

## Form: Teacher Candidate Performance Profile

Owner: eup eupncate <eupncate>

Dataset: Spr 07 Teacher Candidate Performance Profile

- 1 Teacher Candidate's Last Name: \*
- 2 Teacher Candidate's First Name: \*
- 3 Student Identification Number \*  
 Be sure to include the @ sign in front of the student identification number
- 4 Grade(s) Taught: \*
- 5 Name of Person Completing the Report: \*
- 6 Person Completing the Report is the: \*
- 7 Clinical Experience \*
- 8 Placement \*
- 9 Date Completed: \*  
 (MM/DD/YYYY)
- 10 Certification Area (check all that apply) \*
  - Art
  - Early Childhood Education
  - Elementary Education
  - Health and Physical Education
  - Music
  - Secondary Education-English
  - Secondary Education-Foreign Language
  - Secondary Education-Math
  - Secondary Education-Science
  - Secondary Education-Social Studies
  - Special Education
- 11 The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts. \*  
 Planning and Preparation (INTASC 1,4,7,8,9)
- 12 The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. \*  
 Planning and Preparation (INTASC 1,4,7,8,9)
- 13 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. \*  
 Planning and Preparation (INTASC 1,4,7,8,9)
- 14 The teacher can relate his/her disciplinary knowledge to other subject areas. \*  
 Planning and Preparation (INTASC 1,4,7,8,9)

- 15 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 16 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 17 The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 18 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 19 The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 20 The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 21 The teacher values both long term and short term planning. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 22 The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 23 The teacher values planning as a collegial activity. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 24 As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired). \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 25 The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performance, and modify teaching and learning strategies. \*  
Planning and Preparation (INTASC 1,2,3,4,5,6,7,8,9)
- 26 The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them. \*  
Planning and Preparation (INTASC 1,4,7,8,9)
- 27 The teacher appreciates individual variation within each area of development, shows respect for

the diverse talents of all learners, and is committed to helping them develop self-confidence and competence. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

28 The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence". \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

29 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

30 The teacher creates a learning community in which individual differences are respected. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

31 The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

32 The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

33 The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create positive classroom climate of openness, mutual respect, support, and inquiry. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

34 The teacher solicits and uses information about students' experiences, learning behaviors, needs, and progress from parents, other colleagues, and the students themselves. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

35 The teacher monitors his or her own teaching strategies and behaviors in relation to student success, modifying plans and instructional approaches accordingly. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

36 The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

37 The teacher participates in collegial activities designed to make the entire school a productive learning environment. \*

Classroom Environment (INTASC 2,3,5,8,10)

Choose One

38 The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

39 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 40 The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 41 The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 42 The teacher constantly monitors and adjusts strategies in response to learner feedback. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 43 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 44 The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 45 The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes; for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 46 The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 47 The teacher evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. \*

Instruction (INTASC 2,3,4,5,6,7,8,9)

Choose One

- 48 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline. \*

Professionalism (INTASC 1,8,9,10)

Choose One

- 49 The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues. \*

Professionalism (INTASC 1,8,9,10)

Choose One

- 50 The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities). \*

Professionalism (INTASC 1,8,9,10)

Choose One

- 51 The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues. \*

Professionalism (INTASC 1,8,9,10)

Choose One

52 The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher. \*

Professionalism (INTASC 1,8,9,10)

Choose One

53 The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. \*

Professionalism (INTASC 1,2,3,4,5,6,7,8,9,10)

Choose One

54 The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which she/he works. \*

Professionalism (INTASC 1,8,9,10)

Choose One

55 The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). \*

Professionalism (INTASC 1,8,9,10)

Choose One

56 The teacher is willing to work with other professionals to improve the overall learning environment for students. \*

Professionalism (INTASC 1,2,3,5,8,9,10)

Choose One

57 The teacher makes links with learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies. \*

Professionalism (INTASC 1,8,9,10)

Choose One

58 The teacher can identify and use community resources to foster student learning. \*

Professionalism (INTASC 1,8,9,10)

Choose One

59 The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being. \*

Professionalism (INTASC 1,8,9,10)

Choose One

60 The teacher acts as an advocate for students. \*

Professionalism (INTASC 1,8,9,10)

Choose One

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