Adolescence Grades 7-12, Science

Mid-Way Teacher Candidate Progress Report

Cooperating/Associate Teacher  Teacher Candidate

Teacher Candidate  Coordinating/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>
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<tbody>
<tr>
<td><strong>Standard 1: Knowledge of Subject Matter</strong></td>
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<tr>
<td>The candidate understands and successfully conveys to students the major concepts, principles, theories, laws, and interrelationships of his/her scientific field of licensure and supporting fields.</td>
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<tr>
<td>The candidate understands and successfully conveys to students the unifying concepts of science delineated by the National Science Education Standards including:</td>
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<tr>
<td>- Systems, order, and organization</td>
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<tr>
<td>- Evidence, models, and explanation</td>
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<tr>
<td>- Constancy, change, and measurement</td>
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<td>- Evolution and equilibrium</td>
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<td>- Form and function</td>
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<td>The candidate understands and successfully conveys to students important personal and technological applications of science in his/her field of licensure.</td>
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<tr>
<td>The candidate understands research and successfully designs, conducts, reports and evaluates investigations in science.</td>
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<td>The candidate understands and successfully uses mathematics to process and report data, and solve problems in his/her field of licensure.</td>
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<tr>
<td>The candidate understands socially important issues related to science and technology in his/her field of licensure, as well as processes used to analyze and make decisions on such issues.</td>
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<tr>
<td>The candidate engages students successfully in the analysis of problems, including considerations of risk, costs, and the benefits of alternative solutions; relates these to the knowledge, goals, and values of the students.</td>
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<tr>
<td><strong>Standard 2: Knowledge of Human Development and Learning</strong></td>
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<tr>
<td>The candidate demonstrates an understanding of how adolescents learn and develop.</td>
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<tr>
<td>The candidate provides learning opportunities that support their intellectual, social, and personal development.</td>
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<tr>
<td><strong>Standard 3: Instructional Strategies for Diverse Learners</strong></td>
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<tr>
<td>The candidate demonstrates an understanding of how learners differ in their approaches to learning.</td>
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<tr>
<td>The candidate modifies instruction for students with different learning needs/learning styles.</td>
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<tr>
<td><strong>Standard 4: Multiple Instructional Strategies</strong></td>
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<tr>
<td>The candidate uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.</td>
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<tr>
<td>The candidate utilizes resources, materials, and technology appropriate to learners and subject matter.</td>
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**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.

The candidate understands the historical and cultural development of science and the evolution of knowledge in his/her discipline.

**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: NSTA-Revised 07/09