

Clarion University Student Teaching Performance Profile (STPP)

Teacher Candidate \_\_\_\_\_ Semester Hours: 6  
 School/Agency \_\_\_\_\_ City/State \_\_\_\_\_  
 Grade Level(s) \_\_\_\_\_ Subject(s) Taught \_\_\_\_\_  
 Report is for: Fall \_\_\_\_\_ Spring \_\_\_\_\_ First half semester \_\_\_\_\_ Second half semester \_\_\_\_\_

3 – Target: Consistently & Extensively      2 – Acceptable: Usually & Substantially  
 1 – Developing: Sometimes & Basic      0 – Unacceptable: Rarely or Superficially      NA - Not Applicable

Please refer to the STPP Rubric for the full definitions of the criteria to determine the level to which the candidate has performed.

Planning and Preparation (I)		3	2	1	0	NA
1.	Understands content knowledge.					
2.	Knowledge of students – Learner development					
3.	Knowledge of students – Student Needs					
4.	Selecting Instructional Outcomes – Developing Goals & Objectives					
5.	Appropriately sequences and organized instructional plan					
6.	Demonstrates understanding of instructional planning. – active engagement					
7.	Demonstrates understanding of instructional planning. – models, structure, and grouping					
8.	Incorporates outside resources into instructional plans.					
9.	Selects/determines assessment strategies – congruence with outcomes					
10.	Selects/determines assessment strategies – types of assessment					
11.	Use of data for planning					
The Classroom Environment (II)		3	2	1	0	NA
1.	Creating an environment of respect and rapport					
2.	Creating a culture for learning					
3.	Manages classroom behaviors.					
4.	Organizes physical space and materials.					
Instruction (III)		3	2	1	0	NA
1.	Demonstrates understanding of pedagogical and content knowledge					
2.	Communicates directions and expectations					
3.	Expresses oral and written language.					
4.	Demonstrates questioning skills.					
5.	Engages students in learning					
6.	Utilizes dimensions of classroom time – structure & pacing					
7.	Using assessment in instruction					
8.	Reflects on learner progress and adapts instruction					
9.	Integrates technology into instruction.					
Professionalism (IV)		3	2	1	0	NA
1.	Communicates professionally with learners and their families.					
2.	Communicates professionally within the educational community.					

3.	Collaborates with other professionals as instructional partners					
4.	Meets professional responsibilities.					
5.	Accepts constructive feedback.					
Discipline Specific Competencies (Mathematics) NCTM Standards		3	2	1	0	NA
1.	Establish mathematics goals to focus learning.					
2.	Implement tasks that promote reasoning and problem solving.					
3.	Use and connect mathematical representations.					
4.	Facilitate meaningful mathematical discourse.					
5.	Pose purposeful questions.					
6.	Build procedural fluency from conceptual understanding.					
7.	Support productive struggle in learning mathematics.					
8.	Elicit and use evidence of student learning.					

Would you recommend this individual for employment?

I highly recommend. (3) Accomplished Candidate

I recommend, provided supervision is available. (1) Developing Candidate

I recommend. (2) Proficient Candidate

I do not recommend. (0) Emergent Candidate

**Please include a narrative either on the back or attached to this form. Please type or use black ink. Thank you.**

Signatures imply the information on front and back has been read and discussed.

Person Completing This Report

Signature \_\_\_\_\_

Teacher Candidate Signature \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_ Cooperating Teacher

\_\_\_\_ University Supervisor

Date \_\_\_\_\_

Date \_\_\_\_\_