



Cyber School Student Teaching Competencies

Introduction

The Pennsylvania Department of Education (PDE) has developed a general set of student teaching competencies that afford a student teacher the opportunity to complete no greater than 50% of their student teaching experience in a cyber-school.

Criteria for Cyber Schools to Host Student Teaching Candidates

Placement of candidates in a cyber-school for part of a student teaching experience is an option program providers may choose for their candidates. Student teaching in a cyber-school setting cannot exceed 50% of the student teaching placement. Participating cyber schools must meet specific criteria to ensure the most comprehensive learning environment for the candidate. The following standards must be used to determine an acceptable placement site:

1. Candidates are placed in a public cyber school that serves a diverse student population.
2. Candidates are placed in sites that allow for a broad set of interactions with students.
3. Candidates are placed in sites that allow a broad set of interactions with PA certified and highly qualified teachers and administrators serving as qualified site mentors.
4. Candidates need to meet at least 50% of the competencies during the cyber school placement for the placement to be successful.
5. The cyber setting is in an office providing a professional work area, not a home.
6. The curriculum delivered is dynamic, indicating a high level of student engagement, and is approved by a school district or other body with the authority for such approval.
7. Candidates are provided the opportunity to alter the instruction and create lesson plans and assessments to fit the needs of the learner.
8. Candidates are provided the opportunity to create an instructional plan as determined by the teacher education program provider.
9. Candidates are able to work with diverse learners.
10. Candidates are given the opportunity to demonstrate the ability to create of a positive learning environment through interactions with students in the cyber setting.
11. Candidates are given the opportunity to interact with students and families in real time.
12. Candidates are able to conduct synchronous instruction.
13. Candidates are provided opportunities to participate in any orientation, professional development, and meetings required of the cyber school faculty.
14. Candidates are provided the opportunity to work with the families of students and participate in any training the Cyber School offers to families and professional staff.

15. University supervision is analogous to the supervision and observation provided to candidates in traditional, on-the-ground settings.
16. Guidelines for supervision include all components of supervision both on-site and electronic including opportunities to provide feedback at the time of planning as well as during actual instruction.
17. A cyber school permits the program provider access to the online instruction for the purpose of monitoring the delivery of instruction.

Candidate Competencies

Cyber School student teaching competencies are applicable across all Instructional I certifications. It is expected that program providers will follow program guidelines to assure appropriate conditions for placement of candidates for student teaching in each program of study. Candidates should have the opportunity to gain experiences that allow them to practice, develop and demonstrate competencies and to address the broad set of issues, knowledge and competencies that are relevant to teaching and learning. Program candidates should be provided with a broad set of meaningful interactions with Pre-K-12 students and professional staff, as well as willing and qualified mentors. Candidates should be provided with frequent program provider supervision, and collaborative partnerships between the program provider and the local education agency.

Cyber School Student teaching establishes that eligible individuals will demonstrate competency related to in the following key domains:

1. Planning and Preparation;
2. Virtual Classroom Environment;
3. Instructional Delivery;
4. Professional Conduct;
5. Assessment; and
6. Knowledge of Diverse Learners.

Competency Domain	Requirement Can Be Met:
A. Planning and Preparation	<p>The candidate:</p> <ol style="list-style-type: none"> 1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans. 2. Constructs all instructional plans to align with Pennsylvania Pre-K-12 Academic Standards. 3. Plans instruction that is responsive to the age and/or related characteristics of their students. 4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs. 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. 6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.

Competency Domain	Requirement Can Be Met:
B. Classroom Environment	<p>The candidate:</p> <ol style="list-style-type: none"> 1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students. 2. Creates and maintains a prepared virtual classroom environment as a necessary element to support optimal learning opportunities. 3. Uses virtual classroom resources to support equity and maximize learning opportunities, which are age, gender, individually, culturally and ability appropriate. 4. Assesses virtual classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners. 5. Engages in proactive communication with families and community contacts. 6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

Competency Domain	Requirement Can Be Met:
C. Instructional Delivery	<p>The candidate:</p> <ol style="list-style-type: none"> 1. Uses effective verbal and non-verbal communication techniques. 2. Uses effective questioning and discussion techniques. 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. 4. Uses instructional technology and assesses its impact on student learning. 5. Provides appropriate progress feedback to students in a timely manner. 6. Uses active student engagement during instructional delivery. 7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction. 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. 9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor. 10. Clearly communicates instructional goals, procedures and content. 11. Accesses communication technologies to communicate with families regarding student progress.

Competency Domain	Requirement Can Be Met:
D. Professional Conduct	<p>The candidate:</p> <ol style="list-style-type: none"> 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. 2. Participates in district, college, regional, state and/or national professional development growth and development opportunities. 3. Exhibits integrity, ethical behavior and professional conduct as stated in the “Pennsylvania Code of Professional Practice & Conduct for Educators,” as well as local, state and federal laws and regulations. 4. Avoids inappropriate relationships, conduct and contact with students. 5. Applies safety precautions and procedures. 6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology. 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.

Competency Domain	Requirement Can Be Met:
E. Assessment	<p>The candidate:</p> <ol style="list-style-type: none"> 1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor. 2. Makes norm-referenced and criterion-referenced interpretations of assessment results. 3. Applies interpretations to inform planning and instruction for groups and individual students. 4. Applies interpretations of status Pennsylvania System of School Assessment (PSSA) and growth Pennsylvania Value Added Assessment System (PVAAS) assessment models to inform planning and instruction for groups and individual students. 5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals. 6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy). 7. Assesses their own professional growth through focused self-reflection.

Competency Domain	Requirement Can Be Met:
F. Knowledge of Diverse Learners	<p>The candidate:</p> <ol style="list-style-type: none"> 1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the virtual classroom. 2. Promotes a positive learning environment that values and fosters respect for all students. 3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance. 4. Supports the growth and development of all students, particularly those traditionally underserved. 5. Communicates with and engages families, caregivers and the broader community.

Faculty

Faculty who supervise candidates in their Cyber Student teaching experience must have expertise in teaching online, expertise in education methods as well as advanced degrees in disciplines appropriate to teaching in the program. Evidence of qualification includes related academic degrees, public school certification(s), professional experience in basic (Pre K-12) and/or higher education, and professional development pertaining to the competencies assigned to a course (similar to 22 Pa. Code § 354.25 and 354.26).