|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage Title** | **Observation (1)** | **Exploration (2)** | **Pre-Student Teaching (3)** | **Student Teaching (4)** |
| **Required Hours** | **40 hours minimum** | | **150 hours minimum** | **12 weeks minimum** |
| **Description** | * Linked to K-12 professional core competencies & K-12 subject-matter content-specific guidelines; requires a minimum number of hours across various grade levels & content areas. | | * Linked to K-12 professional core competencies & K-12 subject-matter content-specific guidelines; requires a minimum number of hours across various grade levels & content areas. * Pre-student teaching experiences include teaching small to large groups of students under the supervision of higher education faculty in the K-12 education programs & the mentorship of a certified K-12 education teacher. * Pre-student teaching experiences are closely integrated with coursework, assessment practices, & program goals. | * Student teaching includes a minimum of 12 weeks full-time in the classroom with increasing teaching responsibility to completely simulate the role of a grades K-12 educator. * For greater than half of the student-teaching experience, the teacher candidate will assume full responsibility as demonstrated by effective methods for the planning & delivery of instruction in the classroom. * Candidates should be given the opportunity to split their placements in different grade levels & organizational structures, i.e., an elementary & a high school; a middle school & a high school; etc., in order to demonstrate proficiency at different ends of the K-12 spectrum. |
| **Required**  **Elements** | 1. Observation log signed by cooperating teacher. 2. Observation write-up by teacher candidate with feedback provided by university instructor. 3. Group meeting once a week with university instructor so that field experience is linked to current courses & practices. This can include the class meeting time. | | 1. Course assignments (e.g., journal, time log, reflective teaching) with feedback provided by university instructor. 2. Observation & feedback provided by university instructor. 3. Group meeting once a week with university instructor so that pre-student teaching experience is linked to current courses & practices. | 1. Observation log signed by cooperating teacher. 2. Observation write-up by teacher candidate. 3. Observation feedback provided by university instructor. 4. On-site visitation by university instructor. 5. Group meeting once a week with the university instructor so that field experience is linked to current courses & practices. 6. PDE 430 Form. |
| **A. Planning & Preparation Competencies** | * **Stage 1. A. 1** – Reflects on elements of planning & preparation from observations in educational settings. * **Stage 1. A. 2** – Applies knowledge of PA Pre-K-12 Academic Standards to classroom observation. * **Stage 1. A. 3** – Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning. * **Stage 1. A. 4** – Identifies how learning goals were developed to address individual student needs. * **Stage 1. A. 5** – Identifies how various resources, materials, technology, & activities engage students in meaningful learning based on the instructional goals. | * **Stage 2. A. 1** – Reflects on elements of planning & preparation from observations in educational settings. * **Stage 2. A. 2 –** Applies knowledge of PA Pre-K-12 Academic Standards to classroom observation. * **Stage 2. A. 3 –** Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning. * **Stage 2. A. 4** – Identifies how learning goals were developed to address individual student needs. * **Stage 2. A. 5 –** Identifies how various resources, materials, technology, & activities engage students in meaningful learning based on the instructional goals. | * **Stage 3. A. 1** – Adequate knowledge of content, & related research-based pedagogy, based on sound educational psychology principles. * **Stage 3. A. 2** – Adequate knowledge of PA Pre-K-12 Academic Standards & the ability to use them to guide instructional planning. * **Stage 3. A. 3** – Adequate knowledge of the age and/or related characteristics of their students & the ability to use this knowledge to plan instruction. * **Stage 3. A. 4** – The ability to use formative & summative assessments to adapt learning goals that match individual student needs. * **Stage 3. A. 5 –** The ability to plan instruction using appropriate resources, materials, technology, & activities to engage students in meaningful learning based on their instructional goals. | * **Stage 4. A. 1 –** Links content to related research-based pedagogy based on sound educational psychology principles in short- & long-range instructional plans. * **Stage 4. A. 2** - Constructs all instructional plans to align with Pennsylvania Pre-K-12 Academic Standards. * **Stage 4. A. 3** - Plans instruction that is responsive to the age and/or related characteristics of their students. * **Stage 4. A. 4 -** Uses multiple forms of formative & summative assessments to adapt learning goals that match individual student needs. * **Stage 4. A. 5 –** Plans short- & long-range instruction using appropriate resources, materials, technology, & activities to engage students in meaningful learning, based on their instructional goals. * **Stage 4. A. 6** – Assesses existing resources & creates and/or accesses additional instructional resources appropriate for learners under their responsibility. |
| **B. Classroom Management Competencies** | * **Stage 1. B. 1** – Describes elements of effective classroom management observed in various educational settings. * **Stage 1. B. 2** – Observes teacher-to-student & student-to-student interactions & reflects on those observations. * **Stage 1. B. 3** – Observes how classroom resources are used to make adaptations & accommodations required to differentiate instruction for all learners. | * **Stage 2. B. 1 –** Describes elements of effective classroom management observed in various educational settings. * **Stage 2. B. 2 –** Observes teacher-to-student & student-to-student interactions & reflects on those observations. * **Stage 2. B. 3 –** Observes how classroom resources are used to make adaptations & accommodations required to differentiate instruction for all learners. | * **Stage 3. B. 1 –** Maintains a culture which values the development of meaningful, caring, & respectful relationships between teacher & students & among students. * **Stage 3. B. 2 –** Recognizes & supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities. * **Stage 3. B. 3 –** Uses classroom resources to support equity & maximize learning opportunities, which are appropriately selected according to age, gender, individuality, culture, & ability. * **Stage 3. B. 4 –** Assesses classroom resources in order to make adaptations & accommodations required to differentiate instruction for all learners. * **Stage 3. B. 5** – Identifies opportunities for productive family & community contact. * **Stage 3. B. 6 –** Demonstrates knowledge of & acts to support systems for student transitions, as well as procedures & routines for instructional & non-instructional responsibilities. | * **Stage 4. B. 1 –** Maintains & promotes a culture which values the development of meaningful, caring, & respectful relationships between teacher & students & among students. * **Stage 4. B. 2 -** Creates & maintains a prepared classroom environment as a necessary element to support optimal learning opportunities. * **Stage 4. B. 3 -** Uses classroom resources to support equity & maximize learning opportunities, which are appropriately selected according to age, gender, individuality, culture, & ability. * **Stage 4. B. 4 -** Assesses classroom resources in order to make adaptations & accommodations required to differentiate instruction for all learners. * **Stage 4. B. 5 –** Engages in proactive communication with families & community contacts. * **Stage 4. B. 6 –** Develops and/or supports systems for student transitions, as well as procedures & routines for instructional & non-instructional responsibilities. |
| **C. Instructional Delivery Competencies** | * **Stage 1. C. 1** – Observes & reflects on effective verbal & non-verbal communication techniques. * **Stage 1. C. 2** – Observes & reflects on effective questioning & discussion techniques. * **Stage 1. C. 3** – Identifies ways in which technology is used as a teaching & learning tool. * **Stage 1. C. 4** – Reflects on the level of active student engagement during instructional delivery. * **Stage 1. C. 5** – Observes methods of communication of instructional goals, procedures, & content. | * **Stage 2. C. 1** – Observes & reflects on effective verbal & non-verbal communication techniques. * **Stage 2. C. 2 –** Observes & reflects on effective questioning & discussion techniques. * **Stage 2. C. 3 –** Identifies ways in which technology is used as a teaching & learning tool. * **Stage 2. C. 4 –** Reflects on the level of active student engagement during instructional delivery. * **Stage 2. C. 5 –** Observes methods of communication of instructional goals, procedures, & content. | * **Stage 3. C. 1 –** Uses effective verbal & non-verbal communication techniques. * **Stage 3. C. 2** – Uses effective questioning & discussion techniques. * **Stage 3. C. 3** – Uses a variety of instructional strategies that are appropriately selected according to age, gender, individualism, culture, ability, & skill & which reflect evidence of student engagement, new learning, & assessment. * **Stage 3. C. 4** – Uses technology as an effective teaching & learning tool. * **Stage 3. C. 5** – Provides appropriate progress feedback to students in a timely manner. * **Stage 3. C. 6** – Uses active student engagement during instructional delivery. * **Stage 3. C. 7** – Uses formal and/or informal assessment to measure student responsiveness to instruction. * **Stage 3. C. 8** – Constructs thoughtful & accurate assessment of a lesson’s effectiveness & the extent to which learning goals were achieved & can offer alternative actions if necessary. * **Stage 3. C. 9** – Clearly communicates instructional goals, procedures, & content. | * **Stage 4. C. 1 -** Uses effective verbal & non-verbal communication techniques. * **Stage 4. C. 2 -** Uses effective questioning & discussion techniques. * **Stage 4. C. 3 -** Uses a variety of appropriately selected instructional strategies according to age, gender, individuality, culture, ability, & skill & which reflect evidence of student engagement, new learning, & assessment. * **Stage 4. C. 4 -** Uses instructional technology & assesses its impact on student learning. * **Stage 4. C. 5 -** Provides appropriate progress feedback to students in a timely manner. * **Stage 4. C. 6 -** Uses active student engagement during instructional delivery. * **Stage 4. C. 7 -** Uses a variety of formal & informal assessments to measure student responsiveness to instruction. * **Stage 4. C. 8 -** Constructs a thoughtful & accurate assessment of a lesson’s effectiveness & the extent to which learning goals were achieved & can offer alternative actions if necessary. * **Stage 4. C. 9 -** Actively seeks, & is responsive to, constructive feedback offered by the cooperating teacher & university supervisor. * **Stage 4. C. 10.** - Clearly communicates instructional goals, procedures, & content. * **Stage 4. C. 11. -** Accesses communication technologies to communicate with families regarding student progress. |
| **D. Professional Conduct Competencies** | * **Stage 1. D. 1** – Represents integrity, ethical behavior, & professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, & federal laws & regulations. * **Stage 1. D. 2.** – Complies with school policies & procedures regarding professional dress, attendance, & punctuality. | * **Stage 2. D. 1 –** Represents integrity, ethical behavior, & professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, & federal laws & regulations. * **Stage 2. D. 2.** – Complies with school policies & procedures regarding professional dress, attendance, & punctuality. | * **Stage 3. D. 1** – Initiates communication with the cooperating teacher regarding instructional & non-instructional record keeping, procedures & routines, & timelines including, but not limited to, grading, attendance, lesson plans, parent communication, & inter-school needs. * **Stage 3. D. 2** – Demonstrates knowledge of & participates in district, college, regional, state and/or national professional development growth & opportunities. * **Stage 3. D. 3** – Exhibits integrity, ethical behavior, & professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, & federal laws & regulations. * **Stage 3. D. 4** – Applies safety precautions. * **Stage 3. D. 5** – Complies with school policies & procedures regarding professional dress, attendance, punctuality, & the use of technology. * **Stage 3. D. 6** – Develops & maintains professional relationships with colleagues. | * **Stage 4. D. 1 -** Communicates with cooperating teacher regarding instructional & non-instructional record keeping, procedures, routines, & timelines; including grading, attendance, lesson plans, parent communication, & inter-school needs & assumes these responsibilities as permitted. * **Stage 4. D. 2.** - Participates in district, college, regional, state and/or national professional development growth & development opportunities. * **Stage 4. D. 3. -** Exhibits integrity, ethical behavior & professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, & federal laws & regulations. * **Stage 4. D. 4.** - Avoids inappropriate relationships, conduct & contact with students. * **Stage 4. D. 5.** - Applies safety precautions. * **Stage 4. D. 6.** - Complies with school policies & procedures regarding professional dress, attendance, punctuality, & the use of technology. * **Stage 4. D. 7.** - Cultivates professional relationships with colleagues, families, community; & avoids inappropriate relationships, conduct, & contact. |
| **E. Assessment Competencies** | * **Stage 1. E. 1** – Identifies & reports on various kinds of assessments used in instruction. * **Stage 1. E. 2** – Assesses their own professional growth through focused self-reflection. | * **Stage 2. E. 1 –** Identifies & reports on various kinds of assessments used in instruction. * **Stage 2. E. 2 –** Assesses their own professional growth through focused self-reflection. | * **Stage 3. E. 1 –** Identifies & reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, & psychomotor. * **Stage 3. E. 2 –** Makes norm-referenced & criterion-referenced interpretations of assessment results. * **Stage 3. E. 3** – Applies interpretations to inform planning & instruction for groups & individuals. * **Stage 3. E. 4** – Applies interpretations of status (PSSA) & growth (PVASS) assessment models to inform planning & instruction for groups & individual students. * **Stage 3. E. 5** – Constructs assessments to match cognitive, affective, behavioral, and/or psychomotor curricular goals. * **Stage 3. E. 6** – Constructs assessments to match curricular goals along a continuum of complexity (e.g., Bloom’s Taxonomy). * **Stage 3. E. 7 -** Assesses professional growth through focused self-reflection. | * **Stage 4. E. 1. -** Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, & psychomotor. * **Stage 4. E. 2. -** Makes norm-referenced & criterion-referenced interpretations of assessment results. * **Stage 4. E. 3. -** Applies interpretations to inform planning & instruction for groups & individual students. * **Stage 4. E. 4. -** Applies interpretations of status (PSSA) & growth (PVASS) assessment models to inform planning & instruction for groups & individual students. * **Stage 4. E. 5. -** Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals. * **Stage 4. E. 6. -** Constructs assessments to match curricular goals along a continuum of complexity (e.g., Bloom’s taxonomy). * **Stage 4. E. 7. -** Assesses their own professional growth through focused self-reflection. |
| **F. Knowledge of Diverse Learners Competencies** | * **Stage 1. F. 1** – Reports on the unique characteristics & learning needs of diverse learners (age, gender, culture, or ability) in the classroom. * **Stage 1. F. 2** – Reports on effective practices & opportunities designed to communicate with & engage families. | * **Stage 2. F. 1 –** Reports on the unique characteristics & learning needs of diverse learners (age, gender, culture, or ability) in the classroom). * **Stage 2. F. 2** – Reports on effective practices & opportunities designed to communicate with & engage families, caregivers, & the broader community. | * **Stage 3. F. 1 –** Reports on the unique characteristics & learning needs of diverse learners (age, gender, culture, or ability) in the classroom. * **Stage 3. F. 2 –** Recognizes & supports elements of a positive learning environment that values & models respect for all students. * **Stage 3. F. 3 –** Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance. * **Stage 3. F. 4 –** Recognizes policies & procedures designed to ensure that all students, particularly those traditionally undeserved, are valued in the school. * **Stage 3. F. 5 –** Reports on effective practices & opportunities designed to communicate with & engage families, caregivers, & the broader community. | * **Stage 4. F. 1 -** Appropriately responds to the unique characteristics & learning needs of diverse learners (age, gender, culture, or ability) in the classroom. * **Stage 4. F. 2. -** Promotes a positive learning environment that values & fosters respect for all students. * **Stage 4. F. 3. -** Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance. * **Stage 4. F. 4. -** Supports the growth & development of all students, particularly those traditionally underserved. * **Stage 4. F. 5. -** Communicates with & engages families, caregivers, & the broader community. |