# Mid-Way Teacher Candidate Progress Report

**Adolescence Grades 7-12, Chemistry**

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Cooperating/Associate Teacher</th>
<th>Teacher Candidate</th>
</tr>
</thead>
<tbody>
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**Date**

<table>
<thead>
<tr>
<th>School</th>
<th>School Board</th>
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**Grade(s)/Age(s)**

<table>
<thead>
<tr>
<th>Subject(s)</th>
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**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.

**Program Expectation**

**Rating**

<table>
<thead>
<tr>
<th>Standard 1: Knowledge of Subject Matter</th>
<th>Rating</th>
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<tbody>
<tr>
<td>The candidate demonstrates an understanding of:</td>
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</tr>
<tr>
<td>Multiple ways we organize our perceptions of the world and how systems organize the studies and knowledge of science.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>The nature of scientific evidence and the use of models for explanation.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Measurement as a way of knowing and organizing observations of constancy and change.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>The evolution of natural systems and factors that result in evolution or equilibrium.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Interrelationships of form, function, and behaviors in living and nonliving systems.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>The fundamental structures of atoms and molecules.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Basic principles of ionic, covalent, and metallic bonding.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Physical and chemical properties and classification of elements including periodicity.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Chemical kinetics and thermodynamics.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Principles of electrochemistry.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Mole concept, stoichiometry, and laws of composition.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Transition elements and coordination compounds.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Acids and bases, oxidation-reduction chemistry and solutions.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Fundamental biochemistry.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Functional and polyfunctional group chemistry</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Superconductors and principles of metallurgy.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Advanced concepts of chemical kinetics, and thermodynamics.</td>
<td>O E O O N</td>
</tr>
<tr>
<td>Lewis adducts and coordination compounds.</td>
<td>O E O O N</td>
</tr>
</tbody>
</table>
Solutions, colloids, and colligative properties.
Major biological compounds and natural products.
Solvent system concepts including non-aqueous solvents.
Chemical reactivity and molecular structure including electronic and steric effects.
Organic synthesis and organic reaction mechanisms.
Energy flow through chemical systems.
Issues related to chemistry including ground water pollution, disposal of plastics and development of alternative fuels.
The historical development and perspectives in chemistry including contributions of significant figures and underrepresented groups, and the evolution of theories in chemistry.
How to design, conduct, and report research in chemistry.
The applications of chemistry and chemical technology in society, business, industry, and health fields.

**Standard 2: Knowledge of Human Development and Learning**
The candidate demonstrates an understanding of how adolescents learn and develop.
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 practices.
The candidate uses effective classroom management strategies.
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.
The candidate follows emergency procedures, maintains safety equipment, and ensures the safety of all students.

**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.

Standard 9: Professional Development
The candidate demonstrates 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 seeks opportunities to grow professionally.

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

Commendable Strengths: ______________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Suggestions (Areas to Improve): ________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Comments/Goals: _____________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Cooperating/Associate Teacher: _______________ Date: _______________

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

Source: NSTA-Revised 07/09