Early Childhood Birth to Grade 2
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 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.

Please select the descriptor from the rubric below that best assesses the Teacher Candidate’s performance to date. 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:

![Example Image]

<table>
<thead>
<tr>
<th>Program Expectation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Promoting Early Childhood Development and Learning</td>
<td></td>
</tr>
<tr>
<td><strong>The Candidate:</strong></td>
<td></td>
</tr>
<tr>
<td>Knows and understands the characteristics and needs of young children.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Knows and understands the multiple influences on development and learning of young children</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Uses developmental knowledge to create healthy, respectful, supportive and challenging learning environments.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td><strong>Standard 2: Building Family and Community Relationships</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Candidate:</strong></td>
<td></td>
</tr>
<tr>
<td>Knows, understands, and values the importance and complex characteristics of children’s families and communities.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Supports and empowers families and communities through respectful and reciprocal relationships.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Involves families and communities in their children’s development and learning.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td><strong>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Candidate:</strong></td>
<td></td>
</tr>
<tr>
<td>Observes and documents children’s behaviors and uses the information to plan learning experiences.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Uses a variety of informal assessment strategies to monitor student understanding and to adapt and adjust instruction as needed.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Records student work/performance.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Communicates with parents (letters, phone conversations, class newsletters, and notes to parents).</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Uses closure to gather feedback from students about classroom environment and learning.</td>
<td>{ O E M U N }</td>
</tr>
<tr>
<td>Connects objectives, instructional strategies, and assessment.</td>
<td>{ O E M U N }</td>
</tr>
</tbody>
</table>
### Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families

**The Candidate:**
- Understands positive relationships and supportive interactions as the foundation of working with young children.
- Knows and understands effective strategies and tools for early education, including appropriate uses of technology.
- Uses a broad repertoire of developmentally appropriate teaching/learning approaches.
- Reflects on own practice to promote positive outcomes for each child.

### Standard 5: Using Content Knowledge to Build Meaningful Curriculum

**The Candidate:**
- Creates PLE/LP that reference NYS Standards (performance indicators and key ideas)/Ontario Curriculum Expectations, district objectives, and the affective domain.
- Uses exploratory strategies to set stage for learning.
- Implements learner-centered experiences that are based on current best practices that engage, motivate, and encourage self-directed student learning.
- Uses multiple strategies to foster critical thinking and problem solving.
- Uses of multiple instructional roles (facilitator, coach, instructor, audience).
- Develops learning centers as part of a lesson or the environment.
- Organizes and manages time, space and activities conducive to learning.
- Establishes and maintains classroom expectations.
- Uses enthusiasm to motivate students and energize teaching.

### Standard 6: Becoming a Professional

**The Candidate:**
- Identifies opportunities and becomes involved in the early childhood field.
- Knows about and upholds ethical standards and other professional guidelines.
- Engages in continuous, collaborative learning to inform practice.
- Integrates knowledgeable, reflective, and critical perspectives on early education.
- Engages in informed advocacy for children and the profession.
Commendable Strengths: ________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Suggestions (Areas to Improve): ________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Comments/Goals: _________________________________________________________________

________________________________________________________________________________

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________________________________________________________________________________

Please indicate that you have read this form:

Cooperating/Associate Teacher: Date: ___________________ Date: ______________

Teacher Candidate: ____________________________________________ Date: ___________