Georgia Southern University

Initial Teacher Education Competencies

The following competencies of the Georgia Southern University Teacher Education Program (TEP) identify what candidates and graduates should know and be able to do in order to experience success as beginning teachers. These competencies focus on factors that lead to (1) effective instruction and integration of technology, (2) improved student learning and positive classroom environment, and (3) critical professional skills, dispositions, and knowledge. These competencies are based on input from professional standards, Georgia Southern University faculty members across programs, and P-12 partners. The alignment of INTASC/TAPS/SPA standards is evident in all program planning and assessment documents.

Knowledge and Application of Content Knowledge

**Competency 1-The TEP candidate** demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing culturally relevant, academically challenging learning experiences that develop mastery of disciplinary content skills and that encourage students to become self-directed learners. (TAPS/TKES 1; INTASC 4 & 5)

**Indicators: More specifically, the TEP candidate:**

- 1a- understands major concepts, assumptions, debates, tools of inquiry, and structures central to the discipline(s) s/he teaches. (TAPS/TKES 1; INTASC 4c, 4j)
- 1b- bases instruction on goals and mastery of skills that reflect high expectations for all students and a clear understanding of the discipline(s). (TAPS/TKES 1.6; INTASC 4r)
- 1c- displays an understanding of the intellectual, social, emotional, and physical development of the age group s/he teaches. (TAPS/TKES 1.7)
- 1d- demonstrates accurate, deep, and current knowledge of standards (state-adopted/national standards, SPA), and learning progressions in the discipline(s) s/he teaches. (TAPS/TKES 1.4; INTASC 4n)
- 1e- keeps abreast of new ideas and understandings as they evolve in the discipline(s) s/he teaches.(INTASC 4o)
- 1f- understands common misconceptions in learning the discipline and applies pedagogical knowledge to determine how to guide learners to accurate conceptual understanding. (TAPS/TAKES 1.5; INTASC 4e)
- 1g- uses the academic language of the discipline and creates opportunities for students to learn, practice, and master academic language in their content. (INTASC 4h)
- 1h- integrates culturally relevant content that builds on learners’ background knowledge and that shows an understanding of the communities in which they live. (TAPS/TKES 1.3; INTASC 4d, 4m, 4p)
- 1i- knows where and how to access and integrate additional resources that align with the content standards **AND** that engage learners in experiences that build global awareness and understanding. (TAPS/TKES 1.2, 1.3; INTASC 5p)
• 1j- connects concepts and uses differing perspectives/lenses to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (TAPS/TKES 1.2, 1.5; INTASC 5b)
• 1k- understands how interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. (INTASC 5.j)

**Knowledge and Application of Planning**

**Competency 2-The TEP candidate** uses national, state and/or local school district curricular standards, knowledge of: human growth and development; learner’s needs and achievement levels; appropriate resources; assessment data to plan effective learning opportunities to ensure that all students make meaningful connections with the content. (TAPS/TKES 1, 2, 4 &10; INTASC 1, 2, 6 & 7)

**Indicators: More specifically, the TEP candidate:**

• 2a- aligns lessons appropriately with state and local school district curricular standards. (TAPS/TKES 2.5; INTASC 4a, 7a, 7g)
• 2b- demonstrates in planning knowledge of human growth and development in each of the major domains sufficient to accommodate the growth needs of assigned students. (TAPS/TKES 1.7; INTASC 1b, 1e, 2a, 2h, 2j, 7a, 7b, 7j)
• 2c- creates lesson plans that demonstrate using knowledge of learner needs to differentiate instruction. (TAPS/TKES 2.4, 2.6, 4.1, 4.2; INTASC 1g, 2a, 2c, 2h, 2j, 7j)
• 2d- plans individually and collaboratively a balanced variety of teaching and learning strategies to accommodate learners of differing styles and capacities. (TAPS/TKES 2.4, 4.1, 4.2, 10.3; INTASC 2a, 2c, 2h, 7k)
• 2e- uses formative and summative assessment data to plan appropriate learning experiences. (TAPS/TKES 2.1, 4.4; INTASC 6h, 6i, 6l, 7d, 7l)
• 2f- develops clear, logical, sequential, and integrated plans that effectively contribute to content mastery. (TAPS/TKES 2.2; INTASC 7a, 7b, 7c)

**Knowledge and Application of Positive Classroom Environment**

**Competency 3-The TEP candidate** creates a classroom environment and learning opportunities that focus on engaged learning for all students, collaboratively and individually. (TAPS/TKES 4, 7, & 9; INTASC 3)

**Indicators: More specifically, the TEP candidate:**

• 3a- establishes relationships w/individual students and the entire class. (TAPS/TKES 4.6, 7.4, 7.5, 7.6, 7.7)
• 3b- engages in deliberate efforts to collaborate with learners, families, and colleagues to create safe and positive school climate. (INTASC 3a)
• 3e- uses evidenced-based prevention strategies (tier supports) to promote positive student behavior. (TAPS/TKES 2.4, 4.6)
• 3f- works collaboratively with learners and colleagues to develop a culture for respectful interactions, rigorous academic discussion, and individual and group responsibility for quality work. (TAPS/TKES 7.2; INTASC 3c)
• 3g- applies clear, appropriate and consistent expectations and consequences in a fair and equitable manner. (TAPS/TKES 7.2)
• 3h- ensures that clear, developmentally appropriate and proportional consequences apply for misbehavior. (TAPS/TKES 7.1, 7.2)
• 3i- demonstrates ethical boundaries in relationships with students to foster respectful interactions. (INTASC 3c)
• 3j- follows laws related to disciplining of students. (TAPS/TKES 7.1, 7.2, 9.1)
• 3k- adheres to the State Code of Ethics, including school and district policies, and models ethical behaviors for students. (TKES/TAPS 9.1, 9.2, 9.8)

Knowledge and Application of Technology

Competency 4-The TEP candidate effectively utilizes technology in instruction, planning, assessment and communication to maximize learning opportunities for all students. (TAPS/TKES 1, 3, 4, 5, 6, & 8; INTASC 3, 6, 8, 9 &10)

Indicators: More specifically, the TEP candidate:

• 4a- utilizes technology to engage learners in collaborative and self-directed learning. (TAPS/TKES 1.5, 8; InTASC 3b)
• 4b- utilizes technology to extend learner interaction with ideas and people locally and globally and to build learning communities that engage students, families and colleagues. (TAPS/TKES 3.5, 5; INTASC 10g)
• 4c- organizes, allocates and coordinates the use of technology for student learning. (TAPS/TKES 3.5, INTASC, 3d)
• 4d- promotes responsible learner use of interactive technologies. (TAPS/TKES 3.1; INTASC 3g)
• 4e- utilizes, models and teaches safe, legal and ethical use of information and technology. (TAPS/TKES 3.5; INTASC 9f)
• 4f- creates opportunities for learners to collaborate in virtual environments. (TAPS/TKES 3.5, 8; INTASC 10g)
• 4g- utilizes technology to support assessment practices. (TAPS/TKES 3.5, 5; INTASC 6e,6i)
• 4h- utilizes technology (including personal devices where applicable) to adapt instruction to the needs of individuals and groups of learners. (TAPS/TKES 3.5, 4; InTASC 3d, 8a)
• 4i- creates opportunities for learners to use technology tools to access, interpret, evaluate and apply information. (TAPS/TKES 3.5, 5, 6, 8; INTASC 8g)
• 4j- actively seeks technological resources to support instruction, reflection and professional development. (TAPS/TKES 3.5, 6 INTASC 9d)
Knowledge and Application of Instruction

Competency 5 - The TEP candidate promotes high levels of student learning by using a variety of challenging, research-based instructional strategies that actively engage students in self-directed learning, facilitate mastery of content knowledge and skills, and address individual learning differences. (TAPS/TKES 3, 4 & 8; INTASC 8)

Indicators: More specifically, the TEP candidate:
- 5b - uses a variety of appropriate research-based instructional strategies and resources to actively engage learners and to adapt instruction to the needs of individuals and groups of learners. (TAPS/TKES 3.1,3.4, INTASC 8a)
- 5e - clearly presents directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner. (TAPS/TKES 3.6, 10.5)
- 5f - continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction by providing remediation, enrichment, and/or acceleration in response to students’ learning needs. (TAPS/TKES 4.2, 4.4, INTASC 8b)
- 5g - maximizes instructional time by establishing clear, consistent expectations, by effectively organizing classroom materials and resources, and through skillful pacing and transitions. (TAPS/TKES 7.2, 7.8, 8.1, 8.4)
- 5h - engages learners in critical and creative thinking by asking questions to stimulate discussion for variety of purposes (e.g. probing for understanding, articulating ideas and thinking processes, and stimulating curiosity). (TAPS/TKES 3.7, 4.5; INTASC 8f, 8i)
- 5i - engages learners in authentic learning by using a range of learning skills and technology tools to access, interpret, evaluate, and apply information to real-life as well as content disciplines. (TAPS/TKES 3.4, 3.5, 3.8; INTASC 8g)
- 5j - differentiates the instructional content, process, product, and learning environment with opportunities for learners to demonstrate their knowledge through a variety of products and performances. (TAPS/TKES 4.1, INTASC 8e)
- 5k - uses a variety of instructional strategies to support and expand academic language development through speaking, listening, reading, and writing. (INTASC 8h, edTPA)

Knowledge and Application of Assessment

Competency 6 - The TEP candidate uses a variety of diagnostic, formative, and summative assessments that are developmentally appropriate and aligned to the established curriculum and benchmarks. (TAPS/TKES 5 & 6; INTASC 6)

Competency 7 - The TEP candidate teacher gathers, analyzes, and uses data from assessments to inform instruction, provide constructive and frequent feedback to students, and to demonstrate mastery of learning objectives. (TAPS/TKES 5 & 6; INTASC 6)

Indicators: More specifically, the TEP candidate:
• 6/7a- plans and uses diagnostic, formative, and summative assessments that are developmentally appropriate and aligned with established curriculum and benchmarks. (TKES/TAPS 5.1, 5.4, 5.6, 6.3; INTASC 6a, 6b)
• 6/7b- provides a variety of formal and informal assessments that measure student mastery of learning objectives and collaborates with others to develop common assessments when appropriate. (TAPS/TKES 5.3, 5.7, 6.2; INTASC 6c, 6g, 6r, 6t)
• 6/7c- aligns assessments to curriculum to establish learning goals for students and to inform differentiation of instruction. (TAPS/TKES 5.1, 5.2, 6.1; INTASC 6k, 6q)
• 6/7d- analyzes and uses assessment data to measure student progress, to determine student needs, to provide constructive and frequent feedback to students, and to design appropriate interventions. (TAPS/TKES 6.4; INTASC 6d, 6h, 6l, 6n, 6p, 6s, 6u)
• 6/7e- is committed to the ethical use of appropriate assessment and grading techniques that serve as evidence for mastery of content goals and objectives and to identify learner strengths and needs to promote learner growth. (TAPS/TKES 5.5; INTASC 6o)
• 6/7f- engages students in setting and self-assessment of learning goals and teaches them to use metacognitive strategies in supporting lifelong learning. (TAPS/TKES 6.7; INTASC 6e, 6f, 6m, 6q)
• 6/7g- shares accurate results of student progress with students, parents and key school personnel. (TAPS/TKES 6.5; INTASC 6o)

Knowledge and Application of Reflection

Competency 8- The TEP candidate engages in continuous reflection on teaching to improve his/her practices and impact student learning. (TAPS/TKES 9; INTASC 9)

Indicators: More specifically, the TEP candidate:

• 8a- reflects on teaching practices to inform differentiation of instruction and on personal biases to deepen his or her understanding of cultural, ethnic, gender and learning differences. (TAPS/TKES 9.4; INTASC 9e, 9g)
• 8b- identifies and evaluates strengths and weakness in professional skills and dispositions. (TAPS/TKES 9.4; INTASC 9g)
• 8c- seeks and utilizes critical feedback to improve the teaching/learning environment and impact student learning. (TAPS/TKES 9.5; INTASC 9d, 9a)
• 8d- sets personal professional goals based on self-reflection, feedback from colleagues/mentors, and achievement of student learning outcomes. (TAPS/TKES 9.9; INTASC 9b, 9l, 9k)
• 8e- reflects on professional practices to impact school renewal. (TAPS/TKES 9.7; INTASC 9k)

Knowledge and Application of Professional Dispositions

Competency 9- The TEP candidate effectively and continually demonstrates communication techniques (in both oral and written form) in a variety of situations to foster positive interactions, inform, network, and collaborate with peers, teachers, students, parents or guardians, and other stakeholders in support of students’ learning and well-being. (TAPS/TKES 10; INTASC 10)
Competency 10- The TEP candidate adheres to class and program requirements; maintains composure and self-control; and understands the Georgia Code of Ethics and legal aspects of teaching, including the rights of students and parent/families, and the legal rights and responsibilities of the teacher. (TAPS/TKES 9; INTASC 9)

Indicators: More specifically, the TEP candidate:

- 9/10a- demonstrates academic integrity, honesty, and maintains confidentiality at all times. (TAPS/TKES 9.2; INTASC 9f)
- 9/10b- communicates (written, oral, listening skills) and collaborates professionally, respectfully, and effectively with fellow students, colleagues, administrators, families, and communities. (TAPS/TKES 10.1, 10.3, 10.4; INTASC 10g)
- 9/10c- maintains composure and self-control: responds positively to constructive criticism, follows appropriate channels of communication/authority, and reacts professionally (calm and patient) under stressful situations. (TAPS/TKES 9.2; INTASC 9b)
- 9/10d- demonstrates a professional web-presence. (TAPS 9.2; INTASC 9f, 10g)
- 9/10e- dresses professionally in university and school settings. (TAPS 9.2; INTASC 9o)
- 9/10f- follows laws related to rights and responsibilities of students, educators, and families. (TAPS 9.1, 10.6; INTASC 9j)
- 9/10g- complies with class and program requirements including: attending classes, training and field experiences on time and remains for the duration; being engaged, prepared and meeting all deadlines. (TAPS 9.2; INTASC 90)
- 9/10h- adheres to the State Code of Ethics, including school and district policies, and models ethical behaviors for students. (TAPS 9.1, 9.2; INTASC 9o)

Knowledge and Application of Professional Development

Competency 11- The TEP candidate exemplifies stewardship of the profession by seeking opportunities to engage in continued learning and actively participating in professional organizations and communities. (TAPS/TKES 1, 3, 9, 10; INTASC 9,10)

Indicators: More specifically, the TEP candidate:

- 11a- engages in ongoing learning opportunities to develop his/her knowledge and skills to improve instruction and meet needs of all learners. (TAPS/TKES 1.6, 9.5, 9.7; INTASC 9a and 9b)
- 11b- locates and utilizes professional, community and technological resources to support reflection and problem-solving. (TAPS/TKES 9.7; INTASC 9d)
- 11c- reflects on his/her own personal biases and accesses resources to deepen understanding of cultural, ethnic, gender and learning differences. (TAPS/TKES 9.4, 9.9; INTASC 9e)
- 11d- utilizes and/or generates educational research to inform decision-making. (TAPS/TKES 3.4; INTASC 10h)
- 11e- seeks opportunities to model effective practices for colleagues and to take on leadership roles in a professional organization at the local, district, state and/or national level. (TAPS/TKES 10.3; INTASC 10i, 10k)
Knowledge of Diversity

**Competency 12- The TEP candidate** meaningfully and purposefully addresses the needs of diverse learners. (TAPS/TKES 1, 2, 3, 4, 7; INTASC 1, 2, 3, 4, 7, 9, 10)

**Indicators:** More specifically, the TEP candidate:

- **12a**- creates an accommodating and inviting classroom culture that integrates learners’ experiences, cultures, and community resources into instruction. (TAPS/TKES 1.3, 1.6, 1.7, 2.4, 2.5, 3.2, 3.8, 4.1, 7.5; INTASC 1a, 1b, 1c, 1g, 1h, 1i, 1k, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2m, 2o, 3a, 3c, 3f, 3l, 3n, 7a, 7i, 7j, 7k, 7n, 7q)
- **12b**- creates and maintains caring and culturally responsive learning environment. (TAPS/TKES 7.5; InTASC 2a, 2d, 2j, 2k, 2m, 4m)
- **12c**- demonstrates a positive regard for diverse learners, cultures, religions, gender, SES and other’s sexual preference/or orientation. (TAPS/TKES 7.5; InTASC 2a, 2d, 2j, 2k, 2m, 4m, 4o)
- **12d**- builds upon students’ existing knowledge and effectively connects the content to students’ future learning experiences as well as real-world experiences. (TAPS/TKES 1.3, 3.2, 3.8; InTASC 4d, 4e, 4k, 4m, 4o)
- **12e**- makes decisions about instruction based on pedagogical knowledge as well as school and community data/resources and uses that information to identify learning needs/goals and to design and implement relevant learning experiences for all students. (TAPS/TKES 3.3, 4.3, 4.4; INTASC 4o, 4p, 8c)
- **12f**- listens and responds with cultural awareness, empathy, and understanding to the voices and opinions of students, parents, colleagues, and community. (TAPS/TKES 10.8, InTASC 1k, 2n, 3n, 3p, 3q, 3r, 7n, 7o, 7q, 9m, 10q)