LHU Student Teacher Competency Form

1. Teacher Candidate
   First Name

2. Teacher Candidate
   Last Name

3. Student ID Number

4. Assessor
   First Name

5. Assessor
   Last Name

6. Please choose the student's University Supervisor
   - Paul Ballat
   - Other

7. Grades
   If student teacher teaches several grades, please check all that apply.
   - Preschool/PreK
   - Kindergarten
   - 1st
   - 2nd
   - 3rd
   - 4th
   - 5th
   - 6th
   - 7th
   - 8th
   - 9th
   - 10th
   - 11th
   - 12th
8. **School**

9. **Date of Assessment (MM/DD/YYYY)**

10. **Placement**
    - First
    - Second

11. **Absences**
    Number of the absence(s). Put 0 (zero), if there is no absence

12. **Type of Assessment**
    Choose whether this is a Formative Assessment-FA, or a Summative Assessment-SA
    - Formative Assessment
    - Summative Assessment

13. **Student Classroom Population**
    Check all that apply to your student classroom population
    - More than 16 percent of the student classroom population is of color.
    - More than 33 percent of the student classroom population is socioeconomically disadvantaged.
    - More than 10 percent of the student classroom population are special needs students including ESL

14. **KNOWLEDGE: KNOWLEDGE OF CONTENT**
    Knowledge of Subject Matter - The Element is KNOWLEDGE OF CONTENT
    - 0-UNS - The ST uses incorrect information or does not correct content errors students make.
    - 2-BAS - The ST displays knowledge of major concepts and basic content central to the discipline he/she presents but cannot articulate connections between other parts of the discipline or with other disciplines.
    - 3-PRO - The ST displays solid content knowledge and makes connections between the content and other
    - 4-DIS - The ST displays extensive content knowledge and actively pursues further learning.
15. **NASPE 3.4 KNOWLEDGE: LINKING CONTENT TO PREREQUISITE LEARNING**  
Knowledge of Subject Matter - The Element is LINKING CONTENT TO PREREQUISITE LEARNING

- **0-UNS** - The ST displays little understanding of prerequisite knowledge important for student learning of the content.
- **2-BAS** - The ST demonstrates some awareness of prerequisite learning as evidenced by a few references to prior learning, but makes incomplete or inaccurate links to current content.
- **3-PRO** - The ST creates plans and practices which reflect understanding of prerequisite learning by creating relationships and making complete and accurate links to current content.
- **4-DIS** - The ST effectively uses multiple representations and explanations of subject matter concepts that capture key ideas and links them to students prior understandings.

16. **KNOWLEDGE: DEVELOPMENT OF CURRICULAR CONTENT**  
Knowledge of Subject Matter - The Element is DEVELOPMENT OF CURRICULAR CONTENT

- **0-UNS** - The ST exhibits a minimal understanding of the fit between the curriculum materials and content development.
- **2-BAS** - The ST evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for presenting particular ideas and concepts.
- **3-PRO** - The ST develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- **4-DIS** - The ST creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several areas and make connections to everyday life.

17. **COMMENTS:**  
Enter comments regarding What to Teach: KNOWLEDGE OF SUBJECT MATTER

18. **PEDAGOGY: KNOWLEDGE OF STUDENTS**  
Instructional Planning Skills and Teaching Effectiveness - The Element is KNOWLEDGE OF STUDENTS

- **0-UNS** - The ST displays minimal understanding of child development, different approaches to learning, student interests or cultural heritage.
- **2-BAS** - The ST displays general understanding of child development, different approaches to learning, student interests, and cultural heritage.
- **3-PRO** - The ST displays competent understanding of child development, different approaches to learning, student interests, and cultural heritage.
- **4-DIS** - The ST displays competent knowledge of child development and learning styles, including exceptionalities.
19. PEDAGOGY: KNOWLEDGE OF INSTRUCTIONAL MATERIALS AND RESOURCES
Instructional Planning Skills and Teaching Effectiveness - The Element is KNOWLEDGE OF INSTRUCTIONAL MATERIALS AND RESOURCES

- **0-UNS**: The ST provides materials evidenced in lesson plans and units, etc. and resources which offer no variety and do not support the instructional goals.
- **2-BAS**: The ST provides some materials evidenced in lesson plans and units, etc. and resources which support the instructional goals while engaging students in meaningful learning.
- **3-PRO**: The ST provides most materials evidenced in lesson plans and units, etc. and resources which support the instructional goals, and which engages most students in meaningful learning.
- **4-DIS**: The ST provides materials evidenced in lesson plans and units, etc. and resources which support instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting materials.

20. NASPE 3.4 PEDAGOGY: IMPLEMENTS PLANS BY DEMONSTRATING TEACHING EFFECTIVENESS
Instructional Planning Skills and Teaching Effectiveness - The Element is IMPLEMENTS PLANS BY DEMONSTRATING TEACHING EFFECTIVENESS

- **0-UNS**: The ST does not plan for and affect learning through the execution of the lesson plan. There is no adapting of instruction for individual learning needs.
- **2-BAS**: The ST plans for and impacts learning through the execution of the lesson plan, but does not adapt instruction for individual learning needs.
- **3-PRO**: The ST plans for and impacts learning through the execution of the lesson plan, adapting instruction for individual differences guided by a rationale for impacting learning.
- **4-DIS**: The ST plans for and impacts high-level learning through critical thinking and problem-solving as evidenced by the execution of the lesson plan. All student learning and ability-based needs are accommodated for in each lesson based on a rationale for adapting instruction to impact learning for all students.

21. PEDAGOGY: TEACHING LOAD
Instructional Planning Skills and Teaching Effectiveness - Element is TEACHING LOAD

- **0-UNS**: The ST does not assume an appropriate teaching load, as determined by the cooperating teacher.
- **2-BAS**: The ST assumes a partial teaching load with support from the cooperating teacher.
- **3-PRO**: The ST successfully assumes all of the teaching load the cooperating teacher assigns.
- **4-DIS**: The ST assumes the full teaching load and demonstrates success as a novice teacher.
22. **COMMENTS**
Enter comments regarding What to Teach: INSTRUCTIONAL PLANNING SKILLS AND TEACHING EFFECTIVENESS

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23. **PEDAGOGY: TEACHER ATTITUDE**
Adapting Instruction for Individual Needs - The Element is TEACHER ATTITUDE

- **0-UNS** - The ST conveys a passive attitude toward students.
- **2-BAS** - The ST plans for students as individuals and assists them in the learning process.
- **3-PRO** - The ST recognizes that all students can learn and assists them in learning at their highest.
- **4-DIS** - The ST not only makes students feel valued for their potential as people but also helps them to value each other.

24. **PEDAGOGY: DIVERSITY AND LEARNING**
Adapting Instruction for Individual Needs - The Element is DIVERSITY AND LEARNING

- **0-UNS** - The ST displays little understanding as to how diversity affects learning.
- **2-BAS** - The ST recognizes that students do have different needs and learn in different ways.
- **3-PRO** - The ST is fully aware that students are different and that learning can be influenced by these differences.
- **4-DIS** - The ST demonstrates a clear understanding that students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

25. **NASPE 3.4 PEDAGOGY: APPROACHES TO LEARNING**
Adapting Instruction for Individual Needs - The Element is APPROACHES TO LEARNING

- **0-UNS** - The ST uses only one approach to learning when designing instruction with no accommodations for student needs and abilities.
- **2-BAS** - The ST uses different approaches to learning but doesn’t design instruction with opportunities for student choice.
- **3-PRO** - The ST uses multiple approaches to learning when designing instruction and students are given opportunities to choose equipment, space, and practice task level.
- **4-DIS** - The ST uses multiple approaches to learning (i.e., learning styles, multiple intelligences, performance modes, etc...) and uses this information when designing instruction. Students are given multiple opportunities to choose practice level of tasks, learning space, and different types and sizes of equipment.
26. **NASPE 3.5 PEDAGOGY: EXCEPTIONALITIES AND INSTRUCTION**
Adapting Instruction for Individual Needs - The Element is EXCEPTIONALITIES AND INSTRUCTION

- 0-UNS - The ST makes no accommodations for instruction for students with diverse learning needs.
- 2-BAS - The ST makes few accommodations for instruction and adapts instruction for no more than one student exceptionality in lessons.
- 3-PRO - The ST adapts instruction for more than one student exceptionality (i.e., learning disabilities, perceptual difficulties, physical, mental, and emotional challenges) in lessons.
- 4-DIS - The ST adapts instruction for all students with exceptionalities and diverse learning needs (i.e., learning disabilities, perceptual difficulties, physical, mental, and emotional challenges) in learning activities within lessons. The ST willingly uses high-quality accommodations when instructing diverse learners.

27. **COMMENTS**
Enter comments regarding How to Teach: ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS

28. **PEDAGOGY: UNDERSTANDING OF PRINCIPLES/TECHNIQUES ASSOCIATED WITH INSTRUCTIONAL STRATEGIES**
Multiple Instructional Strategies - The Element is UNDERSTANDING OF PRINCIPLES/TECHNIQUES ASSOCIATED WITH INSTRUCTIONAL STRATEGIES

- 0-UNS - The ST selects content which is inappropriate and unclear or uses poor examples and analogies.
- 2-BAS - The ST selects content which is inconsistent in quality. Some are done skillfully, with good examples; other portions are difficult to follow.
- 3-PRO - The ST selects content which is appropriate and links well with students' knowledge and experience.
- 4-DIS - The ST selects content which is appropriate and links well with students' knowledge and experience. The ST provides opportunities for the students to apply their knowledge.
29. **NASPE 3.2 PEDAGOGY: USE OF MULTIPLE TEACHING/LEARNING STRATEGIES**

Multiple Instructional Strategies - The Element is USE OF MULTIPLE TEACHING/LEARNING STRATEGIES

- **0-UNS** - The ST develops objectives and provides learning activities which are not developmentally appropriate in terms of difficulty level for students.
- **2-BAS** - The ST develops objectives and learning activities which are developmentally appropriate for students but does not consider local, state or national standards.
- **3-PRO** - The ST develops objectives and learning activities which are developmentally appropriate for students. Objectives are measurable, consider criteria, and are aligned with standards.
- **4-DIS** - The ST develops objectives which are measurable and learning activities which are developmentally appropriate for students. The ST initiates or adapts activities to enhance learning. Objectives are aligned with state, local, and national standards as well as with multiple domains of learning.

30. **PEDAGOGY: EVALUATING USE OF TEACHING STRATEGY**

Multiple Instructional Strategies - The Element is EVALUATING USE OF TEACHING STRATEGY

- **0-UNS** - The ST provides instructional materials and resources which are unsuitable to the instructional goals.
- **2-BAS** - ST's instructional materials and resources are partially suitable to the instructional goals. The students' level of mental engagement is moderate.
- **3-PRO** - ST's instructional materials and resources are suitable to the instructional goals and engage students mentally.
- **4-DIS** - The ST provides instructional materials and resources which are suitable for instructional goals and engage students mentally. The ST initiates the choice, adaptations, or creation of material to enhance their instructional purposes.

31. **PEDAGOGY: ADAPTING STRATEGIES BASED ON STUDENT FEEDBACK**

Multiple Instructional Strategies - The Element is ADAPTING STRATEGIES BASED ON STUDENT FEEDBACK

- **0-UNS** - The ST adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
- **2-BAS** - The ST attempts to adjust a lesson, with mixed results.
- **3-PRO** - The ST makes minor adjustments to lessons, and the adjustments occur smoothly.
- **4-DIS** - The ST knows and successfully makes adjustments to the lesson when necessary.

32. **COMMENTS**

Enter comments regarding How to Teach: MULTIPLE INSTRUCTIONAL STRATEGIES
33. **PEDAGOGY: FORMAL AND INFORMAL ASSESSMENT TECHNIQUES**  
Assessment of Student Learning - The Element is FORMAL AND INFORMAL ASSESSMENT TECHNIQUES  
- **0-UNS**: The ST uses little or no assessment techniques to evaluate student achievement, or the proposed assessment contains no clear criteria or standards.  
- **2-BAS**: The ST uses assessment techniques to evaluate student achievement and progress throughout the placement, but the criteria developed are unclear.  
- **3-PRO**: The ST uses a variety of assessment techniques to evaluate student achievement and progress.  
- **4-DIS**: The ST uses a variety of formal and informal assessment techniques (e.g., observation, authentic assessment, teacher-made tests, and peer assessments) to evaluate student achievement and progress throughout the placement, the criteria are clear, and there is evidence of pre-assessment.

34. **NASPE 5.1 PEDAGOGY: SELECTING ASSESSMENTS THAT MEASURE ACHIEVEMENT OF OBJECTIVES**  
- **0-UNS**: The ST does not assess according to lesson objectives and maintains few records concerning student performance and is unable to communicate student progress to students and parents. Assessments do not align with lessons or standards.  
- **2-BAS**: The ST assesses but maintains inadequate records of student performance and does not communicate student progress results to students and parents. The ST does not use more than one assessment strategy. Assessments are not guided by lessons, objectives, or standards.  
- **3-PRO**: The ST assesses students and maintains complete and useful records of student performance. The ST uses a variety of assessment strategies (peer evaluations, pre/post tests, student journals, rubrics). Assessments are guided by lessons, objectives, and standards.  
- **4-DIS**: The ST maintains data-based assessment records of student performance and communicates performance results to students and parents. The ST provides data-driven instruction based on multiple assessments (peer evaluations, pre/post tests, student journals, rubrics). Record-keeping is user-friendly. The ST uses formative and summative assessment tools and processes. All objectives are assessed and assessments are all aligned with local, state, and national standards.

35. **PEDAGOGY: CONGRUENCE WITH INSTRUCTIONAL OUTCOMES/OBJECTIVES**  
Assessment of Student Learning - The Element is CONGRUENCE WITH INSTRUCTIONAL OUTCOMES/OBJECTIVES  
- **0-UNS**: The ST lacks congruence between content and methods of assessment.  
- **2-BAS**: The ST appropriately assesses some, but not all, of the instructional outcomes and objectives through the proposed approach.  
- **3-PRO**: The ST appropriately assesses all instructional outcomes and objectives, but the approach is more suitable for some than others.  
- **4-DIS**: The ST appropriately selects constructs and/or uses assessment strategies completely congruent with instructional outcomes and objectives necessary for meeting curriculum-based standards.
36. **COMMENTS**  
Enter comments regarding How to Teach: ASSESSMENT OF STUDENT LEARNING

37. **PROFESSIONALISM: ORAL LANGUAGE**  
Communication Skills - The Element is ORAL LANGUAGE  
- **0-UNS** - The ST's spoken language is inaudible, or written language is illegible. Spoken or written language contains many grammar and syntax errors.
- **2-BAS** - The ST's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.
- **3-PRO** - The ST's spoken and written language is clear and correct. Vocabulary is appropriate to student's age and interests.
- **4-DIS** - The ST's spoken and written language is correct and expressive, with well-chosen vocabulary.

38. **Professionalism: Written Language**  
Communication Skills - The Element is Written LANGUAGE  
- **0 - UNS** - Student misses topic then overgeneralizes the purpose with insufficient supporting evidence. The student provides little logical development with poor unity and coherence. Also uses inappropriate diction and sentences with numerous errors.
- **2 - BAS** - Student addresses topic or assignment while stating the purpose with sufficient supporting evidence. The student demonstrates logical consistency with unity and coherence with some diction and sentences with minimal error.
- **3 - PRO** - Student addresses with clarity the purpose with effective supporting evidence that achieves clear consistency with unity and coherence. Student demonstrates some selection of diction with only a few errors.
- **4 - DIS** - Student contributes uniquely to topic/assignment that defines purpose with supporting evidence. Students have an understanding through original arrangements ideas, unity, and coherence. The student selects appropriate diction and sentence variety with few if any errors.
39. PROFESSIONALISM: QUESTIONING SKILLS
Communication Skills - The Element is QUESTIONING SKILLS
• 0-UNS - The ST's questions are virtually all of poor quality (e.g., questions do not invite a response or they require single word responses).
• 2-BAS - The ST provides a few questions which invite a response.
• 3-PRO - The ST provides adequate time for students to respond. ST's questions are age appropriate and divergent.
• 4-DIS - The ST provides adequate time for students to respond. Students formulate questions too. The ST's questions are consistently age appropriate and divergent.

40. PROFESSIONALISM: DISCUSSION TECHNIQUES
Communication Skills - The Element is DISCUSSION TECHNIQUES
• 0-UNS - The ST mediates all questions and answers using predominantly recitation style. The ST does not demonstrate sensitivity to culture and gender differences.
• 2-BAS - The ST makes some attempt to engage students in a true discussion, with uneven results and is somewhat conscious of gender and cultural differences during discussion.
• 3-PRO - Classroom interaction represents true discussion, with the ST stepping, when appropriate, to the side. The ST communicates in ways that demonstrate sensitivity to cultural and gender differences but is not consistent in doing so all the time.
• 4-DIS - The ST facilitates students assuming responsibility for success of the discussion, initiating topics and making unsolicited contributions. The ST consistently communicates in ways that demonstrate sensitivity to Cultural and gender differences, such as appropriate eye contact and interpretation of body language and verbal statements.

41. PROFESSIONALISM: VISUALS
Communication Skills - The Element is VISUALS
• 0-UNS - The ST does not use visuals and media to enhance the lesson.
• 2-BAS - The ST periodically uses a few visuals and media to enhance the lesson.
• 3-PRO - The ST frequently uses media and visuals (i.e., overhead projectors, power point presentations, view-screens) to enhance the lesson.
• 4-DIS - The ST uses a variety of media communication tools to enhance the lesson, including audio-visual aids and computers to enrich learning opportunities as a regular part of the learning experience.

42. COMMENTS
Enter comments regarding How to Have Caring Communication: COMMUNICATION SKILLS
43. NASPE 6.3 PROFESSIONALISM: PROFESSIONAL ETHICS OF TEACHERS

- 0-UNS - The ST does not follow LHU and district school policy concerning dress, arrival and dismissal times and does not complete materials/tasks in a timely manner. The ST does not maintain professional interactions with students. The ST does not maintain confidentiality regarding student-related school issues. The ST exhibits biased behavior or uses inappropriate language in the school setting.

- 2-BAS - The ST does not always follow LHU and district school policy concerning dress, arrival and dismissal times, and materials/tasks completed in a timely manner. Interactions with students are not always professional and the ST does not maintain confidentiality regarding student-related school issues. The ST does not always treat students equally according to gender or race and does not always use appropriate language. The ST has difficulty adapting to unexpected schedule changes and displays a poor attitude.

- 3-PRO - The ST follows LHU and district school policy concerning dress, arrival and dismissal times, and materials/tasks completed in a timely manner. Interactions with students are professional and the ST maintains confidentiality regarding student-related school issues. The ST treats students equally according to gender and race and uses appropriate language in communications. The ST maintains professional relationships with students in and out of school settings.

- 4-DIS - The ST always exemplifies professionalism in regard to LHU and district school policy and dress codes. Interactions with students are always professional and the ST always maintains confidentiality regarding student-related school issues. The ST always treats students equally according to gender and race and always uses appropriate language in communications. The ST always maintains professional relationships with students in and out of school settings. The ST always maintains a respectful environment in which all students are respectful throughout the school year.

44. COMMENTS

Enter comments regarding How to Have Caring Communication: PROFESSIONAL COMMITMENT AND RESPONSIBILITY
45. **NASPE 5.3 PROFESSIONALISM: REFLECTING ON TEACHING**

Reflection - The Element is REFLECTING ON TEACHING

- **0-UNS** - The ST does not reflect on the effectiveness of lessons and makes no suggestions for improvement. The ST plans lessons based on teaching preferences rather than student needs. The assessments are not used.

- **2-BAS** - The ST evaluates lessons based on personal reflection and makes general suggestions for improvement. The ST follows the curriculum directed by manuals and materials provided by the school system to plan lessons.

- **3-PRO** - The ST uses the reflective lessons cycle to assess effectiveness and extent to which lessons achieve goals while making more than one suggestion to modify and improve each lesson. The ST uses the materials provided by the district and supplements activities with outside resources and research to improve instruction.

- **4-DIS** - The ST uses the reflective lessons cycle to assess the lesson effectiveness and extent lesson goals were met, citing specific examples from the lesson and drawing on skills, recommending specific alternative actions for success of the lesson. The ST uses materials provided by the district as a supplement to instruction, which is created by the ST to improve instruction. The ST uses classroom observation, information about the students, and research as sources for changes made.

46. **PROFESSIONALISM: SELF-ASSESSMENT**

Reflection - The Element is SELF-ASSESSMENT

- **0-UNS** - The ST does not know if lesson was effective or achieved its goals and misjudges the success of a lesson.

- **2-BAS** - The ST has a general impression of a lesson's effectiveness and the extent to which the instructional goals were met.

- **3-PRO** - The ST is able to accurately assess the effectiveness of the lesson and the extent to which the instructional goals were met. Assessment is then used to inform instruction, provide feedback and communicate progress.

- **4-DIS** - The ST makes thoughtful judgments regarding the effectiveness of the lesson and to whether the goals were met. The teacher identifies specific examples from the lesson and can articulate the strengths and challenges during the lesson execution. Assessment is then used to inform instruction, provide feedback and communicate progress related to grades and improvement.

47. **COMMENTS**

Enter comments regarding How to Self Evaluate: REFLECTION
48. **NASPE 1.4 ENVIRONMENTS: INTERACTIONS WITH STUDENTS**
Classroom Motivation and Management Skills - The Element is INTERACTIONS WITH STUDENTS
- **0-UNS** - The ST displays negative interactions with students and is sarcastic and uncaring. The students exhibit disrespect towards the ST. A negative learning environment exists.
- **2-BAS** - The ST uses understandings of how social groups function and influence people, and how people influence groups to establish a positive learning environment. A neutral learning environment exists.
- **3-PRO** - The ST uses caring communications and is generally warm, friendly, and collaborative with students and peers. The ST varies his/her role (instructor, facilitator, coach, audience, team member) to promote optimum learning. A positive learning environment exists.
- **4-DIS** - The ST provides many opportunities for critical thinking, independent problem solving and performance. The ST uses a range of effective strategies such as composure, and models mutual respect to develop positive relationships, cooperation, and purposeful learning. A constant positive learning environment exists.

49. **NASPE 1.4 ENVIRONMENTS: STUDENT AND STAFF (S&S) INTERACTIONS**
Classroom Motivation and Management Skills - The Element is STUDENT AND STAFF (S&S) INTERACTIONS
- **0-UNS** - The ST and student interactions are generally negative and nonproductive.
- **2-BAS** - The ST and student interactions are positive and little negative behavior is exhibited toward each other.
- **3-PRO** - The ST and student assume responsibility for their actions and responsibilities. Attitudes and behaviors are positive and caring.
- **4-DIS** - The ST and students maintain continuous mutual respect and a high level of trust for each other. Attitudes and behaviors are at the highest level to effect a positive and productive learning environment.

50. **ENVIRONMENTS: CONNECTING LEARNING AND ENVIRONMENT**
Classroom Motivation and Management Skills - The Element is CONNECTING LEARNING AND ENVIRONMENT
- **0-UNS** - The ST cannot utilize the environmental variables of resources, time, space, activities and attention to provide a learning environment.
- **2-BAS** - The ST occasionally plans for a few environmental variables to extend the daily lessons and promote learning.
- **3-PRO** - The ST regularly plans for the integration of environmental variables (e.g., outdoor activities, local projects and initiatives) to provide activities for most students, as an extension of daily lessons.
- **4-DIS** - The ST consistently organizes, allocates and manages resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
51. ENVIRONMENTS: MANAGEMENT OF INSTRUCTIONAL GROUPS
Classroom Motivation and Management Skills - The Element is MANAGEMENT OF INSTRUCTIONAL GROUPS
- 0-UNS - Students not working with the teacher are not productively engaged in learning.
- 2-BAS - Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.
- 3-PRO - Tasks for group work are organized, and groups are managed so most students are actively engaged in their learning.
- 4-DIS - Groups working independently are productively engaged with students assuming responsibility

52. ENVIRONMENTS: MANAGEMENT OF TRANSITIONS
Classroom Motivation and Management Skills - The Element is MANAGEMENT OF TRANSITIONS
- 0-UNS - Much time is lost during transitions.
- 2-BAS - Transitions are occasionally sufficient, resulting in some loss of instructional time.
- 3-PRO - Transitions occur smoothly, with little loss of instructional time.
- 4-DIS - Transitions are seamless, with students assuming some responsibility for efficient operation.

53. ENVIRONMENTS: MONITORING OF STUDENT BEHAVIORS
Classroom Motivation and Management Skills - The Element is MONITORING OF STUDENT BEHAVIORS
- 0-UNS - Student behavior is not monitored, and teacher is unaware of what students are doing.
- 2-BAS - Teacher is generally aware of student behavior but may miss the activities of some students.
- 3-PRO - Teacher is alert to student behavior the majority of the time.
- 4-DIS - Monitoring by teacher is subtle and preventive. Students monitor their own and their peers behavior, correcting one another respectfully.

54. COMMENTS
Enter comments regarding How to Teach: CLASSROOM MOTIVATION AND MANAGEMENT SKILLS
55. **NASPE 1.2 Motor Learning and Psychological/Behavioral Theory Applied in Lessons**

- **0-UNS** - The ST fails to apply the motor learning and psychological/behavioral theories in lessons that have been taught. Practice conditions for skill acquisition do not allow for individual differences and the ST uses punitive measures to control behavior.
- **2-BAS** - The ST demonstrates knowledge by using various theories, applying at least one to teaching. However, there is no use of proactive strategies to control student behavior.
- **3-PRO** - The ST demonstrates in lessons that are taught learning and psychological/behavioral theories by controlling behavior through the use of proactive strategies throughout the lessons.
- **4-DIS** - The ST applies motor learning, psychological and behavioral theory in planning for and delivering instruction. Practice conditions allow for individual differences and practice conditions are adjusted based on student performance. The ST encourages student self-responsibility as a part of the proactive strategies used in lessons to control student behavior.

56. **NASPE 1.3 Motor Development Theory and Principles Applied in Lessons**

- **0-UNS** - The ST does not apply motor development theory and principles in planning for lessons or for delivering instruction. Developmental differences during instruction and practice activities are not accounted for by the ST.
- **2-BAS** - The ST applies motor development theory and principles in planning for lessons, but fails to account for developmental differences during instruction and practice activities.
- **3-PRO** - The ST applies motor development theory and principles in planning for and delivering instruction. Lessons are planned and implemented are developmentally appropriate and developmentally appropriate teaching cues and practice opportunities are evident in lessons.
- **4-DIS** - The ST applies motor development theory and principles in planning for and delivering instruction for all states of student proficiency. Lessons are planned and implemented and are developmentally appropriate with teaching cues and practice opportunities evident throughout the lessons. P-12 student learning is evident in the form of skillful movements, and behavioral changes while engaged in physical activity and personal fitness.
- **NO-No Opportunity to Observe**
57. **NASPE 4.5 Managerial Routines**

**Management and Motivation**

- **0-UNS** - ST has ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or are stated in language inappropriate for the age group. Managerial routines are not present and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Arrangement of students does not allow them to practice tasks. Spacing for tasks impedes student practice (too close or too far apart). There is not a clear stop and start signal in place. Behavior issues are addressed insufficiently or ineffectively.

- **2-BAS** - ST has some rules, but is inconsistent in implementing classroom rules. Some rules lack clarity or are stated in language inappropriate for the age group. Some managerial routines are present, but systems are not in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Some arrangement of students does allow them to practice tasks. Spacing for some tasks impedes student practice (too close or too far apart). A clear stop and start signal in place, but it is not used consistently. Behavior issues are not always addressed sufficiently or effectively.

- **3-PRO** - The ST has established rules for the classroom and consistently enforced these rules. Rules are stated in developmentally appropriate language. Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is a clear stop and start signal in place. Effective use of space is evident in the lesson (students are neither too far or too close together). Behavior issues are immediately, efficiently, and effectively addressed by such proactive strategies as student prompts. ST creates a supportive environment that invites student participation.

- **4-DIS** - ST has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues. Rules are consistently enforced. Managerial routines are present and innovative such as multiple equipment distribution points. Stop and start signals are clear and creative. Space use is maximized through careful planning with students participating in the organization of the space for their use. Students consistently self-manage their behavior during lessons. ST creates a supportive environment where students are encouraged and supported.

58. **Motivation for Physical Activity**

**Management and Motivation**

- **0-UNS** - The ST fails to motivate school-age students to participate in physical activity either inside or outside of the school setting.

- **2-BAS** - The ST motivates school-age students to participate in some physical activities inside, but not outside of the school setting, participation is inconsistent.

- **3-PRO** - The ST uses developmentally appropriate practices to motivate school-age students to participate in physical activity both inside (and outside) the school setting.

- **4-DIS** - The ST uses a wide variety of creative and developmentally appropriate practices to motivate school-age students to participate in physical activity inside and outside of the school setting.
59. Communication
Communications and Planning
- 0-UNS - The ST fails to implement strategies to enhance communication among students in physical activity settings
- 2-BAS - The ST implements some strategies to enhance some communication among students in physical activity settings
- 3-PRO - The ST describes and implements strategies that enhance communication among students in physical activity settings
- 4-DIS - The ST routinely uses varied and effective strategies to enhance communication, which might be related to management or instruction, among students in physical activity settings.

60. NASPE 3.1 Short and Long-Term Planning Linked to Goals and Standards
- 0-UNS - The ST fails to identify, develop, or implement any developmentally appropriate program or instructional goals or fails to demonstrate goal-setting techniques.
- 2-BAS - The ST identifies, develops, and implements program or instructional goals and demonstrates goal-setting techniques. Goals are not linked to PDE or NASPE standards. Learning activities are not related to instructional goals. Goals are limited to one way of teaching.
- 3-PRO - The ST designs lessons and unit plans, implementing program goals and instructional goals using strategies that ensure learning is sequential and linked to standards PDE and NASPE standards. Goals are linked directly to student learning activities. Goals guide instruction and learning activities and allow for differentiated instruction and multiple means of teaching content. Short and long-term goals and assessments are mapped to learning activities in lesson plans.
- 4-DIS - The ST identifies, develops, and implements a wide variety of developmentally appropriate program and instructional goals using a wide range of physical activities to demonstrate effective goal-setting techniques. Students link goals with PDE and NASPE standards. The ST offers a variety of instructional techniques to help all students meet instructional and program goals.

61. NASPE 4.2 Demonstrations, Explanations and Instructional Cues in PE
- 0-UNS - Prior to introducing new content / learning activities within a lesson, the ST does not demonstrate, explain, or use instructional cues.
- 2-BAS - Prior to introducing new content / learning activities within a lesson, the ST provides demonstrations, explanations and instructional cues which are not repeated.
- 3-PRO - Prior to introducing new content / learning activities within a lesson, the ST provides effective demonstrations, explanations, and instructional cues that are developmentally appropriate. Instructional cues are repeated multiple times within lessons.
- 4-DIS - Prior to introducing new content / learning activities within a lesson, the ST provides well-timed and innovative demonstrations, explanations, and instructional cues that are effective and developmentally appropriate. Instructional cues are creative and repeated multiple times within lessons, facilitating student learning.
### NASPE 4.3 Instructional Feedback

- **0-UNS** - The ST provides feedback that is motivational and not specific or corrective in nature.

- **2-BAS** - The feedback provided by the ST is not specific or connected directly to performance. Feedback is not corrective and is limited to the group and not individuals.

- **3-PRO** - Feedback is not given for each learning activity. The ST provides both generalized and corrective feedback that is well-timed. Feedback is linked directly to student performance and the ST uses positive, specific and augmented feedback during learning activities.

- **4-DIS** - The ST provides both generalized and corrective feedback that is well-timed. Feedback is limited directly to student performance and identifies key elements. The ST uses feedback that is positive, specific, and corrective for individuals and groups throughout each learning activity.

### ADDITIONAL COMMENTS

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### NASPE 5.2 Assessment Components

#### Student Assessment

- **0-UNS** - The ST fails to use different types of assessment. Assessment techniques are invalid, unreliable, or not free of bias. The ST shows no evidence of planning for formal or informal assessment. Assessments do not match/measure the lesson objectives or standards. Some of the objectives are not assessed at all.

- **2-BAS** - The ST uses various types of assessment but assessment occurs only after instruction. Planned assessments are not always developmentally appropriate for the lesson or standards. Student progress is recorded but not communicated with students and parents.

- **3-PRO** - The ST identifies key components of various types of assessment by including assessment techniques that are valid, reliable, and free of bias. The ST uses assessments to plan parts of future lessons. On-going assessments as well as summative and formative assessments are used in contexts. Record keeping provides information on students’ progress.

- **4-DIS** - The ST identifies key components of various types of assessment by including techniques that are valid, reliable, and free of bias. Assessment techniques reflect varying learner needs, and are aligned to specific instructional goals. The ST uses assessments to guide future lessons. Both formative and summative assessments are used throughout instruction. Record keeping provides information on students and can be transformed into a format that is accessible to others (e.g., students, parents, and administrators) to view student progress and mastery.
65. **Self- and Peer Assessments**

**Student Assessment**

- **0-UNS** - The ST rarely uses authentic or traditional assessment techniques that involve students in self- and peer assessments. ST does not use a reflective cycle to alter instruction. Changes to lesson are rarely implemented.

- **2-BAS** - The ST sometimes uses a variety of authentic or traditional assessment techniques that involve students in self- and peer assessments. ST plans some lessons considering previous accomplishments. The ST plans some lessons according to student needs. At times, some of the learning/practice opportunities are based on pre-assessments and students’ developmental levels, but this is inconsistent.

- **3-PRO** - The ST uses a variety of authentic and traditional assessment techniques that involve students in self- and peer assessments. The ST uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, or implement change based on reflection. Changes based on reflection are placed into future lessons.

- **4-DIS** - The ST routinely uses a variety of authentic and traditional assessment techniques that involve students in self- and peer assessments. ST uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, and implement change based on reflection. Changes based on reflection are immediately placed into current lessons. Short and long term goals are modified based on the reflective cycle.

66. **NASPE 6.1 Professionalism: BEHAVIORS SHOWING ALL STUDENTS CAN BE PHYSICALLY EDUCATED**

- **0-UNS** - The ST does not provide balanced feedback to students regardless of skill level. The ST does not adapt instruction for underperforming students nor does the ST encourage equal participation by providing opportunities in learning activities for all students regardless of skill level.

- **2-BAS** - The ST provides balanced feedback to students regardless of skill or ability level. Participation opportunities are not available to all students in learning activities in lessons. The ST does not adapt instruction for more than one under-performing student.

- **3-PRO** - The ST provides balanced feedback to students of all learning levels. Participation opportunities are available to all students in all learning activities in lessons. The ST adapts instruction for under-performing students.

- **4-DIS** - The ST provides balanced feedback to students of all learning and skill levels. Participation opportunities are available to all students in all learning activities in lessons. The ST sets high expectations for all students and adapts instruction for all under-performing students.
67. **NASPE 6.4 - Communication Conveying Respect and Sensitivity**

- **0-UNS** - The ST does not interact in a professional manner with students and does not show respect and sensitivity for cultural differences in students.
- **2-BAS** - The ST interacts in a professional manner but does not respect and consider cultural differences in interactions with students. The ST interacts and communicates in a demeaning manner with students of differing cultural backgrounds.
- **3-PRO** - The ST respects and considers cultural differences of students. The ST includes students regardless of cultural background and interacts in non-demeaning or negative manners with students.
- **4-DIS** - The ST respects and considers cultural differences of all students. The ST includes all students regardless of cultural background and interacts in non-demeaning or negative manners with all students in all learning activities. The atmosphere in lessons taught by STs is positive and inclusive.

68. **AAHE I-A Theoretical foundations of health behavior and principles of learning**

- **UNS** – The ST displays a minimal knowledge of theoretical foundations of health behavior and learning.
- **BAS** – The ST displays limited knowledge of theoretical foundations of health behavior and learning.
- **PRO** - The ST incorporates theoretical foundations of health behavior and learning.
- **DIS** – The ST consistently applies theoretical foundations of health behavior and learning.

69. **AAHE I-B & III-E National Health Education Standards (NHES)**

- **UNS** – The ST does not include the National Health Education Standards into lessons.
- **BAS** – The ST incorporates the NHES into lessons on a limited basis.
- **PRO** - The ST regularly integrates NHES into lessons.
- **DIS** – The ST consistently integrates NHES into lessons and aligns needs assessment data and the NHE.

70. **AAHE III-A Involving key individuals and organizations in program planning for School Health Education**

- **UNS** – The ST does not make contact with other individuals or organizations in program planning for school health education.
- **BAS** – The ST communicates with key individuals or organizations in program planning for school health education, but only after prompting from the cooperating teacher.
- **PRO** - The ST communicates with key individuals or organizations in program planning for school health education on a limited basis.
- **DIS** – The ST frequently communicates with key individuals or organizations in program planning for school health education.
71. ENVIRONMENTS: PROFESSIONAL RESPONSIBILITIES
Fosters Relationships with School Colleagues, Parents, and Community Agencies by Performing Professional Responsibilities-The ELEMENT IS PROFESSIONAL RESPONSIBILITIES
**NOTE:** Responsibilities include, but are not limited to: parent-teacher conferences, team meetings, in-service meetings/trainings, IEP meetings, and other duties (e.g., lunch, bus, recess, and hallway).

- 0-UNS - The ST’s relationships with faculty and staff are negative and self-serving. The ST avoids responsibilities beyond teaching.
- 2-BAS - The ST maintains cordial relationships with faculty and staff and participates when asked.
- 3-PRO - The ST displays a supportive, cooperative role with faculty and staff and takes initiative as opportunities arise.
- 4-DIS - The ST displays a supportive, cooperative role with faculty and staff and consistently participates in multiple aspects beyond the classroom.
- NO - No Opportunity to Observe

72. ENVIRONMENTS: COMMUNICATING WITH PARENTS AND FAMILIES
Fosters Relationships with Students’ Parents-The Element Is Communicating with Parents and Families
**Note:** Communications are always approved by the coop include, but are not limited to: phone calls, face-to-face meetings, mailings, intro letter, emails, posting assignments, grades, etc., on coop’s or school district’s website, etc.

- 0-UNS - The ST does not respond to or make contact with parents or family members or does not do so in conjunction with the cooperating teacher.
- 2-BAS - The ST, in conjunction with the cooperating teacher, communicates with parents or family members, but only after being prompted by the cooperating teacher or doing so only once or twice.
- 3-PRO - The ST, in conjunction with the cooperating teacher, intermittently communicates with parents or family members concerning student academic, social, or behavioral progress; classroom assignments, events, or field trips; or school events or field trips.
- 4-DIS - The ST, in conjunction with the cooperating teacher, frequently and consistently communicates with parents or family members concerning student academic, social, or behavioral progress; classroom assignments, events, or field trips; or school events or field trips.
- NO - No Opportunity to Observe
NASPE 6.2 PROFESSIONALISM: PARTICIPATES IN ACTIVITIES ENHANCING GROWTH & DEVELOPMENT

Fosters Relationships with Paraprofessionals, Special Education Teachers, Other Faculty and Staff, and Community Agencies—The Element Is Community Agencies

**Note:** Aforementioned parties include, but are not limited to: local, regional, state, or national service agencies; non-profit organizations; local libraries; museums; universities and colleges; and people who have specialized skills, talents, knowledge, or experiences.

- **0-UNS** - The ST does not pursue community outreach, resources, or personnel when planning for and meeting the needs of students or does so without the approval of cooperating teacher or school district.

- **2-BAS** - The ST, in conjunction with the cooperating teacher, discusses the importance of doing so, but does not pursue community outreach, resources, or personnel when planning for and meeting the needs of whole classes of students and/or individual students.

- **3-PRO** - The ST, in conjunction with the cooperating teacher, is able to identify and recognize the ongoing influence community factors have on student success and intermittently accesses and secures resources and personnel when planning for and meeting the needs of whole classes of students and/or individual students. The ST participates in professional growth and development opportunities beyond the program requirements. The ST documents collaboration with faculty, parents, supervising teachers, and service projects as required by the program.

- **4-DIS** - The ST, in conjunction with the cooperating teacher, is able to identify and recognize the ongoing influence community factors have on student success and persistently accesses and secures resources and personnel when planning for and meeting the needs of whole classes of students and/or individual students. The ST takes every opportunity to participate in professional growth and development opportunities beyond the program requirements and provides leadership in student groups and planning activities. The ST documents collaboration with faculty, parents, supervising teachers, and service projects exceeding program requirements.

74. COMMENTS

Enter comments regarding How to Have Caring Communication: FOSTERS RELATIONSHIPS WITH SCHOOL COLLEAGUES, PARENTS, AND COMMUNITY AGENCIES
75. **NASPE 4.4 Instructional Delivery**
Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

- **0-UNS** - The ST does not adjust lessons based on student performance or changes in the environment. The ST fails to recognize changes in the teaching environment and also fails to make adjustments based on changes in the environment.

- **2-BAS** - The ST delivers lessons without considering performance. The ST fails to recognize changes in either the teaching environment or fails to make adjustments based on changes in the environment.

- **3-PRO** - The ST adjusts lessons based on student performance. The ST demonstrates flexibility in the lesson (or with students) by adjusting lessons based on student performance.

- **4-DIS** - The ST demonstrates flexibility and creativity when adjusting lessons based on student performance. The ST uses teachable moments during the lesson to facilitate student learning.

76. **NASPE 4.6 Instructional Delivery**
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

- **0-UNS** - The ST only uses direct instruction during learning activities in lessons. Students are not allowed to make decisions in the context of the class and the only choice students have is to participate or not in learning activities.

- **2-BAS** - The ST primarily uses direct instruction during learning activities in lessons, but may use an indirect approach to instruction in a lesson or two. Students do not make decisions in the context of the class and the only choice students have is to participate or not in learning activities.

- **3-PRO** - The ST uses direct and indirect instructional approaches including problem-solving during learning activities. Students are provided choices throughout the lesson, allowing for individual self-responsibility opportunities.

- **4-DIS** - The ST uses direct and indirect instructional approaches including cooperative learning, peer teaching, and/or child-designed instruction. Students are given multiple choices in lessons, allowing for individual self-responsibility opportunities.
77. NASPE 1.5 Scientific and Theoretical Knowledge
Analyze and correct critical elements of motor skills and performance concepts

0-UNS - The ST does not show the ability to analyze, detect and correct critical elements in lessons nor does the ST identify key elements of motor skills with specific feedback in lessons.

2-BAS - The ST can analyze, detect, and correct critical elements of all fundamental movement skills for at least one proficiency stage level in either verbal or written format. The ST can identify key elements of motor skills, but feedback is non-specific. Lessons focus on skills without consideration for the context of execution. Limited feedback is provided for the effective use of tactics/strategies.

3-PRO - The ST analyzed, detects, and corrects elements of all fundamental movement skills using skill cues linked to critical elements. The ST provides specific corrective feedback on critical elements for motor skills. The ST identifies objectives related to decision making and using strategies/tactics and provides feedback to students on using strategies/tactics effectively.

4-DIS - The ST analyzed, detects, and corrects all students’ fundamental movement or more advanced applied motor (sport-related) skills using skill cues linked to critical elements. The ST provides specific corrective feedback on critical elements for motor skills and tactics. The ST identifies objectives related to decision making and using strategies/tactics and plans practice activities congruent to objectives, providing corrective feedback to students on using strategies/tactics effectively.

78. NASPE 3.3 Planning and Implementation
Design and implement content that is aligned with lesson objectives.

0-UNS - The ST does not design and implement content so that learning objectives are met. The level of students and class context are not considered by the ST when designing objectives and lesson content. The ST does not consider the individual instructional needs of students in the design of objectives and lesson content.

2-BAS - The ST selects teaching approach / model that does not consider the developmental level of students, class, or performance contexts. Teaching approach is unrelated to the goals, objectives, and context of students and class elements. Students participating in the learning activities meet at least one objective.

3-PRO - The ST selects teaching approaches / models that consider the developmental levels of students, class, or performance contexts. Teaching approach is related to the goals, objectives, and context of students and class elements. Learning activities allow students to meet objectives.

4-DIS - The ST selects teaching approaches / models that consider the developmental levels of all students, as well as the class contexts and performance contexts in learning activities of lessons. Teaching approaches are related to the goals, objectives, and context of students and class elements and allow practice opportunities to be maximized and the use of space and equipment allows students to practice tasks in developmentally appropriate learning environments related to performance context. Learning activities are differentiated and allow students to meet objectives.
79. **NASPE 3.7 Planning and Implementation**

Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives

- **0-UNS** - The ST does not plan or implement a learning activity involving K-12 students using available technology (examples include pedometers, monitors, screens, video, apps, etc....).
- **2-BAS** - The ST plans a learning activity or more within a lesson involving K-12 students in using available technology (examples include pedometers, monitors, screens, video, apps, etc....). However, either the students do not use the technology or the ST does not demonstrate full use of the technology being used.
- **3-PRO** - The ST shows the ability to plan and implement a learning activity or more within a lesson involving K-12 students in using available technology (examples include pedometers, monitors, screens, video, apps, etc....). Feedback of some sort which may include knowledge of results or further instruction or task modifications is provided. The ST demonstrates full use of the technology being used.
- **4-DIS** - The ST shows the ability to plan and implement a learning activity or more within a lesson involving K-12 students in using available technology (examples include pedometers, monitors, screens, video, apps, etc....). The ST provides feedback which may include knowledge of results, further instruction, or task modifications. The ST shows mastery knowledge and mastery understanding of how to use the technology.

80. **NASPE 1.1 Scientific and Theoretical Knowledge**

Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness. **Element: Application of concepts**

- **0-UNS** - The ST does not plan and implement a lesson that includes instruction relating and applying sound physiological and biomechanical concepts.
- **2-BAS** - The ST plans and teaches students a lesson that includes instruction relating and applying sound physiological and biomechanical concepts. This lesson could include fitness stations or activities among other possibilities. Instruction is limited to the “how” and not the “why” of motor movements.
- **3-PRO** - The ST plans and teaches students a lesson that includes instruction relating and applying sound physiological and biomechanical concepts. This lesson could include fitness stations or activities among other possibilities. Instruction includes the “how” and “why” of motor movements.
- **4-DIS** - The ST plans and teaches students a lesson that includes instruction for all stages of student proficiency, relating and applying sound physiological and biomechanical concepts. This lesson could include fitness stations or activities among other possibilities. Instruction includes the “how” and “why” of motor movements.
81. **NASPE 4.1 Instructional Delivery**
Demonstrate effective verbal and nonverbal communication skills across a variety of instructional formats

- **0-UNS** - The ST’s communications are filled with mistakes in grammar, poor diction, and/or language that is developmentally inappropriate. Pacing of verbal communication is poor. The only communication used during lessons is verbal.

- **2-BAS** - The ST speaks with grammatical errors and poor diction. Language is developmentally inappropriate. Pacing of verbal communication is either too fast or too slow with little variation in tone and inflection. Although non-verbal communication is used, verbal communication is the primary method for communicating with students.

- **3-PRO** - The ST speaks with only an occasional error of grammar or diction. Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection. ST uses verbal and nonverbal communication throughout the lesson, including the use of bulletin boards, learning centers, visuals, and posted cards.

- **4-DIS** - The ST speaks without grammatical and mechanical errors. Pacing of verbal communication is developmentally appropriate and is varied in tone and inflection. The ST uses multiple forms of communication including the use of bulletin boards, learning centers, visuals, and posted cards.

82. **NASPE 3.6 Planning and Implementation**
Plan and implement progressive sequential instruction that addresses the diverse needs of students

- **0-UNS** - The ST does not plan developmentally appropriate learning tasks nor does the ST attempt to sequence tasks in a logical progression. Learning needs of students are not considered and no pre-assessment occurs.

- **2-BAS** - Learning tasks do not match the developmental levels of students. The ST uses only one method to teach lesson content and does not adjust tasks to accommodate developmental levels of students. Progression of tasks is present, but the sequence of the lessons may be illogical without well-sequenced progressions. No pre-assessment occurs.

- **3-PRO** - Lesson activities are developmentally appropriate and sequential. Lessons reflect the environmental context in planning and implementation, with the ST using more than one method to teach lesson content.

- **4-DIS** - Lesson activities are developmentally appropriate and sequential. ST adjusts learning activities for the entire class and for each individual student based on performance during lessons. Students are expected to improve based on pre-assessment data so that low, middle, and high level students improve performance.