PDE FIELD EXPERIENCE COMPETENCIES FOR PRACTICUM

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 Practicum field experience competencies as published by PDE. University supervisors will evaluate Practicum students by matching their performance against the competencies.

A. Planning and Preparation

- ❖ A.1: Demonstrates adequate knowledge of content and related research-based pedagogy, based on sound educational psychology principles.
- ❖ A.2: Demonstrates adequate knowledge of PA Pre-K-12 Academic Standards and the ability to use them to guide instructional planning.
- ❖ A.3: Demonstrates adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.
- ❖ A.4: Demonstrates the ability to use formative and summative assessments to adapt learning goals that match individual student needs.
- ❖ A.5: Demonstrates the ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning based on their instructional goals.

B. Classroom Environment

- ❖ B.1: Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
- ❖ B.2: Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.
- ❖ B.3: Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
- ❖ B.4: Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
- ❖ B.5: Identifies opportunities for productive family and community contact.
- ❖ B.6: Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

C. Instructional Delivery

- ❖ C.1: Uses effective verbal and non-verbal communication techniques.
- ❖ C.2: Uses effective questioning and discussion techniques.

- ❖   C.3: Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning and assessment.
- ❖   C.4: Uses technology as an effective teaching and learning tool.
- ❖   C.5: Provides appropriate progress feedback to students in a timely manner.
- ❖   C.6: Uses active student engagement during instructional delivery.
- ❖   C.7: Uses formal and/or informal assessment to measure student responsiveness to instruction.
- ❖   C.8: Constructs thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative courses of action.
- ❖ C.9: Clearly communicates instructional goals, procedures and content.

D. *Professional Conduct*

- ❖   D.1: Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.
- ❖   D.2: Demonstrates knowledge of and participate in district, college, regional, state and/or national professional development growth and development opportunities.
- ❖   D.3: Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice and Conduct for Educators," as well as local, state and federal laws and regulations.
- ❖   D.4: Applies safety precautions and procedures.
- ❖   D.5: Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
- ❖ D.6: Develops and maintain professional relationships with school colleagues.

E. *Assessment*

- ❖   E.1: Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
- ❖   E.2: Makes norm-referenced and criterion-referenced interpretations of assessment results.
- ❖   E.3: Applies interpretations to inform planning and instruction for groups and individual students.
- ❖   E.4: Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
- ❖   E.5: Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
- ❖   E.6: Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
- ❖ E.7: 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: Recognizes and supports elements of a positive learning environment that values and models respect for all students.
- ❖   F.3: Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
- ❖   F.4: Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.
- ❖ F.5: Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.