Adolescence Grades 7-12, Social Studies
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 in meeting the standard.

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: ⬤ ⬤ ⬤ ⬤ ⬤

<table>
<thead>
<tr>
<th>Program Expectation</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>Standard 1: Knowledge of Subject Matter</strong></td>
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<tr>
<td>1.1 Culture and Cultural Diversity. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.</td>
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<tr>
<td>1.2 Time, Continuity, and Change. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.</td>
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<tr>
<td>1.3 People, Places, and Environment. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.</td>
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<tr>
<td>1.4 Individual Development and Identity. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.</td>
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<tr>
<td>1.5 Individuals, Groups and Institutions. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.</td>
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<tr>
<td>1.6 Power, Authority, and Governance. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.</td>
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<tr>
<td>1.7 Production, Distribution, and Consumption. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.</td>
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<tr>
<td>1.8 Science, Technology and Society. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.</td>
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<tr>
<td>1.9 Global Connections. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.</td>
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<tr>
<td>1.10 Civic Ideals and Practices. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.</td>
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<tr>
<td>2.1 History. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.</td>
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<tr>
<td>2.2 Geography. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.</td>
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<td>2.3 Civics and Government. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.</td>
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<tr>
<td>2.4 Economics. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.</td>
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<tr>
<td>2.5 Psychology. The candidate possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.</td>
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</table>
**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.

The candidate modifies instruction for students with different learning needs/learning styles.

**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 facilitates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**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: ____________________________________________________________

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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: NCSS-Revised 07/09