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

**Stage 3: For all Instructional Certificates, 3000 & 4000 level courses.**

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

|  |  |
| --- | --- |
| PLANNING & PREPARATION COMPETENCIES | EXAMPLES/EVIDENCE |
| 1. Demonstrates knowledge of content, teaching strategies
 |  |
| 1. Uses PA Standards to guide instruction
 |  |
| 1. Uses child development to plan developmentally appropriate activities
 |  |
| 1. Uses formative and summative assessments.
 |  |
| 1. Uses resources, technology, materials to engage plan instruction & engage students.
 |  |
| CLASSROOM ENVIRONMENTCOMPTENCIES | EXAMPLES/EVIDENCE |
| 1. Maintains a caring & respectful culture.
 |  |
| 1. Supports a prepared classroom environment to support learning.
 |  |
| 1. Uses age, gender, individually, culturally, and ability appropriate materials.
 |  |
| 1. Makes adaptations and accommodations to resources to differentiate instruction.
 |  |
| 1. Identifies opportunities for productive family & community contact.
 |  |
| 1. Supports students’ transitions, procedures, routines for instructional & non-instructional responsibilities.
 |  |
| INSTRUCTIONAL DELIVERY | EXAMPLES/EVIDENCE |
| 1. Uses verbal & non-verbal techniques.
 |  |
| 1. Uses effective questioning & discussion techniques.
 |  |
| 1. Uses age, gender, individually, culturally, ability & skill-appropriate strategies for instruction which reflect student engagement.
 |  |
| 1. Uses technology as a teaching & learning tool.
 |  |
| 1. Provides progress feedback to students in a timely manner.
 |  |
| 1. Uses active student engagement.
 |  |
| 1. Uses formal & informal assessment to measure student’s response to instruction.
 |  |
| 1. Assesses lesson’s effectiveness, whether learning goals were achieved, offers alternative actions.
 |  |
| 1. Clearly communicates instructional goals, procedures & content.
 |  |
| PROFESSIONALISM | EXAMPLES/EVIDENCE |
| 1. Initiates communication with cooperating teacher regarding record keeping, procedures, routines, timelines, grading, attendance, lesson plans, parent communication, & inter-school needs.
 |  |
| 1. Participates in district, college, regional, state, and national professional development
 |  |
| 1. Exhibits ethical behavior & professional conduct, adheres to local, state, district, and federal laws.
 |  |
| 1. Applies safety precautions & procedures.
 |  |
| 1. Complies with school policies regarding dress, attendance, punctuality, and use of technology.
 |  |
| 1. Develops & maintains professional relationships with school colleagues.
 |  |
| ASSESSMENT | EXAMPLES/EVIDENCE |
| 1. Identifies various assessments used in instruction – formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, psychomotor.
 |  |
| 1. Makes norm-referenced & criterion-referenced interpretations of assessment results.
 |  |
| 1. Uses interpretations to inform planning and instruction for individual students and groups.
 |  |
| 1. Applies interpretations of PSSA and PVASS to inform planning & instruction for individual & groups.
 |  |
| 1. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals
 |  |
| 1. Constructs assessments along a continuum of complexity (Bloom’s taxonomy).
 |  |
| 1. Assesses their own personal growth through focused self-reflection.
 |  |
| KNOWLEDGE OF DIVERSE LEARNERS | EXAMPLES/EVIDENCE |
| 1. Identifies the unique needs &characteristics of diverse learners (age, gender, culture, or ability) in the classroom.
 |  |
| 1. Recognizes & supports a positive

learning environment that values & models respect. |  |
| 1. Differentiates instruction to meet the needs of diverse learners.
 |  |
| 1. Recognizes policies & procedures designed to ensure all students are valued at the school.
 |  |
| 1. Reports on effective practices & opportunities designed to communicate with and engage families, caregivers and broader community.
 |  |

Additional comments:

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

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