



COMPETENCY 4: Human Development and Learning
 (EDUCATOR ACCOMPLISHED PRACTICE 4: *Human Development and Learning*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Demonstrates an understanding of theoretical knowledge of human development and learning</i>	<ul style="list-style-type: none"> ◆ Develops lessons showing a thorough understanding of human development and learning theory which includes: subject matter structure, curriculum development, student development, and first and second language acquisition process 	<ul style="list-style-type: none"> ◆ Develops lessons showing a good understanding of many, but not all components of human development and learning theory 	<ul style="list-style-type: none"> ◆ Develops lessons showing a developing understanding of several components of human development and learning theory 	<ul style="list-style-type: none"> ◆ Infrequently or ineffectively develops lessons showing a limited understanding of one or two components of human development and learning theory 	<ul style="list-style-type: none"> ◆ Does not develop lessons showing any understanding of the components of human development and learning
<i>Designs and modifies instruction based on knowledge of human development and learning</i>	<ul style="list-style-type: none"> ◆ Consistently skillful and effective in the use of an extensive repertoire of research-based instructional strategies which includes, but not limited to: CRISS, Kagan, Marzano, RICA to engage and motivate all students according to their individual needs and abilities to form student diversity, developmental levels, learning styles, linguistic and cultural heritages, and life experiences 	<ul style="list-style-type: none"> ◆ Skillful and effective in the use of a broad repertoire of research-based instructional strategies to engage and motivate all students according to their individual needs and abilities 	<ul style="list-style-type: none"> ◆ Frequently evaluates and determines the learning styles and developmental level of each student ◆ Frequently uses several research-based instructional strategies to engage and motivate all students according to their individual needs and abilities 	<ul style="list-style-type: none"> ◆ Infrequently evaluates and determines the learning styles and developmental level of each student ◆ Infrequently or ineffectively uses research-based instructional strategies to engage and motivate all students according to their individual needs and abilities 	<ul style="list-style-type: none"> ◆ Does not use any evaluation and assessment measures to determine the learning styles and developmental level of each student ◆ Does not use any research-based instructional strategies to engage and motivate all students according to their individual needs and abilities