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

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

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

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| 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 ENVIRONMENT  COMPTENCIES | 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_