

EARLY CHILDHOOD

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 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 (Early Childhood) NAEYC Standards | | 3 | 2 | 1 | 0 | NA |
| NAEYC Standard 1: Promotes child development and learning | | | | | | |
| 1. | 1a Knowing and understanding young children’s characteristics and needs | | | | | |
| 2. | 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments | | | | | |
| NAEYC Standard 2: Builds family and community relationships | | | | | | |
| 1. | 2a Knowing about and understanding diverse family and community characteristics | | | | | |
| 2. | 2c Involving families and communities in their children’s development and learning | | | | | |

| NAEYC Standard 3: Observes, documents, and assesses to support young children and families | | | | | |
|---|--|--|--|--|--|
| 1. | 3b Knowing about and using observation, documentation and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. | | | | |
| 2. | 3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. | | | | |
| NAEYC Standard 4: Uses developmentally effective approaches to connect with children and families | | | | | |
| 1. | 4a Understanding positive relationships and supportive interactions as the foundation of their work with children | | | | |
| 2. | 4b Knowing, understanding effective strategies and tools for early education, including appropriate use of technology. | | | | |
| 3. | 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches | | | | |
| 4. | 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches | | | | |
| 5. | 4d Reflecting on their own practice to promote positive outcomes for each child | | | | |
| NAEYC Standard 5: Uses content knowledge to build meaningful curriculum | | | | | |
| 1. | 5c Using their own knowledge appropriate learning standards and other resources to design, implement and evaluate meaningful challenging curricula for each child | | | | |
| NAEYC Standard 6: Becomes a professional | | | | | |
| 1. | 6b Knowing about and upholding ethical standards and other professional guidelines | | | | |
| 2. | 6c Engaging in continuous, collaborative learning to inform practice | | | | |

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 confirm that the information on front and back has been read and discussed.

Person Completing This Report

_____ University Supervisor _____ Cooperating Teacher
 Please Print Name

_____ Date _____
 Signature

Teacher Candidate Signature _____ Date _____