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

Cooperating/Associate Teacher ____________________ Teacher Candidate ____________________
Cooperating/Associate Teacher ____________________
Date ________________ School ____________________
Teacher Candidate ____________________
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.

<table>
<thead>
<tr>
<th>Scoring</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Outstanding: The candidate met the standard in an outstanding manner.</td>
</tr>
<tr>
<td>E</td>
<td>Effective: The candidate met the standard in an acceptable/appropriate manner.</td>
</tr>
<tr>
<td>M</td>
<td>Making Progress: The candidate has made progress toward meeting the standard.</td>
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<tr>
<td>U</td>
<td>Unsatisfactory: The candidate has not made progress toward meeting the standard.</td>
</tr>
<tr>
<td>N</td>
<td>Unobservable: The candidate did not have the opportunity to demonstrate knowledge, skill, or disposition in the standard.</td>
</tr>
</tbody>
</table>

Please color the dots in fully Example: ●

<table>
<thead>
<tr>
<th>Program Expectation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate demonstrates knowledge of:</td>
<td></td>
</tr>
<tr>
<td>Multiple ways we organize our perceptions of the world and how systems organize the studies and knowledge of science.</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢</td>
</tr>
<tr>
<td>The nature of scientific evidence and the use of models for explanation.</td>
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<tr>
<td>Measurement as a way of knowing and organizing observations of constancy and change.</td>
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<tr>
<td>The evolution of natural systems and factors that result in evolution or equilibrium.</td>
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<tr>
<td>Interrelationships of form, function, and behaviors in living and nonliving.</td>
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<tr>
<td>Life processes in living systems including organization of matter and energy.</td>
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<tr>
<td>Similarities and differences among animals, plants, fungi, microorganisms, and viruses.</td>
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<tr>
<td>Principles and practices of biological classification.</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢</td>
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<tr>
<td>The theory and principles of biological evolution.</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢</td>
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<tr>
<td>Ecological systems including the interrelationships and dependencies of organisms with each other and their environments.</td>
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<tr>
<td>Population dynamics and the impact of the population on its environments.</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢</td>
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<tr>
<td>General concepts of genetics and heredity.</td>
<td>🟢 🟢 🟢 🟢 🟢 🟢 🟢</td>
</tr>
<tr>
<td>The organizations and functions of cells and multi-cellular systems.</td>
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<tr>
<td>The behavior of organisms and their relationships to social systems.</td>
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<tr>
<td>The regulation of biological systems including homeostatic mechanisms.</td>
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<tr>
<td>Fundamental processes of modeling and investigating in the biological sciences.</td>
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<tr>
<td>The applications of biology in environmental quality and in personal and community health.</td>
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</tbody>
</table>
Bioenergetics including major biochemical pathways.

Biochemical interactions of organisms and their environments.

Molecular genetics and heredity and mechanisms of genetic modification.

Molecular basis for evolutionary theory and classification.

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.  

| o | O | O | E | o | M | o | U | o | N |

Assessments correlate with expected student outcome.  

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**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: TESOL-R Source:NSTA -Revised 07/09