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

**Cooperating/Associated Teacher**

Teacher Candidate ______________________________________________________________

Date ____________________ School __________________________________________________

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 conference 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: 🟢 🟡 🟠 🟜 🟝

### Standard 1: Knowledge of Subject Matter

The candidate demonstrates an understanding of business, marketing, and multinational economic concepts.

<table>
<thead>
<tr>
<th>Program Expectation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate performs business-related mathematical computations.</td>
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<td>The candidate analyzes/interprets business-related numerical information.</td>
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<td>The candidate selects, applies, and troubleshoots hardware and software used in the processing of business transactions.</td>
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<tr>
<td>The candidate prepares, maintains, interprets/analyzes, and transmits/distributes information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service/information/technological-based economy.</td>
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<tr>
<td>The candidate demonstrates an understanding of the interrelatedness of business, social, and economic systems/subsystems.</td>
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<tr>
<td>The candidate identifies, organizes, plans, and allocates resources (e.g., financial, materials/facilities, human, time) in demonstrating the ability to manage their lives as learners, contributing family members, globally competitive workers, and self-sufficient individuals.</td>
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<td>The candidate exhibits interpersonal skills essential for success in the multinational business world.</td>
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<td>The candidate demonstrates basic leadership abilities/skills, and functions effectively as a member of a work group or team.</td>
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### Standard 2: Knowledge of Human Development and Learning

The candidate demonstrates an understanding of how adolescents learn and develop.

<table>
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<tbody>
<tr>
<td>The candidate demonstrates an understanding of how adolescents learn and develop.</td>
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</tr>
</tbody>
</table>
The candidate provides learning opportunities that support their intellectual, social, and personal development.

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

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

**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.
- The candidate utilizes resources, materials, and technology appropriate to learners and subject matter.

**Standard 5: Motivation and Management**

- The candidate effectively manages time and pacing of lessons.
- The candidate uses effective individual and group motivation.
- The candidate uses effective classroom management strategies.

**Standard 6: Communication and Technology**

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

**Standard 7: Instructional Planning**

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

**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.
- Assessments correlate with expected student outcome.
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: NYS Learning Standards-Revised 07/09