

## **PDE FIELD EXPERIENCE COMPETENCES FOR STUDENT TEACHING**

The Pennsylvania Department of Education has published competencies that are designed to inform the development of teacher preparation programs and the evaluation of student teachers 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. It is important to note too that the Pennsylvania Department of Education evaluation form (PDE-430) is also organized using Danielson's framework as a guide.

Below are the student teaching competencies as published by PDE. Student teachers will be evaluated by matching their performance against the competencies.

### ***A. Planning and Preparation***

- ❖ A.1: Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
- ❖ A.2: Constructs all instructional plans to align with PA Pre-K-12 Academic Standards.
- ❖ A.3: Plans instruction that is responsive to the age and/or related characteristics of their students.
- ❖ A.4: Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
- ❖ A.5: Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.
- ❖ A.6: Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.

### ***B. Classroom Environment***

- ❖ B.1: Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
- ❖ B.2: Creates and maintains a 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: Engages in proactive communication with families and community contacts.
- ❖ B.6: Develops and/or supports 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 instructional technology and assesses its impact on student learning.
- ❖ C.5: Provides appropriate progress feedback to students in a timely manner.
- ❖ C.6: Uses active student engagement during instructional delivery.
- ❖ C.7: Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
- ❖ C.8: Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
- ❖ C.9: Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.
- ❖ C.10: Clearly communicates instructional goals, procedures and content.
- ❖ C.11: Accesses communication technologies to communicate with families regarding student progress.

### ***D. Professional Conduct***

- ❖ D.1: Communicates 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 and assumes these responsibilities as permitted.
- ❖ D.2: Participates 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 & Conduct for Educators," as well as local, state and federal laws and regulations.
- ❖ D.4: Avoids inappropriate relationships, conduct and contact with students.
- ❖ D.5: Applies safety precautions and procedures.
- ❖ D.6: Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
- ❖ D.7: Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.

### ***E. Assessment***

- ❖ E.1: Uses various kinds of assessments 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: Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
- ❖ F.2: Promotes a positive learning environment that values and fosters respect for all students.
- ❖ F.3: Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
- ❖ F.4: Supports the growth and development of all students, particularly those traditionally underserved.
- ❖ F.5: Communicates with and engages families, caregivers and the broader community.