Adolescence Grades 7-12, Biology
Mid-Way Teacher Candidate Progress Report

Teacher Candidate __________________________________________ Cooperating/Associate Teacher _______________________________________

Date ______________________ School __________________________________________________________ School Board ___________________________

Grade(s)/Age(s) ______________________ Subject(s) __________________________________________

Instructions: The Cooperating/Associate Teacher and the Teacher Candidate will, each independently, complete this form. After completing the forms, Cooperating/Associate Teacher and Teacher Candidate will confer to share and discuss individual assessments.

Once reviewed, discussed, and signed, both forms are to be hand-delivered by the Teacher Candidate, to the Field Supervisor during the mid-way meeting with the Supervisor.

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

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

Please color the dots in fully:

Example: ● E M U N

Program Expectation | Rating
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Standard 1: Knowledge of Subject Matter

The candidate demonstrates knowledge of:

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

**Standard 2: Knowledge of Human Development and Learning**

- The candidate demonstrates an understanding of how adolescents learn and develop. | O | O | O | O | O |
- The candidate provides learning opportunities that support their intellectual, social, and personal development. | O | O | O | O | O |

**Standard 3: Instructional Strategies for Diverse Learners**

- The candidate demonstrates an understanding of how learners differ in their approaches to learning. | O | O | O | O | O |
- The candidate creates instructional opportunities that are adapted to learners from diverse cultural backgrounds. | O | O | O | O | O |
- The candidate creates instructional opportunities that are adapted to learners with exceptionalities. | O | O | O | O | O |

**Standard 4: Multiple Instructional Strategies**

- The candidate uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills. | O | O | O | O | O |
- The candidate utilizes resources, materials, and technology appropriate to learners and subject matter. | O | O | O | O | O |

**Standard 5: Motivation and Management**

- The candidate effectively manages time and pacing of lessons. | O | O | O | O | O |
- The candidate uses effective individual and group motivation practices. | O | O | O | O | O |
- The candidate uses effective classroom management strategies. | O | O | O | O | O |
- The candidate demonstrates an understanding of the legal and ethical responsibilities of science teachers for students; proper treatment of animals; and maintenance, supervision, and disposal of materials. | O | O | O | O | O |
- The candidate follows emergency procedures, maintains safety equipment, and ensures the safety of all students. | O | O | O | O | O |

**Standard 6: Communication and Technology**

- The candidate models effective use of standard spoken and written English. | O | O | O | O | O |
- The candidate uses effective questioning and verbal and non-verbal techniques to foster active inquiry, collaboration and supportive interaction in the classroom. | O | O | O | O | O |
- The candidate uses media accurately to foster active inquiry, collaboration and supportive interaction in the classroom. | O | O | O | O | O |

**Standard 7: Instructional Planning**

- The candidate plans and manages instruction based upon knowledge of subject matter, students, the community and curriculum goals. | O | O | O | O | O |
- The candidate's plans reflect constructivist/activity-based teaching practices aligned with New York State Standards/Ontario Curriculum Expectations and student outcomes. | O | O | O | O | O |

**Standard 8: Assessment of Learning**

- The candidate uses multiple formal assessment strategies to evaluate, track and ensure the continuous intellectual, social, and physical development of the learners. | O | O | O | O | O |
- Assessments correlate with expected student outcome. | O | O | O | O | O |
Commendable Strengths: ____________________________
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Suggestions (Areas to Improve): ____________________________
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Comments/Goals: ____________________________
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Cooperating/Associate Teacher: ____________________________ Date: __________________

Please indicate that you have read this form:
Teacher Candidate: ____________________________ Date: __________________

Source: NSTA - Revised 07/09