**Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Stage 1 and 2: For all Instructional Certificates, 1000 & 2000 level courses.**

**The competency is met when the student:**

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| PLANNING & PREPARATION COMPETENCIES | EXAMPLES/EVIDENCE |
| 1. Reflects on elements of planning & preparation from observations.
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| 1. Applies PA Standards to classroom observations.
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| 1. Identifies ways in which the age and/or related characteristics of students observed were reflected in instructional planning.
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| 1. Identifies how learning goals were developed to address student needs.
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| 1. Identifies how various resources, technology, materials, & activities engage students in meaningful learning based on instructional goals.
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| CLASSROOM ENVIRONMENTCOMPTENCIES | EXAMPLES/EVIDENCE |
| 1. Describes elements of effective classroom management in various educational settings.
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| 1. Observes teacher-to-teacher and student-to-student interactions and reflects on those interactions.
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| 1. Observes how classroom resources are used to make adaptations and accommodations to differentiate instruction.
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| INSTRUCTIONAL DELIVERY | EXAMPLES/EVIDENCE |
| 1. Observes & reflects on effective verbal & non-verbal communication techniques.
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| 1. Observes and reflects on effective questioning & discussion techniques.
 |  |
| 1. Identifies ways in which technology is used as a teaching & learning tool.
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| 1. Reflects on level of active student engagement during instruction.
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| 1. Observes methods of communicatting instructional goals, procedures & content.
 |  |
| PROFESSIONALISM | EXAMPLES/EVIDENCE |
| 1. Represents integrity, ethical behavior & professional conduct, adheres to local, state, district, and federal laws.
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| 1. Complies with school policies regarding dress, attendance, punctuality, and use of technology.
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| ASSESSMENT | EXAMPLES/EVIDENCE |
| 1. Identifies and reports on various assessments used in instruction.
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| 1. Assesses their own professional growth through focused self-reflection.
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| KNOWLEDGE OF DIVERSE LEARNERS | EXAMPLES/EVIDENCE |
| 1. Reports on the unique needs & characteristics of diverse learners (age, gender, culture, or ability) in the classroom.
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| 1. Reports on effective practices & opportunities designed to communicate with and engage families, caregivers and broader community.
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Additional comments:

Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_