

**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

<b>Principle A: The Learner and Learning</b> <b>Standard 1: Young Adolescent Development</b>	Excellent	Proficient	Adequate	Unsatisfactory
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The middle level student teacher:

- 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.];
- 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.];
- 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
- uses his/her knowledge of young adolescents to advocate for effective middle level organizational practices (teaming, interdisciplinary planning, advisory) [element d.].

Comments on the student teacher's strengths/areas for growth in understanding young adolescent development:

<b>Principle B: Content</b> <b>Standard 2: Middle Level Curriculum</b>	Excellent	Proficient	Adequate	Unsatisfactory
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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:

<b>Principle B: Content</b> <b>Standard 3: Middle Level Philosophy and School Organization</b>	Excellent	Proficient	Adequate	Unsatisfactory
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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:

<b>Principle C: Instructional Practice</b> <b>Standard 4: Middle Level Instruction and Assessment</b>	Excellent	Proficient	Adequate	Unsatisfactory
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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:

<b>Principle D: Professional Responsibilities</b> <b>Standard 5: Middle Level Professional Roles</b>	Excellent	Proficient	Adequate	Unsatisfactory
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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: