Field Experience and Student Teaching Competencies

Introduction

The Pennsylvania Department of Education (PDE) has developed a general set of field experience and student teaching competencies that will replace the 190 hours of field experience currently required for certification. All Instructional I certifications will replace the field experience hours with competency-based assessments for Stages 1, 2 and 3 field experiences. Program providers will continue to report the hours assigned to each stage of field experience. However, the emphasis in the guidelines has shifted from hours to the competencies expected to be demonstrated through field experience(s).

It is important to note that these field experience competencies **do not** replace specific program competencies articulated in specific program guidelines for each Instructional I certification. The competencies established for field experiences are broadly defined in order to be generalized across all Instructional I certifications. In addition, the student teaching competencies for Instructional I certifications **do not** replace specific program competencies articulated in specific program guidelines for each Instructional I certification. Student teaching competencies are applicable across all Instructional I certifications. Program providers must still require a minimum of 12 weeks of student teaching. Candidates who are in a post-baccalaureate program to earn a second instructional certificate may have their 12-week requirement modified, as long as the abbreviated time frame contains sufficient time for evaluation on the program competencies.

PDE has also developed field experience competencies and student teaching competencies for all administrative and educational specialist certifications. For these programs, student teaching competencies apply to internship or practicum designated by program providers as the capstone, site-based experience for program candidates. The broad set of competencies **does not** replace the program competencies in each specific program guideline.

Placement Conditions

PDE expects that program providers will follow program guidelines to assure appropriate conditions for placement of candidates for field experience and student teaching in each program of study. As candidates progress from early field experiences through culminating clinical experiences (student teaching, internship or practicum) the quality of placement sites is crucial. Candidates should have the opportunity to gain experiences that allow them to practice, develop and demonstrate competencies in their certification area. Program candidates should be provided with a broad set of meaningful interactions with PreK-12 students and professional staff, as well as willing and qualified site mentors. Candidates should be provided with frequent program provider supervision, and collaborative partnerships between the program provider and the local education agency.

Field Experience Competencies

Stages 1 and 2: All Instructional I Certificates

PreK-4; 4-8; Special Education PreK-8; Special Education 7-12; K-12; Secondary 7-12; Teacher Intern; and Endorsements.

Competency Domain	Requirement is Met When:
A. Planning and Preparation	The candidate: 1. Reflects on elements of planning and preparation from observations in educational settings. 2. Applies knowledge of PA PreK-12 Academic Standards to classroom observations. 3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning. 4. Identifies how learning goals were developed to address individual student needs. 5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.
B. Classroom Environment	The candidate: 1. Describes elements of effective classroom management observed in various educational settings. 2. Observes teacher-to-student and student-to-student interactions and reflects on those observations. 3. Observes how classroom resources are used to make adaptations and accommodations requir3ed to differentiate instruction for all learners.
C. Instructional Delivery	The candidate: 1. Observes and reflects on effective verbal and non-verbal communication techniques. 2. Observes and reflects on effective questioning and discussion techniques. 3. Identifies ways in which technology is used as a teaching and learning tool. 4. Reflects on the level of active student engagement during instructional delivery. 5. Observes methods of communication of instructional goals, procedures and content.
D. Professional Conduct	The candidate: 1. Represents integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations. 2. Complies with school policies and procedures regarding professional dress, attendance and punctuality.
E. Assessment	The candidate: 1. Identifies and reports on various kinds of assessments used in instruction.

Competency Domain	Requirement is Met When:
	2. Assesses their own professional growth through focused self-reflection.
F. Knowledge of Diverse Learners	The candidate: 1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom. 2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.

Stage 3: All Instructional Certificates

PreK-4; 4-8; Special Education PreK-8; Special Education 7-12; K-12, Secondary 7-12; Teacher Intern; and Endorsements.

Competency Domain	Requirement is Met When:
A. Planning and Preparation	The candidate demonstrates: 1. Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles. 2. Adequate knowledge of PA PreK-12 Academic Standards and the ability to use them to guide instructional planning. 3. Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction. 4. The ability to use formative and summative assessments to adapt learning goals that match individual student needs. 5. The ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning based on their instructional goals.
B. Classroom Environment	The candidate: 1. Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students. 2. Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities. 3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender- individually-, culturally- and ability-appropriate. 4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners. 5. Identifies opportunities for productive family and community contact. 6. Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.
C. Instructional Delivery	The candidate: 1. Uses effective verbal and non-verbal techniques.

Competency Domain	Requirement is Met When:
	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 technology as an effective teaching and learning tool.
	5. Provides appropriate progress feedback to students in a timely manner.
	6. Uses active student engagement during instructional delivery.
	7. Uses formal and/or informal assessment to measure student responsiveness to instruction.
	8. Constructs 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. Clearly communicates instructional goals, procedures and content.
D. Professional Conduct	The candidate:
	1. Initiates communication 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.
	2. Demonstrates knowledge of and 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 "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
	4. Applies safety precautions and procedures.
	5. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
	6. Develops and maintains professional relationships with school colleagues.
E. Assessment	The candidate:
	1. Identifies and reports on various kinds of assessments used 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 (PSSA) and growth (PVASS) 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.
F. Knowledge of Diverse Learners	The candidate:
	1. Reports on the unique characteristics and learning needs of diverse learners (age, gender,

Competency Domain	Requirement is Met When:
	culture or ability) in the classroom.
	2. Recognizes and supports elements of a positive learning environment that values and models respect for all students.
	3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
	4. Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.
	5. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

Field Experience Competencies – All Administrative and Educational Specialist Certificates

Principal; Superintendent; Educational Specialist; and Supervisory

Competency Domain	Requirement is Met When:
A. Assessment and Evaluation	The candidate: 1. Demonstrates the appropriate use of data in forming decisions, utilizing resources, setting targets and interpreting results aimed at continuous improvement in curriculum, personnel and/or programs. 2. Accesses and interprets data from available technologies and resources to address long-term and strategic planning needs of the school in areas of personnel, fiscal operations, facilities, technology and/or other school district initiatives. 3. Examines data from local, state and national sources to monitor and enhance student achievement. 4. Determines the type of data that is communicated to each group of stakeholders, how data is presented and the implications of information dissemination.
B. Curriculum and Instruction	The candidate: 1. Demonstrates clear connections between theory and practice in curricular and instructional leadership. 2. Participates in the process of development, assessment and/or refinement of standards-based curriculum. 3. Demonstrates knowledge, skills and dispositions related to one's leadership responsibility to support curricular and instructional excellence. 4. Articulates a vision for student success and a positive school climate that supports equal access to curricular and instructional excellence.
C.	The candidate: 1. Fosters relationships with stakeholders and acts with integrity, fairness and in an ethical manner as state in the "PA Code of Professional Practice and Conduct for Educators."

Competency Domain	Requirement is Met When:
	2. Evaluates the effectiveness of his/her actions and interactions with all stakeholders via verbal and non-verbal communication. 3. Actively seeks current information to support their on-going short and long-term professional development goals. 4. Maintains a current level of knowledge of school district, state and federal regulations, policies and professional practices.
D. Statutory and Regulatory Compliance	The candidate: 1. Reports on examples of field-based federal, state and local legislation, regulations, mandates, policies, and procedures that impact school district operations at macro and micro levels. 2. Determines specific roles and responsibilities for adherence/compliance with federal, state and local legislation, regulations, mandates, policies and procedures. 3. Assists with the completion of all compliance documentation. 4. Reports on how the school district disseminates information on regulatory changes to appropriate stakeholders. 5. Identifies example(s) of compliance problems and assists with alternative actions to resolve targeted compliance issues.
E. Organizational Leadership	The candidate: 1. Describes the working relationships within the school district's organizational chart including external partnerships. 2. Demonstrates knowledge of functional relationships in the organizational chart to systemic functions. 3. Identifies the role of their certification area within the organization to include responsibilities, relationships, constraints, opportunities and resources. 4. Identifies a problem within the scope of their certification area and creates a visionary action plan, consistent with the organization and sensitive to the change process; including resolution of conflicts, communication, collaboration, needs assessment and advocacy.
F. Diverse Learners	The candidate: 1. Reports on current policies and practices designed to support children, caregivers and families from diverse backgrounds. 2. Analyzes current efforts to support diverse learners and how the broader community views learning differences. 3. Fosters communication with families of English language learners (ELL) to ensure that learners and their families have access to communication in their native language. 4. Identifies the use of strategies and resources for students with diverse needs including, but not limited to, gifted, ELL and students with disabilities. 5. Advises and supports educators in modifications to the learning environment that are evidence-based practices that do not compromise curricular intent and rigor. 6. Demonstrates positive and appropriate interactions with all stakeholders in the school

Competency Domain	Requirement is Met When:
	environment and community at large.
	7. Participates with educators and social agencies working with diverse learners to create learning opportunities.

Student Teaching Competencies

All Instructional Certificates

PreK-4; 4-8; Special Education PreK-8; Special Education 7-12; K-12; Secondary 7-12; Teacher Intern: and Endorsements

Competency Domain	Requirement is Met When:
A. Planning and Preparation	The candidate: 1. Links content to related research-based pedagogy based on sound educational psychology principles in short and long-term instructional plans. 2. Constructs all instructional plans to align with PA PreK-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.
B. Classroom Environment	The candidate: 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 classroom environment as a necessary element to support optimal learning opportunities. 3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally-, and ability-appropriate. 4. Assesses classroom resources in order to make adaptations and accommodations reqired 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.
C. Instructional Delivery	The candidate:

Competency Domain	Requirement is Met When:
	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.
D. Professional Conduct	The candidate:
	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 states in the "PA 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.
E. Assessment	The candidate:
	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.

Competency Domain	Requirement is Met When:
	3. Applies interpretations to inform planning and instruction for groups and individual students. 4. Applies interpretations of status (PSSA) and growth (PVASS) 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.
F. Knowledge of Diverse Learners	The candidate: 1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the 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.

Practicum and Internship Competencies

All Administrative and Educational Specialist Certificates

Principal; Superintendent; Educational Specialist; and Supervisory

Competency Domain	Requirement is Met When:
A. Assessment and Evaluation	The candidate: 1. Uses data from multiple sources including PSSA and PVASS in forming decisions, utilizing resources, setting targets, and interpreting results aimed at continuous improvement in student achievement, curriculum, personnel and/or programs. 2. Accesses and interprets data from available technologies and resources to address long-term and strategic planning needs of the school in areas of student achievement, personnel, fiscal operations, facilities, technology and/or other school district initiatives. 3. Compares data from local, state and national sources to develop an action plan designed to enhance student success. 4. Communicates an action plan to a select group of stakeholders that is responsive to how data

Competency Domain	Requirement is Met When:
	is presented and the implications of information dissemination.
B. Curriculum and Instruction	The candidate: 1. Presents clear connections between theory and practice in curricular and instructional leadership. 2. Participates in the development, assessment and/or refinement of standards-based curriculum. 3. Demonstrates knowledge, skills and dispositions related to one's leadership responsibility to support curricular and instructional excellence. 4. Creates a vision for student success and a positive school climate that supports equal access to curricular and instructional excellence.
C. Professionalism	The candidate: 1. Fosters relationships with stakeholders and acts with integrity, fairness and in an ethical manner as state in the "PA Code of Professional Practice & Conduct for Educators." 2. Evaluates the effects of his/her actions and interactions with all stakeholders via verbal and non-verbal communication. 3. Engages in programs designed to support his/her on-going short and long-term professional development goals. 4. Avoids inappropriate relationships, conduct, and contact with students, colleagues, families and the broader community. 5. Demonstrates an understanding of current school district, state and federal regulations, policies and professional practices.
D. Statutory and Regulatory Compliance	The candidate: 1. Participates in site-based federal, state and local legislation, regulations, mandates, policies, and procedures that impact school district operations at macro and micro levels. 2. Performs in the specific roles and responsibilities for adherence/compliance with federal, state and local legislation, regulations, mandates, policies and procedures. 3. Assists with the completion of all compliance documentation. 4. Participates in the school district dissemination of information on regulatory changes to appropriate stakeholders. 5. Identifies example(s) of compliance problems and designs alternative actions to resolve targeted compliance issues. 6. Develops and presents plans on the allocation of resources needed to maintain and/or improve compliance.
E. Organizational Leadership	The candidate: 1. Demonstrates knowledge of all systemic relationships in the organizational chart and their corollary systemic functions. 2. Participates within the defined role of their certification area within the organization to include

Competency Domain	Requirement is Met When:
	responsibilities, relationships, constraints, opportunities and resources. 3. Identifies a problem within the scope of their certification area and creates and presents a visionary action plan, consistent with the organization and to promote a culture of change; including resolution of conflicts, communication, collaboration, needs assessment and advocacy.
F. Diverse Learners	The candidate: 1. Reports on current policies and practices designed to support children, caregivers and families from diverse backgrounds. 2. Analyzes reports and presents on current efforts to support diverse learners and how the broader community views learning differences. 3. Communicates with families of English language learners (ELL) and culturally diverse learners to ensure that learners and their families have access to communication in their native language. 4. Advocates for the use of effective strategies and resources for students with diverse needs including, but not limited to, gifted, ELL and students with disabilities. 5. Advises and supports educators in modifications to the learning environment that are evidence-based practices that do not compromise curricular intent and rigor. 6. Demonstrates positive and appropriate interactions with all stakeholders in the school environment and community at large. 7. Collaborates with educators and social agencies working with diverse learners to create a coherent vision for learning opportunities.