Childhood 1-6
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:

0 Outstanding
1 Effective
2 making Progress
3 Unsatisfactory
4 Not Observable

the candidate met the standard in an outstanding manner.
the candidate met the standard in an acceptable/appropriate manner.
the candidate has made progress toward meeting the standard.
the candidate has not made progress toward meeting the standard.
the candidate did not have the opportunity to demonstrate knowledge, Skill or disposition in the standard.

Please color the dots in fully Example: ● E M U N

<table>
<thead>
<tr>
<th>Program Expectation</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td><strong>Standard 1: Development, Learning and Motivation</strong></td>
<td></td>
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<tr>
<td>The Candidate: Knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
<td>0 0 0 0 0</td>
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<tr>
<td>Draws upon in-depth knowledge of physical, social, emotional, cognitive, and linguistic development to understand student's abilities, interest, individual aspirations, values and social and cultural backgrounds in order to plan and teach lessons.</td>
<td>0 0 0 0 0</td>
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</tbody>
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| **Standard 2: Curriculum Standards** | |
| The Candidate: Knows, understands and uses fundamental concepts and demonstrates a high level of competence in the curricular areas of ELA, science, Math, Social Studies, Health and Physical Education. | 0 0 0 0 0 |
| Addresses the needs of his or her students in: ELA, Science, Math, Social Studies, Art, Health, and Physical Education. | 0 0 0 0 0 |

| **Standard 3: Instructional Standards** | |
| The Candidate: Planned and implemented instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. | 0 0 0 0 0 |
| Understands how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students/special needs students. | 0 0 0 0 0 |
| Understands and uses a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills. | 0 0 0 0 0 |
| Uses knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. | 0 0 0 0 0 |
Uses knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

**Standard 4: Assessment for Instruction**

**The Candidate:**

Knows, understands, and uses formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Integrates assessment and instruction as integral part of designing and aligning instruction.

Integrates learning goals and instruction as integral part of designing and aligning instruction.

Administers assessments (formal and informal) to inform and to make decisions about objectives and materials.

Uses assessment data for planning and evaluating teaching strategies.

**Standard 5: Professionalism**

**The Candidate:**

Understands and applies practices and behaviors that are characteristic career teachers.

Is aware of and reflects on his/her practice in light of research on teaching and resources available for professional learning.

Continually evaluates the effects of his/her professional decisions and actions on students.

Meets with parents and other professionals in the learning community and actively seeks out opportunities to grow professionally.

Knows the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

Fosters relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.

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**Commendable Strengths:**

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Suggestions (Areas to Improve):

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Comments/Goals:

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Please indicate that you have read this form:

Cooperating/Associate Teacher: _____________________________ Date: ____________

Teacher Candidate: _______________________________ Date: ____________

Source: ACEI Indicators Revised 8/11