



College of Education

Arkansas Tech University

**Middle Level Education
Internship I Handbook**

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Introduction Letter

Thank you for your partnership in the Internship I Experience!

The College of Education thanks you and welcomes you to the yearlong internship experience for our middle level education program. This yearlong experience is one of the most important and profitable experiences in our pre-service teacher's professional development. It is a time for demonstrating the skills they will need while completing our program; but, most importantly, this is the time to deepen their understanding of the value of these skills and move from the role of candidate to that of a Successful and Innovative Professional.

Internship I is part of the pre-service education program in which the prospective teacher works in an extended field experience in a cooperating school with a capable mentor teacher. The period of internship is considered by many to be the most vital phase of professional development for pre-service teachers. This handbook provides information essential to the success of both the pre-service teacher and the cooperating mentor. Be sure to keep it for reference throughout your experience.

In this handbook, our pre-service teacher's responsibility throughout the semester and all expectations will be outlined. Our pre-service teacher will have assignments related to working with individuals and groups of students in classroom teaching situations. All interns are observed and monitored by the College of Education. Additionally, professors and staff members from the College of Education will be present at the mentor site during the Internship I experience.

Immediately contact the Director of Teacher Education Student Services, as appropriate, if problems arise, or there is any indication the intern may be unable to successfully complete the internship experience. This may include, but is not limited to, deficiencies in subject matter, unprofessional dress or speech, lack of preparation concerning teaching assignments, excessive tardiness or absenteeism, inflexibility in terms of acceptance of constructive criticism, and unprofessional relationships with students or colleagues.

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Internship I Overview for Students

As a student in Internship I, you are expected to complete a minimum of 90 hours in the field at your school during this experience. The following details how this process works to ensure your attainment of field experience expectations.

Prior to the first day of Class at ATU, you are **required to:**

- Contact your supervising/host teacher to work out details concerning your attendance **prior** to the public school's first week of school when their students arrive and their classes begin.
- Attend the school district's pre-first week activities, if possible, and the **First Week of School**
 - Remember, this experience begins **before** ATU starts, so you must arrange to be there early. This is a REQUIREMENT. Not a suggestion.
- Do **not** simply show up on the first day of school. **Ensure you are in contact with your host teacher prior to this day.**
- Contact your supervising/host teacher and principal.
- Remember, you may be asked to attend Professional Development and/or school preparation activities **before** the first day of school. Take advantage of this opportunity.
- Your participation must be documented and monitored by your supervising/host teacher. You will have a time log you are required to keep and have signed by your host teacher.
- You will have assignments connected to this portion of your Internship I that are part of the courses you are completing.

*****You will have to complete 40 hours during the first week public schools are back in a session (before ATU starts). Then you will follow the below schedule for the rest of the hours.*****

Spring Semester	
Months	# of hours
January - February	20 hours
February – March	20 hours
April – May	10 hours

Fall Semester	
Months	# of hours
August – September	20 hours
October	20 hours
November - December	10 hours

Hours Log

Candidate's Name: _____ T#: _____ ATU Instructor: _____

First Week of School (40 hours)

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Supervising Teacher Signature for Set 1: _____

Set 1 (minimum of 20 hours)

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Supervising Teacher Signature for Set 2: _____

Set 2 (minimum of 20 hours)

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Supervising Teacher Signature for Set 3: _____

Set 3 (minimum of 10 hours)

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

GRAND TOTAL:

Field-Based Supervisor's Signature: _____

School: _____

NOTE TO FIELD-BASED SUPERVISOR

This form can be used as a reference for hours completed. In the electronic survey there is a place to input the total hours observed.

NOTE TO STUDENTS

Please **make and keep** a copy once you have completed the required hours

Major Field Assignments for Internship I

Please be aware that licensure requirement and/or accreditation changes may result in revisions/updates to these assignments after publishing. Follow the guidance of your instructors in your courses concerning all required assignments.

MLED 4004 and 4023

Assignment 1: Case Study

- Complete a case study with a **typical middle level student** from the assigned classroom. The case study is to be developed and implemented based on **developmentally appropriate middle level practices**. The purpose of the case study is to document your intervention with a student in some area of learning.
- **Middle level characteristics** must be exhibited when discussing the student's
 - background,
 - learning styles,
 - strengths/weaknesses,
 - interests, and
 - the method used for the intervention.
- **Data** must be **analyzed and presented** in a graph. **Findings** are to be discussed in relationship to the **impact** the intervention had on **student learning**. The student or school should not be identified by name.
- **Please see the rubric on the following pages.**

Assignment 2: Interdisciplinary Unit

Interdisciplinary Unit

Develop a 5-lesson interdisciplinary Unit. The Unit should cover a topic developed by you and your mentoring teacher. You must video tape one of the lessons from this plan. For all videotaped lessons, you must prepare a 1 to 2-page reflection on the lesson taught stressing the effective learning strategies evident in the lesson and how the needs of diverse learners were met. Include new learning in your reflection. The Development of the learning plan should fit into the plans of the mentoring teacher. The learning strategies must be clear for each lesson. Each lesson must address second language learners, students with special needs (RAP), and how you have addressed literacy in this classroom. Assessments must be teacher made assessments. **Work with your teacher early to develop the appropriate topic. (Follow Rubric.) Please see the rubric on the following pages.**

Assignment 3: Video Teaches

Two Video Teaches

Videoed at the assigned middle level classroom with a 1-2-page reflection on each lesson taught stressing the promotion of effective learning and young adolescent development. Include the modifications you make for your special needs student and the student identified in the case study. Address issues of diversity that include ethnicity, language, and student abilities. Your lesson plan should also reflect how you address issues of literacy. Schedule the first video teach with your professor. There will be a pre and post conference. The second video teach will be scored as a part of your final exam. **Please see the rubric on the following pages.**

Write a **Reflection and Analysis** on your classroom observation experience. Identify the various theories observed and the observed developmental characteristics and needs of the young adolescent. This reflection is a part of your final exam.

Assignment 4: Classroom Management Plan

You will complete a classroom management plan demonstrating how you will effectively manage the classroom. **Please see the rubric on the following pages.**

NOTE: All assignments should reflect knowledge of early adolescent development and the middle level concept. The developmental issues and knowledge of the middle level concept should be apparent in assignments, video teaches, and reflections.

Case Study Rubric

Unacceptable	Acceptable	Highly Effective	AMLE Standards
Developmental characteristics are not indicated when discussing the student's background, learning styles, strengths/weaknesses, interests and interventions.	Developmental characteristics are adequately indicated when discussing the student's background learning styles, strengths/weaknesses, interests and intervention.	Developmental characteristics are appropriately and clearly indicated in all areas of the student's background, learning styles, strengths/weaknesses, interests and intervention.	1
There are at no references or only one reference.	There are two references from the internet and are cited in the body of the paper.	There are three references from the internet and they are cited in the body of the paper.	5
There are inadequate data about the intervention	Data are collected through the efforts of the teacher.	Data are collected through "student self-reporting."	1,4,5
Data is not analyzed or presented in a graph.	Data is analyzed or presented in a graph.	Data is analyzed and presented in a graph based on developmentally appropriate middle level practices.	1,4,5
Little or no indication of how the intervention impacted student learning.	Adequate indication of how the intervention impacted student learning.	Clear and appropriate indication of how the intervention impacted student learning.	1,3
The paper is not professional and does not use APA style.	The paper is adequate in professionalism and using APA style.	The paper is of professional quality using the Manual of the American Psychological Association.	5

AMLE – Association for Middle Level Education Standards

Unit Learning Plan Rubric

MLED 3024, 4004, 4023, and MAMS 5303

AMLE Standards 1, 2, 4, 5 Framework for Teaching Domains 1 & 3

The Unit Overview:

The middle level teacher candidate will create a teaching unit that demonstrates candidates understanding, use, and reflection on the major concepts, principles, theories, and research related to young adolescent development and apply this knowledge and practices, to provide healthy and effective learning environments for all young adolescents.

The middle level teacher candidate will demonstrate in the teaching unit their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They will design and teach curriculum that is responsive to all young adolescents' local, national and international histories language/dialects, and individual identities.

The middle level teacher candidate will employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents.

The middle level teacher candidate understands the complex roles of a teacher of young adolescents. They are informed advocates for young adolescents and middle level education, and demonstrate working successfully with colleagues, families, community agencies, and community members.

Description	AMLE Standards Framework for Teaching Domains	Point Value	U 1	A 2	E 3
Presentation of Unit Learning Plan (Creativity and Format) Criteria: Notebook, Cover Page, Complete Table of Content, Pages numbered, Appropriate Spacing, Reflection in APA Format.	AMLE 5,1, 3 Domain 4	/10			
AMLE Standard 1, Element b. The middle level teacher candidate demonstrates and understands the implications of diversity on the development of young adolescent. (Describe the student makeup of the middle level classroom telling who is in this classroom and giving other information needed to prepare to teach and to meet the needs of the young adolescent. The middle level teacher candidate list 5 – 7 ways that this diversity will be specifically considered as it relates to instruction.)	AMLE Standard 1 Domain 1	/5			
AMLE Standard 1, Element c. The middle level teacher candidate demonstrates their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies. (Make the connection with the young adolescent as to what has been covered, where the students are in the learning process, and where the teacher candidate wants to take them. What will you teach before this unit? What will you teach after this unit?)	AMLE Standard 1 Domain 1	/5			

<p>AMLE Standard 2, Element a. The middle level teacher candidate demonstrates a depth and breadth of subject matter, content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). (Prepare a Concept Map {full page}, using a word processing program or other graphic organizer, to provide the “big picture” of the topic/concept selected. The concept map should indicate where the unit-learning plan is positioned.)</p>	<p>AMLE Standard 2 Domain 1</p>	<p>/15</p>			
<p>AMLE Standard 1, Element d. The middle level teacher candidate applies knowledge of the young adolescent development when making decisions about their respective role in creating and maintaining developmentally responsive learning environments. (Prepare a Learning Environment {full page} drawing of the classroom in which you are teaching/observing. Explanations are provided to fully describe the environment in which the students are learning. <u>A word processing program or other graphic organizer is used to complete the drawing.</u></p>	<p>AMLE Standard 1 Domain 1</p>	<p>/15</p>			
<p>AMLE Standard 1, Element c. The middle level teacher candidate uses knowledge of the young adolescent when developing, planning and implementing middle level curriculum and when selecting and using instructional strategies. (Describe the Expectations for the young adolescent during the process of the Unit. Discuss two to three expectations. This is not just about classroom management. Always think, what do you want the young adolescent to learn.)</p>	<p>AMLE Standard 1 Domain 2</p>	<p>/5</p>			
<p>AMLE Standard 1, Element a. The middle Level Teacher Candidates use knowledge of the understanding of the intellectual, physical, social emotional, and moral characteristics, needs and interest of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own. (Describe the Routines that take place to support learning. At least 3 routines should be discussed. What routines will help the classroom run smoothly.)</p>	<p>AMLE Standard 1 Domain 2</p>	<p>/5</p>			
<p>Standard 2, Element c. The middle Level Teachers candidate demonstrates the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interest, and experiences by developing and implementing relevant challenging integrative, and exploratory curriculum, including enhanced information literacy, critical thinking, problem solving, and evaluation of information gained.</p>	<p>AMLE Standard 2 Domain 1</p>	<p>/15</p>			

<p>(Rationale: Describe “why” this concept is being taught. Describe how it relates to the intellectual development of the young adolescent. This description should be very thorough.)</p> <p>Goals: Describe the goals for the instructional Unit.</p> <p>Overview Matrix: Provide a Revised Bloom’s Matric outlining the lesson objectives that will be reached in the unit and the standards to which these objectives are mapped. (See your Ed Psych Text)</p>		/10			
<p>Standard 5: Element c.</p> <p>The middle level teacher candidate understands and value the ways diverse family structures and cultural backgrounds influence and enrich learning and communicate and collaborate with all family members and community partners. (Describe communication with parents/guardian on the young adolescents learning after each individual lesson. The teacher candidate can suggest three different and appropriate forms of communication tools/method {i.e., a different and appropriate form for each lesson}).</p>	<p>AMLE Standard 5</p> <p>Domain 4</p>	/4			
<p>Standard 5: Element d.</p> <p>The middle Level teacher candidate demonstrates positive orientation toward teaching young adolescents and model high standards of ethical behavior and professional competence. The candidate is a continuous, collaborative learner who demonstrates knowledgeable, reflective, critical perspectives on their teaching. (Provides suggestions on how to advocate for middle level education, promote continuing education throughout her/his teaching career, throughout the student’s life, and throughout the community.)</p>	<p>AMLE Standard 5</p> <p>Domain 4</p>	/6			
<p>Individual Lesson Plans</p> <p>The following sections of the rubric are based upon the 4 separate Learning Plans involved. (The number of learning plans will be adjusted for the integrated unit.)</p>					
<p>Standard 2, Element b.</p> <p>The middle level teacher candidate uses their knowledge of local, state, national, and common core standards to frame their teaching. Knowledge of these standards are used to design, implement and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents. (Lists well designed Lesson Objectives that are aligned with the state curriculum frameworks and/or Common Core standards. There should be different objectives for each separate learning plan. The objectives are concise and clear. The Taxonomy/Domains have been related to the objective for the lesson.)</p>	<p>AMLE Standard 2</p> <p>Domain 1</p>	/4			
<p>Standard 4, Element a.</p> <p>The middle level teacher candidate develops and administer assessments and use them as formative and</p>	<p>AMLE Standard 4</p>				

summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lesson, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained. (Provide evidence of the assessments used to measure the attainment of the lesson/learning plan objectives)	Domain 1	/4			
Standard 2, Element b. The middle level teacher candidate uses their knowledge of local, state, national, and common core standards to frame their teaching. Knowledge of these standards are used to design, implement and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents. (Provide the number and the statement of the Standards from the State Curriculum Framework and/or Common Core State Standards that guides the learning plan and supports the written objectives. The standards are written out on each learning plan.)	AMLE Standard 2 Domain 1	/4			
Standard 4, Element a. The middle level teacher candidate uses their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. (Provide a specific list of all Materials needed to complete the planned activities.)	AMLE Standard 4 Domain 1	/4			
Standard 4, Element a. The middle level teacher candidate uses their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. (Provide a thorough and specific list of all Resources utilized to develop and complete the learning plan {additional books, magazines, internet, etc.})	AMLE Standard 4 Domain 1	/4			
Standard 1, Element b. The middle level teacher candidate demonstrates understanding of the implications of diversity on the development of young adolescents. (Provide evidence that student diversity including exceptionalities has been considered. The list is created according to the needs of the students and the activities planned with the lesson. MLED 4023, 3024, 3034 include your student and the interventions from the case study. 3024 and 3034, what interventions you use to support literacy.	AMLE Standard 1 Domain 1	/4			
Standard 4, Element a. The middle Level teacher candidate use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. (Provide a Timeframe for the beginning, the middle, and the ending of the lesson that is an estimate of how much time each segment of the lesson will take to perform. 1 point per plan.)	AMLE Standard 4 Domain 1	/4			
Standard 4, Element a.	AMLE Standard 4				

<p>The middle Level teacher candidate use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. (Provide the procedures for the teaching strategies {Real Learning for Engaging Learners}. A list of each strategy and when/where it will be incorporated into the lesson is provided.)</p>	<p>Domain 1</p>	<p>/4</p>			
<p>Standard 4, Element a. The middle Level teacher candidate use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. (Provide the Modes/Method of teaching that includes which multiple and/or emotional intelligences are being utilized within each learning plan.)</p>	<p>AMLE Standard 4 Domain 1</p>	<p>/4</p>			
<p>Standard 4, Element c The middle Level teacher candidate will develop and administer assessments that are both formative and summative tools to create meaningful learning experiences. (Explain on each separate learning plan how the young adolescent will receive Feedback after the completion of the learning plan.) Activity Closure:</p> <ul style="list-style-type: none"> • Feedback is provided to the young adolescent with regard to accomplishment of the objective(s). • Feedback is obtained from the young adolescent to determine the effectiveness of the lesson in accomplishing the objective(s). 	<p>AMLE Standard 4 Domain 1</p>	<p>/4</p>			
<p>Total points possible. MLED 4004/4023/MAMS 5303</p>	<p>/135</p>				
<p>Standard 4: Element b. The middle level teacher candidate will develop an 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. Traditional Assessment</p>	<p>AMLE Standard 4 Domain 1</p>	<p>/100</p>			
<p>Standard 4: Element b. The middle level teacher candidate will develop an 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. Performance Assessment</p>	<p>AMLE Standard 4 Domain 1</p>	<p>/100</p>			
<p>Total Unit Score</p>	<p>/200</p>				

Name _____ Date _____

1ST and 2ND Video Teach Rubric

MLED 3024, 4004, 4023

AMLE Standard 1, 4, 5
Framework for Teaching Domains 1, 3, 4

Video Teach Overview:

The middle level teacher candidate through a video teach and accompanying learning plan, will understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their teaching.

The middle level teacher candidate will employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation socioeconomic statuses, and family composition.)

The middle level teacher candidate will demonstrate an understanding of the complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals.

Evidence from the Teach and Accompanying Learning Plan that Meet AMLE Standards and Framework for Teaching Domains	AMLE Standards Framework for Teaching Domains	Point Value	U 1	A 2	HE 3
<p>AMLE Standard 1, Element c. The middle level teacher candidate uses their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies. Activities: Learning Goals (Objectives)</p> <ul style="list-style-type: none"> • Objectives are concise and clear. • Taxonomies/Domains have been acknowledged. • Student diversity, including exceptionalities, has been considered. • Objectives are aligned with state curriculum frameworks for age/grade. • Describes the expectations for the young adolescent during the lesson an (an understanding of what might happen as a result of the lesson). 	<p>AMLE Standard 1 Domain 1</p>	<p>10 points</p>			
<p>AMLE Standard 1, Element a. Middle level teacher candidates use their knowledge of young adolescent development to indicate understanding of the intellectual, physical, social, emotional, and moral characteristics, needs and interest of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.</p> <p>AMLE Standard 4, Element a. Middle level teacher candidate use their knowledge of instruction and assessment strategies that are especially effective in the subject they teach.</p>	<p>AMLE Standard 1 Domain 3 AMLE Standard 4</p>	<p>10 Points 10</p>			

<p>Activities: Focus</p> <ul style="list-style-type: none"> • Reasons are given for actions or directions when appropriate. • The usefulness of an activity is communicated to the young adolescent. • The young adolescent attention is gained before beginning. 	Domain 3	Points			
<p>AMLE Standard 4, Element b. The middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies and technologies that encourage exploration, creativity, and information literacy skill.</p> <p>Activities: Procedures</p> <ul style="list-style-type: none"> • All materials needed to complete the lesson are available and accessible and arranged for easy distribution. • Modifications are provided for students with exceptionalities. • Routines take place to assist in learning, and is organized so that housekeeping chores do not waste time. • Communication is free of errors (subject matter/oral/written communication). • Transitions between activities are smooth with clear directions. • Adjustment are made in the lesson if necessary. • The lesson plan is followed. • Actions are decisive. • Distractions are handled effectively. • Lesson or lessons are presented in a logical sequence. 	<p>AMLE Standard 4</p> <p>Domain 3</p>	25			
<p>AMLE Standard 4, Element a.</p> <p>Middle level teacher candidate uses their knowledge of instruction and assessment strategies that are especially effective in the subject they teach.</p> <p>Activities: Instruction</p> <ul style="list-style-type: none"> • Timeframe for the beginning, the middle and the ending of the lesson is realistic to the accomplishment of the lesson objective(s) and are developed in an orderly way. • Model/Method of teaching includes multiple and/or emotional intelligences and encouragement of higher order thinking, content material, and media selections will aid in achieving objectives. • There is active attempts to involve in attentive young adolescents. • An effort is made to interact with all young adolescents. • Activities are designed for young adolescent interest and success. • A variety of activities are used, and are appropriate for the young adolescent. • The young adolescent appears to be attentive throughout the lesson. • An effort is made to interact with all young adolescent in the class. • Time for effective opportunities for practice is provided. 	<p>AMLE Standard 4</p> <p>Domain 3</p>	25			

<ul style="list-style-type: none"> • Additional information on skills or concepts are provided when necessary. • Students are grouped (i.e., whole group, small groups, etc.) to support desired learning. 					
<p>AMLE Standard 4, Element a. Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subject they teach.</p> <ul style="list-style-type: none"> • Activity: Questioning • Appropriate questioning techniques are used to clarify and/or extend the lesson. • Questions that are not understood are rephrased. 	<p>AMLE Standard 4 Domain 3</p>	<p>10 Points</p>			
<p>AMLE Standard 4, Element c The middle level teacher candidate develops and administers assessments and uses them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lesson, reflecting on young adolescent learning, and adjusting instructions based on the knowledge gained. Activity: Closure</p> <ul style="list-style-type: none"> • Feedback is provided to the young adolescent with regard to accomplishment of the objective(s). • Feedback is obtained from the young adolescent to determine the effectiveness of the lesson in accomplishing the objectives(s). 	<p>AMLE Standard 4 Domain 3</p>	<p>10 points</p>			
<p>AMLE Standard 4, Element c The middle level teacher candidate develops and administers assessment and uses them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lesson, reflecting on young adolescent learning, and adjusting instructions based on the knowledge gained. Activity: Middle level teacher candidate <u>reflection</u> The middle level teacher candidate provides a complete reflection for the lesson. The reflection should cover what worked and what didn't work, what changes will be made next time, and how the candidate knows the students understood what was taught. The reflections should reflect a realistic assessment of the degree of success in achieving the objective(s); demonstrates an understanding of the value of self-evaluation and reflective thinking by analyzing classroom events in terms of learning principles/theory.</p>	<p>AMLE Standard 4 Domain 3</p>	<p>60 points</p>			
<p>AMLE Standard 5, Element d. The middle level teacher candidate demonstrates positive orientations toward teaching young adolescents and models high standards of ethical behavior and professional competence.</p> <p>Demonstrate appropriate dispositions toward students, parents and mentoring teachers. Dress is professional.</p>	<p>AMLE Standard 5 Domain 4</p>	<p>10 points</p>			
<p>AMLE Standard 5, Element d. The middle level teacher candidate demonstrates positive orientations toward teaching young adolescents and models high standards of ethical behavior and professional competence.</p>	<p>AMLE Standard 5</p>	<p>5</p>			

Voice & Diction Support Lesson Delivery	Domain 4				
<p>AMLE Standard 5, Element d. The middle level teacher candidate demonstrates positive orientations toward teaching young adolescents and models high standards of ethical behavior and professional competence.</p> <p>The Video Teach is accompanied by learning plan and material utilized in the lesson.</p>	<p>AMLE Standard 5</p> <p>Domain 4</p>	10 points			
<p>AMLE Standard 5 Element c.</p> <p>The middle level teacher candidate understands and values 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. The engage in practices that build positive, collaborative relationship with families from diverse cultures and backgrounds.</p> <p>Field-Based Teacher Evaluation (Upload to Blackboard)</p>	<p>AMLE Standard 5</p> <p>Domain 4</p>	25 points			
Total Points Possible		210 points			

Classroom Management Rubric

AMLE Standard 1, 2, 5					
Outline your Classroom management plan in a thorough and thoughtful manner. Refer to Theorist that support your plan. You can share why you think a particular concept will work for you. We have discussed these topics. Now you must make them your own and for your classroom.					
Description	AMLE Standards Framework for Teaching	Point Value	I 1	E 2	HE 3
Introduction and Reflection on your Management Plan	5	2			
Your philosophy on building a healthy environment.	1, 5	2			
How does cultural competency fit into your management plan?	3	2			
What is your approach to teaching Second language Learners, Urban Youth, Special Needs, Students with 504 Plans	1, 3	2			
How will you organize your classroom and Materials	2, 5	2			
Classroom Rules and Procedures	1	2			
How will I manage student works? Assignments, late assignments, assignments that do not meet your standards	2, 4	2			
First Day of School. What's the plan?	5	2			
What's the plan for students who enroll in October?	1,2,3,4,5	2			
How will you manage cooperative learning?	4	2			
How do you motivate student behavior so that it is intrinsic?	1, 3	2			
How do I develop a plan for students with special needs?	1, 3, 5	2			
Is my plan flexible?	5	2			
	Score	/26			