**Adolescence Grades 7-12, Biology**

**Final Student Teaching Report**

- First Student Teaching Placement
- Second Student Teaching Placement

Teacher Candidate ________________________________________________________________

Cooperating/Associate Teacher __________________________________________________

Date ___________________________ School ___________________________ School Board __________________________________________________

Grade(s)/Age(s) __________ Subject(s) ____________________________________________

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**Return to:**
The Teacher Education Field Experience Office (via your Teacher Candidate to the Field Supervisor or Professional Seminar Instructor)

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**Please color the dots in fully**

Example:

![Color Dots](image)

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**PART A**

**TEACHING DISPOSITIONS**

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. We are interested in your judgment regarding evidence of the following dispositions expected of Niagara University Teacher Candidates. Please select the descriptor from the rubric below that best describes the Teacher Candidate.

**Ratings:**

- O = Outstanding
- S = Satisfactory
- U = Unsatisfactory
- N = No Opportunity to Observe

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**Expectation** | **Rating**
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1. **Professional Commitment/Responsibility (includes fairness)**
   The Teacher Candidate:
   - a. Is enthusiastic toward teaching & learning
   - b. Understands/complies with education laws/policies
   - c. Exhibits professional standards in appearance
   - d. Is prepared and punctual
   - e. Is enthusiastic about instructional content
   - f. Demonstrates ethical integrity
   - g. Maintains confidentiality as appropriate

2. **Professional Relationships (includes the belief that all children can learn)**
   The Teacher Candidate:
   - a. Maintains high expectations for self and all others
   - b. Considers diverse opinions and perspectives
   - c. Exemplifies respect for self and all others
   - d. Recognizes & promotes diversity of individuals & groups
   - e. Acts compassionately towards all others
   - f. Is patient and flexible
   - g. Collaborates with peers & supports their development

3. **Critical Thinking and Reflective Practice**
   The Teacher Candidate:
   - a. Is able to think critically & effectively solve problems
   - b. Addresses issues & concerns in a professional manner
   - c. Seeks and accepts help when needed
   - d. Reflects upon his/her professional practice
   - e. Sets goals for continuous improvement
   - f. Evaluates attainment of professional goals
**PART B – TEACHER CANDIDATE PERFORMANCE**

**Instructions:** Please select the descriptor from the rubric below that best assesses the Teacher Candidate’s performance throughout this placement.

**Scoring:**
- **0 Outstanding**
  - The candidate met the standard in an outstanding manner.
- **E Effective**
  - The candidate met the standard in an acceptable/appropriate manner.
- **M Making Progress**
  - The candidate has made progress toward meeting the standard.
- **U Unsatisfactory**
  - The candidate has not made progress toward meeting the standard.
- **N Not Observable**
  - The candidate did not have the opportunity to demonstrate knowledge, skill, or disposition in the standard.

<table>
<thead>
<tr>
<th>Program Expectation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Knowledge of Subject Matter</strong></td>
<td></td>
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<tr>
<td>The candidate demonstrated knowledge of:</td>
<td></td>
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<tr>
<td>Multiple ways we organize our perceptions of the world and how systems organize</td>
<td>0</td>
</tr>
<tr>
<td>the studies and knowledge of science.</td>
<td>0</td>
</tr>
<tr>
<td>The nature of scientific evidence and the use of models for explanation.</td>
<td>0</td>
</tr>
<tr>
<td>Measurement as a way of knowing and organizing observations of constancy and change.</td>
<td>0</td>
</tr>
<tr>
<td>The evolution of natural systems and factors that result in evolution or equilibrium.</td>
<td>0</td>
</tr>
<tr>
<td>Interrelationships of form, function, and behaviors in living and nonliving systems.</td>
<td>0</td>
</tr>
<tr>
<td>Life processes in living systems including organization of matter and energy.</td>
<td>0</td>
</tr>
<tr>
<td>Similarities and differences among animals, plants, fungi, microorganisms, and</td>
<td>0</td>
</tr>
<tr>
<td>viruses.</td>
<td>0</td>
</tr>
<tr>
<td>Principles and practices of biological classification.</td>
<td>0</td>
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<tr>
<td>The theory and principles of biological evolution.</td>
<td>0</td>
</tr>
<tr>
<td>Ecological systems including the interrelationships and dependencies of organisms</td>
<td>0</td>
</tr>
<tr>
<td>with each other and their environments.</td>
<td>0</td>
</tr>
<tr>
<td>Population dynamics and the impact of the population on its environments.</td>
<td>0</td>
</tr>
<tr>
<td>General concepts of genetics and heredity.</td>
<td>0</td>
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<tr>
<td>The organizations and functions of cells and multi-cellular systems.</td>
<td>0</td>
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<tr>
<td>The behavior of organisms and their relationships to social systems.</td>
<td>0</td>
</tr>
<tr>
<td>The regulation of biological systems including homeostatic mechanisms.</td>
<td>0</td>
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<tr>
<td>Fundamental processes of modeling and investigating in the biological sciences.</td>
<td>0</td>
</tr>
<tr>
<td>The applications of biology in environmental quality and in personal and community</td>
<td>0</td>
</tr>
<tr>
<td>health.</td>
<td>0</td>
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<tr>
<td>Bioenergetics including major biochemical pathways.</td>
<td>0</td>
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<tr>
<td>Biochemical interactions of organisms and their environments.</td>
<td>0</td>
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<tr>
<td>Molecular genetics and heredity and mechanisms of genetic modification.</td>
<td>0</td>
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<tr>
<td>Molecular basis for evolutionary theory and classification.</td>
<td>0</td>
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</tbody>
</table>
The causes, characteristics and avoidance of viral, bacterial and parasitic diseases.

Issues related to living systems such as genetic modification, uses of biotechnology, cloning and pollution from farming.

The historical development and perspectives in biology including contributions of significant figures and underrepresented groups, and the evolution of theories in biology.

How to design, conduct, and report research in biology.

The applications of biology and biotechnology in society, business, industry, and health fields.

**Standard 2: Knowledge of Human Development and Learning**
The candidate demonstrated an understanding of how adolescents learn and develop.
The candidate provided learning opportunities that supported the students' intellectual, social, and personal development.

**Standard 3: Instructional Strategies for Diverse Learners**
The candidate demonstrated an understanding of how learners differ in their approaches to learning.
The candidate created instructional opportunities that were adapted to learners from diverse cultural backgrounds.
The candidate created instructional opportunities that were adapted to learners with exceptionalities.
The candidate modified instruction for students with different learning needs/learning styles.

**Standard 4: Multiple Instructional Strategies**
The candidate used a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.
The candidate utilized resources, materials, and technology appropriate to learners and subject matter.

**Standard 5: Motivation and Management**
The candidate effectively managed time and pacing of lessons.
The candidate used effective individual and group motivation practices.
The candidate used effective classroom management strategies.
The candidate facilitated a learning environment that encouraged positive social interaction, active engagement in learning, and self-motivation.
The candidate demonstrated an understanding of the legal and ethical responsibilities of science teachers for students; proper treatment of animals; and maintenance, supervision, and disposal of materials.
The candidate followed emergency procedures, maintained safety equipment, and ensured the safety of all students.

**Standard 6: Communication and Technology**
The candidate modeled effective use of standard spoken and written English.
The candidate used effective questioning and verbal and non-verbal techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
The candidate used media accurately to foster active inquiry, collaboration and supportive interaction in the classroom.

**Standard 7: Instructional Planning**
The candidate planned and managed instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
The candidate's plans reflected constructivist/activity-based teaching practices aligned with New York State Standards/Ontario Curriculum Expectations and student outcomes.

**Standard 8: Assessment of Learning**
The candidate used multiple formal assessment strategies to evaluate, track and ensure the continuous intellectual, social, and physical development of the learners.
Assessments correlate with expected student outcome.
Standard 9: Professional Development
The candidate demonstrated that he/she is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).
The candidate actively sought out opportunities to grow professionally.

Standard 10: School/Community Involvement
The candidate communicated and interacted with parents/guardians, families, and the community, as appropriate, to support the students’ learning and well-being.
The candidate communicated and interacted with school colleagues, as appropriate, to support the students’ learning and well-being.

PROFESSIONAL RECOMMENDATION
Based on the assessment related to the criteria for the standards described above, please check the one option below which provides the most accurate assessment of your teacher candidate at the conclusion of the experience; please provide relevant comments which support your decision.

☐ Satisfactory: The candidate demonstrated competency in the knowledge, skills and dispositions associated with the standards.

☐ Unsatisfactory: The candidate did not achieve needed competency in the knowledge, skills, and dispositions associated with the standards.

Comments:
____________________________________________________________________________________________
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____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Signature of Cooperating/Associate Teacher: ________________________________ Date: _____________

Please indicate that you have read this report.
Signature of Teacher Candidate: ________________________________ Date: _____________

Source: NSTA ~ Revised: 07/09