

## MIDDLE CHILDHOOD EVALUATION RUBRIC

Directions: When completing the Wittenberg University Student Teaching Evaluation, please use the rubrics below. Explanations included in this rubric serve as a guide to help clarify and foster further discussion around specific performance outcomes.

*The National Middle School Association Standards interpret “young adolescents” to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs.*



### Part A. PLANNING

Wittenberg Teacher Education Program Performance Outcomes	Unsatisfactory (Does not meet standards expected at this level of preparation)	Competent (Basic level of performance for candidate at this level of preparation)	Proficient (High level of performance for teacher candidate at this level of preparation)
<p>The middle childhood student teacher:</p> <p>1. Thoroughly understands the content to be taught in both content areas.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lesson goals that are not usually clear, coherent, or meaningfully related to academic content standards.</li> <li><input type="checkbox"/> Plans lessons that contain errors in content or reflect limited knowledge of the content to be taught.</li> <li><input type="checkbox"/> Plans lessons based usually on a single resource.</li> <li><input type="checkbox"/> Plans lessons that do not indicate an understanding of the central concepts, skills, and questions of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lesson goals that typically are clear, coherent, and relate meaningfully to academic content standards.</li> <li><input type="checkbox"/> Plans lessons that are accurate in content in both content areas and that incorporate current research and knowledge.</li> <li><input type="checkbox"/> Plans lessons using multiple resources.</li> <li><input type="checkbox"/> Plans lessons that demonstrate a good understanding of the central concepts, skills, and questions of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lesson goals that consistently are clear, coherent, and relate meaningfully to academic content standards.</li> <li><input type="checkbox"/> Plans lessons that show an accurate, extended, thorough, and broad understanding of current research and knowledge in both content areas.</li> <li><input type="checkbox"/> Plans lessons integrating a rich array of resources.</li> <li><input type="checkbox"/> Plans lessons that consistently and coherently connect lesson goals to understanding larger concepts and acquiring evolving subject matter skills.</li> </ul>
<p>2. Knows how to present and organize content so that it is clear and understandable.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lessons that seldom include instructional techniques and materials that are appropriate to subject specific content or to the interests and experiences of young adolescents.</li> <li><input type="checkbox"/> Plans lessons that seldom provide multiple perspectives for helping young adolescents understand content to be learned.</li> <li><input type="checkbox"/> Does not know how to organize topics and represent content in ways that help students learn.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lessons that typically include content-specific instructional techniques and materials, that are appropriate to the experiences of young adolescents, and are aligned w/lesson goals.</li> <li><input type="checkbox"/> Plans lessons that typically provide multiple perspectives for helping young adolescents understand content to be learned.</li> <li><input type="checkbox"/> Knows useful and understandable ways to organize topics and represent subject matter content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lessons that demonstrate a rich understanding of content-specific strategies and materials and that build upon young adolescent experiences and advance lesson goals.</li> <li><input type="checkbox"/> Plans lessons that provide creative and multiple perspectives for helping young adolescents understand content to be learned.</li> <li><input type="checkbox"/> Knows multiple ways to organize and represent content so that all students understand it and enjoy learning.</li> </ul>

**Part A. PLANNING (continued)**

<b>Wittenberg Teacher Education Program Performance Outcomes</b>	<b>Unsatisfactory (Does not meet standards expected at this level of preparation)</b>	<b>Competent (Basic level of performance for candidate at this level of preparation)</b>	<b>Proficient (High level of performance for teacher candidate at this level of preparation)</b>
3. Understands young adolescent learning and development.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to demonstrate acceptable knowledge of young adolescent development.</li> <li><input type="checkbox"/> Fails to demonstrate positive orientations toward teaching young adolescents.</li> <li><input type="checkbox"/> Plans lessons with limited consideration of interests, abilities, and needs of groups and individual students.</li> <li><input type="checkbox"/> Plans reveal little evidence of differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates appropriate and acceptable knowledge of young adolescent development.</li> <li><input type="checkbox"/> Is positive about teaching young adolescents.</li> <li><input type="checkbox"/> Plans lessons that recognize the interests, abilities, and needs of groups and individual students.</li> <li><input type="checkbox"/> Plans lessons that show evidence of differentiating instruction to meet the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a comprehensive knowledge of young adolescent development.</li> <li><input type="checkbox"/> Is consistently positive about teaching young adolescents.</li> <li><input type="checkbox"/> Plans lessons with consistent consideration of interests, abilities, and needs of groups and individual students.</li> <li><input type="checkbox"/> Plans lessons that show consistent and varied use of differentiated instruction techniques and resources.</li> </ul>
4. Attends to the cultural, social, institutional, or personal factors that affect teaching and learning.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows little understanding of how, culture, social background, institutional, and personal factors affect educational success and student achievement..</li> <li><input type="checkbox"/> Does not know strategies for accommodating the needs of all students including students with exceptionalities and students from diverse cultural and linguistic backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows an understanding of the cultural, social, institutional, and personal factors that affect school climate, academic achievement, and social growth.</li> <li><input type="checkbox"/> Knows strategies for accommodating the needs of all students including students with exceptionalities and students from diverse cultural and linguistic backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes and adapts to the social, cultural, institutional, and personal experiences of students and demonstrates an adept knowledge of how to use those experiences to help students develop academically and socially.</li> <li><input type="checkbox"/> Demonstrates an advanced, adept, and sophisticated knowledge of strategies for accommodating and responding to the cultural, social, and linguistics factors that affect learning.</li> </ul>
5. Integrates curriculum in ways that enrich student learning.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lessons with few connections to interdisciplinary learning.</li> <li><input type="checkbox"/> Plans to not show the ability to connect classroom topics and exercises to larger problems, questions, and themes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lessons with clear connections to interdisciplinary learning.</li> <li><input type="checkbox"/> Plans demonstrate how individual classroom topics and activities relate to larger problems, questions, and themes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans lessons with rich connections to learning from other disciplines.</li> <li><input type="checkbox"/> Planning emphasizes how individual lessons and subject matter topics help students acquire knowledge of larger problems, questions, and themes.</li> </ul>

**Part B. ENVIRONMENT**

Wittenberg Teacher Education Program	Unsatisfactory (Does not meet standards expected at this level of preparation)	Competent (Basic level of performance for candidate at this level of preparation)	Proficient (High level of performance for teacher candidate at this level of preparation)
<p>The middle childhood student teacher:</p> <p>6. Creates caring, respectful, and supportive learning environments that reflect an understanding of young adolescent development.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to create a supportive learning environment that reflects a knowledgeable understanding of young adult development.</li> <li><input type="checkbox"/> Does not share attention with all students or acts in a manner that does not show respect or honor differences.</li> <li><input type="checkbox"/> Displays only a limited rapport with students.</li> <li><input type="checkbox"/> Takes little initiative or has limited effectiveness in promoting positive interactions among students.</li> <li><input type="checkbox"/> Invites little student responsibility or voice in classroom affairs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creates a supportive learning environment that reflects a knowledgeable understanding of young adolescent development.</li> <li><input type="checkbox"/> Treats all students with respect and care. Honors differences.</li> <li><input type="checkbox"/> Builds rapport with students. (Establishes positive, close, mutually respectful relationships with all students.</li> <li><input type="checkbox"/> Promotes student interactions that are fair, respectful, and caring.</li> <li><input type="checkbox"/> Creates a climate that supports democratic values and recognizes students' rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently creates equitable, supportive, productive learning environment that reflects a comprehensive knowledge of young adolescent development.</li> <li><input type="checkbox"/> Finds creative ways to treat all students with respect and care and honor their differences.</li> <li><input type="checkbox"/> Establishes positive, close, mutually respectful relationships with all students that directly enrich teaching &amp; learning.</li> <li><input type="checkbox"/> Takes initiative to teach and promote student interactions that are fair, respectful, &amp; caring.</li> <li><input type="checkbox"/> Elicits student opinions and concerns and invites increased, appropriate student responsibility for classroom environment.</li> </ul>
<p>7. Manages classroom routines, transitions, and physical environments effectively.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Space is physically cluttered or hazardous.</li> <li><input type="checkbox"/> Routines and transitions are confusing and do not facilitate smooth transitions or effective use of time.</li> <li><input type="checkbox"/> Does not seek to make the physical environment accommodating to all students or make resources easily available.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps classroom space orderly and free of physical hazards.</li> <li><input type="checkbox"/> Plans for, teaches, and manages classroom transitions and routines effectively.</li> <li><input type="checkbox"/> Takes care to make the classroom environment accommodating and makes resources accessible to all students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps classroom space orderly and safe while accommodating for multiple and appropriate use of available space.</li> <li><input type="checkbox"/> Manages transitions and routines in a purposeful, predictable manner that supports a classroom atmosphere of community.</li> <li><input type="checkbox"/> Seeks opportunities to create a more physically accommodating space for students, to acquire additional resources that might help all students learn.</li> </ul>
<p>8. Guides young adolescents towards self-regulation in positive and effective ways.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not communicate clear expectations for behavior or does not apply them fairly or consistently.</li> <li><input type="checkbox"/> Relies primarily on negative consequences to guide behavior.</li> <li><input type="checkbox"/> Does not recognize or seek to understand causes of behavior.</li> <li><input type="checkbox"/> Responds to inappropriate behavior in a manner that is harsh or demeaning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates clear expectations for behavior &amp; applies them fairly &amp; consistently.</li> <li><input type="checkbox"/> Relies primarily on positive supports (e.g. prompts, redirection, reinforcement, etc.) in a timely manner to promote positive behavior.</li> <li><input type="checkbox"/> Seeks to understand causes of behavior and considers this information in deciding how to respond.</li> <li><input type="checkbox"/> Responds to inappropriate behavior in a calm, measured manner that respects student dignity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates &amp; applies clear expectations for behavior that promote democratic values of fairness, responsibility, mutual respect, cooperation.</li> <li><input type="checkbox"/> Responds proactively to student behavior in a manner that permits students to gain insight of their own actions and reactions.</li> <li><input type="checkbox"/> Actively seeks to understand causes of behavior and thoughtfully considers this information in response.</li> <li><input type="checkbox"/> Responds to inappropriate behavior with wisdom that promotes student dignity &amp; growth.</li> </ul>

**Part C. INSTRUCTION**

<b>Wittenberg Teacher Education Program Performance Outcomes</b>	<b>Unsatisfactory (Does not meet standards expected at this level of preparation)</b>	<b>Competent (Basic level of performance for candidate at this level of preparation)</b>	<b>Proficient (High level of performance for teacher candidate at this level of preparation)</b>
<p>The middle childhood student teacher:</p> <p>9. Communicates clearly and effectively.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses speech that is sometimes difficult to understand or may be too loud or too soft.</li> <li><input type="checkbox"/> Uses incorrect oral or written language or makes inaccurate use of vocabulary related to content being taught.</li> <li><input type="checkbox"/> Displays limited effectiveness in using voice to achieve different purposes.</li> <li><input type="checkbox"/> Writes in a style that is not always legible.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks clearly with appropriate tone and intensity.</li> <li><input type="checkbox"/> Displays correct use of oral and written language including correct use of vocabulary related to content being taught.</li> <li><input type="checkbox"/> Displays effective use of voice to achieve different purposes.</li> <li><input type="checkbox"/> Writes with a style of penmanship that is a model for students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always speaks clearly with appropriate tone and intensity.</li> <li><input type="checkbox"/> Models correct use of oral and written language including the correct use of vocabulary related to content being taught.</li> <li><input type="checkbox"/> Displays expressive use of voice to achieve different purposes.</li> <li><input type="checkbox"/> Models good penmanship &amp; promotes good penmanship by students.</li> </ul>
<p>10. Facilitates high levels of student engagement.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digresses from lesson goals or allows too much "down time" during instruction.</li> <li><input type="checkbox"/> Has limited effectiveness in adjusting pace of lesson in response to student needs.</li> <li><input type="checkbox"/> Takes too much time in conducting non-instructional activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Devotes most instructional time to instruction directly related to lesson goals.</li> <li><input type="checkbox"/> Adjusts pace of instruction in response to learner understanding and needs.</li> <li><input type="checkbox"/> Minimizes impact of non-instructional activities (e.g. taking attendance, distributing materials).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains high level of student engagement directly related to lesson goals.</li> <li><input type="checkbox"/> Adjusts pace of instruction adeptly in a manner that maximizes engagement of all learners.</li> <li><input type="checkbox"/> Manages non-instructional activities in a smooth and efficient manner.</li> </ul>
<p>11. Uses appropriate assessments to plan instruction, monitor progress, evaluate student learning, and adjust instruction.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Displays little monitoring of student understanding during instruction or fails to make adjustments to lessons based on this monitoring.</li> <li><input type="checkbox"/> Is limited in kinds of assessments used to monitor student performance.</li> <li><input type="checkbox"/> Provides little feedback that is useful for informing and redirecting student learning.</li> <li><input type="checkbox"/> Conducts too few assessments and/or provides feedback that is not timely.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors student understanding during instruction and makes adjustments to the lesson to promote learning.</li> <li><input type="checkbox"/> Uses several kinds of assessment methods to obtain information about student performance.</li> <li><input type="checkbox"/> Provides adequate and useful feedback for informing and/or redirecting student learning.</li> <li><input type="checkbox"/> Conducts assessments and provides feedback on a systematic and timely basis.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors student understanding effectively each lesson and makes very adept adjustments to the lesson to promote learning.</li> <li><input type="checkbox"/> Uses a wide array of assessment methods to obtain high quality information about student performance.</li> <li><input type="checkbox"/> Provides high quality feedback that is very useful for informing and/or redirecting student learning.</li> <li><input type="checkbox"/> Conducts assessments and provides feedback in a very timely manner.</li> </ul>

**Part C. INSTRUCTION (continued)**

<p>12. Makes instruction meaningful for all students.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is seldom effective in helping students understand lesson organization or goals.</li> <li><input type="checkbox"/> Seldom sets the stage for learning or connecting with prior student knowledge and interests.</li> <li><input type="checkbox"/> Uses activities and materials that frequently do not meet the needs of all young adolescents, including students identified as gifted, students with disabilities, and at-risk.</li> <li><input type="checkbox"/> Provides few opportunities for students to practice and/or elaborate learning to assure understanding.</li> <li><input type="checkbox"/> Relies primarily on whole class organization strategies regardless of student need or learning objectives.</li> <li><input type="checkbox"/> Fails to engage students in meaningful instruction.</li> <li><input type="checkbox"/> Is uninterested in or does not participate in collaboration with colleagues to improve instruction and assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is effective in helping students understand lesson organization and goals.</li> <li><input type="checkbox"/> Sets the stage for learning effectively by connecting with prior student knowledge, social/cultural experience, and/or interests.</li> <li><input type="checkbox"/> Uses activities and materials that incorporate multiple perspectives and meet the learning needs of all young adolescents, including students identified as gifted, students with disabilities, and at-risk.</li> <li><input type="checkbox"/> Provides adequate opportunities for students to practice and apply learning to promote understanding.</li> <li><input type="checkbox"/> Effectively combines independent, cooperative, and whole-class organization strategies to maximize student understanding and learning.</li> <li><input type="checkbox"/> Helps students make significant connections between learning and personal or community purposes.</li> <li><input type="checkbox"/> Collaborates with others to plan instruction and assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is effective in using multiple techniques to help students understand lesson organization and goals.</li> <li><input type="checkbox"/> Sets the stage for learning effectively by using multiple techniques for connecting with prior lessons and/or interests.</li> <li><input type="checkbox"/> Consistently and creatively uses activities and materials that incorporate multiple perspectives and help all young adolescents grow.</li> <li><input type="checkbox"/> Provides multiple and appropriate opportunities for students to practice skills to mastery and apply them to meaningful, real-life contexts.</li> <li><input type="checkbox"/> Helps students understand and make choices about class organization strategies based on learning objectives.</li> <li><input type="checkbox"/> Develops authentic lessons and assessments in cooperation with students and collaborative partners.</li> <li><input type="checkbox"/> Initiates and values collaboration with others to improve instruction and assessment.</li> </ul>
<p>13. Develops students' creative and critical thinking abilities.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Asks few questions that elicit thoughtful responses.</li> <li><input type="checkbox"/> Provides few supports for risk taking and/or independent learning.</li> <li><input type="checkbox"/> Holds high expectations for independent, creative, and/or critical thinking only for some students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Asks questions that elicit thoughtful student responses.</li> <li><input type="checkbox"/> Provides supports for risk taking and independent learning.</li> <li><input type="checkbox"/> Shows evidence of holding appropriately high expectations for independent, creative, and critical thinking for all students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Asks questions that elicit high levels of thoughtful student responses.</li> <li><input type="checkbox"/> Finds creative ways to support risk taking and independent learning.</li> <li><input type="checkbox"/> Consistently holds appropriately high expectations for independent, creative, and critical thinking for all students.</li> </ul>
<p>14. Demonstrates appropriate and effective use of resources, media, and technology.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Misses opportunities to select and use appropriate and relevant media, materials, and electronic technology.</li> <li><input type="checkbox"/> Displays limited skills in effectively using media and technology.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Selects and uses appropriate and relevant media, materials, and electronic technology to support lesson goals and student learning.</li> <li><input type="checkbox"/> Demonstrates effective use of media, materials, and electronic technology.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out and uses media, materials, and electronic technology that contribute special benefit to lesson goals and student learning.</li> <li><input type="checkbox"/> Uses media, materials, and electronic technology with an ease and finesse that benefits student learning.</li> </ul>

**Part D. PROFESSIONALISM**

<b>Wittenberg Teacher Education Program Performance Outcomes</b>	<b>Unsatisfactory (Does not meet standards expected at this level of preparation)</b>	<b>Competent (Basic level of performance for candidate at this level of preparation)</b>	<b>Proficient (High level of performance for teacher candidate at this level of preparation)</b>
<p>The middle childhood student teacher:</p> <p>15. Reflects critically and creatively about teaching and learning.</p>	<ul style="list-style-type: none"> <li>❑ Depends upon others for identifying strengths and weaknesses in instruction and/or has only limited ideas for improving instruction.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Evaluates whether instruction has met the stated goals and usually provides useful alternatives for improving instruction based on best practices and professional research.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Is consistently accurate in evaluating whether instruction has met the stated goals and gives appropriate alternatives for improving instruction based on best practice and classroom-based inquiry.</li> </ul>
<p>16. Takes responsibility for professional growth.</p>	<ul style="list-style-type: none"> <li>❑ Displays limited awareness of current research in the field or misses opportunities to apply this knowledge to professional practice.</li> <li>❑ Displays limited evidence of being a self-motivated learner. Is dependent on others for new knowledge.</li> <li>❑ Takes little initiative to consult with colleagues for seeking and sharing resources and ideas.</li> <li>❑ Shows little interest in how relevant community agencies might help students develop and grow.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Is adequately aware of current research in the field and applies this knowledge to professional practice.</li> <li>❑ Shows evidence of being a self-motivated learner by actively pursuing professional growth opportunities (e.g. in-services, conferences, professional organizations) that increase knowledge of effective middle grades practices.</li> <li>❑ Takes initiative to consult with colleagues at least on an occasional basis for seeking and sharing resources and ideas.</li> <li>❑ Seeks out ways to work with community agencies about issues that affect student learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Seeks out current research and developments in the field and applies this knowledge to professional practice.</li> <li>❑ Shows evidence of being a self-motivated learner and takes advantages of changing situations as opportunities to grow and increase knowledge of middle grades practices.</li> <li>❑ Consults with colleagues on a frequent basis for seeking and sharing resources and ideas.</li> <li>❑ As part of a team collaborates with local community agencies about issues that affect student learning and achievement.</li> </ul>

**Part D. PROFESSIONALISM (continued)**

<p>17. Demonstrates strong moral character and professionalism.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is not always consistent in responsibility or following through on commitments.</li> <li><input type="checkbox"/> Does not consistently demonstrate professional conduct and/or appearance. Does not consistently act as a positive role model.</li> <li><input type="checkbox"/> Displays lapses in judgment in decisions involving moral or ethical reflection.</li> <li><input type="checkbox"/> Shows some evidence of patience, poise, &amp; enthusiasm, but also missed opportunities to model these qualities.</li> <li><input type="checkbox"/> Makes poor decisions regarding issues of confidentiality and/or respect for individuals.</li> <li><input type="checkbox"/> Does not establish boundaries between professional &amp; personal responsibilities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is generally consistent in responsibility and following through on commitments.</li> <li><input type="checkbox"/> Demonstrates professional conduct and appearance and understands the responsibility of being a role model.</li> <li><input type="checkbox"/> Makes sound decisions grounded in moral and ethical reflection.</li> <li><input type="checkbox"/> Shows evidence of patience, poise, and enthusiasm and an overall positive approach to teaching and learning that is a model for young adolescents.</li> <li><input type="checkbox"/> Makes good decisions concerning issues of confidentiality and respect for individuals.</li> <li><input type="checkbox"/> Sets appropriate boundaries between professional and personal responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highly consistent in responsibility and following through on commitments made.</li> <li><input type="checkbox"/> Consistently demonstrates professional conduct and appearance. Uses status as role model as a positive influence.</li> <li><input type="checkbox"/> Makes wise decisions grounded in moral and ethical reflection</li> <li><input type="checkbox"/> Shows high levels of patience, poise, and enthusiasm and an overall positive, joyful approach to teaching and learning that is a model for young adolescents.</li> <li><input type="checkbox"/> Holds a very high regard for issues of confidentiality and respect for individuals.</li> <li><input type="checkbox"/> Attends thoughtfully to being a teacher and mentor and to establishing balance between professional and personal responsibilities.</li> </ul>
<p>18. Advocates and collaborates to support the needs of young adolescents, families, schools, and communities.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in school/community events as required but with little evidence of extending involvement.</li> <li><input type="checkbox"/> Demonstrates difficulty in communication with and responding to the needs of young adolescents, parents, or colleagues.</li> <li><input type="checkbox"/> Acts in ways that do not always demonstrate respect for difference and the value that all students can learn.</li> <li><input type="checkbox"/> Does not seek knowledge about the issues and concerns that affect academic success for students and the school community.</li> <li><input type="checkbox"/> Fails to serve as advisor, mentor, or advocate for young adolescents when it is appropriate to do so.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates willingly in school/community events that benefit young adolescents, families, and the community.</li> <li><input type="checkbox"/> Responds to the needs of young adolescents, parents, and colleagues and communicating and work with them appropriately and respectfully.</li> <li><input type="checkbox"/> Actions consistently demonstrate respect for fairness and for the different cultural, social, and linguistic backgrounds of students and families.</li> <li><input type="checkbox"/> Seeks to understand and become better informed about the issues and concerns affecting academic success for young adolescents and the school community.</li> <li><input type="checkbox"/> Uses knowledge of developmentally responsive practices to appropriately advise, mentor, and advocate for young adolescents.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out and participates in school and community events that benefit young adolescents, families, and the community.</li> <li><input type="checkbox"/> Takes the initiative to be responsive and to communicate and work in ways that are appropriate, respectful, and particularly helpful for young adolescents, parents, and colleagues.</li> <li><input type="checkbox"/> Celebrates and values difference and builds upon diversity to enrich student learning.</li> <li><input type="checkbox"/> Inquires about the larger social and academic issues affecting young adolescents and school success and makes positive suggestions.</li> <li><input type="checkbox"/> Willingly serves as advisor, mentor, and advocate for young adolescents. Engages in activities that help parents and community members understand the nature of young adolescents and the implications for parenting, teaching, and learning.</li> </ul>

## MIDDLE CHILDHOOD NMSA ADDENDUM

Wittenberg Middle Childhood Education Program	<b>Unsatisfactory</b> (Does not meet standards expected at this level of preparation)	<b>Competent</b> (Basic level of performance for candidate at this level of preparation)	<b>Proficient</b> (High level of performance for teacher candidate at this level of preparation)
NMSA Standard 1: <i>Young Adolescent Development</i>	<input type="checkbox"/> Fails to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.	<input type="checkbox"/> Provides all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.	<input type="checkbox"/> Consistently provides all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.
NMSA Standard 2: <i>Middle Level Philosophy and School Organization</i>	<input type="checkbox"/> Fails to show acceptable level of understanding of the philosophical and historical foundations of developmentally responsive middle level education. <input type="checkbox"/> Does not possess the foundational knowledge to articulate and implement developmentally responsive practices such as teaming, advisory, extra-curricular, and service learning, or, <input type="checkbox"/> Fails to make instructional decisions based on these reasons. <input type="checkbox"/> Evidences a lack of dedication to developmentally responsive organizational structures that foster socially equitable educational practices.	<input type="checkbox"/> Demonstrates understanding of the philosophical and historical foundations of developmentally responsive middle level education. <input type="checkbox"/> Articulates and implements developmentally responsive practices such as teaming, advisory, extra-curricular, and service learning. <input type="checkbox"/> Knows why these practices help to foster young adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons. <input type="checkbox"/> Is committed to developmentally responsive organization structures that foster socially equitable educational practices.	<input type="checkbox"/> Demonstrates comprehensive understanding of the philosophical and historical foundations of developmentally responsive middle level education. <input type="checkbox"/> Effectively articulate and implement developmentally responsive practices such as teaming, advisory, extra-curricular, and service learning. <input type="checkbox"/> Knows why these practices help to foster young adolescent development and make instructional decisions based on these reasons. <input type="checkbox"/> Enthusiastically promotes organizational components that foster socially equitable educational practices and maximize student learning.
Standard 3 <i>Middle Level Curriculum and Assessment</i>	<input type="checkbox"/> Focuses on his/her content to the exclusion of other aspects of the total school curriculum.	<input type="checkbox"/> Demonstrates understanding of the total school curriculum; for example: the importance of advisory, co-curricular activities, exploratory courses, and other programs.	<input type="checkbox"/> Understands and advocates for the total school curriculum; for example: the importance of advisory, co-curricular activities exploratory courses, and other programs.
Standard 5 <i>Middle Level Instruction and Assessment</i>	<input type="checkbox"/> Does not integrate appropriate literacy skills into content areas.	<input type="checkbox"/> Integrates literacy skills into teaching areas to so that all young adolescents can access and process content.	<input type="checkbox"/> Consistently integrates high-power, research-based literacy skills into teaching areas so that all young adolescents can access and process content.