

*Competencies
(Pedagogy & Professional Responsibilities)*

Competency 001

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their DEVELOPMENTAL characteristics and needs.

Analysis

*Developmental process and progression
Appropriate instruction
Characteristics at different stages
Level of development
Domains of development
Cognitive, social, emotional, and esthetic
Individual variation
Strategies for appropriate instruction
Learning styles*

Areas of Study

*Human development
Cognitive (Piaget)
ZPD (Vygotsky)
Psycho-social (Erikson)
Moral (Kohlberg)
Physical
Language
Styles of Learning
Field dependent/independent
Perceptual domains (VATK)
Hemisphericity (right/left brain)
Deductive/Inductive
Convergent/Divergent*

Competency 002

The teacher understands student DIVERSITY and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Analysis

*Human diversity
Classroom environment
Individual uniqueness
Ethnicity
Gender
Language background
Exceptionality
Instructional implications of student diversity
Sense of community*

Competency 003

The teacher understands procedures for DESIGNING EFFECTIVE and coherent INSTRUCTION and assessment based on appropriate learning goals and objectives.

Analysis

*TEKS
Planning*

Lesson cycle
Five Es (engage, explore, explain, elaborate, evaluate)
Task analysis
Outcome-oriented experiences
Self-directed thinking/learning
Individual/collaborative settings
Learners backgrounds
Instructional content
Integrated curriculum
Input from students
Materials and resources
Time/space constraints
Long/short-term goals

Competency 004

The teacher understands LEARNING PROCESSES and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Analysis

Strategies that promote learning
Strategies for self-directed learning
Overcoming lack of educational experiences
Linking old and new information
Fostering learning as a purposeful pursuit
Promoting a sense of responsibility
Individual talents
Learning styles
Teaching styles
Prior learning experiences

Competency 005

The teacher knows how to establish a CLASSROOM climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional ENVIRONMENT that is safe and productive.

Analysis

Environmental factors -- positive or negative
- peers, family, drugs, gangs, abuse, divorce, malnutrition, etc.
Teacher expectation factor (self-fulfilling)
Student self-esteem
Indicators of stress
Impact of prior knowledge
Being supportive
Being responsive
Peer-tutoring (same-age/cross-age)
Effective grouping strategies
External factors
Learning environment

Competency 006

The teacher understands strategies for creating and organized and productive learning environment and for MANAGING STUDENT BEHAVIOR.

Analysis

Learning environment

Classroom climate
Routines & procedures
Smoothly functioning learning community
Withitness
Overlapping
Ripple effect

Competency 007

The teacher understands and applies principles and strategies for COMMUNICATING effectively in varied teaching and learning contexts.

Analysis
Verbal/nonverbal communication
Wait time
Media communication
Community of learners
Active inquiry
Collaborative exploration
Supportive interactions
Strategies
Thoughtful questioner
Cultural dimensions

Competency 008

STRATEGIES FOR ENGAGEMENT & MOTIVATION

The teacher provides appropriate instruction that actively engages students in the learning process.

Analysis
Motivation
Self-motivation
Intrinsic motivation
Extrinsic motivation
Positive/negative reinforcement
Jointly-constructed meaning
Contextually-relevant curriculum
Strategies (lecture, simulation, hands-on,)
simulation/games/role-play, etc.)
Peer tutoring
Independent thinkers
Problem solvers
Higher-order thinking
Interdisciplinary instruction
Cooperative learning
Discovery learning
Teacher roles (instructor, facilitator, monitor, coach, audience)

Competency 009

The teacher incorporates the effective use of TECHNOLOGY to plan, organize, deliver and evaluate instruction for all students.

Analysis
Instructional materials and resources
Computers, video, A-V, manipulative, etc.
Legal & ethical use of such
Learning styles (VATK, etc.)
Interests

Logistics

Competency 010

ASSESSMENT

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Analysis

Informal

Formal (portfolio, teacher/self/peer, test, etc.)

Summative

Formative

Diagnostic

Mean, median, mode (central tendency)

Norm-referenced

Criterion-referenced

Monitoring instructional effectiveness

Modifying instruction

Bias

Reliability

Validity

Competency 011

The teacher understands the importance of FAMILY INVOLVEMENT in children's education and knows how to interact and communicate effectively with families.

Analysis

Modes of communication

School-home relationships

Parent-teacher partnerships

Principles of parent-teacher conferences

Competency 012

PROFESSIONALISM

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Analysis

Reflective practitioner

Professional growth

School culture

Reflection/self-evaluation

Interpersonal relationships

Learning community

Mentor

Competency 013

The teacher understands and adheres to LEGAL AND ETHICAL REQUIREMENTS for educators and is knowledgeable of the structure of education in Texas.

Analysis

Requirements

Expectations

Constraints

Multiplicity of roles

Laws/guidelines

Compliance

Centralized system

Site-based management