Competencies

Exploration Phase Competency Statements

Domain 1: Facilitating Learning (Individual, Small Group, Whole Group)

- **Demonstrates Content Knowledge and Uses Academic Vocabulary**
  Displays foundational content knowledge and uses appropriate academic vocabulary to support student understanding.
- **Internalizes and Uses Curriculum Materials**
  Uses curriculum materials with growing independence, referencing guides while beginning to adapt for instructional needs.
- **Understands Students and Responds to Their Needs**
  Demonstrates awareness of students' backgrounds and individual needs, beginning to adjust instruction accordingly.
- **Engages and Involves Students in Learning**
  Uses basic strategies to engage students and encourage participation during activities.
- **Maintains Focus and Communicates Clear Objectives**
  Maintains instructional focus and communicates clear learning objectives in student-friendly language.
- **Provides Clear Directions for Students**
  Gives directions that students can generally follow with minimal clarification.
- **Uses Student Questioning to Support Learning**
  Uses questioning strategies to check for understanding and encourage student thinking.

Domain 3: Professionalism

- **Creates a Respectful, Well-Managed Learning Environment**
  Establishes a respectful classroom climate and begins to implement classroom management strategies to support learning.
- **Reflects on Teaching Practice**
  Engages in basic self-reflection to identify strengths and areas for growth.
- **Seeks and Applies Feedback for Improvement**
  Demonstrates a willingness to receive and apply feedback from mentors and supervisors

Analysis Phase Competency Statements

Domain 1: Planning (Individual, Small Group, Whole Group)

- **Prepares Materials and Plans Effectively**
  Prepares and organizes lesson materials in advance to support instruction, ensuring resources are accessible and aligned with lesson objectives.
- **Develops Clear Learning Goals Aligned with Standards**
  Crafts specific, measurable, and standards-aligned learning goals using clear, actionable verbs appropriate for student readiness.
- **Designs Detailed, Aligned Lesson Plans**
  Develops complete, structured lesson plans that incorporate appropriate instructional activities and aligned assessments to measure objectives.
- **Uses Assessment Data in Planning**
  Integrates assessment data and prior student performance to inform planning, showing awareness of diverse student needs and readiness levels.
- **Designs Aligned Assessments**
  Develops assessments that clearly align with learning objectives and effectively measure student understanding.

Domain 2: Instruction (Individual, Small Group, Whole Group)

- **Communicates Learning Objectives and Expectations**
  Clearly shares learning objectives and academic expectations, referencing objectives throughout instruction to maintain focus and student understanding.
- **Demonstrates Content Knowledge and Uses Academic Vocabulary**
  Delivers instruction with accurate, confident content knowledge, consistently using and reinforcing appropriate academic vocabulary.
- **Implements Varied, Aligned Instructional Strategies**
  Uses a range of instructional strategies aligned with objectives, balancing teacher-directed instruction with active student participation.
- **Facilitates Student Engagement and Participation**
  Uses multiple engagement strategies to encourage broad student participation, fostering an interactive learning environment.
- **Uses Effective Questioning to Promote Higher-Level Thinking**
  Incorporates questioning techniques that require students to analyze, explain, and apply concepts, promoting deeper understanding.
- **Monitors Understanding and Responds to Student Needs**
  Consistently checks for understanding using varied methods, monitors student work, and adjusts instruction or provides clarification as needed.

- **Manages Classroom and Uses Instructional Time Effectively**
  Implements effective classroom management strategies and maintains instructional focus, maximizing learning time.
- **Balances Structure with Flexibility During Instruction**
  Follows the lesson plan while adapting instruction in response to student needs, demonstrating flexibility to support learning.

Domain 3: Professionalism

- **Seeks and Applies Feedback for Professional Growth**
  Regularly seeks specific feedback on teaching practice, implements suggestions thoughtfully, and identifies areas for continued improvement.
- **Reflects on Teaching Practice**
  Engages in ongoing, thoughtful reflection on teaching experiences, using insights to improve future instruction.