

**Stephen Schrack
Morrisville Middle School
Midpoint Evaluation 11.18.2024
Final Evaluation 12.2.2024**

K-12 AND SECONDARY EDUCATION PERFORMANCE ASSESSMENTS

PEDAGOGICAL COMPETENCIES

The following competencies are based on the Pennsylvania Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium (INTACS), and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by a 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

CT – Cooperating Teacher

ST – Student Teacher

CS – College Supervisor

1.0 Development of Learners: The teacher candidate understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate creates opportunities that are adapted to diverse learners.

Indicators

	<u>Midpoint</u>	<u>Final</u>
• Understands how learning occurs –how students construct knowledge, acquire skills, and develop habits of mind – and knows how to use instructional strategies that promote student learning.	CT___3___	CT___3___
• Assesses individual and group performance in order to design instruction that builds on learners' strengths and addresses current needs and that leads to the next level of development	ST___2.8___	ST___3___
• Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes	CS___3___	CS___3. ___
• Makes appropriate provisions for individual students who have particular learning differences or needs	–	
• Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences		

Comments:

2.0 Planning for Instruction: The teacher candidate plans instruction based upon knowledge of the subject matter, students, the community, Pennsylvania Standards, and curriculum goals.

Indicators

- Understands learning theory, subject matter, curriculum development, PA Standards and student development and knows how to use this knowledge in planning instruction to meet curricular goals
- Evaluates how to achieve learning goals, choosing alternate teaching strategies and materials to achieve different instructional purposes and to meet students' needs
- Plans research-based instruction organized in a logical sequence
- Takes contextual considerations (instructional materials, individual student interests, needs and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curricular goals and students' experiences

Midpoint

Final

CT__3__ CT__3__

ST__3__ ST__3__

CS__3__ CS__3__

Comments:

3.0 Learning Environment: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Indicators

- Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participates in decision making, work collaboratively and independently, and engage in purposeful learning activities
- Organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks. Maximizes the amount of class time spent in learning by creating clear expectations and processes for communication and behavior along with a physical setting conducive to classroom goals
- Establishes and maintains a positive and professional rapport with students

Midpoint

Final

CT__2.8__ CT__3__

ST__3__ ST__3__

CS__2.8__ CS__3__

Comments:

Ms. G demonstrates effective behavior management in 4 out of 5 classes. Her use of effective strategies in a class of learners with challenging behaviors is developing without concern.

4.0 Assessment: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Indicators

- Uses a variety of formal and informal assessment techniques to enhance his or her knowledge of learners, to evaluate students' progress and performances, and to modify teaching and learning strategies
- Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning
- Monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- Maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues. Utilizes technology to support assessment and communication of student progress

Midpoint

Final

CT__2.8__ CT__3__

ST__2.7__ ST__3__

CS__2.8__ CS__3__

__

Comments:

5.0 Reflection and Professional Development: The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.

Indicators

- Participates in reflective discussion and writing. Evaluates and revises instruction to improve student learning. Seeks constructive criticism and works to improve instruction
- Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being
- Actively seeks opportunities to grow professionally. Participates in on-going learning through conferences, workshops, and membership in professional organizations
- Demonstrates integrity, ethical behavior, and professional conduct as outlined in the Pennsylvania Code of Professional Practice and Conduct for Educators and local, state, and federal laws and regulations
- Adheres to school and college procedures and regulations related to attendance and punctuality

Midpoint

Final

CT__3__ CT__3__

ST__3__ ST__3__

CS__3__ CS__3__

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Comments:

6.0 Instructional Delivery: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry collaboration, and supportive interaction in the classroom.

Indicators

- Conveys a variety of clear, accurate presentations and representations of concepts, using alternative explanations to develop students' understanding and presenting diverse perspectives to encourage critical thinking
- Models effective communication strategies in conveying ideas and information and in asking questions. Supports and expands learner expression in speaking, writing and other media
- Asks questions and stimulates discussion in different ways for particular purposes. Uses effective questioning strategies
- Uses a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities
- Consistently monitors and adjusts instructional strategies in response to learner feedback
- Demonstrates understanding of how to enhance learning through the use of a wide variety of materials as well as human and technological resources
- Delivers a logical sequence of instruction with clear student expectations, a high level of student engagement, and effective pacing

Midpoint

Final

CT__2.8__ CT__3__

ST__2.8__ ST__3__

CS__2.8__ CS__3__

Comments:

ART EDUCATION

The following competencies are based on the Interstate New Teacher Assessment and Support Consortium, Pennsylvania Professional Teaching Standards, the National Visual Arts Standards, the Pennsylvania Academic Standards for the Arts and Humanities and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

CT – Cooperating Teacher

ST – Student Teacher

CS – College Supervisor

1.0 The Art Curriculum: The art educator implements a visual arts curriculum that enables student to experience the beauty, emotion, intensity, and thoughtfulness of art through making, studying, interpreting, and evaluation works of art.

Indicators

Midpoint **Final**

- **Child Development:** Demonstrates the knowledge of the processes and stages of children's and/or adolescents' artistic and aesthetic development
- **Curriculum Planning:** Incorporates a range of subjects, symbols and ideas in instruction
- **Subject Matter Knowledge:** Demonstrates knowledge and skills in historical development and role of the visual arts in contemporary and past cultures and time periods
- **Instructional Strategies:** Has a command of and creates, selects, and adapts a variety of resources, materials, and technologies that support students as they learn through and about art
- **Knowledge of Elements and Principles of Design:** Models the use of the vocabulary of the visual arts to describe and respond to works of art
- **Art Appreciation & Analysis:** Creates opportunities and teaches strategies for reflecting upon and self-assessing the characteristics and merits of students' work and the work of others
- **Relating Art to History and Culture:** Creates opportunities for students to learn tolerance and respect for others through instruction in the multicultural nature of art history
- **Professional Competence in Discipline:** Demonstrates an expertise in one or more of the visual arts (i.e. architecture, crafts, drawing, painting, photography, printmaking or sculpture) by presentation and exhibition of one's work
- **Planning/Integrated Instruction:** Integrates classroom curricular themes with art curriculum

CT _____ CT _____
ST _____ ST _____
CS _____ CS _____

Comments:

2.0 Practical Competencies The art teacher candidate demonstrates practical competence and conceptual understanding in at least three of the six fundamental visual arts areas of drawing, design, painting, printmaking, sculpture and ceramics by utilizing appropriate instruction and well-planned demonstrations to nurture student development.

Indicators	<u>Midpoint</u>	<u>Final</u>
• Drawing: Competency in drawing is evidenced by the ability to represent observed subject matter with line and/or value in a compositionally interesting and spatially accurate manner	CT_____	CT_____
• Design: Competency in design is evidenced by the ability to create innovative abstract and non-objective compositions in two or three dimensions	ST_____	ST_____
• Painting: Competency in painting is evidenced by the ability to integrate knowledge of painting techniques, color theory and composition in creating a representational, abstract, or non-objective painting	CS_____	CS_____
• Printmaking: Competency in printmaking is evidenced by effectively implementing a printmaking process in materials such as linoleum or woodblocks to create a visually interesting graphic image		
• Sculpture: Competency in sculpture is evidenced by creating a three-dimensional form in a chosen material which is formally interesting and expressive from all points of view		
• Ceramics: Competency in ceramics is evidenced by utilizing one of the basic ceramic processes such as coils, slabs or wheel throwing to create an aesthetically appealing functional or non-functional three-dimensional ceramic object		

Comments:

FOREIGN LANGUAGE EDUCATION

The following competencies are based on the Pennsylvania Professional Teaching Standards, The Standards of the American Council of the Teaching of Foreign Languages, and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

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ST – Student Teacher

CS – College Supervisor

1.0 Language, Linguistics, Comparisons

Indicators

- **Demonstrating Language Proficiency:** Candidate demonstrates a high level of proficiency in the target language, and sees opportunities to strengthen their proficiency
- **Understanding Linguistics:** Candidate knows the linguistic elements of the target language system, recognizes the changing nature of language, and accommodates for gaps in their own knowledge of the target language system by learning on their own
- **Identifying Language Comparisons:** Candidate knows the similarities and differences between the target language and other languages, identifies the key differences in varieties of the target language, and seeks opportunities to learn about varieties of the target language on their own

Midpoint

Final

CT_____ CT_____

ST_____ ST_____

CS_____ CS_____

Comments:

2.0 Cultures, Literature, Cross-Disciplinary Concepts

Indicators

- **Demonstrating Cultural Understandings:** Candidate demonstrates that they understand the connections among the perspectives of a culture and its practices and products and integrates the cultural framework for foreign language standards into their instructional practices
- **Demonstrating Understanding of Literary and Cultural Texts and Traditions:** Candidate recognizes the value and role of literary and cultural texts and uses them to interpret and reflect upon the perspectives of the target cultures over time
- **Integrating Other Disciplines in Instruction:** Candidate integrates knowledge of other disciplines into foreign language instruction and identifies distinctive viewpoints accessible only through the target language

Midpoint

Final

CT_____ CT_____

ST_____ ST_____

CS_____ CS_____

Comments:

SECONDARY EDUCATION - BIOLOGY

3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory CT = Cooperating Teacher ST = Student Teacher CS = College Supervisor

The following competencies are based on the Pennsylvania Professional Teaching Standards,
the Standards of the National Science Teachers Association and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

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ST – Student Teacher

CS – College Supervisor

10.0 Competencies for All Science Teachers

Science teacher candidates demonstrate their knowledge and understanding of the sciences and engage students in the study of the following:

Indicators

- Multiple ways we organize our perceptions of the world and how systems organize the studies and knowledge of science
- The nature of scientific evidence and the use of models for explanation
- Measurement as a way of knowing and organizing observations of constancy and change
- Evolution of natural systems and factors that result in evolution or equilibrium
- Interrelationships of form, function, and behaviors in living and nonliving systems

Midpoint

CT _____

ST _____

CS _____

Final

CT _____

ST _____

CS _____

Comments:

11.0 Laboratory Competencies

Science teacher candidates design, conduct, and evaluate laboratory activities, using techniques, equipment, and facilities that meet current technological standards, including computer applications to science teaching and hands-on laboratory experience and equipment. Candidates engage students in developing proficient use of experimental techniques, including reinforcement or extension of scientific theory, design of experiments, data analysis and presentation, and preparation of laboratory reports.

Indicators

- Designs, conducts, and evaluates laboratory activities
- Engages and guides students in the use of computer applications to science teaching
- Engages and guides students in the use/operation of laboratory equipment
- Engages students in discussion and use of safe laboratory practices
- Engages students in the use of experimental techniques

Midpoint

CT _____

ST _____

CS _____

Final

CT _____

ST _____

CS _____

Comments:

12.0 Content Competencies for Biology Teachers (Assess applicable concepts addressed during practicum.)
 Biology teacher candidates demonstrate their knowledge and understanding of biology concepts and engage students in the study of the following:

Indicators	Midpoint	Final
• Life processes in living systems including organization of matter and energy	CT_____	CT_____
• Similarities and differences among animals, plants, fungi, microorganisms, and viruses	ST_____	ST_____
• Theory and principles of biological evolution	CS_____	CS_____
• Ecological systems and relationships		
• Population dynamics and population impacts		
• General concepts of genetics and heredity		
• Cells and multi-cellular systems		
• Behavior of organisms and social systems		
• Regulation of biological systems including homeostatic mechanisms		
• Fundamental processes of modeling and investigating in the biological sciences		
• Applications of biology in environmental quality and in personal and community health		

Comments:

13.0 Supporting Competencies Biology teacher candidates demonstrate their knowledge and understanding of related sciences and mathematics when engaging their students in the study of biology.

Indicators	Midpoint	Final
• Chemistry, including general chemistry and biochemistry with basic laboratory techniques.	CT_____	CT_____
• Mathematics, including probability and statistics	ST_____	ST_____
• Earth space sciences including energy and geochemical cycles, climate, oceans, weather, natural resources, and changes in the Earth	CS_____	CS_____

Comments:

SECONDARY EDUCATION - CHEMISTRY

The following competencies are based on the Pennsylvania Professional Teaching Standards,
The Standards of the National Science Teachers Association and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

CT – Cooperating Teacher

ST – Student Teacher

CS – College Supervisor

10.0 Competencies for All Science Teachers

Science teacher candidates demonstrate their knowledge and understanding of the sciences and engage students in the study of the following:

Indicators

Midpoint

Final

- Multiple ways we organize our perceptions of the world and how systems organize the studies and knowledge of science
- The nature of scientific evidence and the use of models for explanation
- Measurement as a way of knowing and organizing observations of constancy and change
- Evolution of natural systems and factors that result in evolution or equilibrium
- Interrelationships of form, function, and behaviors in living and nonliving systems

CT _____

CT _____

ST _____

ST _____

CS _____

CS _____

Comments:

11.0 Laboratory Competencies

Science teacher candidates design, conduct, and evaluate laboratory activities, using techniques, equipment, and facilities that meet current technological standards, including computer applications to science teaching and hands-on laboratory experience and equipment. Candidates engage students in developing proficient use of experimental techniques, including reinforcement or extension of scientific theory, design of experiments, data analysis and presentation, and preparation of laboratory reports.

Indicators

Midpoint

Final

- Designs, conducts, and evaluates laboratory activities
- Engages and guides students in the use of computer applications to science teaching
- Engages and guides students in the use/operation of laboratory equipment
- Engages students in discussion and use of safe laboratory practices
- Engages students in the use of experimental techniques

CT _____

CT _____

ST _____

ST _____

CS _____

CS _____

Comments:

12.0 **Content Competencies for Chemistry Teachers** (Assess applicable concepts addressed during practicum.)

Chemistry teacher candidates demonstrate their knowledge and understanding of chemistry concepts and engage students in the study of the following:

Indicators

- Fundamental structures of atoms and molecules
- Basic principles of ionic, covalent, and metallic bonding
- Physical and chemical properties of elements including periodicity
- Chemical kinetics and thermodynamics
- Principles of electrochemistry
- Mole concept, stoichiometry, and laws of composition
- Transition elements and coordination compounds
- Acids and bases, oxidation-reduction chemistry, and solutions.
- Fundamental biochemistry
- Functional and polyfunctional group chemistry
- Environmental and atmospheric chemistry
- Fundamental processes of investigating in chemistry
- Applications of chemistry in personal and community health and environmental quality

Midpoint

CT _____

ST _____

CS _____

Final

CT _____

ST _____

CS _____

Comments:

13.0 **Supporting Competencies** Chemistry teacher candidates demonstrate their knowledge and understanding of related sciences and mathematics when engaging their students in the study of chemistry.

Indicators

- Biology with molecular biology, bioenergetics, and ecology
- Earth science with geochemistry, geocycles, and energetics of earth systems
- Physics with energy, stellar evolution, waves, motions, forces, electricity, magnetism
- Math with statistics, differential equations and calculus

Midpoint

CT _____

ST _____

CS _____

Final

CT _____

ST _____

CS _____

Comments:

SECONDARY EDUCATION - ENGLISH

The following competencies are based on the Pennsylvania Professional Teaching Standards, the Standards of the National Council of Teachers of English and the National Council for Accreditation of Teacher Educators, and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

CT – Cooperating Teacher ST – Student Teacher CS – College Supervisor

10.0 Knowledge of English Language Arts: Teacher candidates are knowledgeable about language; literature; oral, visual, and written literacy; and print and non-print media; technology.

Indicators

- Designs, implements, and assesses instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in English Language Arts
- Uses knowledge of English grammars in teaching students both oral and written forms of the English language
- Creates opportunities and develops strategies for enabling students to understand how they integrate writing, speaking, and observing in their own learning processes
- Demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy
- Teaches students to effectively produce different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action
- Uses a variety of approaches for teaching students how to construct meaning from media and non-print texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts

Midpoint

Final

CT_____ CT_____

ST_____ ST_____

CS_____ CS_____

Comments:

11.0 Knowledge of Reading and Literature: Teacher candidates demonstrate their knowledge of reading processes. Teacher candidates demonstrate knowledge of, and uses for, an extensive range of literature

Indicators

- Integrates into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts
- Demonstrates a knowledge of and an ability to use varied teaching applications for works representing a broad spectrum of U.S., British, and world literature
- Demonstrates a knowledge of and an ability to use varied teaching applications for works from a wide variety of genres and cultures, works by female and minority authors, and works written specifically for adolescents and young adults
- Demonstrates a knowledge of and an ability to use varied teaching applications for a range of works of literary theory and criticism and of their effect on reading and interpretive approaches

Midpoint

Final

CT_____ CT_____

ST_____ ST_____

CS_____ CS_____

Comments:

12.0 Pedagogy for English Language Arts: Teacher candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of

English language arts, students, and teaching.

Indicators

- Examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts
- Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students
- Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms
- Engages students in critical analysis of different media and communications technologies
- Engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication
- Engages students in making meaning from texts through personal response
- Engages students in the selection of appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts

Midpoint

Final

CT_____ CT_____

ST_____ ST_____

CS_____ CS_____

Comments:

SECONDARY EDUCATION - MATHEMATICS

The following competencies are based on the Pennsylvania Professional Teaching Standards, INTASC Standards,
National Council of Teachers of Mathematics Standards, and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
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ST – Student Teacher

CS – College Supervisor

10.0 Teaching Mathematics

Indicators

	<u>Midpoint</u>	<u>Final</u>
• Knowledge of Problem Solving. Candidate knows, understands and applies the process of mathematical problem solving	CT_____	CT_____
• Knowledge of Reasoning and Proof. Candidate reasons, constructs, and evaluates mathematical arguments and develops an appreciation for mathematical rigor and inquiry	ST_____	ST_____
• Knowledge of Mathematical Communication. Candidate communicates mathematical thinking orally and in writing to peers, faculty and others	CS_____	CS_____
• Knowledge of Mathematical Connections. Candidate recognizes, uses, and makes connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding		
• Knowledge of Mathematical Representation. Candidate uses varied representations of mathematical ideas to support and deepen students' mathematical understanding		
• Knowledge of Technology. Candidate embraces technology as an essential tool for teaching and learning mathematics		
• Dispositions. Candidate supports a positive disposition toward mathematical processes and mathematical learning		
• Knowledge of Mathematics Pedagogy. Candidate possesses a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning		

Comments:

11.0 Knowledge of Mathematics Content

Indicators

- **Knowledge of Number and Operations.** Candidate demonstrates computational proficiency, including a conceptual understanding of numbers, ways of representing numbers, relationships among numbers and number systems, and the meaning of operations
- **Knowledge of Different Perspectives on Algebra.** Candidate emphasizes relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change
- **Knowledge of Geometries.** Candidate uses spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties
- **Knowledge of Calculus.** Candidate demonstrates a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of the calculus
- **Knowledge of Discrete Mathematics.** Candidate applies the fundamental ideas of discrete mathematics in the formulation and solution of problems
- **Knowledge of Data Analysis, Statistics, and Probability.** Candidate demonstrates an understanding of concepts and practices related to data analysis, statistics, and probability
- **Knowledge of Measurement.** Candidate applies and uses measurement concepts and tools

Midpoint

CT_____

ST_____

CS_____

Final

CT_____

ST_____

CS_____

Comments:

SECONDARY EDUCATION - PHYSICS

The following competencies are based on the Pennsylvania Professional Teaching Standards,
The Standards of the National Science Teachers Association and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

CT – Cooperating Teacher

ST – Student Teacher

CS – College Supervisor

10.0 Competencies for All Science Teachers

Science teacher candidates demonstrate their knowledge and understanding of the sciences and engage students in the study of the following:

Indicators	Midpoint	Final
• Multiple ways we organize our perceptions of the world and how systems organize the studies and knowledge of science	CT_____	CT_____
• The nature of scientific evidence and the use of models for explanation	ST_____	ST_____
• Measurement as a way of knowing and organizing observations of constancy and change	CS_____	CS_____
• Evolution of natural systems and factors that result in evolution or equilibrium		
• Interrelationships of form, function, and behaviors in living and nonliving systems		

Comments:

11.0 Laboratory Competencies

Science teacher candidates design, conduct, and evaluate laboratory activities, using techniques, equipment, and facilities that meet current technological standards, including computer applications to science teaching and hands-on laboratory experience and equipment. Candidates engage students in developing proficient use of experimental techniques, including reinforcement or extension of scientific theory, design of experiments, data analysis and presentation, and preparation of laboratory reports.

Indicators	Midpoint	Final
• Designs, conducts, and evaluates laboratory activities	CT_____	CT_____
• Engages and guides students in the use of computer applications to science teaching	ST_____	ST_____
• Engages and guides students in the use/operation of laboratory equipment	CS_____	CS_____
• Engages students in discussion and use of safe laboratory practices		
• Engages students in the use of experimental techniques		

Comments:

3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory CT = Cooperating Teacher ST = Student Teacher CS = College Supervisor

12.0 **Content Competencies for Physics Teachers** (Assess applicable concepts addressed during practicum.)

Physics teacher candidates demonstrate their knowledge and understanding of physics concepts and engage students in the study of the following:

Indicators

- Energy, work, and power
- Motion, major forces, and momentum
- Newtonian physics with engineering applications
- Conservation mass, momentum, energy, and change
- Physical properties of matter
- Kinetic-molecular motion and atomic models
- Radioactivity, nuclear reactors, fission, and fusion
- Wave theory, sound, light, the electromagnetic spectrum and optics
- Electricity and magnetism
- Fundamental processes of investigating in physics
- Applications of physics in environmental quality and to personal and community health

Midpoint

CT _____

ST _____

CS _____

Final

CT _____

ST _____

CS _____

Comments:

13.0 **Supporting Competencies:** Physics teacher candidates demonstrate their knowledge and understanding of related sciences and mathematics when engaging their students in the study of physics.

Indicators

- Biology, including organization of life, bioenergetics, biomechanics, and cycles of matter
- Chemistry, including organization of matter and energy, electrochemistry, thermodynamics, and bonding
- Earth sciences or astronomy related to structure of the universe, energy, and interactions of matter
- Mathematical and statistical concepts and skills including statistics and the use of differential equations and calculus

Midpoint

CT _____

ST _____

CS _____

Final

CT _____

ST _____

CS _____

Comments:

SECONDARY EDUCATION – SOCIAL STUDIES

The following competencies are based on the Pennsylvania Teaching Standards, the Standards of the National Council for the Social Studies, the Standards of the National Council for Accreditation of Teacher Educators, INTASC Standards, and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory
To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

CT – Cooperating Teacher

ST – Student Teacher

CS – College Supervisor

10.0 Culture and Cultural Diversity. Teacher candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Indicators

- Enables learners to analyze and explain how groups, societies, and cultures address human needs and concerns
- Assists learners to apply an understanding of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns

Midpoint

Final

CT___3___ CT___3___

ST___3___ ST___3___

CS___3___ CS___3___

– –

Comments:

11.0 Time, Continuity and Change. Teacher candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Indicators

- Assists learners to understand the concept that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use
- Enables learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations; the emergence of religious belief systems; the rise of nation-states; and social, economic, and political revolutions
- Provides learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment

Midpoint

Final

CT___3___ CT___3___

ST___3___ ST___3___

CS___3___ CS___3___

–

Comments:

12.0 People, Places, and Environment. Teacher candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Indicators

	<u>Midpoint</u>	<u>Final</u>
• Enables learners to use, interpret, and distinguish various representations of Earth, such as maps, globes, and photographs, and to use appropriate geographic tools	CT___3__	CT___3__
• Helps learners to locate, distinguish, and describe the relationship among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems	ST___3__	ST___3__
• Helps learners to examine, interpret, and analyze interactions between human beings and their physical environments, and to observe and analyze social and economic effects of environment changes, both positive and negative	CS___3__	CS___3__
• Challenges learners to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world		

Comments:

13.0 Individuals, Groups and Institutions. Teacher candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Indicators

	<u>Midpoint</u>	<u>Final</u>
• Assists learners in articulating personal connections to time, place, and social/cultural systems	CT___3__	CT___3__
• Helps learners to appreciate and describe the influence of cultures, past and present, upon the daily lives of individuals	ST___3__	ST___3__
• Assists learners to describe how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self	CS___3__	CS___3__
• Helps learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and on human behavior		
• Helps learners understand the concepts of role, status, and social class and use them in describing the connections and interactions among individuals, groups, and institutions in society		
• Helps learners understand the various forms institutions take, their functions, their relationships to one another, and explain how they develop and change over time		
• Enables learners to describe and examine belief systems to specific traditions and laws in contemporary and historical societies		
• Assists learners as they explain and apply ideas and modes of inquiry drawn from behavioral sciences in the examination of persistent issues and social problems		

Comments:

SPECIAL EDUCATION

The following competencies are based on the Pennsylvania Professional Teaching Standards, the Council for Exceptional Children Standards, and the Albright College Department of Education's Mission Statement.

The level of performance is indicated by a 3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory

To give an accurate reflection of the student teacher's progress, please only use NA in instances when a subject was not taught during the student teaching experience.

CT – Cooperating Teacher

ST – Student Teacher

CS – College Supervisor

10.0 Instructional Strategies: Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instruction strategies to promote challenging environments of individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, increase their self-development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Indicators

- Possesses and draws upon a repertoire of instructional strategies to individualize instruction
- Engages pupils in active learning opportunities in which a high rate of success is evident
- Matches communication methods to individuals' language proficiency and cultural models, and uses communication strategies and resources to facilitate understanding of subject matter

<u>Midpoint</u>	<u>Final</u>
CT_____	CT_____
ST_____	ST_____
CS_____	CS_____

Comments:

11.0 Learning Environments & Social Interactions: Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement of individuals with ELN. Educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

Indicators

- Uses appropriate behavior management strategies to motivate pupils and promote skill performance (acquisition, maintenance, and/or generalization of skills)
- Uses appropriate behavior mgmt. strategies to motivate pupils and to increase appropriate behavior/decrease inappropriate behavior (acquisition, maintenance, and/or of behavior change)
- Demonstrates appropriate use of reinforcement strategies and/or schedules
- Uses least intrusive intervention consistent with needs of the individual student
- Promotes pupil self-determination, self-advocacy, and interdependence (e.g., pupils working together, cooperative/collaborative, pupils making choices, pupils taking responsibility for their own learning/performance)

<u>Midpoint</u>	<u>Final</u>
CT_____	CT_____
ST_____	ST_____
CS_____	CS_____

3 – Proficient 2 – Developing Without Concern 1 – Developing With Concern 0 – Unsatisfactory CT = Cooperating Teacher ST = Student Teacher CS = College Supervisor

- Integrates social, affective, behavioral, and/or career skills into instruction
- Creates a positive classroom climate of openness, mutual respect, empathy, support & inquiry
- Organizes, prepares pupils for, and monitors independent and group work, allowing for full and varied participation of all individuals
-

12.0 Assessment: Assessment is integral to the decision making and teaching of special educators. They use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning need and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.

Indicators

- Assesses pupil performance (collects appropriate performance data)
- Monitors and adjusts/adapts instructional strategies in response to learner feedback/performance

<u>Midpoint</u>	<u>Final</u>
CT_____	CT_____
ST_____	ST_____
CS_____	CS_____

Comments:

13.0 Professional and Ethical Practice: Special educators are guided by the profession’s ethical and professional practice standards. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN.

Indicators

- Maintains a safe environment, practicing universal precautions. Candidate demonstrates understanding of professional ethical practice
- Adheres to laws related to pupils’ rights and teachers’ responsibilities (e.g., for confidentiality)
- Helps general education colleagues integrate individuals with ELN in regular environments and engages them in meaningful learning activities
- Utilizes and coordinates the work of available personnel (e.g., paraprofessional, peer tutor) in delivery of instruction

<u>Midpoint</u>	<u>Final</u>
CT_____	CT_____
ST_____	ST_____
CS_____	CS_____

Comments: