

PDE STUDENT COMPETENCIES FOR OBSERVATION

The Pennsylvania Department of Education (PDE) has published competencies that are designed to inform the development of teacher preparation programs and the evaluation of students engaged in clinical experiences in the field. The competencies are organized under seven headings that parallel and extend the domains in Charlotte Danielson's framework for enhancing professional practice.

Below are the field experience competencies for observation (stages 1 and 2 of the teacher preparation program) as published by PDE. The entries reflect what students will be able to demonstrate.

A. Planning and Preparation

- ❖ A.1: Reflects on elements of planning and preparation from observations in educational settings.
- ❖ A.2: Applies knowledge of Pa. Pre-K-12 Academic Standards to classroom observations.
- ❖ A.3: Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.
- ❖ A.4: Identifies how learning goals were developed to address individual student needs.
- ❖ A.5: Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.

B. Classroom Environment

- ❖ B.1: Describes elements of effective classroom management observed in various educational settings.
- ❖ B.2: Observes teacher-to-student and student-to-student interactions and reflects on those observations.
- ❖ B.3: Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

C. Instructional Delivery

- ❖ C.1: Observes and reflects on effective verbal and non-verbal communication techniques.
- ❖ C.2: Observes and reflects on effective questioning and discussion techniques.
- ❖ C.3: Identifies ways in which technology is used as a teaching and learning tool.
- ❖ C.4: Reflects on the level of active student engagement during instructional delivery.
- ❖ C.5: Observes methods of communication of instructional goals, procedures and content.

D. Professional Conduct

- ❖ D.1: Represents integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.

- ❖ D.2: Complies with school policies and procedures regarding professional dress, attendance and punctuality.

E. *Assessment*

- ❖ E.1: Identifies and reports on various kinds of assessments used in instruction.
- ❖ E.2: Assesses their own professional growth through focused self-reflection.

F. *Knowledge of Diverse Learners*

- ❖ F.1: Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
- ❖ F.2: Reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.