NEVADA STATE COLLEGE

STUDENT TEACHING HANDBOOK

Information and Guidelines for Student Teachers

SCHOOL OF EDUCATION

NEVADA STATE COLLEGE MISSION STATEMENT

Nevada State College is a comprehensive baccalaureate institution of higher learning. A member college of the Nevada System of Higher Education, Nevada State College is dedicated to providing quality educational, social, cultural, economic, and civic advancement for the citizens of Nevada. Through student-centered learning, Nevada State College emphasizes and values: exceptional teaching, mentoring, advisement; scholarship; career and personal advancement; continuing education; and service to our community. The college helps address Nevada's need for increased access to higher education for students entering the higher education system and for students transferring from the state's community colleges.

The college offers a wide range of baccalaureate programs and selected masters programs designed to meet the general needs of the State of Nevada and the specific needs of the southern region of the state. Special emphasis is placed on addressing the state's need for effective, highly educated and skilled teachers and nurses, and commitment is made to developing and promoting partnerships with Nevada's public school system, the state's health care providers, and Nevada's colleges and universities. The curriculum of Nevada State College will be based upon the community's needs, the needs of business and industry, and the desires and demands of the students.

NEVADA STATE COLLEGE ACCREDITATION STATEMENT

In compliance with all the principles of Policy A-6 of the Northwest Association of Schools and Colleges, the University of Nevada, Reno has been granted a Substantive Change (Policy A-2) which authorizes the University of Nevada, Reno to provide accreditation oversight to Nevada State College until Nevada State College applies for and is accepted by the Northwest Association of Schools and Colleges as an independent candidate for accreditation.

Under the Substantive Change agreement, the University has advised Nevada State College on the development of courses and curriculum, faculty qualifications, library and information services, student services, policies and procedures, and outreach to be consistent with the standards of the Northwest Association of Schools and Colleges (NWCCU). NSC was granted candidacy by the NWCCU in July 2006. The institution is now listed in the NWCCU directory and is able to independently award and disburse financial aid.

The School of Education at Nevada State College was granted provisional approval by The Nevada State Board of Education in July 2006.

TEACHER PREPARATION PROGRAM MISSION STATEMENT

The mission of Nevada State College School of Education is to prepare highly qualified educators who will respond to the needs of all learners and educate students to reach their highest potential.

The faculty of the School of Education adheres to the NSC Core Values:

- Innovation: We are visionaries and risk-takers.
- Teaching Excellence: We are a collaborative team, educational advocates, scholars and leaders who put students first.
- Economic Development: We are educational recruiters, community partners and fundraisers.
- Assessment: We are researchers who incorporate professional standards and best practices in our courses and who continually reflect and assess our programs.
- Customer Service: We are advisors and mentors to the community.
- Heritage: We are committed to diversity, equitable practices and social justice.

ANTI-DISCRIMINATION STATEMENT

Nevada State College does not discriminate against faculty, students and staff on the basis of race, color, religion, sex, age, creed, national origin, veteran status, physical or mental disability, and in accordance with college policy, sexual orientation, in any program or activity it operates.

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GUIDE TO STUDENT TEACHING AT NEVADA STATE COLLEGE

Section A: Student Teacher Information

Welcome to the student teaching experience! This is your opportunity to put into practice what you have learned thus far in the teacher education program and to experience the full-time life of a teacher. It will be a period of professional growth in which you face new challenges daily. By the end of this student teaching experience, you should be ready to take the next step toward a regular teaching position. This guide is designed to provide you, the cooperating teacher, and the NSC supervisor with some of the information necessary to make this as successful an experience as possible.

As a student teacher, you occupy a pre-professional position. You will have many of the responsibilities of a regular teacher, particularly in your relationship with students. However, you are also a student under the supervision of a cooperating teacher and the NSC supervisor. This is a challenging assignment, as you are required to fulfill the requirements of student teaching and those of a classroom teacher. Whenever you, the cooperating teacher, or the NSC supervisor has concerns, these will be shared with your faculty advisor.

Please Note:
1) Due to the nature of student teaching, participants will not be allowed to register for any additional courses, the semester they are enrolled in student teaching, without direct approval of the Dean of Education.

2) Students will not be allowed to contact schools to arrange their own student teaching placements. All placements will be made by CCSD staff.

3) Students will not be allowed to student teach and substitute concurrently. Salaried student teaching will only be considered in rare circumstances for high need areas, such as math and science. The school principal will need to show that **no** highly qualified candidates are available.

Individuals meeting these qualifications must submit a letter to the Dean of the School of Education from the school administrator stating how the supervised student teaching experience will be addressed no later than one full semester PRIOR to their proposed student teaching. Students may NOT participate until written approval is received from the Dean.

I. GENERAL INFORMATION ABOUT STUDENT TEACHING

Student teaching is an intensive immersion into the environment of a particular school. Each of you will begin at a different point in your development as a teacher and will student teach in a school with a unique school culture. Your individual goals will vary, but the common goal for all student teachers is that you be able to demonstrate your abilities to competently facilitate and evaluate learning, to use a variety of instructional methods, and to function as a professional colleague within a school.

As a student teacher, it is your responsibility to work within the framework of the school and the classroom to which you are assigned. You will be a junior member of a team, which will include you, the cooperating teacher, NSC Supervisor, other teachers, the school administrators, and your students' parents.

Initial student teaching and most added endorsements are full-time experiences, which require considerable planning and grading time after school. It is extremely difficult to hold a job while you are student teaching and still meet all of the obligations of student teaching. We, at NSC, realize that this is a difficult period, financially, for many students; however, we encourage you to plan ahead, and we require that you give your full attention to the student teaching experience. As student teachers, you are required to participate in a Student Teaching Seminar which meets one evening per week during the semester in which you are student teaching.

II. STAGES OF THE STUDENT TEACHING EXPERIENCE

Student teaching provides an opportunity to be part of a teaching team. As a team member, the student teacher's role, responsibilities, and tasks will vary from time to time, as determined by the cooperating teacher and the NSC supervisor.

Student teaching assignments are highly individualistic. Involvement in these classroom activities will depend upon the individual's readiness to perform the tasks assigned**. The student teacher MUST NOT be asked to step in immediately and assume total responsibility of the class. Due to the individualistic nature of the assignment and the readiness factor, no set time period can be attached to the various stages of student teaching. Some student teachers may become involved with limited teaching during the first week of classes, while others may be observing for a longer period of time. All student teachers should be teaching full-time by the fourth week of the student teaching experience. You must successfully teach full-time for a minimum of 8 weeks during your student teaching assignment.**

Generally speaking, all student teachers will move through three stages during the experience. They are as follows:

Stage I – Orientation and Observation

Student teachers begin by being oriented to the building and to the classroom, observing the cooperating teacher, observing classrooms in related areas, and discussing the observations. Additional activities move the student teacher into an assisting role with the cooperating teacher. These activities include, but are not limited to, planning, preparing resources, correcting papers, helping small groups, supervising study periods, tutoring, constructing quizzes, preparing instructional materials, and teaching a complete lesson that has been cooperatively developed. In this stage, the cooperating teacher provides the continuity for the classroom and provides immediate feedback to the student teacher.

Stage II- Limited Teaching Experience

At this stage, the student teacher begins to take responsibilities for small groups or for whole group instruction for a limited number of subjects or classes. Activities build upon the previous experiences, and the student teacher assumes responsibility for teaching a sequence of lessons and the planning, teaching, and evaluation of a complete unit or units. Additional activities move the student teacher into an assisting role with the cooperating teacher. The goal is a gradual move toward assuming full responsibility for the classroom. If it becomes a possibility that the student teacher will not be able to assume full responsibility for the class for a minimum of eight weeks, the cooperating teacher and the NSC supervisor must notify the Dean of Education immediately. An intervention plan will be developed.

Stage III- Extensive Teaching Experience

The student teacher, in this stage, provides most of the teaching with the complete responsibility for planning the lessons and evaluating the students. At a minimum, student teachers spend eight weeks at this stage. It is important that a student teacher understand that just because he/she has moved into Stage III, it does not mean that he/she will remain there, teaching the class for the remainder of the semester. It may well be that the cooperating teacher and the NSC supervisor wish to provide activities or experiences which will move the cooperating teacher back into full responsibility for the classroom.

III. GENERAL GUIDELINES FOR STUDENT TEACHERS

Student teaching is an important part of training as a teacher. The following behaviors/procedures MUST be followed.

A. PROFESSIONAL BEHAVIOR AND DISPOSITION

As a student teacher, you are legally considered an employee of the school district where you are student teaching. You are expected to always behave in a professional and ethical manner and to know and follow all the appropriate policies. Lack of knowledge of a policy is not an excuse. Be proactive; seek out information, including district and school handbooks for faculty and students. Know what is expected of you and of the students whom you will be teaching. The following guidelines should help you, but they do not cover all of the possible situations:

1. During student teaching, NSC students will be working under the supervision of a classroom teacher and an NSC supervisor. Unless prior arrangements have been made, the cooperating teacher must be in the school throughout the day. **If the cooperating teacher is not in the school, there MUST be a substitute teacher present at all times.**

2. NSC students are responsible for knowing and following all of the appropriate school and district policies for teacher behavior and for following them.

3. No NSC student may physically coerce or restrain any K-12 student. If you are student teaching in a situation where some students are physically restrained, you may not participate in the restraints. If you are concerned about the safety of a student or your own safety, seek help immediately from school staff.

4. NSC students are required to work with K-12 students in public spaces within schools, such as classrooms, libraries, and well-traveled hallways. They must avoid being alone with students in places not frequented by other adults. NSC students who are working in settings where students need help with toileting will assist only if other adults are present.

5. NSC students will NEVER provide transportation to K-12 students during the course of the NSC work.
6. NSC students will not meet with K-12 students, with whom they are working, outside of school, unless they are participating in a school sanctioned activity that includes other school personnel.

7. Confidentiality is crucial. As a student teacher, you will be privy to a great deal of information about students. You may not share this information with

people inside or outside of school, unless they have a professional need to know the information.

8. Treat student teaching as a job; always be professional in your behavior and dress **(NO JEANS). You are responsible for knowing and obeying all school and district policies for teachers.** Although you are not paid you are considered by state law to be an employee of the school district.

9. Sign and agree to adhere to the NSC Teacher Dispositions.

B. ATTENDANCE

Be conscientious about attendance and promptness. **If you will be late or absent, contact the cooperating teacher and the NSC supervisor**. Keep the cooperating teacher's home telephone number available for such emergencies. If this is impossible, contact the office at the school.

If you are absent due to illness, field trip, or any circumstance that removes you from the classroom, please contact the NSC supervisor. Attendance is mandatory. Failure to notify your supervisor may result in removal from the program.

1. Student contact days include regular instruction days and parent-teacher conference days.

2. Teacher in-service days are not considered contact days, but the student teacher is expected to attend.

3. More than **two absences** may extend your student teaching. A third absence will require a conference with various supervisors and administrators.

4. Adjustment is made for four-day weeks.

C. COMMUNICATION WITH COOPERATING TEACHER

Maintain open communication with the cooperating teacher. This is key to a successful student teaching experience. Be sure lesson plans and other requirements are completed on time. Leave a generous amount of time for the cooperating teacher to check on availability of materials and equipment. Be aware that the cooperating teacher has rules, regulations, and expectations from many sources with which he/she must be concerned. Please listen and exercise consideration.

D. SUCCESS IN STUDENT TEACHING

One of the most unique (and stressful) aspects of student teaching is that it is, in many ways, like living in a fishbowl. Your work is always on display and you are "on stage" whenever you are at school, whether you are leading a lesson or having lunch in the teachers' lounge. While this can be stressful, it also provides you with the opportunity for your skills to be noticed. Teachers and administrators are always on the lookout for potential new members for their faculties. Student teaching provides them with an opportunity for intensive observation of possible new hires.

Regular and timely attendance is critical to success in student teaching. Your day should reflect the contract day of your cooperating teacher. Find out what time teachers are expected to be at school and when they may leave. **This is the schedule you must follow.** You may also be asked to participate in after-school activities. If you can become involved in these activities, it will make you a more full-time participate in the school and may be a plus as you apply for a full-time teaching position.

If you have responsibility for young children at home, plan ahead for those inevitable minor illnesses with alternative care arrangements. For serious illness or an emergency, let the cooperating teacher and the school officials know of your situation as early as possible.

It is almost a cliché to say that communication is critical to successful student teaching, but that does not negate its importance. Good communication is essential and requires more than simply talking about issues as they arise. It begins with a frank discussion of expectations by the student teacher and the cooperating teacher, planning for the semester, and a tentative division of responsibilities. It is followed by regularly scheduled times (at least once a week) for discussion and formative evaluation.

Any serious concerns by the student teacher or the cooperating teacher must be shared with the NSC supervisor and the School of Education advisor as soon as they arise. Even small problems do not get better by ignoring them and hoping they will get better. Trust your intuition! If you think there might be a concern about your teaching, raise it with the person involved.

If you have a concern about your relationship with your cooperating teacher, let him or her know at a time when you can both discuss the issue. The most frequent concern regards the amount of feedback from cooperating teacher to student teacher.

One of the things that make student teaching stressful is uncertainty about performance. As a student teacher, chances are that you are doing well if some or all of these things are happening:

- Your cooperating teacher gives you more responsibility for teaching.

- Your cooperating teacher is willing to leave you alone with the class as he or she does things elsewhere in the building.

- Your cooperating teacher is comfortable allowing you to develop lessons using your ideas and methods.

- You begin to focus more on how your students are learning than on how you are teaching.

- You are able to complete activities in approximately the time that you set aside for them.

- You appreciate formative feedback and use it to improve your teaching.

- You are able to identify what is working and why it is working.

On the other hand, you should be concerned if:

- Your cooperating teacher seems reluctant to talk with you about how your student teaching is progressing.

- Your cooperating teacher is reluctant to give you responsibility for whole group instruction.

- Your cooperating teacher rarely leaves you in charge of the class.

- Your class is consistently more disruptive with you than with the cooperating teacher and the situation is not improving as you get to know the students.

- You have difficulty with whole group instruction or in leading activities that involve the entire class.

- You have difficulty accepting feedback about your teaching and make excuses for concerns that others express about your teaching.

- You struggle to understand why a particular lesson succeeds or fails.

- Students continue to identify the cooperating teacher as the "real" teacher.

- Students are not learning the lessons that you are facilitating and you have difficulty refocusing the lessons for better achievement.

If any of the above situations occur, be sure to let your NSC supervisor and your School of Education advisor know what is happening.

While student teaching may be stressful, it can also be a tremendously gratifying experience as you connect with students and faculty and begin to see yourself as a professional teacher. Take time to reflect on those wonderful moments in the classroom as well as on the more difficult days!

IV. THE NSC STUDENT TEACHER REQUIREMENTS

A. TIME COMMITMENT

The Nevada State College School of Education **requires 16 weeks of contact** (12 weeks Summer) with students, for all initial licensure student teaching placements. The placement, which has been arranged by Nevada State College, will meet the state requirements for hours spent in the classroom. However, should illness, school vacation days, or any other situation prevent participation for the full period, a conference will be scheduled to discuss the options available to the student teacher.

B. EVALUATION

During student teaching you will be evaluated on knowledge, performance, and professional dispositions. Your cooperating teacher and your NSC supervisor will be your major evaluators, with the NSC supervisor responsible for recommending the final grade. If problems arise, NSC faculty may be called in to help resolve issues. Remember, the primary purpose of the student teaching evaluation is to help improve instruction and to measure growth and development as a teacher. To facilitate this, a specific process will be followed. This process includes:

1. On-site Visits

For initial certification/licensure, the NSC supervisor will conduct a minimum of seven visitations. Five of these visits, or the equivalent of five such visits, will include direct observation of performance for at least 30 minutes in duration. The first visitation will occur during the first week of placement, and the last visitation will occur at the conclusion of the student teaching experience. **The student teacher must take responsibility for contacting the cooperating teacher** and the NSC supervisor to set the first visitation date. A minimum of two visits will be held with the student teacher and all of the cooperating teachers present. Additional visitations may be scheduled as deemed necessary or appropriate by the supervisor.

2. Methods of Evaluation

Evaluation of the student teaching experience occurs by using two or more of the following processes:

- Direct observation.
- Interviews with appropriate persons involved in the student teaching placement (i.e., principals, team

members of cooperating teacher, cooperating teacher(s), student teacher).
- Submission of lesson plans and other documents, including the Student Work Sample.
- (Optional) Assessment of performance via video-taped lesson(s) with consent of both the cooperating teacher and the student teacher (no evaluation will be gathered by electronic device without consent of the cooperating teacher and the student teacher). Some schools may not allow videotaping of classes without parental permission. Check the school policy before proceeding.
- Reflections Journal.
- Portfolio Presentations.
- Other criteria specified by syllabus.

3. Evaluation Reports

Evaluation reports will be in writing, with copies provided for the student teacher, the cooperating teacher, and the faculty advisor. A formative report (observation form) will be prepared for each observation and a summary report will be completed at the end of the student teaching experience. In addition, mid-term and final evaluations will be completed by the cooperating teacher. Signatures appearing on the report, other than the NSC supervisor's signature, must not be construed to indicate agreement with the information contained. Two evaluation reports must be sent to the NSC College Supervisor--one after the mid-term evaluation and one after the final evaluation. These will be placed in the student's academic file.

4. Self-Appraisal

In the middle and at the end of the student teaching experience, prior to reviewing the cooperating teacher's and the NSC supervisor's evaluations, a self-appraisal must be completed by the student teacher. At mid-term of the student teaching experience, the student, the NSC supervisor, and the cooperating teacher will discuss areas of teaching that need improvement.

5. Evaluators

The primary evaluator of the student teacher's performance is the NSC supervisor, with significant input from the cooperating teacher(s). Other appropriate evaluators, such as building administrators(s), district administrator(s), and other teachers, may also be asked to evaluate the student teacher's performance. Written reports from these evaluators may be part of the formative evaluation and may be used in the completed evaluations.

In occasional circumstances, it may be necessary to change a student teaching assignment or to terminate a student teaching assignment. This is done with the assistance of the NSC Supervisor and Coop Teacher for and may include a CCSD representative(s). Decisions of the committee may be appealed following the procedures outlined in Section D.

6. Criteria

The student teacher and the cooperating teacher(s) will be given copies of the evaluation forms on which the criteria are listed. The student teacher, the cooperating teacher, and the NSC supervisor must sign all evaluation forms.

7. Lesson Plan Template

Student teachers are required to utilize a lesson plan template that encourages consideration and planning for pre-assessment issues, such as what their students already know, need to review, and/or need to learn. The templates will require the candidate, as part of planning, to decide how their students "demonstrate" growth and successful completion of the objectives within specific lessons and units. Student teachers must indicate what products their students will have to produce to evidence learning.

8. Reflection

Student teachers will produce a reflective journal which will support their portfolio presentation. This reflection will focus on NSC course work, key performances, student teaching experiences and professional goals. The components to this journal will be discussed within the student teaching seminar. The completed journal will be submitted prior to the portfolio presentation.

9. Work Sample Evaluations and Documentation

The student teacher, the cooperating teacher, the supervisor of student teaching, and the student's appropriate School of Education faculty will carry out *Work Sample* evaluation and documentation. A rating scale will be provided in seminar for both the written component and the performance-based component of the *Work Sample*. All parties should feel free to add any narrative comments to the scale evaluations that they deem necessary or appropriate.

10. Portfolio

Student teachers will compile an electronic portfolio that includes artifacts and reflections, based on the four domains from the *Framework for Teaching*. The artifacts and reflections will come from NSC coursework and student teaching experiences. Students will present their portfolios to faculty and peers at the end of the semester.

11. Grading

The NSC supervisor will submit a recommended grade with the final evaluation. Assignment of the final grade will be the responsibility of the faculty supervisor. The student teacher will be issued either a **Satisfactory or Unsatisfactory**. No letter grade will be awarded.

C. PARTICIPATION

The student teacher will:

- Assume the role of a teacher in the school. Activities might include: faculty and in-service meetings, extracurricular events, parent-teacher meetings, hall and cafeteria monitoring, and other activities determined by the cooperating teacher.

- Become a part of the school. The classroom is only one aspect of teaching. When possible, spend some time in the central office, special services offices, library, counseling office, and other non-teaching areas of the school. Gain a broader perspective of the role of a teacher and an appreciation of how other people in the school contribute to the climate of the school and are crucial to an effective educational system. Listen and learn from them.

- Participate in a number of parent conferences during student teaching. Observe the cooperating teacher and then arrange to solo under the supervision of the cooperating teacher.

- Team with the cooperating teacher and participate in the total duties of teaching school, i.e. forms, reports, attendance, and record keeping. Develop lesson plans, unit plans, activities, bulletin boards, tests, and other instructional materials, as appropriate. Please share examples of these instructional materials, including tests developed, with your NSC supervisor.

- Gather information about the various professional organizations and journals. Be familiar with the educational organizations and/or unions working in the school.

Be aware of the benefits teachers have. Know the child abuse reporting process in the building.

D. UNSUCCESSFUL COMPLETION

On rare occasions, a student is dismissed from student teaching. Recommendation for a student to be terminated may be initiated by the cooperating teacher, the school administrator, the NSC supervisor, or the faculty supervisor. If a student is terminated from the program, NSC will not be able to recommend the student for licensure/certification. The student has the right to seek a review of the decision for dismissal, by the NSC Faculty Advisory Committee for Teacher Education, and may request further review by the Dean of Education. Procedures for seeking a review of the decision for dismissal are the following:

1. The student may contact his or her faculty supervisor to arrange a time for a meeting with the Faculty Advisory Committee.

2. The student must submit to his or her faculty advisor, a written statement requesting a review of the grounds for dismissal, five business days in advance of the Faculty Advisory Committee review meeting.

3. If the student is dissatisfied with the Committee's decision, a request for further review by the Dean of Education may be made.

E. RECOMMENDATION FOR LICENSURE OR CERTIFICATION

Students must successfully proceed through the NSC School of Education and meet all requirements for state licensure in order for NSC to recommend the student for licensure. The student teacher is responsible for the completion and submission of the application for licensure. This application is available from the Nevada Department of Education locate at 1820 E. Sahara Ave, Suite 205, Las Vegas, NV 89104. Licensure requirements are available from the state and/or from the NSC School of Education advisor. These include:

1. A fingerprint form.

2. A minimum GPA of 2.5 on a 4.0 scale on all course work.

3. Successful completion of student teaching and other field work requirements.

4. Continued evidence of effective communication skills, teacher competencies, and characteristics.

5. Successful completion of the Praxis I and II series of exams.

F. STUDENT TEACHER REFLECTIVE JOURNAL

During the student teaching experience, weekly reflections and lesson plans will be submitted. These reflections will be very useful during the first years of teaching. Keep these reflections up-to-date and available for review by the NSC supervisor. The student teacher and the NSC supervisor should share insights recorded with the cooperating teacher. Below is a list of topics on which to reflect while student teaching. <u>These are only suggestions</u>. You may record your reflective pieces in any way that is comfortable for you, but be sure to note to which domain and component they relate.

Weekly Journal Ideas

1. **PROFESSIONAL DISPOSITIONS**

2. **Week 1 - OPENING OF SCHOOL, INITIAL EXPERIENCES**
   - What was your schedule like this week?
   - Were you comfortable with the amount of teaching time given to you?
   - Was the teaching load sufficient?
   - Overall, what is your initial response to student teaching?
   - How do your initial experiences relate to the domains and components?

3. **Week 2 - INCLUSION ACTIVITIES/GROUP PROCESSING**
   - Did you do anything, formally or informally, to include yourself and your students in a group?
   - Are the students accepting you? How do you know?
   - Have you read any material which has been particularly helpful in suggesting activities for group processing?
   - How do these activities relate to the domains and components?

4. **Week 3 - EXCEPTIONAL CHILDREN**
   - How are you dealing with "exceptional" children?
   - Are you observing how special each child is?
   - Do your plans challenge each student in your group? Is this possible?
   - What conditions need to be present for you to meet the needs of each student in any given grade level or subject area?
   - How do your observations of special-needs children relate to the domains and components?

5. **Week 4 - PARENT INFORMATION**
   - What information are you finding about your students' backgrounds?
   - How are you involving parents in their children's education?
   - How does your parent involvement plan relate to the domains and components?

6. **Week 5 – STAFF RELATIONS**
   - How are your relations with other staff members?
   - What are you doing to build these relationships?
   - What are staff meetings like?
   - What is the administrative style of the principal?
   - How do these relationships relate to the domains and components?

7. **Week 6 – DISCIPLINE AND CLASSROOM MANAGEMENT**
   - Are you comfortable with your classroom management model?
   - Have you improved upon your model?
   - Have you discussed your techniques with other teachers?
   - Have you consulted with students for ideas?
   - Were students involved in the initial setting of guidelines?
   - Are your expectations clear?
   - What have you learned about yourself while dealing with these issues?
   - How does your management model relate to the domains and components?

8. **Week 7 - SELF-ESTEEM BUILDING**
   - What activities do you implement to enhance self-esteem?
   - Do school programs exist which address this issue?
   - What is your part in this effort?
   - What are you doing, personally, to maintain your strong sense of self?
   - How does your self-esteem relate to the domains and components?

9. **Week 8 - NEW ACTIVITIES**
   - What have you discovered and how have those ideas helped?
   - How are you recording and saving these ideas?
   - How do these new activities relate to the domains and components?

10. **Week 9 – DEALING WITH DEMANDING PARENTS**
    - What have you been doing to foster positive parent relations?
    - How have you been prepared when you have been challenged?
    - Do you have techniques to communicate positive growth periodically?
    - How do your communication techniques relate to the domains and components?

11. **Week 10 - INNOVATIVE TECHNOLOGIES**
    - Numerous innovative technologies have been introduced in schools, in an attempt to restructure to meet the needs of students preparing to face the demands of the 21ST century. What experiences have you had with any of these approaches?
    - What theories have you read?
    - How has the actual implementation of these techniques been used in your classroom?
    - How do these technologies relate to the domains and components?

12. **Week 11 – MARKETING YOURSELF**
    - Have you been interviewed by the building principal or other district personnel?

- What common questions are asked of you of which you need to be aware of when interviewing and searching for a teaching position?
- How does marketing yourself relate to the domains and components?

13. **Week 12 through week 16- AFFECTION/CLOSURE**
    - The final stage that a group experiences is the affection stage. Have you reached this stage of group development with your class(s)?
    - How are your phasing out of your teaching tasks?
    - How are you feeling?
    - How are you providing closure for your students and for yourself?
    - How do these experiences relate to the domains and components?

GUIDE TO STUDENT TEACHING AT NEVADA STATE COLLEGE

Section B: Cooperating Teacher Information
(The student teacher is required to provide the cooperating teacher a copy of Section B)

V. THE COOPERATING TEACHER

A. ROLE OF THE COOPERATING TEACHER

The cooperating teacher(s) will initially help the student design the student teaching experience. The relationship developed between the cooperating teacher and the student teacher is the key to the success of the student teaching program. As the cooperating teacher, you will act as a mentor and a guide to the student teacher. This relationship is developed through the student teacher's actual participation in classroom activities and through team conferences. These conferences are held for planning purposes, for discussion of teaching problems, and for evaluation of the student teacher's work. While valuable conferences may be held in the five or ten minutes before or after class, conferences of considerable length must also be scheduled periodically. These conferences are considered highly valuable and the student teacher is required to be available for them.

The student teacher and the NSC supervisor will clarify objectives and activities for this learning experience. As the student teacher progresses through this learning experience, frequently discuss the progress that the student teacher is making. The name and telephone number of the student's faculty supervisor will be provided to the cooperating teacher. Please contact the faculty advisor if questions or concerns arise.

B. RESPONSIBILITIES

1. Review the NSC student teacher observation forms. Please note that these expectations for student teaching performance correlate with the teacher evaluation standards used by a large portion of schools throughout Nevada. (E.g. CCSD, Washoe, Carson City, to name a few).

2. See that the student teacher is familiar with both district and building curriculum for the area of licensure/certification.

3. The student teacher will be observed by the NSC supervisor at least 7 times during the placement. Participate in each conference. If any questions or concerns arise, please contact the NSC supervisor or the student's faculty advisor immediately.

4. The student teacher is required to take another course, Seminar in Education, as part of the student teaching assignment. If the student teacher needs to travel any great distance, please excuse the student teacher from evening responsibilities on the evening this class meets.

5. Ensure adequate continuity, class contact, and supervision of the student teacher. The student teacher is a part of the teaching team and must not be considered as a replacement for the regular teacher. In your absence, there must be a substitute teacher on duty. If it is absolutely impossible to find a substitute teacher, then the student teacher may substitute for the cooperating teacher but for no more than five days.

6. Define the student teacher's role in terms of duties and responsibilities:

    - Introduce the student teacher to other school faculty & staff.
    - Schedule a conference with the student teacher during the first week, to clarify the role of the student teacher in any given situation.
    - Provide ample opportunity for the student teacher to observe the kinds of methods that are appropriate to the teaching profession.
    - Help the student teacher develop a professional attitude in all contacts with school and community.
    - Clarify the student teacher's responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.
    - Clarify the student teacher's responsibilities for other teaching tasks, such as cafeteria or hall duty and extracurricular events.
    - Advise the student teacher, well in advance, of the time when he or she will be expected to teach a lesson or unit.

- Negotiate a timeline for the student teacher's "taking over" full teaching responsibilities. This timeline should be committed to writing with the understanding that modifications are acceptable. Please submit a copy to the NSC Supervisor as written and/or modified. All student teachers should be assuming full time teaching responsibilities (minimum four periods daily) by the fourth week of the student teaching experience. If this does not seem likely to occur. Notify the NSC supervisor immediately.

7. Contact the NSC supervisor IMMEDIATELY if concerns arise regarding the student teacher's ability. Do not wait until the point when you feel the student teacher cannot function in the classroom.

8. The Cooperating Teacher should provide written feedback to the student teacher. Various forms will be distributed by the college supervisor. These forms should be completed at least once a week while the student is teaching full time.

9. Ensure that the student teacher's initiation to actual teaching is at a rate that seems appropriate for the student teacher.

10. Make certain that the student teacher has planned adequately before he or she is permitted to teach.

11. Keep the student teacher informed of progress, making suggestions as necessary.

12. Complete a mid-term appraisal of the student teacher and inform the student teacher of the contents of the report. Compare the student's self-appraisal and your mid-term evaluations. If they do not compare favorably, decide, together, the course of action to be taken. Submit the mid-term appraisal to the NSC supervisor.

13. Complete a final appraisal and submit it to the NSC supervisor. Share contents with the student teacher.

GUIDE TO STUDENT TEACHING AT NEVADA STATE COLLEGE

Section C: Nevada State College Supervisor Information

VI. THE NSC SUPERVISOR

A. ROLE OF THE NSC SUPERVISOR

Probably the most important aspect of the role as a supervisor is to facilitate the student teacher's growth and development as an educator. The student teacher will rely on your constructive feedback as a primary source of information on which to base improvement of teaching skills. Touch base with the student's faculty advisor. Consult with the faculty advisor if there are any concerns along the way. We value feedback on the progress of our students and want to assist in any way we can.

B. RESPONSIBILITIES

1. During the experience, visit the student teacher at least 7 times during the semester. This includes an initial visitation, a number of observations, a mid-term and a final visitation. The initial visitation is for the purpose of reviewing the contents of this handbook and establishing open communication with the student teacher and with the cooperating teacher(s).

   - The early visits will be planned at a time when the student is teaching a lesson. During the first few weeks, the student will most likely teach selected lessons and subject areas, moving toward full teaching responsibility by week four if not before.

   - Plan a time in which the Student Work Sample may be discussed thoroughly among the student teacher, the cooperating teacher and you, the NSC supervisor.

   - The later visitations may be unannounced and are usually spaced throughout the final part of the placement. The last visitation affords the student teacher and the cooperating teacher(s) an opportunity to reflect on the experience. After each visit, please discuss the observations with the student. Encourage the cooperating teacher(s) to participate when necessary. Input will be significant in helping the student grow professionally during student teaching. Please submit the appropriate number of visitation and observation forms to the student's faculty advisor.

2. Review the student teacher's weekly journal, which should be completed weekly and should be readily available.

3. Examine the student teacher's unit and lesson plans. At the initial visitation, ask the student teacher to keep the journal and the lesson plans in the classroom so that they are available when you visit.

4. A videotape of a lesson by the student teacher is an OPTIONAL activity during the student teaching experience. It is recommended as a useful learning device and a record of the student's first classroom experiences as a teacher.

5. Halfway through the student teaching experience, the cooperating teacher will complete a mid-term evaluation and the student teacher will complete a self-evaluation. They are encouraged to share the results of these assessments. Submit the mid-term evaluations, provided by the cooperating teacher, to the student's faculty advisor.

6. For the final evaluation, the following is required: 9

   - Check to see that all three (3) signatures are on EACH of the forms.

   - Collect final evaluation from the cooperating teacher.

   - Complete a final evaluation with a final grade (pass/fail). Please be mindful of the student's deadline for a grade. This varies with the individual, so get the actual date from the student.

7. Payment for mileage will be processed at the end of the semester. Complete the mileage form and return it to the School of Education, or mail to:

   Nevada State College
   School of Education
   1125 Nevada State Drive
   Henderson, NV 89002

8. Grade sheets are returned to the School of Education.

9. Remind the cooperating teacher that, in the event of an absence, the class MUST have a substitute teacher.

The NSC supervisor has the responsibility of overseeing the quality of the placement experience for the student teacher. The supervisor serves as liaison between the school and the College. The primary responsibility is to provide constructive feedback to the student teacher in order to facilitate professional development. Once again, if any concerns exist or arise, please call the student's faculty advisor IMMEDIATELY.

We, the faculty at NSC, wish to thank you for your dedication in helping us to prepare teachers for the 21st century.

VII. APPENDICES

Appendix A- Observation Form- Cooperating Teacher, form #017

Appendix B- Student Teacher Mid-term Evaluation Forms

Appendix C- Student Teacher Final Evaluation Forms

Appendix D- Lesson Plan Format, form #005

Appendix A
Observation Form- Cooperating Teacher

NEVADA STATE COLLEGE
SCHOOL OF EDUCATION
OBSERVATION FORM-NSC SUPERVISOR +

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

DOMAINS AND COMPONENTS OBSERVED:

SUGGESTED GOALS BASED ON THIS OBSERVATION:

Signature of Student Teacher Date

Signature of Cooperating Teacher Date

Signature of NSC Supervisor Date

Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

+ A minimum of three observations must be conducted prior to mid-term and final evaluations.

Additional sheets may be added

Form: 017
JDC 8/7/06

Appendix B
Student Teacher Mid-term Evaluation Forms

NEVADA STATE COLLEGE
STUDENT TEACHER MID-TERM EVALUATION FORM +

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

LEVELS OF PERFORMANCE			
Level 4: Distinguished	**Level 3: Proficient**	**Level 2: Basic**	**Level 1: Unsatisfactory**

PROFESSIONAL DOMAINS					
	4	**3**	**2**	**1**	***Movement to next performance level will be accomplished by:**
DOMAIN 1: PLANNING AND PREPARATION					
Component 1a: *Demonstrating Knowledge of Content and Pedagogy*					
Knowledge of content					
Knowledge of prerequisite relationships					
Knowledge of content-related pedagogy					
Component 1b: *Demonstrating Knowledge of Students*					
Knowledge of characteristics of age group					
Knowledge of students' varied approaches to learning					
Knowledge of students' skills and knowledge					
Knowledge of students' interests and cultural heritage					
Component 1c: *Selecting Instructional Goals*					
Value					
Clarity					
Suitability for diverse students					
Balance					
Component 1d: *Demonstrating Knowledge of Resources*					
Resources for teaching					
Resources for students					
Component 1e: *Designing Coherent Instruction*					
Learning activities					
Instructional materials and resources					
Instructional groups					
Lesson and unit structure					
Component 1f: *Assessing Student Learning*					
Congruence with instructional goals					
Criteria and standards					
Use for planning					

+ Must be conducted within the 8th week of student teaching.

_____ _____
Signature of Student Teacher Date Signature of Cooperating Teacher Date

_____ _____
Signature of NSC Supervisor Date Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

*Additional sheets may be add

DOMAIN 1: PLANNING AND PREPARATION - COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY	
ELEMENT	**LEVEL OF PERFORMANCE**
Knowledge of Content	**UNSATISFACTORY:** Teacher makes content errors or does not correct content errors students make.
	BASIC: Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.
	PROFICIENT: Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.
	DISTINGUISHED: Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	**UNSATISFACTORY:** Teacher displays little understanding of prerequisite knowledge important for student learning of the content
	BASIC: Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.
	PROFICIENT: Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts
	DISTINGUISHED: Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	**UNSATISFACTORY:** Teacher displays little understanding of pedagogical issues involved in student learning of the content.
	BASIC: Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.
	PROFICIENT: Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.
	DISTINGUISHED: Teacher displays continuing search for best practice and anticipates student misconceptions

DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS	
ELEMENT	**LEVEL OF PERFORMANCE**
Knowledge of Characteristics of Age Group	**UNSATISFACTORY:** Teacher displays minimal knowledge of developmental characteristics of age group.
	BASIC: Teacher displays generally accurate knowledge of developmental characteristics of age group.
	PROFICIENT: Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.
	DISTINGUISHED: Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	**UNSATISFACTORY:** Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."
	BASIC: Teacher displays general understanding of the different approaches to learning that students exhibit.
	PROFICIENT: Teacher displays solid understanding of the different approaches to learning the different students exhibit.
	DISTINGUISHED: Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	**UNSATISFACTORY:** Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.
	BASIC: Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.
	PROFICIENT: Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.
	DISTINGUISHED: Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of students' interests and cultural heritage	**UNSATISFACTORY:** Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
	BASIC: Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.
	PROFICIENT: Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.
	DISTINGUISHED: Teacher displays knowledge of the interests or cultural heritage of each student.

DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1C: SELECTING INSTRUCTIONAL GOALS	
ELEMENT	**LEVEL OF PERFORMANCE**
Value	**UNSATISFACTORY:** Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.
	BASIC: Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.
	PROFICIENT: Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.
	DISTINGUISHED: Not only are the goals valuable, but teachers can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	**UNSATISFACTORY:** Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.
	BASIC: Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.
	PROFICIENT: Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.
	DISTINGUISHED: All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	**UNSATISFACTORY:** Goals are not suitable for the class.
	BASIC: Most of the goals are suitable for most students in the class.
	PROFICIENT: All the goals are suitable for most students in the class.
	DISTINGUISHED: Goals take into account the varying learning needs of individual students or groups.
Balance	**UNSATISFACTORY:** Goals reflect only one type of learning and one discipline or strand.
	BASIC: Goals reflect several types of learning but no effort at coordination or integration.
	PROFICIENT: Goals reflect several different types of learning and opportunities for integration.
	DISTINGUISHED: Goals reflect student initiative in establishing important learning.

DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES	
ELEMENT	**LEVEL OF PERFORMANCE**
Resources for Teaching	**UNSATISFACTORY:** Teacher is unaware of resources available through the school or district.
	BASIC: Teacher displays limited awareness of resources available through the school or district.
	PROFICIENT: Teacher is fully aware of all resources available through the school or district.
	DISTINGUISHED: In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	**UNSATISFACTORY:** Teacher is unaware of resources available to assist students who need them.
	BASIC: Teacher displays limited awareness of resources available through the school or district.
	PROFICIENT: Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.
	DISTINGUISHED: In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

DOMAIN 1: PLANNING AND PREPARATION - COMPONENT 1E: DESIGNING COHERENT INSTRUCTION	
ELEMENT	**LEVEL OF PERFORMANCE**
Learning Activities	**UNSATISFACTORY:** Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
	BASIC: Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.
	PROFICIENT: Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.
	DISTINGUISHED: Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	**UNSATISFACTORY:** Materials and resources do not support the instructional goals or engage students in meaningful learning.
	BASIC: Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.
	PROFICIENT: All materials and resources support the instructional goals, and engage students in meaningful learning.
	DISTINGUISHED: All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	**UNSATISFACTORY:** Instructional groups do not support the instructional goals and offer no variety.
	BASIC: Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.
	PROFICIENT: Instructional groups are varied, as appropriate to the different instructional goals.
	DISTINGUISHED: Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	**UNSATISFACTORY:** The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.
	BASIC: The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.
	PROFICIENT: The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.
	DISTINGUISHED: The lesson's or unit's structure is clear and allows for different pathways according to student needs.

DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1F: ASSESSING STUDENT LEARNING	
ELEMENT	**LEVEL OF PERFORMANCE**
Congruence with Instructional Goals	**UNSATISFACTORY:** Content and methods of assessment lack congruence with instructional goals.
	BASIC: Some of the instructional goals are assessed through the proposed approach, but many are not.
	PROFICIENT: All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.
	DISTINGUISHED: The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	**UNSATISFACTORY:** The proposed approach contains no clear criteria or standards.
	BASIC: Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.
	PROFICIENT: Assessment criteria and standards are clear and have been clearly communicated to students.
	DISTINGUISHED: Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	**UNSATISFACTORY:** The assessment results affect planning for these students only minimally.
	BASIC: Teacher uses assessment results to plan for the class as a whole.
	PROFICIENT: Teacher uses assessment results to plan for individuals and groups of students.
	DISTINGUISHED: Students are aware of how they are meeting the established standards and participate in planning the next steps.

NEVADA STATE COLLEGE
STUDENT TEACHER MID-TERM EVALUATION FORM +

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

LEVELS OF PERFORMANCE			
Level 4: Distinguished	**Level 3: Proficient**	**Level 2: Basic**	**Level 1: Unsatisfactory**

PROFESSIONAL DOMAINS					
	4	**3**	**2**	**1**	***Movement to next performance level will be accomplished by:**
DOMAIN 2: THE CLASSROOM ENVIRONMENT					
Component 2a: *Creating an Environment of Respect and Rapport*					
Teacher Interaction with Students					
Student Interaction					
Component 2b: *Establishing a Culture for Learning*					
Importance of the Content					
Student Pride in Work					
Expectations for Learning and Achievement					
Component 2c: *Managing Classroom Procedures*					
Management of Instructional Groups					
Management of Transitions					
Management of Materials and Supplies					
Performance of Non-Instructional Duties					
Supervision of Volunteers and Paraprofessionals					
Component 2d: *Managing Student Behavior*					
Expectations					
Monitoring of Student Behavior					
Response to Student Misbehavior					
Component 2e: *Organizing Physical Space*					
Safety and Arrangement of Furniture					
Accessibility to Learning and Use of Physical Resources					

+ Must be conducted within the 8th week of student teaching.

_____ _____
Signature of Student Teacher Date Signature of Cooperating Teacher Date

_____ _____
Signature of NSC Supervisor Date Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

*Additional sheets may be added.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT	
ELEMENT	**LEVEL OF PERFORMANCE**
Teacher Interaction with Students	**UNSATISFACTORY:** Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.
	BASIC: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.
	PROFICIENT: Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.
	DISTINGUISHED: Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	**UNSATISFACTORY:** Student interactions are characterized by conflict, sarcasm, or put-downs
	BASIC: Students do not demonstrate negative behavior toward one another.
	PROFICIENT: Student interactions are generally polite and respectful.
	DISTINGUISHED: Students demonstrate genuine caring for one another as individuals and as students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING	
ELEMENT	**LEVEL OF PERFORMANCE**
Importance of the Content	**UNSATISFACTORY:** Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.
	BASIC: Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.
	PROFICIENT: Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.
	DISTINGUISHED: Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	**UNSATISFACTORY:** Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.
	BASIC: Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.
	PROFICIENT: Students accept teacher insistence on work of high quality and demonstrate pride in that work.
	DISTINGUISHED: Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	**UNSATISFACTORY:** Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.
	BASIC: Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.
	PROFICIENT: Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.
	DISTINGUISHED: Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2C: MANAGING CLASSROOM PROCEDURES	
ELEMENT	**LEVEL OF PERFORMANCE**
Management of Instructional Groups	**UNSATISFACTORY:** Students not working with the teacher are not productively engaged in learning.
	BASIC: Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.
	PROFICIENT: Tasks for group work are organized, and groups are managed so most students are engaged at all time.
	DISTINGUISHED: Groups working independently are productively engaged at all times, with students assuming responsibility for productivity
Management of Transitions	**UNSATISFACTORY:** Much time is lost during transitions.
	BASIC: Transitions are sporadically efficient, resulting in some loss of instructional time.
	PROFICIENT: Transitions occur smoothly, with little loss of instructional time.
	DISTINGUISHED: Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	**UNSATISFACTORY:** Materials are handled inefficiently, resulting in loss of instructional time.
	BASIC: Routines for handling materials and supplies function moderately well.
	PROFICIENT: Routines for handling materials and supplies occur smoothly, with little loss of instructional time.
	DISTINGUISHED: Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	**UNSATISFACTORY:** Considerable instructional time is lost in performing noninstructional duties.
	BASIC: Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.
	PROFICIENT: Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.
	DISTINGUISHED: Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	**UNSATISFACTORY:** Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.
	BASIC: Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.
	PROFICIENT: Volunteers and paraprofessionals are productively and independently engaged during the entire class.
	DISTINGUISHED: Volunteers and paraprofessionals make substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2D: MANAGING STUDENT BEHAVIOR	
ELEMENT	**LEVEL OF PERFORMANCE**
Expectations	**UNSATISFACTORY:** No standards of conduct appear to have been established, or students are confused as to what the standards are.
	BASIC: Standards of conduct appear to have been established for most situations, and most students seem to understand them.
	PROFICIENT: Standards of conduct are clear to all students.
	DISTINGUISHED: Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	**UNSATISFACTORY:** Student behavior is not monitored, and teacher is unaware of what students are doing.
	BASIC: Teacher is generally aware of student behavior but may miss the activities of some students
	PROFICIENT: Teacher is alert to student behavior at all times.
	DISTINGUISHED: Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	**UNSATISFACTORY:** Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.
	BASIC: Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.
	PROFICIENT: Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.
	DISTINGUISHED: Teacher response to misbehavior highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2E: ORGANIZING PHYSICAL SPACE	
ELEMENT	**LEVEL OF PERFORMANCE**
Safety and Arrangement of Furniture	**UNSATISFACTORY:** The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.
	BASIC: The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.
	PROFICIENT: The classroom is safe, and the furniture arrangement is a resource for learning activities.
	DISTINGUISHED: The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	**UNSATISFACTORY:** Teacher uses physical resources poorly or learning is not accessible to some students.
	BASIC: Teacher uses physical resources adequately, and at least essential learning is accessible to all students.
	PROFICIENT: Teacher uses physical resources skillfully, and all learning is equally accessible to all students.
	DISTINGUISHED: Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

NEVADA STATE COLLEGE
STUDENT TEACHER MID-TERM EVALUATION FORM [+]

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

LEVELS OF PERFORMANCE			
Level 4: Distinguished	**Level 3: Proficient**	**Level 2: Basic**	**Level 1: Unsatisfactory**

PROFESSIONAL DOMAINS					
	4	**3**	**2**	**1**	***Movement to next performance level will be accomplished by:**
DOMAIN 3: INSTRUCTION					
Component 3a: *Communicating Clearly and Accurately*					
Directions and Procedures					
Oral and Written Language					
Component 3b: *Using Questioning and Discussion Techniques*					
Quality of Questions					
Discussion Techniques					
Student Participation					
Component 3c: *Engaging Students in Learning*					
Representation of Content					
Activities and Assignments					
Grouping of Students					
Instructional Materials and Resources					
Structure and Pacing					
Component 3d: *Providing Feedback to Students*					
Quality: Accurate, Substantive, Constructive, and Specific					
Timeliness					
Component 3e: *Demonstrating Flexibility and Responsiveness*					
Lesson Adjustment					
Response to Students					
Persistence					

[+] Must be conducted within the 8th week of student teaching.

_____ Signature of Student Teacher Date

_____ Signature of Cooperating Teacher Date

_____ Signature of NSC Supervisor Date

_____ Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

*Additional sheets may be added.

DOMAIN 3: INSTRUCTION- COMPONENT 3A: COMMUNICATING CLEARLY AND ACCURATELY	
ELEMENT	**LEVEL OF PERFORMANCE**
Directions and Procedures	**UNSATISFACTORY:** Teacher directions and procedures are confusing to students.
	BASIC: Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.
	PROFICIENT: Teacher directions and procedures are clear to students and contain an appropriate level of detail.
	DISTINGUISHED: Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	**UNSATISFACTORY:** Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.
	BASIC: Teacher'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.
	PROFICIENT: Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.
	DISTINGUISHED: Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN 3: INSTRUCTION- COMPONENT 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES	
ELEMENT	**LEVEL OF PERFORMANCE**
Quality of Questions	**UNSATISFACTORY:** Teacher's questions are virtually all of poor quality.
	BASIC: Teacher's questions are a combination of low and high quality. Only some invite a response.
	PROFICIENT: Most of teacher's questions are of high quality. Adequate time is available for students to respond.
	DISTINGUISHED: Teacher's questions are of uniformly high quality, with adequate time for students to respond, Students formulate many questions.
Discussion Techniques	**UNSATISFACTORY:** Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.
	BASIC: Teacher makes some attempt to engage students in a true discussion, with uneven results.
	PROFICIENT: Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.
	DISTINGUISHED: Students assume considerable responsibility for the success of the discussions, initiating topics and making unsolicited contributions.
Student Participation	**UNSATISFACTORY:** Only a few students participate in the discussion
	BASIC: Teacher attempts to engage all students in the discussion, but with only limited success.
	PROFICIENT: Teacher successfully engages all students in the discussion.
	DISTINGUISHED: Student themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION- COMPONENT 3C: ENGAGING STUDENTS IN LEARNING	
ELEMENT	**LEVEL OF PERFORMANCE**
Representation of Content	**UNSATISFACTORY:** Representation of content is inappropriate and unclear or uses poor examples and analogies.
	BASIC: Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.
	PROFICIENT: Representation of content is appropriate and links well with students' knowledge and experience
	DISTINGUISHED: Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	**UNSATISFACTORY:** Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
	BASIC: Some activities and assignments are appropriate to student sand engage them mentally, but others do not.
	PROFICIENT: Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.
	DISTINGUISHED: All students are cognitively engaged in the activities and assignments in their explorations of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	**UNSATISFACTORY:** Instructional groups are inappropriate to the students or to the instructional goals.
	BASIC: Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of the lesson.
	PROFICIENT: Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.
	DISTINGUISHED: Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	**UNSATISFACTORY:** Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.
	BASIC: Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.
	PROFICIENT: Instructional materials and resources are suitable to the instructional goals and engage students mentally.
	DISTINGUISHED: Instructional materials and resources are suitable to the instructional goals and engage students mentally. Student initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	**UNSATISFACTORY:** The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.
	BASIC: The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.
	PROFICIENT: The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.
	DISTINGUISHED: The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION- COMPONENT 3D: PROVIDING FEEDBACK TO STUDENTS	
ELEMENT	**LEVEL OF PERFORMANCE**
Quality: Accurate, Substantive, Constructive, and Specific	**UNSATISFACTORY:** Feedback is either not provided or is of uniformly poor quality.
	BASIC: Feedback is inconsistent in quality: Some elements of high quality are present; others are not.
	PROFICIENT: Feedback is consistently high quality.
	DISTINGUISHED: Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	**UNSATISFACTORY:** Feedback is not provided in a timely manner.
	BASIC: Timeliness of feedback is inconsistent.
	PROFICIENT: Feedback is consistently provided in a timely manner.
	DISTINGUISHED: Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

DOMAIN 3: INSTRUCTION- COMPONENT 3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS	
ELEMENT	**LEVEL OF PERFORMANCE**
Lesson Adjustment	**UNSATISFACTORY:** Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
	BASIC: Teacher attempts to adjust a lesson, with mixed results
	PROFICIENT: Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.
	DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson.
Response to Students	**UNSATISFACTORY:** Teacher ignores or brushes aside students' question or interests.
	BASIC: Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.
	PROFICIENT: Teacher successfully accommodates students' questions or interests.
	DISTINGUISHED: Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	**UNSATISFACTORY:** When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.
	BASIC: Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.
	PROFICIENT: Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.
	DISTINGUISHED: Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources for the school.

NEVADA STATE COLLEGE
STUDENT TEACHER MID-TERM EVALUATION FORM [+]

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

LEVELS OF PERFORMANCE			
Level 4: Distinguished	**Level 3: Proficient**	**Level 2: Basic**	**Level 1: Unsatisfactory**

PROFESSIONAL DOMAINS					
	4	**3**	**2**	**1**	***Movement to next performance level will be accomplished by:**
DOMAIN 4: THE PROFESSIONAL RESPONSIBILITIES					
Component 4a: *Reflecting on Teaching*					
Accuracy					
Use in Future Teaching					
Component 4b: *Maintaining Accurate Records*					
Student Completion of Assignments					
Student Progress in Learning					
Noninstructional Records					
Component 4c: *Communicating with Families*					
Information About the Instructional Program					
Information About Individual Students					
Engagement of Families in the Instructional Program					
Component 4d: *Contributing to the School and District*					
Relationship with Colleagues					
Service to the School					
Participation in School and District Projects					
Component 4e: *Growing and Developing Professionally*					
Enhancement of Content Knowledge and Pedagogical Skill					
Service to the Profession					
Component 4f: *Showing Professionalism*					
Service to Students					
Advocacy					
Decision Making					

[+] Must be conducted within the 8th week of student teaching.

Signature of Student Teacher Date

Signature of Cooperating Teacher Date

Signature of NSC Supervisor Date

Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

*Additional sheets may be added.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4A: REFLECTING ON TEACHING	
ELEMENT	**LEVEL OF PERFORMANCE**
Accuracy	**UNSATISFACTORY:** Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.
	BASIC: Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.
	PROFICIENT: Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.
	DISTINGUISHED: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	**UNSATISFACTORY:** Teacher has no suggestions for how a lesson may be improved another time
	BASIC: Teacher makes general suggestions about how a lesson may be improved
	PROFICIENT: Teacher makes a few specific suggestions of what he may try another time.
	DISTINGUISHED: Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4B: MAINTAINING ACCURATE RECORDS	
ELEMENT	**LEVEL OF PERFORMANCE**
Student Completion of Assignments	**UNSATISFACTORY:** Teacher's system for maintaining information on student completion of assignments in disarray.
	BASIC: Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.
	PROFICIENT: Teacher's system for maintaining information on student completion of assignments is fully effective.
	DISTINGUISHED: Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	**UNSATISFACTORY:** Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.
	BASIC: Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective
	PROFICIENT: Teacher's system for maintaining information on student progress in learning is effective.
	DISTINGUISHED: Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Noninstructional Records	**UNSATISFACTORY:** Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.
	BASIC: Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.
	PROFICIENT: Teacher's system for maintaining information on noninstructional activities is fully effective.
	DISTINGUISHED: Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4C: COMMUNICATING WITH FAMILIES	
ELEMENT	**LEVEL OF PERFORMANCE**
Information About the Instructional Program	**UNSATISFACTORY:** Teacher provides little information about the instructional program to families
	BASIC: Teacher participates in the school's activities for parent communication but offers little additional information.
	PROFICIENT: Teacher provides frequent information to parents, as appropriate, about the instructional program.
	DISTINGUISHED: Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	**UNSATISFACTORY:** Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.
	BASIC: Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.
	PROFICIENT: Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.
	DISTINGUISHED: Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	**UNSATISFACTORY:** Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
	BASIC: Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.
	PROFICIENT: Teacher's efforts to engage families in the instructional program are frequent and successful.
	DISTINGUISHED: Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT	
ELEMENT	**LEVEL OF PERFORMANCE**
Relationship with Colleagues	**UNSATISFACTORY:** Teacher's relationships with colleagues are negative or self-serving.
	BASIC: Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.
	PROFICIENT: Support and cooperation characterize relationships with colleagues.
	DISTINGUISHED: Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	**UNSATISFACTORY:** Teacher avoids becoming involved in school events.
	BASIC: Teacher participates in school events when specifically asked.
	PROFICIENT: Teacher volunteers to participate in school events, making a substantial contribution.
	DISTINGUISHED: Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	**UNSATISFACTORY:** Teacher avoids becoming involved in school and district projects.
	BASIC: Teacher participates in school and district projects when specifically asked.
	PROFICIENT: Teacher volunteers to participate in school and district projects, making a substantial contribution.
	DISTINGUISHED: Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school of district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY	
ELEMENT	**LEVEL OF PERFORMANCE**
Enhancement of Content Knowledge and Pedagogical Skill	**UNSATISFACTORY:** Teacher engages in no professional development activities to enhance knowledge or skill.
	BASIC: Teacher participates in professional activities to a limited extent when they are convenient.
	PROFICIENT: Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
	DISTINGUISHED: Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	**UNSATISFACTORY:** Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	BASIC: Teacher finds limited ways to contribute to the profession.
	PROFICIENT: Teacher participates actively in assisting other educators.
	DISTINGUISHED: Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F: SHOWING PROFESSIONALISM	
ELEMENT	**LEVEL OF PERFORMANCE**
Service to Students	**UNSATISFACTORY:** Teacher is not alert to students' needs.
	BASIC: Teacher's attempts to serve students are inconsistent.
	PROFICIENT: Teacher is moderately active in serving students.
	DISTINGUISHED: Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	**UNSATISFACTORY:** Teacher contributes to school practices that result in some students being ill served by the school.
	BASIC: Teacher does not knowingly contribute to some students being ill served by the school.
	PROFICIENT: Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.
	DISTINGUISHED: Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	**UNSATISFACTORY:** Teacher makes decisions based on self-serving interests.
	BASIC: Teacher's decisions are based on limited though genuinely professional considerations.
	PROFICIENT: Teacher maintains an open mind and participates in team or departmental decision making.
	DISTINGUISHED: Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Appendix C
Student Teacher Final Evaluation Forms

NEVADA STATE COLLEGE
STUDENT TEACHER FINAL EVALUATION FORM +

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

LEVELS OF PERFORMANCE			
Level 4: Distinguished	**Level 3: Proficient**	**Level 2: Basic**	**Level 1: Unsatisfactory**

PROFESSIONAL DOMAINS					
	4	**3**	**2**	**1**	***Movement to next performance level will be accomplished by:**
DOMAIN 1: PLANNING AND PREPARATION					
Component 1a: *Demonstrating Knowledge of Content and Pedagogy*					
Knowledge of content					
Knowledge of prerequisite relationships					
Knowledge of content-related pedagogy					
Component 1b: *Demonstrating Knowledge of Students*					
Knowledge of characteristics of age group					
Knowledge of students' varied approaches to learning					
Knowledge of students' skills and knowledge					
Knowledge of students' interests and cultural heritage					
Component 1c: *Selecting Instructional Goals*					
Value					
Clarity					
Suitability for diverse students					
Balance					
Component 1d: *Demonstrating Knowledge of Resources*					
Resources for teaching					
Resources for students					
Component 1e: *Designing Coherent Instruction*					
Learning activities					
Instructional materials and resources					
Instructional groups					
Lesson and unit structure					
Component 1f: *Assessing Student Learning*					
Congruence with instructional goals					
Criteria and standards					
Use for planning					

+ Must be conducted the final week of student teaching

_____ Signature of Student Teacher Date

_____ Signature of Cooperating Teacher Date

_____ Signature of NSC Supervisor Date

_____ Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

*Additional sheets may be added.

DOMAIN 1: PLANNING AND PREPARATION - COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY	
ELEMENT	**LEVEL OF PERFORMANCE**
Knowledge of Content	**UNSATISFACTORY:** Teacher makes content errors or does not correct content errors students make.
	BASIC: Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.
	PROFICIENT: Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.
	DISTINGUISHED: Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	**UNSATISFACTORY:** Teacher displays little understanding of prerequisite knowledge important for student learning of the content
	BASIC: Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.
	PROFICIENT: Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts
	DISTINGUISHED: Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	**UNSATISFACTORY:** Teacher displays little understanding of pedagogical issues involved in student learning of the content.
	BASIC: Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.
	PROFICIENT: Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.
	DISTINGUISHED: Teacher displays continuing search for best practice and anticipates student misconceptions

DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS	
ELEMENT	**LEVEL OF PERFORMANCE**
Knowledge of Characteristics of Age Group	**UNSATISFACTORY:** Teacher displays minimal knowledge of developmental characteristics of age group.
	BASIC: Teacher displays generally accurate knowledge of developmental characteristics of age group.
	PROFICIENT: Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.
	DISTINGUISHED: Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	**UNSATISFACTORY:** Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."
	BASIC: Teacher displays general understanding of the different approaches to learning that students exhibit.
	PROFICIENT: Teacher displays solid understanding of the different approaches to learning the different students exhibit.
	DISTINGUISHED: Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	**UNSATISFACTORY:** Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.
	BASIC: Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.
	PROFICIENT: Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.
	DISTINGUISHED: Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of students' interests and cultural heritage	**UNSATISFACTORY:** Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
	BASIC: Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.
	PROFICIENT: Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.
	DISTINGUISHED: Teacher displays knowledge of the interests or cultural heritage of each student.

DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1C: SELECTING INSTRUCTIONAL GOALS	
ELEMENT	**LEVEL OF PERFORMANCE**
Value	**UNSATISFACTORY:** Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.
	BASIC: Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.
	PROFICIENT: Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.
	DISTINGUISHED: Not only are the goals valuable, but teachers can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	**UNSATISFACTORY:** Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.
	BASIC: Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.
	PROFICIENT: Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.
	DISTINGUISHED: All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	**UNSATISFACTORY:** Goals are not suitable for the class.
	BASIC: Most of the goals are suitable for most students in the class.
	PROFICIENT: All the goals are suitable for most students in the class.
	DISTINGUISHED: Goals take into account the varying learning needs of individual students or groups.
Balance	**UNSATISFACTORY:** Goals reflect only one type of learning and one discipline or strand.
	BASIC: Goals reflect several types of learning but no effort at coordination or integration.
	PROFICIENT: Goals reflect several different types of learning and opportunities for integration.
	DISTINGUISHED: Goals reflect student initiative in establishing important learning.

DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES	
ELEMENT	**LEVEL OF PERFORMANCE**
Resources for Teaching	**UNSATISFACTORY:** Teacher is unaware of resources available through the school or district.
	BASIC: Teacher displays limited awareness of resources available through the school or district.
	PROFICIENT: Teacher is fully aware of all resources available through the school or district.
	DISTINGUISHED: In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	**UNSATISFACTORY:** Teacher is unaware of resources available to assist students who need them.
	BASIC: Teacher displays limited awareness of resources available through the school or district.
	PROFICIENT: Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.
	DISTINGUISHED: In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

DOMAIN 1: PLANNING AND PREPARATION - COMPONENT 1E: DESIGNING COHERENT INSTRUCTION	
ELEMENT	**LEVEL OF PERFORMANCE**
Learning Activities	**UNSATISFACTORY:** Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
	BASIC: Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.
	PROFICIENT: Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.
	DISTINGUISHED: Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	**UNSATISFACTORY:** Materials and resources do not support the instructional goals or engage students in meaningful learning.
	BASIC: Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.
	PROFICIENT: All materials and resources support the instructional goals, and engage students in meaningful learning.
	DISTINGUISHED: All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	**UNSATISFACTORY:** Instructional groups do not support the instructional goals and offer no variety.
	BASIC: Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.
	PROFICIENT: Instructional groups are varied, as appropriate to the different instructional goals.
	DISTINGUISHED: Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	**UNSATISFACTORY:** The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.
	BASIC: The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.
	PROFICIENT: The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.
	DISTINGUISHED: The lesson's or unit's structure is clear and allows for different pathways according to student needs.

DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1F: ASSESSING STUDENT LEARNING	
ELEMENT	**LEVEL OF PERFORMANCE**
Congruence with Instructional Goals	**UNSATISFACTORY:** Content and methods of assessment lack congruence with instructional goals.
	BASIC: Some of the instructional goals are assessed through the proposed approach, but many are not.
	PROFICIENT: All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.
	DISTINGUISHED: The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	**UNSATISFACTORY:** The proposed approach contains no clear criteria or standards.
	BASIC: Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.
	PROFICIENT: Assessment criteria and standards are clear and have been clearly communicated to students.
	DISTINGUISHED: Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	**UNSATISFACTORY:** The assessment results affect planning for these students only minimally.
	BASIC: Teacher uses assessment results to plan for the class as a whole.
	PROFICIENT: Teacher uses assessment results to plan for individuals and groups of students.

	DISTINGUISHED: Students are aware of how they are meeting the established standards and participate in planning the next steps.

NEVADA STATE COLLEGE
STUDENT TEACHER FINAL EVALUATION FORM +

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

LEVELS OF PERFORMANCE			
Level 4: Distinguished	**Level 3: Proficient**	**Level 2: Basic**	**Level 1: Unsatisfactory**

PROFESSIONAL DOMAINS					
	4	**3**	**2**	**1**	***Movement to next performance level will be accomplished by:**
DOMAIN 2: THE CLASSROOM ENVIRONMENT					
Component 2a: *Creating an Environment of Respect and Rapport*					
Teacher Interaction with Students					
Student Interaction					
Component 2b: *Establishing a Culture for Learning*					
Importance of the Content					
Student Pride in Work					
Expectations for Learning and Achievement					
Component 2c: *Managing Classroom Procedures*					
Management of Instructional Groups					
Management of Transitions					
Management of Materials and Supplies					
Performance of Non-Instructional Duties					
Supervision of Volunteers and Paraprofessionals					
Component 2d: *Managing Student Behavior*					
Expectations					
Monitoring of Student Behavior					
Response to Student Misbehavior					
Component 2e: *Organizing Physical Space*					
Safety and Arrangement of Furniture					
Accessibility to Learning and Use of Physical Resources					

+ Must be conducted the final week of student teaching

_____ _____
Signature of Student Teacher Date Signature of Cooperating Teacher Date

_____ _____
Signature of NSC Supervisor Date Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

*Additional sheets may be added.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT	
ELEMENT	**LEVEL OF PERFORMANCE**
Teacher Interaction with Students	**UNSATISFACTORY:** Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.
	BASIC: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.
	PROFICIENT: Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.
	DISTINGUISHED: Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	**UNSATISFACTORY:** Student interactions are characterized by conflict, sarcasm, or put-downs
	BASIC: Students do not demonstrate negative behavior toward one another.
	PROFICIENT: Student interactions are generally polite and respectful.
	DISTINGUISHED: Students demonstrate genuine caring for one another as individuals and as students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING	
ELEMENT	**LEVEL OF PERFORMANCE**
Importance of the Content	**UNSATISFACTORY:** Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.
	BASIC: Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.
	PROFICIENT: Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.
	DISTINGUISHED: Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	**UNSATISFACTORY:** Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.
	BASIC: Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.
	PROFICIENT: Students accept teacher insistence on work of high quality and demonstrate pride in that work.
	DISTINGUISHED: Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	**UNSATISFACTORY:** Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.
	BASIC: Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.
	PROFICIENT: Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.
	DISTINGUISHED: Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2C: MANAGING CLASSROOM PROCEDURES	
ELEMENT	**LEVEL OF PERFORMANCE**
Management of Instructional Groups	**UNSATISFACTORY:** Students not working with the teacher are not productively engaged in learning.
	BASIC: Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.
	PROFICIENT: Tasks for group work are organized, and groups are managed so most students are engaged at all time.
	DISTINGUISHED: Groups working independently are productively engaged at all times, with students assuming responsibility for productivity
Management of Transitions	**UNSATISFACTORY:** Much time is lost during transitions.
	BASIC: Transitions are sporadically efficient, resulting in some loss of instructional time.
	PROFICIENT: Transitions occur smoothly, with little loss of instructional time.
	DISTINGUISHED: Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	**UNSATISFACTORY:** Materials are handled inefficiently, resulting in loss of instructional time.
	BASIC: Routines for handling materials and supplies function moderately well.
	PROFICIENT: Routines for handling materials and supplies occur smoothly, with little loss of instructional time.
	DISTINGUISHED: Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	**UNSATISFACTORY:** Considerable instructional time is lost in performing noninstructional duties.
	BASIC: Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.
	PROFICIENT: Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.
	DISTINGUISHED: Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	**UNSATISFACTORY:** Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.
	BASIC: Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.
	PROFICIENT: Volunteers and paraprofessionals are productively and independently engaged during the entire class.
	DISTINGUISHED: Volunteers and paraprofessionals make substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2D: MANAGING STUDENT BEHAVIOR	
ELEMENT	**LEVEL OF PERFORMANCE**
Expectations	**UNSATISFACTORY:** No standards of conduct appear to have been established, or students are confused as to what the standards are.
	BASIC: Standards of conduct appear to have been established for most situations, and most students seem to understand them.
	PROFICIENT: Standards of conduct are clear to all students.
	DISTINGUISHED: Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	**UNSATISFACTORY:** Student behavior is not monitored, and teacher is unaware of what students are doing.
	BASIC: Teacher is generally aware of student behavior but may miss the activities of some students
	PROFICIENT: Teacher is alert to student behavior at all times.
	DISTINGUISHED: Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	**UNSATISFACTORY:** Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.
	BASIC: Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.
	PROFICIENT: Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.
	DISTINGUISHED: Teacher response to misbehavior highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2E: ORGANIZING PHYSICAL SPACE	
ELEMENT	**LEVEL OF PERFORMANCE**
Safety and Arrangement of Furniture	**UNSATISFACTORY:** The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.
	BASIC: The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.
	PROFICIENT: The classroom is safe, and the furniture arrangement is a resource for learning activities.
	DISTINGUISHED: The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	**UNSATISFACTORY:** Teacher uses physical resources poorly or learning is not accessible to some students.
	BASIC: Teacher uses physical resources adequately, and at least essential learning is accessible to all students.
	PROFICIENT: Teacher uses physical resources skillfully, and all learning is equally accessible to all students.
	DISTINGUISHED: Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

NEVADA STATE COLLEGE
STUDENT TEACHER FINAL EVALUATION FORM [+]

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

LEVELS OF PERFORMANCE			
Level 4: Distinguished	**Level 3: Proficient**	**Level 2: Basic**	**Level 1: Unsatisfactory**

PROFESSIONAL DOMAINS					
	4	**3**	**2**	**1**	***Movement to next performance level will be accomplished by:**
DOMAIN 3: INSTRUCTION					
Component 3a: *Communicating Clearly and Accurately*					
Directions and Procedures					
Oral and Written Language					
Component 3b: *Using Questioning and Discussion Techniques*					
Quality of Questions					
Discussion Techniques					
Student Participation					
Component 3c: *Engaging Students in Learning*					
Representation of Content					
Activities and Assignments					
Grouping of Students					
Instructional Materials and Resources					
Structure and Pacing					
Component 3d: *Providing Feedback to Students*					
Quality: Accurate, Substantive, Constructive, and Specific					
Timeliness					
Component 3e: *Demonstrating Flexibility and Responsiveness*					
Lesson Adjustment					
Response to Students					
Persistence					

[+] Must be conducted the final week of student teaching

_____ _____
Signature of Student Teacher Date Signature of Cooperating Teacher Date

_____ _____
Signature of NSC Supervisor Date Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

*Additional sheets may be added.

DOMAIN 3: INSTRUCTION- COMPONENT 3A: COMMUNICATING CLEARLY AND ACCURATELY	
ELEMENT	**LEVEL OF PERFORMANCE**
Directions and Procedures	**UNSATISFACTORY:** Teacher directions and procedures are confusing to students.
	BASIC: Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.
	PROFICIENT: Teacher directions and procedures are clear to students and contain an appropriate level of detail.
	DISTINGUISHED: Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	**UNSATISFACTORY:** Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.
	BASIC: Teacher'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.
	PROFICIENT: Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.
	DISTINGUISHED: Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN 3: INSTRUCTION- COMPONENT 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES	
ELEMENT	**LEVEL OF PERFORMANCE**
Quality of Questions	**UNSATISFACTORY:** Teacher's questions are virtually all of poor quality.
	BASIC: Teacher's questions are a combination of low and high quality. Only some invite a response.
	PROFICIENT: Most of teacher's questions are of high quality. Adequate time is available for students to respond.
	DISTINGUISHED: Teacher's questions are of uniformly high quality, with adequate time for students to respond, Students formulate many questions.
Discussion Techniques	**UNSATISFACTORY:** Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.
	BASIC: Teacher makes some attempt to engage students in a true discussion, with uneven results.
	PROFICIENT: Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.
	DISTINGUISHED: Students assume considerable responsibility for the success of the discussions, initiating topics and making unsolicited contributions.
Student Participation	**UNSATISFACTORY:** Only a few students participate in the discussion
	BASIC: Teacher attempts to engage all students in the discussion, but with only limited success.
	PROFICIENT: Teacher successfully engages all students in the discussion.
	DISTINGUISHED: Student themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION- COMPONENT 3C: ENGAGING STUDENTS IN LEARNING	
ELEMENT	**LEVEL OF PERFORMANCE**
Representation of Content	**UNSATISFACTORY:** Representation of content is inappropriate and unclear or uses poor examples and analogies.
	BASIC: Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.
	PROFICIENT: Representation of content is appropriate and links well with students' knowledge and experience
	DISTINGUISHED: Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	**UNSATISFACTORY:** Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
	BASIC: Some activities and assignments are appropriate to student sand engage them mentally, but others do not.
	PROFICIENT: Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.
	DISTINGUISHED: All students are cognitively engaged in the activities and assignments in their explorations of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	**UNSATISFACTORY:** Instructional groups are inappropriate to the students or to the instructional goals.
	BASIC: Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of the lesson.
	PROFICIENT: Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.
	DISTINGUISHED: Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	**UNSATISFACTORY:** Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.
	BASIC: Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.
	PROFICIENT: Instructional materials and resources are suitable to the instructional goals and engage students mentally.
	DISTINGUISHED: Instructional materials and resources are suitable to the instructional goals and engage students mentally. Student initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	**UNSATISFACTORY:** The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.
	BASIC: The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.
	PROFICIENT: The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.
	DISTINGUISHED: The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION- COMPONENT 3D: PROVIDING FEEDBACK TO STUDENTS	
ELEMENT	**LEVEL OF PERFORMANCE**
Quality: Accurate, Substantive, Constructive, and Specific	**UNSATISFACTORY:** Feedback is either not provided or is of uniformly poor quality.
	BASIC: Feedback is inconsistent in quality: Some elements of high quality are present; others are not.
	PROFICIENT: Feedback is consistently high quality.
	DISTINGUISHED: Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	**UNSATISFACTORY:** Feedback is not provided in a timely manner.
	BASIC: Timeliness of feedback is inconsistent.
	PROFICIENT: Feedback is consistently provided in a timely manner.
	DISTINGUISHED: Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

DOMAIN 3: INSTRUCTION- COMPONENT 3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS	
ELEMENT	**LEVEL OF PERFORMANCE**
Lesson Adjustment	**UNSATISFACTORY:** Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
	BASIC: Teacher attempts to adjust a lesson, with mixed results
	PROFICIENT: Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.
	DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson.
Response to Students	**UNSATISFACTORY:** Teacher ignores or brushes aside students' question or interests.
	BASIC: Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.
	PROFICIENT: Teacher successfully accommodates students' questions or interests.
	DISTINGUISHED: Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	**UNSATISFACTORY:** When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.
	BASIC: Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.
	PROFICIENT: Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.
	DISTINGUISHED: Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources for the school.

NEVADA STATE COLLEGE
STUDENT TEACHER FINAL EVALUATION FORM +

Student Teacher's Name: _____ School Location: _____

Cooperating Teacher's Name: _____ Grade: _____

Observation Dates: From _____ to _____ Conference Date: _____

LEVELS OF PERFORMANCE			
Level 4: Distinguished	**Level 3: Proficient**	**Level 2: Basic**	**Level 1: Unsatisfactory**

PROFESSIONAL DOMAINS					
	4	**3**	**2**	**1**	***Movement to next performance level will be accomplished by:**
DOMAIN 4: THE PROFESSIONAL RESPONSIBILITIES					
Component 4a: *Reflecting on Teaching*					
Accuracy					
Use in Future Teaching					
Component 4b: *Maintaining Accurate Records*					
Student Completion of Assignments					
Student Progress in Learning					
Noninstructional Records					
Component 4c: *Communicating with Families*					
Information About the Instructional Program					
Information About Individual Students					
Engagement of Families in the Instructional Program					
Component 4d: *Contributing to the School and District*					
Relationship with Colleagues					
Service to the School					
Participation in School and District Projects					
Component 4e: *Growing and Developing Professionally*					
Enhancement of Content Knowledge and Pedagogical Skill					
Service to the Profession					
Component 4f: *Showing Professionalism*					
Service to Students					
Advocacy					
Decision Making					

+ Must be conducted the final week of student teaching

_____ _____
Signature of Student Teacher Date Signature of Cooperating Teacher Date

_____ _____
Signature of NSC Supervisor Date Signature of Dean of Education Date

❒ A copy of this evaluation has been submitted to the NSC Supervisor Date: _____

*Additional sheets may be added.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4A: REFLECTING ON TEACHING	
ELEMENT	**LEVEL OF PERFORMANCE**
Accuracy	**UNSATISFACTORY:** Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.
	BASIC: Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.
	PROFICIENT: Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.
	DISTINGUISHED: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	**UNSATISFACTORY:** Teacher has no suggestions for how a lesson may be improved another time
	BASIC: Teacher makes general suggestions about how a lesson may be improved
	PROFICIENT: Teacher makes a few specific suggestions of what he may try another time.
	DISTINGUISHED: Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4B: MAINTAINING ACCURATE RECORDS	
ELEMENT	**LEVEL OF PERFORMANCE**
Student Completion of Assignments	**UNSATISFACTORY:** Teacher's system for maintaining information on student completion of assignments in disarray.
	BASIC: Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.
	PROFICIENT: Teacher's system for maintaining information on student completion of assignments is fully effective.
	DISTINGUISHED: Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	**UNSATISFACTORY:** Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.
	BASIC: Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective
	PROFICIENT: Teacher's system for maintaining information on student progress in learning is effective.
	DISTINGUISHED: Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Noninstructional Records	**UNSATISFACTORY:** Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.
	BASIC: Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.
	PROFICIENT: Teacher's system for maintaining information on noninstructional activities is fully effective.
	DISTINGUISHED: Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4C: COMMUNICATING WITH FAMILIES	
ELEMENT	**LEVEL OF PERFORMANCE**
Information About the Instructional Program	**UNSATISFACTORY:** Teacher provides little information about the instructional program to families
	BASIC: Teacher participates in the school's activities for parent communication but offers little additional information.
	PROFICIENT: Teacher provides frequent information to parents, as appropriate, about the instructional program.
	DISTINGUISHED: Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	**UNSATISFACTORY:** Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.
	BASIC: Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.
	PROFICIENT: Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.
	DISTINGUISHED: Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	**UNSATISFACTORY:** Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
	BASIC: Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.
	PROFICIENT: Teacher's efforts to engage families in the instructional program are frequent and successful.
	DISTINGUISHED: Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT	
ELEMENT	**LEVEL OF PERFORMANCE**
Relationship with Colleagues	**UNSATISFACTORY:** Teacher's relationships with colleagues are negative or self-serving.
	BASIC: Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.
	PROFICIENT: Support and cooperation characterize relationships with colleagues.
	DISTINGUISHED: Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	**UNSATISFACTORY:** Teacher avoids becoming involved in school events.
	BASIC: Teacher participates in school events when specifically asked.
	PROFICIENT: Teacher volunteers to participate in school events, making a substantial contribution.
	DISTINGUISHED: Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	**UNSATISFACTORY:** Teacher avoids becoming involved in school and district projects.
	BASIC: Teacher participates in school and district projects when specifically asked.
	PROFICIENT: Teacher volunteers to participate in school and district projects, making a substantial contribution.
	DISTINGUISHED: Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school of district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY	
ELEMENT	**LEVEL OF PERFORMANCE**
Enhancement of Content Knowledge and Pedagogical Skill	**UNSATISFACTORY:** Teacher engages in no professional development activities to enhance knowledge or skill.
	BASIC: Teacher participates in professional activities to a limited extent when they are convenient.
	PROFICIENT: Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
	DISTINGUISHED: Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	**UNSATISFACTORY:** Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	BASIC: Teacher finds limited ways to contribute to the profession.
	PROFICIENT: Teacher participates actively in assisting other educators.
	DISTINGUISHED: Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F: SHOWING PROFESSIONALISM	
ELEMENT	**LEVEL OF PERFORMANCE**
Service to Students	**UNSATISFACTORY:** Teacher is not alert to students' needs.
	BASIC: Teacher's attempts to serve students are inconsistent.
	PROFICIENT: Teacher is moderately active in serving students.
	DISTINGUISHED: Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	**UNSATISFACTORY:** Teacher contributes to school practices that result in some students being ill served by the school.
	BASIC: Teacher does not knowingly contribute to some students being ill served by the school.
	PROFICIENT: Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.
	DISTINGUISHED: Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	**UNSATISFACTORY:** Teacher makes decisions based on self-serving interests.
	BASIC: Teacher's decisions are based on limited though genuinely professional considerations.
	PROFICIENT: Teacher maintains an open mind and participates in team or departmental decision making.
	DISTINGUISHED: Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Appendix D
Lesson Plan Format

NEVADA STATE COLLEGE
TEACHER PREPARATION PROGRAM
LESSON PLAN FORMAT

Description of Classroom:
Background:
Content Objective(s):
Language Objective(s):
Nevada Standards:
Key Vocabulary:

Best Practices: *(put an X next to those that you address in your lesson)*

Preparation	**Scaffolding**	**Grouping Options**
☐ Adaptation of content	☐ Modeling	☐ Whole Class
☐ Links to background	☐ Guided practice	☐ Small groups
☐ Links to past learning	☐ Independent practice	☐ Partners
☐ Strategies incorporated	☐ Verbal scaffolds	☐ Independent
	☐ Procedural scaffolds	
Integration of Processes	**Application**	**Assessment**
☐ Listening	☐ Hands-on	☐ Individual
☐ Speaking	☐ Authentic (Meaningful)	☐ Group
☐ Reading	☐ Linked to objectives	☐ Written
☐ Writing	☐ Promotes engagement	☐ Oral

Teaching Strategies:
Warm Up Activity:
Lesson Sequence:
Accommodations:
Supplementary Materials:
Review/Assessment:
Reflection:

NEVADA STATE COLLEGE
TEACHER PREPARATION PROGRAM
EXPLANATION OF LESSON PLAN COMPONENTS

Description of Classroom: *(e.g., grade level, type of class, demographics, age range, gender)*
Background: *The context of how this lesson fits into the curriculum in which you are teaching. (e.g., beginning of a unit of _____; a review at the end of a unit on _____). Number of days of lesson. Students' stage of learning relative to the content (i.e., acquisition, proficiency, maintenance, generalization)*
Content Objective(s): *What will you teach?*
Language Objective(s): *How will the students show you they learned it (listening, speaking, reading, writing? Tip: effective lessons integrate reading and writing.)*
Nevada Standards: *Refer to Benchmarks, CEF, Power Standards, Syllabi*
Key Vocabulary: *What are the powerful words that will help students understanding of content?*

Best Practices: *(put an X next to those that you address in your lesson)*

Preparation	Scaffolding	Grouping Options
☐ Adaptation of content	☐ Modeling	☐ Whole Class
☐ Links to background	☐ Guided practice	☐ Small groups
☐ Links to past learning	☐ Independent practice	☐ Partners
☐ Strategies incorporated	☐ Verbal scaffolds	☐ Independent
	☐ Procedural scaffolds	
Integration of Processes	**Application**	**Assessment**
☐ Listening	☐ Hands-on	☐ Individual
☐ Speaking	☐ Authentic (Meaningful)	☐ Group
☐ Reading	☐ Linked to objectives	☐ Written
☐ Writing	☐ Promotes engagement	☐ Oral

EXPLANATION OF LESSON PLAN COMPONENTS (CONTINUED)

Teaching Strategies: *(e.g., KWL, reciprocal teaching, cooperative learning, mapping, mnemonics, Blooms Taxonomy, questioning.) List all the strategies you use in your lesson sequence below.*
Warm Up Activity: *Anticipatory Set*
Lesson Sequence: *Presentation, guided practice, application.* Your strategies may be executed in the form of activities.
Supplementary Materials: *What materials will support the lesson and increase students' understanding?*
Accommodations: *What accommodations are needed to support students with learning challenges or students who require advanced instruction?*
Review/Assessment: *Rubrics, feedback to students, observations, surveys, ticket out the door, student reflections, student response journals, quizzes, tests. How did your assessment measure your objective?*
Reflection: *How did your lesson go? What worked? What did not work well? What will you do differently next time How will your assessment data affect subsequent planning?*