

Teaching Competencies for Professional Educators

The Education Department at Thiel College has designed its teacher education program to align with the teaching competencies written by the Pennsylvania Department of Education.

The Pennsylvania Department of Education Teaching Competencies are divided into four categories: (I) Planning and Preparation, (II) Classroom Environment, (III) Instructional Delivery, and (IV) Professionalism.

<p>Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)</p>
<p>Student Teacher/Candidate’s performance appropriately demonstrates:</p> <ul style="list-style-type: none">• Knowledge of content• Knowledge of pedagogy• Knowledge of Pennsylvania’s K-12 Academic Standards• Knowledge of students and how to use this knowledge to impart instruction• Use of resources, materials, or technology available through the school or district• Instructional goals that show a recognizable sequence with adaptations for individual student needs• Assessments of student learning aligned to the instructional goals and adapted as required for student needs• Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals
<p>Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. Alignment: 354.33. (1)(i)(E), (B)</p>
<p>Student Teacher/Candidate’s performance appropriately demonstrates:</p> <ul style="list-style-type: none">• Expectations for student achievement with value placed on the quality of student work• Attention to equitable learning opportunities for students• Appropriate interactions between teacher and students and among students• Effective classroom routines and procedures resulting in little or no loss of instructional time• Clear standards of conduct and effective management of student behavior• Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher• Ability to establish and maintain rapport with students
<p>Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. Alignment: 354.33. (1)(i)(D),(F),(G)</p>
<p>Student Teacher/candidate’s performance appropriately demonstrates:</p> <ul style="list-style-type: none">• Use of knowledge of content and pedagogical theory through his/her instructional delivery• Instructional goals reflecting Pennsylvania K-12 standards• Communication of procedures and clear explanations of content• Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs• Use of questioning and discussion strategies that encourage many students to participate• Engagement of students in learning and adequate pacing of instruction• Feedback to students on their learning• Use of informal and formal assessments to meet learning goals and to monitor student learning• Flexibility and responsiveness in meeting the learning needs of students• Integration of disciplines within the educational curriculum
<p>Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Alignment: 354.33. (1)(i)(I),(J)</p>
<p>Student Teacher/Candidate’s performance appropriately demonstrates:</p> <ul style="list-style-type: none">• Knowledge of school and district procedures and regulations related to attendance, punctuality and the like• Knowledge of school or district requirements for maintaining accurate records and communicating with families• Knowledge of school and/or district events• Knowledge of district or college’s professional growth and development opportunities• Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations• Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators• Ability to cultivate professional relationships with school colleagues• Knowledge of Commonwealth requirements for continuing professional development and licensure