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
   - Alyce Baker
   - Paul Ballet
   - Melissa Becker
   - Terry Brink
   - Michael Cullin
   - Richard Fetzer
   - Jessica Hosley
   - Erica Moore
   - Marianne Lovik-Powers
   - Barbara Pribble
   - Kathy Richards
   - Meredith Seiler
   - Kurt Smith
   - Cathy Traister
   - Steve Williams
   - 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. 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. **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.
- **2-BAS** - The ST plans for and affects low level learning through the execution of the lesson plan.
- **3-PRO** - The ST plans for and affects appropriate learning through the execution of the lesson plan.
- **4-DIS** - The ST plans for and affects high level learning through critical thinking and problem solving, as evidenced by the execution of the lesson plan.
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

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. PEDAGOGY: APPROACHES TO LEARNING
Adapting Instruction for Individual Needs - The Element is APPROACHES TO LEARNING

- 0-UNS - The ST displays a minimal knowledge of the various approaches to learning and makes few attempts to design instruction that focuses on student needs.
- 2-BAS - The ST displays different approaches to learning and makes few attempts to incorporate appropriate strategies when designing instruction.
- 3-PRO - The ST employs various approaches to learning and usually uses appropriate strategies when designing instruction.
- 4-DIS - The ST uses different approaches to learning (i.e., learning styles, multiple intelligences, performance modes, etc.) and consistently uses this information when designing instruction.

26. PEDAGOGY: EXCEPTIONALITIES AND INSTRUCTION
Adapting Instruction for Individual Needs - The Element is EXCEPTIONALITIES AND INSTRUCTION

- 0-UNS - The ST displays little knowledge of the various areas of exceptionality and makes no accommodations for instruction.
- 2-BAS - The ST displays limited knowledge of the various areas of exceptionality and changes in instructional practices and makes few accommodations for instruction.
- 3-PRO - The ST displays solid understanding of the various areas of exceptionality and shows consistency when adapting instructional practices.
- 4-DIS - The ST displays knowledge in areas of exceptionality (i.e., learning disabilities, perceptual difficulties, physical, mental and emotional challenges) and 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. **PEDAGOGY: USE OF MULTIPLE TEACHING/LEARNING STRATEGIES**

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

- **0-UNS** - The ST provides activities and assignments which are inappropriate for students in terms of
- **2-BAS** - The ST provides some activities and assignments which are appropriate for students and engage them mentally, but other lessons do not.
- **3-PRO** - The ST provides most activities and assignments which are developmentally and age appropriate to students. Almost all students are cognitively engaged.
- **4-DIS** - The ST provides activities which cognitively engage all students as they explore content. The ST initiates or adapts activities and projects to enhance understanding.

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.
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. PEDAGOGY: MAINTAINING ACCURATE RECORDS OF STUDENT WORK
Assessment of Student Learning - The Element is MAINTAINING ACCURATE RECORDS OF STUDENT WORK

- **0-UNS** - The ST maintains disorganized and/or few records concerning student performance and assignments and is unable to communicate student progress to students, parents and colleagues.
- **2-BAS** - The ST maintains records of student performance but demonstrates limited ability to communicate student progress to students, parents, and colleagues.
- **3-PRO** - The ST maintains complete and useful records of student performance and communicates student progress to students and colleagues in conjunction with cooperating teachers.
- **4-DIS** - The ST maintains detailed records of student performance and consistently communicates student progress to students, colleagues, and parents, if the opportunity arises.
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, viewscreens) 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. PROFESSIONALISM: PROFESSIONAL APPEARANCE AND CONDUCT
Professional Commitment and Responsibility - The Element is PROFESSIONAL APPEARANCE AND CONDUCT
- 0-UNS - The ST DOES NOT follow school policy concerning dress, arrival and dismissal times, and materials completed in a timely manner. The ST DOES NOT adapt to unexpected schedule changes and displays an uncooperative attitude.
- 2-BAS - The ST RARELY follows school policy concerning dress, arrival and dismissal times, and materials completed in a timely manner. The ST has difficulty adapting to unexpected schedule changes and displays a poor attitude.
- 3-PRO - The ST REGULARLY follows school policy concerning dress, arrival and dismissal times, and materials completed in a timely manner. The ST has difficulty adapting to unexpected schedule changes and displays a cooperative attitude with prompting from the cooperating teacher.
- 4-DIS - The ST ALWAYS follows school policy concerning dress, arrival and dismissal times, and materials completed in a timely manner and READILY adapts to unexpected schedule changes and takes initiative without direction and prompting from cooperating teacher.
45. PROFESSIONALISM: REFLECTING ON TEACHING
Reflection - The Element is REFLECTING ON TEACHING

- 0-UNS - The ST is unable to assess the effectiveness of the lesson and makes no suggestions for improvement.
- 2-BAS - The ST accurately evaluates the lesson’s effectiveness and makes general suggestions for improvement of the lesson. The ST follows the curriculum directed by manuals and materials provided by the school system as the teaching and learning base.
- 3-PRO - The ST accurately assesses the lesson’s effectiveness and extent to which it achieved its goals and makes a few specific suggestions to improve the lesson. The ST uses the materials provided by the district and supplements activities with materials, books, and research to create a more in-depth understanding for student learning.
- 4-DIS - The ST accurately assesses the lesson’s effectiveness and extent to which goals were met, citing specific examples from the lesson and drawing on an extensive repertoire of skills, cites 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 and the student for a more in-depth knowledge base. The ST uses classroom observation, information about the students, and research as sources.

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.
- 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.
48. 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. 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. **Please Choose the Student Teacher's Major to continue Survey.**
You will automatically be taken to the appropriate addendum or end of survey based on your answer.

- Early Childhood Education
- Elementary Education
- English
- Mathematics
- Science
- Social Studies
- Health and Physical Education
- Music
- Special Education
163. **NCSS Theme I: Culture and Cultural Diversity**  
The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

- 0-Unsatisfactory
- 2-Basic
- 3-Proficient
- 4-Distinguished
- NO-No Opportunity to Observe

164. **NCSS Theme II: Time, Continuity and Change**  
Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

- 0-Unsatisfactory
- 2-Basic
- 3-Proficient
- 4-Distinguished
- NO-No Opportunity to Observe

165. **NCSS Theme III: People, Places and Environments**  
The study of people, places, and human-environmental interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by “region”? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

- 0-Unsatisfactory
- 2-Basic
- 3-Proficient
- 4-Distinguished
- NO-No Opportunity to Observe

166. **NCSS Theme IV: Individual Development and Identity**  
Personal identity is shaped by one’s culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

- 0-Unsatisfactory
- 2-Basic
- 3-Proficient
- 4-Distinguished
- NO-No Opportunity to Observe
167. **NCSS Theme V: Individuals, Groups and Institutions**

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units or courses dealing with sociology, anthropology, psychology, political science, and history.

- 0-Unsatisfactory
- 2-Basic
- 3-Proficient
- 4-Distinguished
- NO-No Opportunity to Observe

168. **NCSS Theme VI: Power, Authority and Governance**

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals’ rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

- 0-Unsatisfactory
- 2-Basic
- 3-Proficient
- 4-Distinguished
- NO-No Opportunity to Observe

169. **NCSS Theme VII: Production, Distribution, and Consumption**

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital and management)? In schools, this theme typically appears in units or courses dealing with economic concepts and issues.

- 0-Unsatisfactory
- 2-Basic
- 3-Proficient
- 4-Distinguished
- NO-No Opportunity to Observe

170. **NCSS Theme VIII: Science, Technology, and Society**

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions. Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever increasing impact of technological change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

- 0-Unsatisfactory
- 2-Basic
- 3-Proficient
- 4-Distinguished
- NO-No Opportunity to Observe
171. **NCSS Theme IX: Global Connections**

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or course dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

- 0- Unsatisfactory
- 2- Basic
- 3- Proficient
- 4- Distinguished
- NO- No Opportunity to Observe

172. **NCSS Theme X: Civic Ideals and Practices**

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as members of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

- 0- Unsatisfactory
- 2- Basic
- 3- Proficient
- 4- Distinguished
- NO- No Opportunity to Observe

173. **ADDITIONAL COMMENTS**

...
187. 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.

C NO - No Opportunity to Observe

188. 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.

C NO - No Opportunity to Observe
189. **ENVIRONMENTS: COMMUNITY AGENCIES, RESOURCES, AND RESOURCE PERSONNEL**

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, rarely pursues 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.

- **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 individual students.

- **NO** - No Opportunity to Observe

190. **COMMENTS**

Enter comments regarding How to Have Caring Communication: FOSTERS RELATIONSHIPS WITH SCHOOL COLLEAGUES, PARENTS, AND COMMUNITY AGENCIES