
Category III – Learner Development and Differences:					
Candidate applies an understanding of patterns of learner development and variations across cognitive, linguistic, social, emotional and physical areas and implements developmentally appropriate learning experiences.					
Indicator	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS

<p>1. Develops lesson plans based on young adolescent development and the SOLs. (AMLE 1.c)</p> <p><input type="checkbox"/> N/A</p>					
<p>2. Develops clearly structured comprehensive instructional plans with objectives, activities, and assessments appropriately assigned. (AMLE 5.b)</p> <p><input type="checkbox"/> N/A</p>					
<p>Category IV – Culture for Learning: The candidate establishes a culture for learning. The candidate establishes and maintains safe and supportive environments that encourage positive social interaction, active engagement in learning, and self-motivation.</p>					
<p>Indicator</p>	<p>UNSATISFACTORY</p>	<p>EMERGING</p>	<p>SATISFACTORY</p>	<p>PROFICIENT</p>	<p>COMMENTS</p>
<p>1. Builds effective and appropriate relationships. (AMLE 5.d)</p> <p><input type="checkbox"/> N/A</p>					
<p>2. Celebrates the diversity in development and</p>					

<p>backgrounds to create healthy, supporting, and challenging learning environments. (AMLE 1.d)</p> <p><input type="checkbox"/> N/A</p>					
<p>Category V – Planning and Implementing Instruction: Candidates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge o learners and the community context. Candidates use a variety of evidence-based instructional strategies to promote students’ deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways</p>					
Indicator	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<p>1. Uses clear directions, explanations, demonstrations, questions, etc. (AMLE 4.c)</p> <p><input type="checkbox"/> N/A</p>					
<p>2. Plans and uses assessment criteria and strategies appropriate to instructional goals and to characteristics of students. (AMLE 4.C)</p> <p><input type="checkbox"/> N/A</p>					

<p>3. Selects/develops and implements student learning activities that integrate technology. (AMLE 4.C)</p> <p><input type="checkbox"/> N/A</p>					
<p>4. Engages and maintains student attention and is able to refocus their attention if necessary. (AMLE 3.B)</p> <p><input type="checkbox"/> N/A</p>					
<p>Category VI – Assessment for Student Learning: Candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.</p>					
<p>Indicator</p>	<p>UNSATISFACTORY</p>	<p>EMERGING</p>	<p>SATISFACTORY</p>	<p>PROFICIENT</p>	<p>COMMENTS</p>
<p>1. Develops and administers assessments and uses them as formative and summative tools. (AMLE 4.c)</p> <p><input type="checkbox"/> N/A</p>					

<p>2. Creates meaningful experiences by assessing prior learning. (AMLE 4.c)</p> <p><input type="checkbox"/> N/A</p>					
<p>3. Reflects on young adolescent learning and adjusts instruction based on knowledge gained. (AMLE 4.c)</p> <p><input type="checkbox"/> N/A</p>					
<p>Category VII – Professionalism and Ethical Practice: Candidates model professionalism and ethical practice. Candidates engage in ongoing professional development and uses evidence to continually reflect upon, evaluate and improve his/her practice, including the effects of his/her choices and action on others, and adapts practice to meet the needs of each learner.</p>					
Indicator	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
<p>1. Punctual, reliable; not absent or tardy without reason. (AMLE 5.d)</p> <p><input type="checkbox"/> N/A</p>					
<p>2. Consistently demonstrates commitment to candidate’s own high standards. (AMLE 5.d)</p>					

<input type="checkbox"/> N/A					
3. Reaches beyond the minimum and turns in excellent work. (AMLE 5.d) <input type="checkbox"/> N/A					
4. Consistently dresses professionally. (AMLE 5.d) <input type="checkbox"/> N/A					
5. Uses positive approach in questioning/criticizing; is courteous; acts in the best interests of others. (AMLE 5.d) <input type="checkbox"/> N/A					
6. Is creative, resourceful, and self-directed. (AMLE 5.d) <input type="checkbox"/> N/A					

<p>7. Develops professional/personal connections with students which contribute to student development; acts on the belief all students can learn; uses many strategies to motivate students. (AMLE 5.b)</p> <p><input type="checkbox"/> N/A</p>					
<p>8. Handles stress in productive manner; maintains optimistic and positive approach in stressful situations; manages demands/workload associated with teaching very well. (AMLE 5.a)</p> <p><input type="checkbox"/> N/A</p>					
<p>9. Consistently demonstrates a commitment to understanding diversity; teaches</p>					

from multiple perspectives. (AMLE 5.d) <input type="checkbox"/> N/A					
Category VIII – Communication and Collaboration: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).					
Indicator	UNSATISFACTORY	EMERGING	SATISFACTORY	PROFICIENT	COMMENTS
1. Expresses self very well orally; communicates ideas very well; is adept in using voice effectively. (AMLE 5.a) <input type="checkbox"/> N/A					
2. Organized and highly developed writing skills. (AMLE 5.a) <input type="checkbox"/> N/A					
3. Contributes to classroom and school activities; often a leader; highly engaged with students and colleagues;					

<p>well-prepared. (AMLE5.b)</p> <p><input type="checkbox"/> N/A</p>					
<p>4. Identifies salient information or reasons; accurately interprets; draws warranted conclusions; justifies and explains assumptions/reasons; fair-mindedly follows where evidence and reason lead. (AMLE 5.b)</p> <p><input type="checkbox"/> N/A</p>					
<p>5. Consistently contributes to group/team efforts. (AMLE 5.a)</p> <p><input type="checkbox"/> N/A</p>					
<p>6. Consistently receptive; subsequent performances show productive changes. (AMLE 5.b)</p>					

<input type="checkbox"/> N/A					
Comments:					