

# Arkansas Tech University Middle Level Formative Observation Form

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	<input type="checkbox"/> ATU Campus-based <input type="checkbox"/> Cohort <input type="checkbox"/> ATU Content	School:
Which evaluation is this? (Circle one.)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Content and Grade:

## Standard 1: Middle Level Philosophy and School Organization

### *Element a. Middle Level Philosophical Foundations:*

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>The middle level intern does not recognize and/or identify ways in which the placement school does or does not clearly exhibit the philosophical foundations of developmentally responsive middle level programs and schools.</p>	<p>The middle level intern can generally identify ways in which the placement school does or does not exhibit the philosophical foundations of developmentally responsive middle level programs and schools. The intern can provide general examples that somewhat support this understanding.</p>	<p>The middle level intern can clearly identify ways in which the placement school does or does not clearly exhibit the philosophical foundations of developmentally responsive middle level programs and schools. The intern can provide specific examples of this understanding.</p>

### *Element b. Middle Level Organization and Best Practices:*

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>The middle level intern does not seem to understand and/or demonstrate the effective components of middle level programs and schools. The intern's practices are not supported by middle level research and best practice.</p>	<p>The middle level intern mostly demonstrates and applies an acceptable level of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students. Although not at target, some of the intern's practices are supported by middle level research and best practice.</p>	<p>The middle level intern utilizes, clearly evidences, and communicates their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students. The intern's practices are clearly supported by middle level research and best practice.</p>

### **Standard 1 Comments/Recommendations:**

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## Standard 2: Young Adolescent Development

### *Element a. Knowledge of Young Adolescent Development:*

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
The middle level intern does not demonstrate or demonstrates little knowledge of young adolescent development. The intern has established few, if any, relationships with young adolescents in order to understand the uniqueness of each adolescent.	The middle level intern demonstrates an acceptable working knowledge of young adolescent development including knowledge of cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents. The intern has established relationships with some young adolescents in the class in order to understand the uniqueness of each adolescent.	The middle level intern demonstrates a comprehensive knowledge of young adolescent development including the knowledge of cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents. The intern has clearly established relationships with a large number of young adolescents in the class in order to understand the uniqueness of each adolescent.

### *Element b. Implications of Young Adolescent Development for Responsive Learning Environments:*

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
The middle level intern does not exhibit or apply knowledge of young adolescent development to create healthy, respectful, safe, inclusive, supportive, and challenging learning environments for young adolescents.	The middle level intern applies their knowledge of young adolescent development to create healthy, respectful, safe, inclusive, supportive, and challenging learning environments for most young adolescents, including those whose languages, identities, and cultures differ from their own or others.	The middle level intern effectively applies their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, inclusive, supportive, and challenging learning environments for all or nearly all young adolescents, including those whose languages, identities, and cultures differ from their own or others.

### *Element c. Knowledge of the Implications of Diversity on Young Adolescent Development:*

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
The middle level intern does not demonstrate an understanding of the implications of diversity on the development of young adolescents and does not exhibit responsive practices in consideration of these diversities.	The middle level intern demonstrates an acceptable understanding of the implications of diversity on the development of young adolescents by being mostly responsive to such diversity aspects as young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, religion, gender expression, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). The intern primarily models middle level practices that affirm the diversity of all young adolescents.	The middle level intern demonstrates thorough understanding of the implications of diversity on the development of young adolescents by being responsive to such diversity aspects as young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, religion, gender expression, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). The intern successfully and consistently models middle level practices that affirm the diversity of all young adolescents.

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Standard 2 Comments/Recommendations:

## Standard 3: Middle Level Curriculum

### *Element a. Subject Matter Content Knowledge:*

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
The middle level intern demonstrates limited or very limited content knowledge in the subject(s) the intern teach(es).	The middle level intern demonstrates acceptable depth and breadth of content knowledge in the subject(s) the intern teach(es).	The middle level intern demonstrates a strong depth and breadth of content knowledge in the subject(s) the intern teach(es).

### *Element b. Middle Level Curriculum Standards:*

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
The middle level intern lacks understanding of local, state, and national standards and does not frame their teaching on standards resulting in a lesson that is not developmentally responsive, meaningful, or challenging to most young adolescents.	The middle level intern mostly frames their teaching on local, state, and national standards, which include academic content standards as well as other goals and/or standards that address the holistic needs of young adolescents (e.g., SEL, career exploration, goal setting). The intern uses an acceptable knowledge of these standards to design, implement, and evaluate the lesson taught. The lesson is generally developmentally responsive, meaningful, or challenging for some adolescents and that mostly fits within the curriculum expectations.	The middle level intern clearly frames their teaching on local, state, and national standards, which include academic content standards as well as other goals and/or standards that address the holistic needs of young adolescents (e.g., SEL, career exploration, goal setting). The intern draws on strong knowledge of these standards to design, implement, and evaluate the lesson taught. The lesson is developmentally responsive, meaningful, and challenging for all young adolescents and fits well within curriculum expectations.

### *Element c. Interdisciplinary Nature of Knowledge:*

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
The middle level intern does not demonstrate understanding of the interdisciplinary nature of knowledge and assists few, if any, young adolescents in making connections among subject areas. The intern does not model or develop in	The middle level intern demonstrates an acceptable understanding of the interdisciplinary nature of knowledge and helps most young adolescents make connections among subject areas during the lesson. The intern communicates relationships among	The middle level intern clearly demonstrates the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas during the lesson. The intern clearly communicates relationships among content, ideas, interests, and experiences by developing and

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<p>young adolescents the skills needed for success across diverse settings.</p>	<p>content, ideas, interests, and experiences by developing and implementing a lesson that is to some degree challenging, exploratory, integrative, and diverse. The intern models and develops in young adolescents the skills needed for success across diverse settings including skills such as written and oral communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, information literacy, and/or citizenship. The intern demonstrates these at acceptable levels.</p>	<p>implementing a lesson that is challenging, exploratory, integrative, and diverse. The intern models and develops in young adolescents the skills needed for success across diverse settings including skills such as written and oral communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, information literacy, and/or citizenship.</p>
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**Standard 3 Comments/Recommendations:**

## Standard 4: Middle Level Instruction and Assessment

### *Element a. Content Pedagogy:*

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
<p>The middle level intern does not display knowledge of the interrelated nature of instruction and assessment during the lesson. The intern does not demonstrate clear understanding of the teaching and assessment process and how these two interrelate to support the learning process.</p>	<p>The middle level intern displays an acceptable level of the knowledge of the interrelated nature of instruction and assessment in the subject being taught in the lesson. The intern applies an acceptable understanding involving the role of pre-teaching, teaching, and reteaching and preassessment, assessment, and post-assessment throughout the learning process.</p>	<p>The middle level intern uses knowledge of the interrelated nature of instruction and assessment to be effective in the subject being taught in the lesson. The intern clearly demonstrates this by pre-teaching, teaching, and reteaching and by conducting preassessment, assessment, and post-assessment throughout the learning process with an intentional focus on learning.</p>

### *Element b. Middle Level Instructional Strategies:*

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
<p>The middle level intern consistently uses strategies that are not culturally responsive in the lesson and/or that may be perceived as inequitable and potentially racist in nature.</p>	<p>The middle level intern employs strategies in the lesson that are mostly effective, culturally responsive, and equitable and that are anti-racist in nature. The teaching, learning, and assessment strategies are used in ways that, at times, encourage cognitive exploration, creativity, and relevant information</p>	<p>The middle level intern employs a variety of effective strategies in the lesson that are effective, culturally responsive, equitable and anti-racist in nature. The teaching, learning, and assessment strategies are used in ways that encourage cognitive exploration, creativity, and relevant information literacy skills (e.g.,</p>

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	literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) during the lesson.	critical thinking, problem solving, evaluation of information gained) during the lesson.
<b><i>Element c. Middle Level Assessment that Advances Learning:</i></b>		
<p><b>UNACCEPTABLE</b></p> <p>The middle level intern does not develop and/or administer formal and informal and fair and unbiased assessments for instructional purposes during the lesson. The intern does not consider prior learning or adjust instruction based on student learning.</p>	<p><b>ACCEPTABLE</b></p> <p>The middle level intern demonstrates a somewhat-developed ability to develop and administer useful and applicable, formal and/or informal, and fair and unbiased assessments that may be used in a formative or summative way during the lesson. The intern's assessments could be used to assist in guiding meaningful learning experiences, and the intern indicates and/or demonstrates an acceptable understanding of how this may occur. The intern does attempt to engage learners to receive some feedback to make general learning adjustments.</p>	<p><b>TARGET</b></p> <p>The middle level intern demonstrates the ability to develop and administer useful and applicable, formal and/or informal, and fair and unbiased assessments that may be used in a formative or summative way during the lesson. The assessments assist in guiding meaningful learning experiences. The intern assesses prior learning, implements the lesson effectively, collaborates with young adolescents to reflect on their learning, and adjusts instruction in specific ways based on the knowledge gained.</p>
<b>Standard 4 Comments/Recommendations:</b>		

<b>Standard 5: Middle Level Professional Roles</b>		
<b><i>Element a. Professional Roles of Middle Level Teachers:</i></b>		
<p><b>UNACCEPTABLE</b></p> <p>The middle level intern does not demonstrate understanding, critical reflection, or success in their unique role as a middle level professional.</p>	<p><b>ACCEPTABLE</b></p> <p>The middle level intern demonstrates acceptable understanding, critical reflection, and success in their unique role as a middle level professional (e.g., member of interdisciplinary teams and advisor to young adolescents), but not yet at the target level.</p>	<p><b>TARGET</b></p> <p>The middle level intern understands, critically reflects on, and is successful in their unique role as a middle level professional (e.g., member of interdisciplinary teams and advisor to young adolescents).</p>
<b><i>Element b. Advocacy for Young Adolescents and Responsive Schooling Practices:</i></b>		
<p><b>UNACCEPTABLE</b></p> <p>The middle level intern does not understand what it means to be an advocate for all young adolescents,</p>	<p><b>ACCEPTABLE</b></p> <p>The middle level intern can identify what it means to be an advocate for all young adolescents, responsive school practices, and effective middle level</p>	<p><b>TARGET</b></p> <p>The middle level intern serves as an advocate for all young adolescents and for responsive schooling practices. The intern is an informed advocate for</p>

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responsive school practices, or effective middle level education practices and policies.	educational practices and policies but has not yet applied this knowledge fully toward advocacy.	effective middle level educational practices and policies, and uses their professional leadership responsibilities to create equitable and just opportunities for all young adolescents in order to maximize student learning.
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***Element c. Engaging with Family and Community Members:***

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
The middle level intern does not appear to value family or community members as assets and seems to lack understanding in the ways that diverse structures and backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender expression, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).	The middle level intern appears to understand and value family and community members as assets. The intern appears to understand the ways diverse structures and cultural backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender expression, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). However, the intern has not yet fully engaged in practices or participated in activities towards building positive, collaborative relationships with families and community members.	The middle level intern values family and community members as assets. The intern understands the ways diverse structures and cultural backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender expression, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). The intern engages in practices and fully participates in activities that build positive, collaborative relationships with families and community members.

***Element d. Dispositions and Professional Behaviors:***

<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
The middle level intern rarely, if ever, demonstrates positive dispositions toward teaching young adolescents and/or does not model high standards of ethical behaviors and/or professional competence. The intern does not appear to be a continuous, collaborative learner.	The middle level intern demonstrates positive dispositions toward teaching young adolescents in most situations and models high standards of ethical behavior and professional competence. The intern typically appears to be a continuous, collaborative learner who demonstrates knowledgeable, reflective, critical perspectives on their teaching.	The middle level intern consistently demonstrates positive dispositions toward teaching young adolescents and consistently models high standards of ethical behavior and professional competence. The intern is clearly a continuous, collaborative learner who demonstrates knowledgeable, reflective, critical perspectives on their teaching.

**Standard 5 Comments/Recommendations:**

Intern Signature:

Evaluator Signature:

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## TESS Domain 1: Planning and Preparation

### ***1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)***

<p><b>INEFFECTIVE</b></p> <p>The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p><b>PROGRESSING</b></p> <p>The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</p>	<p><b>EFFECTIVE</b></p> <p>The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>
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### ***1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)***

<p><b>INEFFECTIVE</b></p> <p>The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p><b>PROGRESSING</b></p> <p>The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p><b>EFFECTIVE</b></p> <p>The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>
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### ***1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)***

<p><b>INEFFECTIVE</b></p> <p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p><b>PROGRESSING</b></p> <p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.</p>	<p><b>EFFECTIVE</b></p> <p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.</p>
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### ***1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)***

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<p><b>INEFFECTIVE</b></p> <p>The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.</p>	<p><b>PROGRESSING</b></p> <p>The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.</p>	<p><b>EFFECTIVE</b></p> <p>The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>
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***1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)***

<p><b>INEFFECTIVE</b></p> <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p>	<p><b>PROGRESSING</b></p> <p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p><b>EFFECTIVE</b></p> <p>The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>
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***1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)***

<p><b>INEFFECTIVE</b></p> <p>The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p><b>PROGRESSING</b></p> <p>The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p><b>EFFECTIVE</b></p> <p>The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.</p>
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**Domain 1 Criteria Comments/Recommendations** (It is only necessary to note anything here if you marked something as Ineffective. Otherwise, you may ignore this item when completing a middle level observation.)

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## TESS Domain 2: The Classroom Environment

### *2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)*

INEFFECTIVE	PROGRESSING	EFFECTIVE
Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

### *2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)*

INEFFECTIVE	PROGRESSING	EFFECTIVE
The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.

### *2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)*

INEFFECTIVE	PROGRESSING	EFFECTIVE
Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.

### *2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)*

INEFFECTIVE	PROGRESSING	EFFECTIVE
There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to	It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student	Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to

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student misbehavior is repressive or disrespectful of student dignity.	behavior and respond to student misbehavior.	student misbehavior is appropriate and respects the students' dignity.
<b>2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)</b>		
<p><b>INEFFECTIVE</b></p> <p>The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.</p>	<p><b>PROGRESSING</b></p> <p>The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p><b>EFFECTIVE</b></p> <p>The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities. The intern makes effective use of physical resources, including computer technology.</p>
<p><b>Domain 2 Criteria Comments/Recommendations:</b> (It is only necessary to note anything here if you marked something as Ineffective. Otherwise, you may ignore this item when completing a middle level observation.)</p>		

<b>TESS Domain 3: Instruction</b>		
<b>3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)</b>		
<p><b>INEFFECTIVE</b></p> <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p><b>PROGRESSING</b></p> <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p><b>EFFECTIVE</b></p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students.</p> <p>Communications are appropriate for students' cultures and levels of development.</p>
<b>3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)</b>		
<p><b>INEFFECTIVE</b></p> <p>The intern's questions are low-level or inappropriate, eliciting limited student</p>	<p><b>PROGRESSING</b></p> <p>Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid</p>	<p><b>EFFECTIVE</b></p> <p>Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for</p>

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participation and recitation rather than discussion.	succession. The intern's attempts to engage all students in the discussion are only partially successful.	students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.
<b>3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)</b>		
<b>INEFFECTIVE</b> Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	<b>PROGRESSING</b> Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	<b>EFFECTIVE</b> Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.
<b>3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)</b>		
<b>INEFFECTIVE</b> Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	<b>PROGRESSING</b> Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	<b>EFFECTIVE</b> Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.
<b>3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)</b>		
<b>INEFFECTIVE</b> The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty, the intern blames the students or their home environment.	<b>PROGRESSING</b> The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	<b>EFFECTIVE</b> The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.
<b>Domain 3 Criteria and Use of Technology Comments/Recommendations:</b> (It is only necessary to note anything here if you marked something as Ineffective. Otherwise, you may ignore this item when completing a middle level observation.)		

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<b>TESS Domain 4: Professional Responsibilities</b>		
<b><i>4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i></b>		
<p><b>INEFFECTIVE</b></p> <p>The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.</p>	<p><b>PROGRESSING</b></p> <p>The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.</p>	<p><b>EFFECTIVE</b></p> <p>The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to how the lesson might be improved.</p>
<b><i>4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i></b>		
<p><b>INEFFECTIVE</b></p> <p>The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p><b>PROGRESSING</b></p> <p>The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.</p>	<p><b>EFFECTIVE</b></p> <p>The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.</p>
<b><i>4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)</i></b>		
<p><b>INEFFECTIVE</b></p> <p>The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.</p>	<p><b>PROGRESSING</b></p> <p>The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p><b>EFFECTIVE</b></p> <p>The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>
<b><i>4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)</i></b>		
<p><b>INEFFECTIVE</b></p> <p>The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p><b>PROGRESSING</b></p> <p>The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p><b>EFFECTIVE</b></p> <p>The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>
<b><i>4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i></b>		

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<p><b>INEFFECTIVE</b></p> <p>The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.</p>	<p><b>PROGRESSING</b></p> <p>The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p><b>EFFECTIVE</b></p> <p>The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.</p>
<p><b><i>4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)</i></b></p>		
<p><b>INEFFECTIVE</b></p> <p>The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.</p>	<p><b>PROGRESSING</b></p> <p>The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.</p>	<p><b>EFFECTIVE</b></p> <p>The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>
<p><b>Domain 4 Criteria Comments/Recommendations:</b> (It is only necessary to note anything here if you marked something as Ineffective. Otherwise, you may ignore this item when completing a middle level observation.)</p>		
<p><b><i>Use of Technology</i></b></p>		
<p><b>INEFFECTIVE</b></p> <p>The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.</p>	<p><b>PROGRESSING</b></p> <p>The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.</p>	<p><b>EFFECTIVE</b></p> <p>The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.</p>
<p><b><i>Pursuit of Equity in Learning</i></b></p>		
<p><b>INEFFECTIVE</b></p> <p>The intern has little sense of the backgrounds or needs of his or her students within the classroom</p>	<p><b>PROGRESSING</b></p> <p>The intern acknowledges that students come from different experiences and backgrounds and</p>	<p><b>EFFECTIVE</b></p> <p>The intern recognizes when a student or group of students may need additional support for learning</p>

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resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.	recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.	in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.
<b>Overall Impact on Student Learning</b>		
<b>INEFFECTIVE</b>  The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.	<b>PROGRESSING</b>  The intern positively impacted student learning of most students within the classroom.	<b>EFFECTIVE</b>  The intern positively impacted student learning at high levels within the classroom.

Intern Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_