

EDUC 93: Student Teaching Competencies

(Please type your information in the grey, boxed cells. Print in landscape mode.)

- Rating Key
- 1 Unsatisfactory
 - 2 Satisfactory
 - 3 Good
 - 4 Outstanding

Student:	
Teacher:	
School:	

Note: In completing this competency checklist, evaluation should account for competencies with respect to the needs of all students, including students with disabilities and English language learners.

Competencies	Rating	Documentation
<p><i>1 Using content knowledge effectively</i></p> <p>(a) Evidences working knowledge of the central concepts, tools of inquiry and structure of the discipline.</p> <p>(b) Engages students in learning the discipline, including interdisciplinary aspects of subject(s) taught.</p>		
<p><i>2 Meeting students' needs</i></p> <p>(a) Discerns individual student differences in learning styles and development (e.g., cognitive, cultural, social and physical) in an inclusive classroom and designs learning environments accordingly.</p> <p>(b) Evidences knowledge about <u>group</u> differences in terms of race, ethnicity, language, social class, gender, and sexual orientation.</p> <p>(c) Develops objectives, materials and learning strategies to meet diverse strengths, needs and interests.</p> <p>(d) Assesses and responds to the range of students' reading, writing, and speaking competencies in presenting material and evaluating student performance.</p>		
<p><i>3 Planning and implementing instruction</i></p> <p>(a) Develops daily, weekly and long range lesson plans, including specification of objectives and criteria for evaluation.</p> <p>(b) Articulates lesson and unit goals. Can give educationally and ethically defensible rationales for those goals.</p> <p>(c) Demonstrates some degree of original curriculum development within the parameters set by the existing school curriculum, state standards and professional standards.</p> <p>(d) Creatively and effectively employs a variety of instructional materials (e.g. movies, newspapers, literature, maps, manipulatives, primary sources).</p> <p>(e) Employs a variety of instructional techniques (e.g. group work, audio-visual instruction, computers-based instruction, discussions, role-play) with skill and imagination.</p>		

- (f) Facilitates problem solving, critical thinking and evaluation of divergent opinions.
- (g) Employs a range of questioning and discussion techniques which elicit responses at a variety of affective and cognitive levels.
- (h) Evidences skill in classroom management, including the ability to analyze student questions and behaviors. Responds to changing classroom situations.
- (i) Plans for and practices program safety, injury prevention; aware of school safety policies and procedures.

4 *Assessment*

- (a) Demonstrates the ability to use formative and summative assessment procedures to assess and respond to the cognitive, social, and academic needs of all students. This includes the ability to implement changes in the classroom environment/structure, instructional practice, and curricular content (including reading and writing).
- (b) Utilizes a variety of formal and informal assessment strategies, including tests, essays, projects, portfolios and oral presentations that evidence student development in the cognitive and affective domains.
- (c) Establishes and maintains monitoring practices.

5 *Creating a positive learning environment*

- (a) Demonstrates understanding of individual and group motivation and behavior. Motivates students to participate in learning activities that encourage social interaction, mutual respect, and participation in learning activities.
- (b) Communicates effectively with individuals and groups:
 - Talks clearly
 - Listens attentively
 - Expresses enthusiasm and vitality

6 *Professionalism*

- (a) Seeks and makes constructive use of feedback from students, supervisors, and colleagues.
- (b) Uses research and other educational resources.
- (c) Responds flexibly.
- (d) Reflects on and appraises effectiveness of his/her own development as a teacher and identifies areas for growth.
- (e) Acts professionally to affect student learning. Works cooperatively and communicates appropriately with parents, supervisors, other teachers, community members and academic resource personnel.
- (f) Completes teaching tasks and assignments in a timely and responsible manner.

Completed By: _____
 Date: _____