

STUDENT COMPETENCY AREAS FOR STUDENT TEACHING

Student teachers will be observed and evaluated in the following competency areas:

1. **Planning for instruction**

- Plans and organizes content, supplies, materials, and students to accomplish appropriate goals and objectives
- Generates visible evidence of pre-planning efforts.
- Develops instructional goals based on students and resources available.
- Develops objectives to address both lower and higher level thinking skills.
- Implements objectives at appropriate level of difficulty to accommodate individual differences of students.
- Selects and implements appropriate instructional strategies.
- Prepares and arranges for needed supplies, materials, equipment, etc.
- Generates lesson plans according to established format.

2. **Delivery of instructional strategies**

Uses teaching strategies and procedures appropriate to content, objectives and students.

- Begins instruction with an introduction that motivates all students.
- Provides a clear, accurate description of the learning task and its content.
- Presents current information correctly.
- Provides precise directions/explanations related to lesson content/concepts.
- Maintains appropriate pace.
- Sustains simultaneously more than one activity.
- Teaches for cognitive, affective, and/or psychomotor learning and transfer.
- Varies activities appropriately.
- Utilizes a variety of support materials.
- Implements logical sequence of activities.

Provides opportunities for students to participate actively and successfully.

- Uses strategies to challenge and motivate all students.
- Provides positive reinforcement and encouragement.
- Provides for elaboration by extending students' responses/contributions.
- Provides ample time for students to respond.
- Gives examples of how task is to be completed.
- Provides students with supervised practice.
- Provides seatwork/homework for independent practice.
- Summarizes instruction, restating major points of the lesson objective(s).

3. **Classroom management**

Establishes and maintains a classroom climate conducive to learning.

- Promotes courtesy and respect in the classroom.
- Applies rules fairly and consistently.
- Holds students accountable.
- Controls situations in which inappropriate behavior is likely to occur.
- Uses approaches/strategies to efficiently/effectively stop disruptive or inappropriate behavior.
- Reinforces desired behavior as appropriate.

- Provides praise for specific performance.
- Uses verbal and non-verbal classroom management techniques effectively.
- Uses administrative behavior (procedures and routines) which facilitates instruction.
- Indicates confidence that all students can and will learn.
- Encourages effort and progress.
- Promotes learning excellence and achievement.
- Interacts with every student every day.

Establishes and maintains appropriate learning behavior.

- Secures student attention.
- Keeps students on task; uses techniques to redirect persistent off-task behavior.
- Provides feedback to students about their behavior.
- Provides guidelines for student behavior.
- Applies specific and reasonable sanctions for disruptive inappropriate behavior in a consistent manner.

Organizes facility, furniture, equipment, tools, supplies, materials, media and students for maximum efficiency and effectiveness.

- Has items outlined ready for use and under control
- Enforces safety practices.
- Maintains appropriate seating arrangement.
- Maximizes available learning time.
- Begins promptly, avoids wasting time at end of period.
- Keeps records visible and up-to-date.

4. Evaluation

Promotes and evaluates student growth.

- Establishes student performance criteria.
- Communicates learning expectations.
- Monitors student performance/reinforces correct responses.
- Solicits responses or demonstrations for assessment purposes.
- Clarifies student misunderstandings/reteaches as needed.
- Provides feedback/correction or errors during supervised practice.
- Explains grading/scoring standards to learners.
- Returns corrected seatwork/homework promptly.
- Provides specific information for improvement of work.

Uses information about learner performance to improve the instructional process.

- Ascertains student abilities, learning styles, characteristics, and achievement levels.
- Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information on student progress.
- Uses learner performance data for diagnosis/remediation of learner needs.
- Uses learner performance data for improving instructional content/curriculum.
- Creates, selects and /or modifies instructional plans and materials to accommodate learner performance.

Maintains visual, accurate, up-to-date records of student progress.

5. Communication skills

Interacts and communicates effectively and appropriately.

Writes clearly and correctly.

- Handwrites or prints legibly.
- Uses correct grammar and mechanics.
- Uses vocabulary and style appropriate to the level of the audience.

Communicates oral information effectively.

- Speaks clearly (pronounces words correctly) at an appropriate pace and volume.
- Uses correct grammar, accurate language and appropriate vocabulary for the level of the audience.

Reads with comprehension.

- Demonstrate positive/appropriate non-verbal behavior.
- Demonstrates acceptable and appropriately professional human relations skills/behavior/conduct.
- Presents subject matter, ideas, suggestions, and comments in an acceptable manner.

6. Professionalism

Plans for, engages in, and initiates professional development activities to improve as a teacher.

- Attends presentations/workshops/seminars/conferences/conventions.
- Participates in presentations/workshops/seminars/conferences/conventions.
- Is involved in local, state, and national civic and professional organizations.
- Reads professional publications relative to content, equipment, facilities, supplies, materials and instructional methodology.

Demonstrate professional behavior and conduct.

- Is current in content, equipment, facilities, supplies, materials, and instructional methodology in area of specialization.
- Contributes positively to staff effort.
- Assists and supports colleagues.
- Offers and accepts constructive suggestions and criticism.
- Maintains confidentiality.
- Is groomed in an appropriate, respectable manner and projects acceptable professional business teacher behavior and mannerisms.
- Adheres to high moral and ethical standards for the profession (See NFA Code of Ethics and Bill of Rights).

Attends, reports promptly and interacts positively at all professional activities, scheduled meetings, and classes.

Participates in activities for promoting positive school/community relations.