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

☐ Cooperating/Associate Teacher  ☐ Teacher Candidate

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 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 throughout this placement.

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Knowledge of Subject Matter</strong></td>
<td></td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of and skills in the use of the English language.</td>
<td>□ □ □ □ □</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of the practices of oral, visual, and written literacy and designs learning experiences that emphasizes varied uses and purposes for language in communication.</td>
<td>□ □ □ □ □</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of reading processes.</td>
<td>□ □ □ □ □</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of different composing processes.</td>
<td>□ □ □ □ □</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of, and uses for, an extensive range of literature.</td>
<td>□ □ □ □ □</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of the range and influence of print and non-print media and technology in contemporary culture.</td>
<td>□ □ □ □ □</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of research theory and findings in English language arts.</td>
<td>□ □ □ □ □</td>
</tr>
<tr>
<td>The candidate engages students in making meaning of texts through personal response.</td>
<td>□ □ □ □ □</td>
</tr>
<tr>
<td>The candidate assists students in selecting appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>□ □ □ □ □</td>
</tr>
</tbody>
</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:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Suggestions (Areas to Improve):

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Comments/Goals:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Cooperating/Associate Teacher: ___________________________ Date: ____________

Please indicate that you have read this form.

Teacher Candidate: ___________________________ Date: ____________

Source: NCTE-Revised 07/09