# NEVADA STATE COLLEGE

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# STUDENT TEACHING HANDBOOK Information and Guidelines for Student Teachers



## SCHOOL OF EDUCATION

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#### 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 <u>no</u> 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.
- 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.

- 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 videotaped 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.
- 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 selfesteem?
- 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 21<sup>ST</sup> 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**

- 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.
- 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.
- 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 <u>planned</u> <u>adequately</u> 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**

- During the experience, visit the student teacher at least 7 times during the semester. This includes an initial visitation, a number of observations, a midterm 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 21<sup>st</sup> 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:								
Observation Dates: From		Conference Date:						
DOMAINS AND COMPONENTS O	BSERVED:							
SUGGESTED GOALS BASED ON	THIS OBSERVAT	ION:						
	_							
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:						
<sup>+</sup> A minimum of three observat	tions must be conductions must be conductional sheets m	cted prior to mid-term and final evalu ay be added	ations. Form: 0					

## Appendix B Student Teacher Mid-term Evaluation Forms

#### NEVADA STATE COLLEGE STUDENT TEACHER MID-TERM EVALUATION FORM <sup>+</sup>

Student Teacher's Name:			Sch	ool I	loca	tion:			
Cooperating Teacher's Name:					Gr	ade:			
Observation Dates: From	to		Con	ferer	ice I	Date:			
	LEVELS OF PERFO	RM	ANC	E					
Level 4: Distinguished	Level 3: Proficient	Le	vel 2	: Ba	isic	Level 1: Unsatisfactory			
	PROFESSIONAL DOMAINS								
		4	3	2	1	*Movement to next performance level will be			
<b>DOMAIN 1: PLANNING A</b>	ND PREPARATION					accomplished by:			
Component 1a: Demonstrating Kno									
Knowledge of content									
Knowledge of prerequisite relati	onships								
Knowledge of content-related po	-								
Component 1b: Demonstrating Kno	weldge of Students								
Knowledge of characteristics of									
Knowledge of students' varied a	pproaches to learning								
Knowledge of students' skills an	nd knowledge								
Knowledge of students' interests	s and cultural heritage								
Component 1c: Selecting Instruction	nal Goals								
Value									
Clarity									
Suitability for diverse students									
Balance									
Component 1d: Demonstrating Kno	wledge of Resources								
Resources for teaching									
Resources for students									
Component 1e: Designing Coheren	t Instruction								
Learning activities									
Instructional materials and resou	irces								
Instructional groups									
Lesson and unit structure									
Component 1f: Assessing Student L	earning								
Congruence with instructional g	oals								
Criteria and standards									
Use for planning	· · · · · · ·								
	<sup>+</sup> Must be conducted within the 8 <sup>th</sup> w	veek c	of stuc	lent t	each	ing.			
Signature of Student Teacher	Date	S	ignat	ure c	of Co	operating Teacher Date			

Signature of NSC Supervisor

Date

Signature of Dean of Education

Date:

Date

□ A copy of this evaluation has been submitted to the NSC Supervisor

ELEMENT	DOMAIN I: PLANNING AND PREPARATION - COMPONENT IA: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY LEVEL OF PERFORMANCE
Knowledge of	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.
Content	PROFICIENT: Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.
Knowledge of	DISTINGUISHED: Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. UNSATISFACTORY: Teacher displays little understanding of prerequisite knowledge important for student learning of the content
Prerequisite Relationships	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. UNSATISFACTORY: Teacher displays little understanding of pedagogical issues involved in student learning of the content.
Knowledge of Content-Related	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.
Pedagogy	DISTINGUISHED: Teacher displays continuing search for best practice and anticipates student misconceptions
ELEMENT	DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS LEVEL OF PERFORMANCE
Knowledge of Characteristics	UNSATISFACTORY: Teacher displays minimal knowledge of developmental characteristics of age group. BASIC: Teacher displays generally accurate knowledge of developmental characteristics of age group.
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.
	UNSATISFACTORY: Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."
Knowledge of Students' Varied Approaches to	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.
Learning	DISTINGUISHED: Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills	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.
and Knowledge	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	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.
heritage	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.
ELEMENT	DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1C: SELECTING INSTRUCTIONAL GOALS 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.
Suitability for Diverse	DISTINGUISHED: All the goals are clear, written in the form of student learning, and permit viable methods of assessment. UNSATISFACTORY: Goals are not suitable for the class.
Students	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.
Balance	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.
ELEMENT	DOMAIN 1: PLANNING AND PREPARATION- COMPONENT 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES 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 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.
Learning Activities	BASIC: Only some of the learning activities are suitable to students on instructional goals. Progression of activities in the unit is fairly even, 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. UNSATISFACTORY: The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.
Lesson and Unit Structure	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.
instructional Goals	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 the set udents only minimally. BASIC: Teacher uses assessment results to plan for the class as a whole.
a	PROFICE 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.
	Districtionande, suddins are aware or now mey are needing the established statuates and participate in planning the text steps.

#### NEVADA STATE COLLEGE STUDENT TEACHER MID-TERM EVALUATION FORM <sup>+</sup>

Student Teacher's Name:		Sch	ool L	Loca	tion:			
Cooperating Teacher's Name:				Gı	rade:			
Observation Dates: From to		Con	feren		Date:			
LEVELS OF PERF	ORM	ANC	E					
Level 4: Distinguished Level 3: Proficient			2: Ba	isic	Level 1: Unsatisfactory			
PROFESSIONAL DOMAINS								
	4	3	2	1	*Movement to next performance level will be accomplished by:			
DOMAIN 2: THE CLASSROOM ENVIRONMENT					accompnished by:			
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								

<sup>+</sup> Must be conducted within the 8<sup>th</sup> 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:	

DO ELEMENT	MAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT LEVEL OF PERFORMANCE
	UNSATISFACTORY: Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students
Too show Internetion	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.
Teacher Interaction with Students	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. UNSATISFACTORY: Student interactions are characterized by conflict, sarcasm, or put-downs
Student Interaction	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.
ELEMENT	DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING LEVEL OF PERFORMANCE
ELEMIENT	UNSATISFACTORY: Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.
Importance of the Content	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.
content	<b>DISTINGUISHED:</b> Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
	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.
Student Pride in 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 accept cacher installer on work of man quarky and constant 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.
	UNSATISFACTORY: Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.
Expectations for Learning and	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.
Achievement	<b>DISTINGUISHED:</b> 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 UNSATISFACTORY: Students not working with the teacher are not productively engaged in learning.
Management of Instructional Groups	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
	UNSATISFACTORY: Much time is lost during transitions.
Management of Transitions	BASIC: Transitions are sporadically efficient, resulting in some loss of instructional time. PROFICIENT: Transitions occur smoothly, with little loss of instructional time.
1 runstrons	DISTINGUISHED: Transitions are seamless, with students assuming some responsibility for efficient operation.
	UNSATISFACTORY: Materials are handled inefficiently, resulting in loss of instructional time.
Management of Materials and Supplies	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-	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.
Instructional Duties	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	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.
Volunteers and Paraprofessionals	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
	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.
Expectations	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. UNSATISFACTORY: Student behavior is not monitored, and teacher is unaware of what students are doing.
Monitoring of Student	BASIC: Teacher is generally aware of student behavior but may miss the activities of some students
Behavior	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	<b>UNSATISFACTORY:</b> 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.
Misbehavior	<b>PROFICIENT:</b> Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. <b>DISTINGUISHED:</b> Teacher response to misbehavior highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
DI DI DI DI DI	DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2E: ORGANIZING PHYSICAL SPACE
ELEMENT	LEVEL OF PERFORMANCE UNSATISFACTORY: The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.
Safety and Arrangement of	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.
Furniture	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.
,	UNSATISFACTORY: Teacher uses physical resources poorly or learning is not accessible to some students.
Accessibility to Learning and Use of	BASIC: Teacher uses physical resources adequately, and at least essential learning is accessible to all students.
Physical Resources	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 $^{\rm +}$

Student Teacher's Name:			Sch	ool L	loca	tion:
Cooperating Teacher's Name:					Gr	ade:
Observation Dates: From	to		Con	feren		Date:
	LEVELS OF PERF	FORM	ANC	E		
Level 4: Distinguished	Level 3: Proficient	Le	vel 2	2: Ba	isic	Level 1: Unsatisfactory
~						, i i i i i i i i i i i i i i i i i i i
	PROFESSIONAL	DOM	AIN	S		
		4	3	2	1	*Movement to next performance level will be accomplished by:
<b>DOMAIN 3: INSTRUCTION</b>	1					
Component 3a: Communicating Cle	arly and Accurately					
Directions and Procedures						
Oral and Written Language						
Component 3b: Using Questioning of	and Discussion Techniques					
Quality of Questions						
Discussion Techniques						
Student Participation						
Component 3c: Engaging Students i	n Learning					
Representation of Content						
Activities and Assignments						
Grouping of Students						
Instructional Materials and Reso	urces					
Structure and Pacing						
Component 3d: Providing Feedback	to Students					
Quality: Accurate, Substantive, O	Constructive, and Specific					
Timeliness						
Component 3e: Demonstrating Flex	ibility and Responsiveness					
Lesson Adjustment						
Response to Students						
Persistence						

<sup>+</sup> Must be conducted within the 8<sup>th</sup> 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.

PEODICURN: Tescher directions and proceedures are clear to students and accingue and appropriate level detail.           DistINNCURSIBD: Tescher directions and procedures are clear to students and anciegue peoplek student misuaderstanding.           UNSATISFACTORY: Tescher's spoken language is ismabble, or written language is illegible. Spoken or written language may contain many grammar and synta: creans. Veasible, and written language is identified in a used correctly. Veasibulary is deem and contain an grammar and synta: creans. Veasibulary is and interests.           Deal and Written Language is a used how written language is clear and contain and syntamic programma to that are used to correctly. Veasibulary is and interests.           DISTINCURSIED: Tescher's spoken and written language is clear and contain are used to students and used interests.           DISTINCURSIED: Tescher's spoken and written language is clear and contain the syntamic base of the students of the student	ELEMENT.	DOMAIN 3: INSTRUCTION- COMPONENT 3A: COMMUNICATING CLEARLY AND ACCURATELY
Directions and Procedures         BASIC: Tacher directions and procedures are clarified after rund student configurant or excessively defauld.           Procedures         DISTINCTISHIED tracked directions and procedures are clare to undern and ancipater possible indeed minimalerinataling.           Oral and Written Language         USASITFACTORY: Tocher directions and procedures are clare to undern the language in EuRybe. Spoker or written language may contain many gammar and synth errors. Vacabulary may be mapproprint, squite or used incurrently, laving students: confined.           Oral and Written Language         BASIC: Techer's spoken many written language is clared and correct. Vacabulary is approprint to students' age and interests.           PHOTICIENT: Techer's spoken mad written language is clared and correct. Vacabulary is propertise to students' age and interests.           PHOTICIENT: Techer's spoken mad written language is clared and correct. Vacabulary is approprint to students' age and interests.           PHOTICIENT: Techer's spoken mad written language is clared and correct. Vacabulary is approprint to students' age and interests.           PHOTICIENT: Techer's spoken mad written language in EuRybe. Spoker or written language in EuRybe.           Quality of Question         PHOTICIENT: Techer's spoken mad written language in EuRybe.           PHOTICIENTE: Techer's spoken mad written language in EuRybe.         PHOTICIENT: Techer's spoken mad written language in EuRybe.           PHOTICIENTE: Techer's spoken mad written language in EuRybe.         PHOTICIENT: Techer's spoken mad written language in tading to spoken and the spoken and the spoken and the s	ELEWIENI	
Procedures         INSLE - induct intertion and procedures are clared and multic hazare of indicate provide relational methods and inclusion of the development of the indicational methods and inclusion of the development of the indicational methods and inclusion of the development of the indicational methods and inclusion of the development of the indicational methods and inclusion of the development of the indicational methods and inclusion of the development of the indicational methods and inclusion of the development of the indicational methods and inclusion of the development of the indicational methods and inclusion of the development of the indicational methods and indin banademethods and indicatin andifferentiatin and indi	Directions and	
DISTINCURSIED: Tracker directions and procedures are clarer to sudents and anticipater possible student or writen language is logible. Socker or writen language may contain many gammar and synta. errors. Vaschulagy may be imgrografia, sugges or used incorrectly, laving students confisiod.           Oral and Written Language         RSNET: Feacher's spoken imaging is subled, and written language is logible. Both are used correctly. Vaschulagy is correct but limited or is not appropriate to students' ages or backgrounds.           PROFICELENT: Techer's spoken and written language is clear and correct. Vaschulary is garon in the stepson.           PROFICELENT: Techer's spoken and written language is clear and correct. Vaschulary is garon in the stepson.           BURNET         ELEVINT           ELEVINT         ELEVINT (TOINC CONDENSET BSE LING CONDENCESION IECUINTON CONDUCTSION IECUINTON	Procedures	
UNSATES ACTORY: Tracker's spectra linguage is inaulible, or written linguage is illegible Spector or writer language may contain many grammar and spatial arrays of the spector of writer language is and spatial arrays of the spector of writer language is and spatial arrays of the spector of writer language is and spatial arrays of the spector of writer language is and incretes it. Language is a legible. Both are used correctly. Vocabulary is appropriate to students' age and increases.           PHOTICLENT: Teacher's spector and writen language is a legible. Both are used correctly. Vocabulary is appropriate to students' age and increases.           PHOTICLENT: Teacher's spector and expressive. With eli-boteen vocabulary that methods the correct built initiates in terms of the spectra of the		
errors. Veschulary may be imaptoprinte, vapie or used incorrectly, laving students confused. BASIC: Teacher's spoke inaligue is audite, advirtein fangage is globle. Boh are used correctly. Veschulary is correct but limited or is not appropriate to student' ages or background. PROFFICIENT: Teacher's spoke and written language is correct and expressive, with well-chocan veschulary that carches the Esson. DISTINGUISHED: Teacher's spoke and written language is correct and expressive, with well-chocan veschulary that carches the Esson. DOMAN & HASENELTON-CONFORENT BIE USENCE OF DEFINITION		
Oral and Written Language         BASIC: Teacher's spoken language is adubbe, and writen language is legible. Doh are used correctly. Vocabulary is correct but lumited or is not appropriate to used write is spoken and written language is clear and correct. Vocabulary is appropriate to tutisenti' age and interests.           DISTINGUISHED: Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to tutisenti' age and interests.           DUMINGUISHED: Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to tutisenti' age and interests.           DUMINGUISHED: Teacher's questions are orbination of low and high quality. Oddy caute time is a valiable for students to respont.           DISTINGUISHED: Teacher's questions are orbination of low and high quality. Oddy caute time is available for students to respont.           DISTINGUISHED: Teacher's questions are orbination of low and high quality, with adequate time is available.           DISTINGUISHED: Teacher's questions are orbination of low and high quality. with adequate time is available.           DISTINGUISHED: Teacher makes some and there to respont.           DISTINGUISHED: Teacher makes some and there assume considering the same consin the same considering the same considerin the discus		
PROFICIENT: Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.           DISTINUCISIENT: Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.           DOMAIN 3: INSTRUCTION: CONFONCT JBL USING OUTSITIONING AND DISCUSION TECTINIQUES           ELEMENT         LUNANTIFACTIONY: Teacher's agestons are virtually all of poor quality.           Quality of Questions         PROFICIENT: Most of teacher's agestons are or bing pathy, adapting, only assessing and any structure is available for students to respond.           DISTINGUISHIED: Teacher's agestons are or obtain pathy and pathy, which adgest time for students to respond.           DISTINGUISHIED: Teacher's agestons are or obtained to adjuanty.         Adjuanty clean and answers.           DISTINGUISHIED: Teacher's agestons are or adjuanty.         Adjuanty clean and answers.           DISTINGUISHIED: Teacher's agestons are or adjuanty with adgest time for students to respond.         Adjuanty clean and answers.           DISTINGUISHIED: Teacher adgest and students is productionantly regitation of the side.         DISTINGUISHIED: Teacher adgest and students is productionantly regitation of the side.           Student Participation         Teacher adgest and answers.         DISTINGUISHIED: Teacher adgest and adjuanty.           DISTINGUISHIED: Teacher adgest and adjuants.         DISTINGUISHIED: Teacher adgest and adjuants.         Example: Teacher adgest adjuants.           Student Participation         Tea	Oral and Written	
District         District         District           ELEMENT         LEVEL OF PERFORMANCE           UNANTER-NUTCION: CONFORT IBLE VISIO QUESTIONNCEAND DISCUSSION TECHNIQUES           ELEMENT         LEVEL OF PERFORMANCE           Quality of Questions         MANTER-NUTCION: Tacheor's questions are virtually all of poor quality.           Quality of Questions         MANTER-NUTCION: Tacheor's questions are virtually all of poor quality.           Quality of Questions         MANTER-NUTCION: Tacheor's questions are of might quality. Advegater time is available for students to respond.           Discussion         MANTER-NUTCION: Tracheor's questions are of might quality. Advegater time is available for students and autoevent metals.           Discussion         MANTER-NUTCION: Interaction between tacheor's duestions in a first discussion, with neaven results.           PROFECTENT: Close for questions are compacted with advegater time discussion, mitiating topics and making unsolicited contributions.           Statistical advector	Language	
DOMMON_EINSTRUCTION COMPONENTIAL UNING QUESTIONING AND DEVELSION TECHNIQUES           LEMENT         LEVEL OF PERFORMANCE           Quality of Questions         Distribution of Low and high quality. Only some invite a response. PROFICIENT: Index of leacher's questions are of minimally high quality. Only some invite a response. PROFICIENT: Index of leacher's questions are of antiformly high quality. With adequate time for students to respond. PROFICIENT: Classical content on the result high quality. Adequate time is available for students to respond. PROFICIENT: Classical content and students in a run discussion, with adequate time for students to respond. PROFICIENT: Classical content intercloin represents three discussion, with adequate time is available. For students and answers: Exhibiting and answers: Exhibiting and answers: Exhibiti		
ELEMENT         LEVEL OF FERFORMANCE           Quality of Questions         WNNTISFACTORY: Teacher's questions are strutully all of poor quality.           Quality of Questions         BASIC: Teacher's questions are a combination of low and high quality. Only some invite a respont.           PROPERTINE LOW CIENT: Host of teacher's questions are of high quality, with adequate time for students to respond.           Discussion         BASIC: Teacher's questions are of an information of low and high quality, with adequate time for students to respond.           Discussion         RASIC: Teacher makes some attempt to engage students in are discussion, with teacher stepping, when teacher and paper time. In the size stepping, when appropriate, to the size.           PROFICIENT: Is classroom interaction represents true discussion, but with only limited success.         PROFICIENT: Teacher successfully engages all students in the discussion.           BASIC: Teacher attempt to engage all students in the discussion.         DISTINGUISHED: Student themselves ensure that all voices are heard in the discussion.           BASIC: Responsibility engages all students in the discussion.         DISTINGUISHED: STUST RECOVENTESTESTEXPACINGSTIDENTENT IN LEARNING           ELEMENT         DOMAN 8: INSTRUCTORY: Representation of content is appropriate and links well with students' knowledge and exprisence.           Representation of content is appropriate and links well with students' knowledge and exprisence.         PROFICIENT: IS expresentation of content is appropriate for students in their septorations of onent.               PROFICIEN		
Quality of Questions         UNSATISFACTORY: Teacher's questions are a combandion of low and high quality. Adequate time is available for students to respond.           PROPICERT: Most of teacher's questions are a combanding high quality. Adequate time for students to respond.           Distributions         Distribution of low and high quality. Adequate time for students to respond.           Distributions         Distribution between teacher and students is predominantly recision any due to respond. Students formulate many questions.           Distribution         Distributions         Distribution of low and students is predominantly recision any due to respond. Students formulate many questions.           Distribution         Distribution between teacher and students is predominantly recision any due to respond. Students formulate many questions.           UNSATISFACTORY: Instruction to tensore attempt to responsibility for the succession, with teacher stepping, when appropriate, to the side.           DISTINGUISTIED: Student themselves ensure that all voices are head in the discussion.         Distribution of low of the student devectors.           Representation of Content         Importance and students is predicated in the discussion.         Distribution of content is inconsticnt in quality. Some is down skillfully, with good examples, other portions are difficult to follow.           PROFILENT:         Cale Tools CONTROVENTICE CONCONCONCENCE CALCACACING STI DENTS IN LEARNING ELEARNING	ELEMENT	
BANE: Tracker's questions are a combination of low and high quality. Only some invite a respond.           PROPRINTENT: Not or teacher's questions are of high quality. Adaptute time for students to respond.           Discussion Techniques         UNSATISFACTORY: Interaction between uselve and students is predominantly recultion atyle, with adequest time for students to respond.           Discussion Techniques         UNSATISFACTORY: Interaction between tables and students is predominantly recultion atyle, with teacher mediuting all questions and answers.           Discussion Techniques         UNSATISFACTORY: Only a few students participate in the discussion, with uneven results.           PROPTICIENT: Teacher's question and the discussion DISTINGUISHED: Teacher's question at the discussion.         Distinguistic teacher at temporation.           Student Participation         UNSATISFACTORY: Only a few students in the discussion.         Distinguistic teacher at temporation.         Distinguistic teacher at temporation.           Representation of Content         UNSATISFACTORY: Representation of content is appropriate and links well with students' knowledge and experime.         Distinguistic teacher at temporation of content is appropriate and links well with students' knowledge and experime.         Distinguistic teacher at temporation of content is appropriate and links well with students' knowledge and experime.           Activities and PROPICIENT: Representation of content is appropriate to students and cotage and experime.         Students are teacher at experiment at the discussion.           DISTINGUISHED: Representation of content is apropriate and lin		
PROFICIENT: Most of leader 5 questions are of might quality. Adequate time is available to respond.           Distribution         Distribution of the conder 5 questions are of might quality. Adequate time for students to respond. Students formulate many questions.           Discussion         BASIC: Teacher makes some attempt to engage students in the discussion, with aucher results.           Distribution         PROFICIENT: Classroom interaction represents true discussion, with aucher stepping, when appropriate, to the side.           Distribution         PROFICIENT: Teacher squeetsons into the discussion.           PROFICIENT: Teacher aucersshifty engage all students in the discussion.         Distribution.           PROFICIENT: Teacher aucersshifty engage all students in the discussion.         Distribution.           DISTINGUISHED: Student homelves ensure that all voices are heard in the discussion.         Distribution.           DISTINGUISHED: Student homelves ensure that all voices are heard in the discussion.         Distribution.           DISTINGUISHED: Student homelves ensure that all voices are heard in the discussion.         Distribution.           Representation of Content is importate and unleap ensure some analyse.         UNNATISFACTORY: Representation of content is appropriate and links well with students: Nanolega and analogies.           BASIC: Representation of content is importate and unleap ensure software some analogies.         BASIC: Representation of content is importate and unleap ensure software software some analogies.           Representation of Conten		
Decusion         LNSATISFACTORY: Interaction between teacher and students is predominantly creations with uneven results.           PROFICIENT: Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.         DISTINGUISHED: Student between teacher specified in the discussion, initiating topics and making unsolicited contributions.           Student Participation         ELSENER and the discussion interaction represents true discussion, but with only limited success.           PROFICIENT: Teacher attempts to engage all students in the discussion.         DISTINGUISHED: Student themselves ensure that all voices are heard in the discussion.           DISTINGUISHED: Student themselves ensure that all voices are heard in the discussion.         DISTINGUISHED: Student themselves ensure that all voices are heard in the discussion.           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 experime.           DISTINGUISHED: Representation of content is appropriate and links well with students' knowledge and experime.           DISTINGUISHED: Representation of content is appropriate and links well with students' knowledge and experime.           DISTINGUISHED: Representation of content is appropriate and links well with students' knowledge and experime.           DISTINGUISHED: Representation of content is appropriate and links well with students' knowledge and experime.           Strepresentation of content is appropriate and links	Quality of Questions	PROFICIENT: Most of teacher's questions are of high quality. Adequate time is available for students to respond.
Discussion PROFICENT: Eacher makes some attempt to engage students in a true discussion, with uneven results. PROFICENT: Cacher makes some attempt to engage students in a true discussion with enven results. UNATISFACTORY: Only a few students participate in the discussion UNATISFACTORY: Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. UNATISFACTORY: Only a few students participate in the discussion Distribution of Content PROFICENT: Teacher successfully engages all students in the discussion. DISTINCUSIEED: Student themselves censure that all voices are heard in the discussion. DISTINCUSIEED: Student themselves censure that all voices are heard in the discussion. DISTINCUSIEED: Student themselves censure that all voices are heard in the discussion. DISTINCUSIEED: Student themselves censure that all voices are heard in the discussion. DISTINCUSIEED: Student themselves censure that all voices are heard in the discussion. DISTINCUSIEED: Representation of content is inappropriate and links well with goad examples, other portions are difficult to follow. PROFICENT: Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content is appropriate to students in entros' knowledge and experience. DISTINCUSIEED: Representation of content is appropriate to students and engage them matally, but others do not. PROFICENT: And a activities and assignments are appropriate to students on to the instructional goals. BASIC: Some activities and assignments are appropriate to students or to the instructional goals. BASIC: Instructional groups are inappropriate to the students or to the instructional goals of a lesson. DISTINCUSIEED: Instructional groups are inappropriate to the students or to the instructional goals of a lesson. DISTINCUSIEED: Instructional groups are inappropriate to the students or to the instructional goals of a lesson. DISTINCUSIEED: Instructional m		
Techniques         PROPICIENT: Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.           DISTINGUISHED: Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.           Student Participation         PROFICIENT: Classroom interaction pages all students in the discussion, but with only limited success.           PROFICIENT: Classroom interaction of content is appropriate to the discussion.         DISTINGUISHED: Student themselves ensure that all voices are heard in the discussion.           ELEMENT         DOMAIN 3: INSTRUCTION: CONFONENTS (ELEVEL OF PERFORMANCE           UNSATISFACTORY: Representation of content is inappropriate and links well with students' knowledge and experience.         Students content is appropriate and links well with students' knowledge and experience.           Activities and Assignments         Classroom interaction of content is appropriate to students and unsign entractions of content.           Assignments         FROFICIENT: Representation of content is appropriate on students. Annot all students are cognitively engaged in them.           DISTINGUISHED: Not activities and assignments are appropriate to students. Annot all students are cognitively engaged in the activities and assignments are appropriate to the students or to the instructional goals.           Assignments         EXSC: Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.           DISTINGUISHED: Instructional approgris are only appropriate to the students in the discuss		
DISTINGUISHED: Students assume considerable responsibility for the success of the discussion, mitiating topics and making unsolicited contributions.           Student Participation         UNSATISFACTORY: Only a few students participate in the discussion.           BASIC: Teacher stucessfully engages all students in the discussion.         DISTINGUISHED: Student themely be engage all students in the discussion.           DEMOTICIENT: Teacher successfully engages all students in the discussion.         DOMAIN 52 INSTRUCTION- COMPONENTSC: FXX.GRINGSTUDENTS IN EARNING           ELEMENT         UNSATISFACTORY: Representation of content is inappropriate and unclear or uses poor examples and analogies.           Representation of Content is propriate and links well with students' knowledge and experience.         DISTINGUISHED: 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.         UNSATISFACTORY: Activities and assignments are appropriate to students and engage them mentally, but others do not.           PROFICIENT: Respersantation of content is appropriate to students and engage them mentally.         UNSATISFACTORY: Instructional groups are inappropriate to students and analogies.           Activities and assignments are appropriate to the students or only moderately successful in advancing the instructional goals of the lesson.           DISTINGUISHED: Instructional groups are cognitively engaged in the activities and assignments are inappropriate to the students or only moderately successful in advancing the instructional goals o		
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.           DISTINCUISHED: Student themselves ensure that all voices are heard in the discussion.         DISTINCUISHED: Student themselves ensure that all voices are heard in the discussion.           Representation of Content         DOMAIN 3 INSTRUCTION: COMPONENT 326 EINACGINES (DIDENTS IN LEARNING LEVEL OF PERFORMANCE           ELEMENT         LEVEL OF PERFORMANCE           Assignments         BASIC: Representation of content is imporpriate and links well with students' knowledge and experience. Students contribute to representation of content is papropriate and links well with students' knowledge and experience.           Activities and Assignments         BASIC: Structuries and assignments are imapropriate and links well with students' knowledge and experience. Students contribute to representation of content is papropriate and links well with students' knowledge and experience.           Activities and Assignments         BASIC: Structuries and assignments are imapropriate to students in their suportation of content is propriate to students in their suportation of content is propriate to students in their explorations of content. Students initiate or adapt activities and assignments are imapropriate to its students or only medirately successful in advancing the instructional goals of a lesson.           Grouping of Students         BASIC: Instructional groups are productive and fully appropriate to the instructional goal	rechniques	
Student Participation         BASIC: Teacher attempts to engage all students in the discussion.           PROFICEENT: Teacher successfully engages all students in the discussion.         DISTINGUISTED: Student themelves ensure that all voices are heard in the discussion.           DISTINGUISTED: Student themelves ensure that all voices are heard in the discussion.         DISTINGUISTED: Student themelves ensure that all voices are heard in the discussion.           ELEMENT         DOMAIN 3: INSTRUCTION-COMPONENT 3C: ENGANGEST UDENTS IN LEARNING           ELEMENT         ELEVEL OF PERFORMANCE           Massic: Representation of content is imporpriate and links well with students' knowledge and experience.         Students entities and assignments are appropriate and links well with students' knowledge and experience.           DISTINGUISTED: Representation of content is appropriate to students interms of their age or backgrounds. Students are one engaged mentally.           Assignments         BASIC: Some activities and assignments are appropriate to students in terms of their age or backgrounds. Students and regaged in the activities and assignments in their explorations of content. Students intertime of their age or backgrounds. Students in their solocations of content. Students initiate or adapt activities and assignments are appropriate to the students or to the instructional goals.           BASIC: Instructional groups are productive and fully appropriate to the instructional goals.           BASIC: Instructional groups are productive and fully appropriate to the instructional goals of a lesson.           PROFICLENT: Instructional groups are productive and fully appro		
FROMEDIANT Feature successfully engages and engages successfully engages and engages engineering engages and engages the engineering engages and engages engineering engineering engages and engages them mentally, but others do not.           PROFICIENT: Representation of content is appropriate and links well with students' knowledge and experience. Students end engaged end engages them mentally, but others do not.           Activities and Assignments are appropriate to students and engage them mentally, but others do not.           PROFICIENT: Most activities and assignments are appropriate to students and engages them mentally. Basilic: Instructional groups are enally engaged in the students or to the instructional goals.           BASIC: Instructional groups are only partially appropriate to the students or to the instructional goals of the lesson.           PROFICIENT: Instructional groups are end productive and fully appropriate to the students or to the instructional goals of a lesson.           PROFICIENT: Instructional materials and resources are unsuitable to the instructional goals or do not engages students mentally.           Mastrisid and Resources	Student Dentiet	
DOMAIN 3: INSTRUCTION- COMPONENT 3C: ENGAGING STUDENTS IN LEARNING           ELEMENT         LEVEL         DEVELOP PERFORMANCE           Representation of Content         INSATISFACTORY: 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.         Students contribute to representation of content is appropriate to students in terms of their age or backgrounds. Students are not engaged mentally.           Assignments         UNSATISFACTORY: Activities and assignments are appropriate to students and engage them mentally, but others do not.           PROFICIENT: Most activities and assignments are appropriate to students and assignments in their explorations of content. Students initiate or adapt activities and assignments are appropriate to the students or to the instructional goals.           BASIC: Instructional groups are inappropriate to the students or to the instructional goals.         BASIC: Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.           DISTINGUISHED: Instructional materials and resources are suitable to the instructional goals of a lesson.         DISTINGUISHED: Instructional materials and resources are suitable to the instructional goals of a lesson.           BASIC: Instructional materials and resources are suitable to the instructional goals of a lesson.         DISTINGUISHED: Instructional materials and resour	student Participation	
ELEMENT         LEVEL OF PERFORMANCE           Representation of Content         UNSATISFACTORY: Representation of content is inportopriate 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 or students well with students' knowledge and experience.           Massignments         DISTINGUISHED: Representation of content is appropriate to students are not errors of the age or backgrounds. Students are not engaged mentally.           BASIC: Some 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 of the instructional goals.           BASIC: Instructional groups are productive and fully 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 instructional goals of a lesson.           DISTINGUISHED: Instructional materials and resources are unsuitable to the instructional goals of a lesson.           PROFICIENT: Instructional materials and resources are suitable to the instructional goals or do not engage students mentally.           DISTINGUISHED: Instructional materials and resources are suitable to the instructional goals or do not engag		
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 of students in terms of their age or backgrounds. Students contribute to representation of content stage propriate to students and 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 are appropriate to students. Almost all students are cognitively engaged in them.           DISTINGUISHED: All students are cognitively engaged in the activities and assignments are only propriate to the students or to the instructional goals.           BASIC: Instructional groups are only parality 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.           DISTINGUISHED: Standard and there approare a students or to the instructional goals of a lesson.           DISTINGUISHED: Instructional groups are productive and fully appropriate to the instructional goals of a lesson.           PROFICIENT: Instructional materials and resources are unsuitable to the instructional goals or do not engag		
Representation of Content         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. UNSATISFACTORY: Activities and assignments are appropriate to students and engage them mentally, but others do not. PROFICIENT: Most activities and assignments are appropriate to students and engage them mentally, but others do not. DISTINGUISHED: Representation of content is appropriate to students and engage them mentally, but others do not. PROFICIENT: Most activities and assignments are appropriate to students and engage them mentally. But others do not. DISTINGUISHED: All students are cognitively engaged in the activities and assignments are appropriate to students. Almost all students are cognitively engaged in them. DISTINGUISHED: Instructional groups are inappropriate to the students or to the instructional goals.           Grouping of Students         BASIC: Instructional groups are only partially appropriate to the students or to the instructional goals of a lesson. PROFICIENT: Instructional groups are productive and fully appropriate to the instructional goals of a lesson.           IDISTINGUISHED: Instructional materials and resources are an unsuitable to the instructional goals or do most mengage students mentally. BASIC: Instructional materials and resources are autiable to the instructional goals or do not engage students mentally. Structure and Pacing           UNSATISFACTORY: Instructional materials and resources are suitable to the instructional goals or do most engage students mentally. DISTINGUISHED: Instructional materials and resources are ausuitable to the instructional goals an	ELEMENT	
Representation of Content         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 is appropriate to students well with students' knowledge and experience.           Activities and Assignments         UNSATISFACTORY: Activities and assignments are appropriate to students and 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.           UNSATISFACTORY: Instructional groups are inappropriate to the students or to the instructional goals.           BASIC: Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.           PROFICIENT: Instructional groups are productive and fully appropriate to the instructional goals of a lesson.           DISTINGUISHED: All students and resources are unsuitable to the instructional goals or do not engage students mentally.           UNSATISFACTORY: Instructional materials and resources are suitable to the instructional goals and engage students mentally.           BASIC: Instructional materials and resources are suitable to the instructional goals and engage students mentally.           BASIC: Instructional materials and resources are suitable to th		
Distructional Materials         Distructional materials and resources are unsuitable to the instructional goals of a lesson.           Instructional Materials         BASIC: Store their understanding.           Instructional Materials         UNSATISFACTORY: Network is entities and resources are suitable to the instructional goals of one denotive is moderate.           PROFICIENT: Instructional materials and resources are suitable to the instructional goals of a lesson.         Distructional materials and resources are suitable to the instructional goals of a lesson.           Instructional Materials         UNSATISFACTORY: Instructional metrials and resources are suitable to the instructional goals of a lesson.           Instructional Materials         UNSATISFACTORY: Instructional metrials and resources are unsuitable to the instructional goals of a lesson.           Instructional Materials         UNSATISFACTORY: Instructional materials and resources are suitable to the instructional goals of a lesson.           Instructional Materials         Instructional materials and resources are suitable to the instructional goals of a lesson.           Instructional Materials         UNSATISFACTORY: Instructional materials and resources are suitable to the instructional goals or do not engage students mentally.           Instructional materials and resources are suitable to the instructional goals and engage students mentally.           BASIC: Instructional materials and resources are suitable to the instructional goals and engage students mentally.           Instructional materials and resources are suitable to the instructional goals	Representation of Content	
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and Specific PROFICIENT: Feedback is consistently high quality.	Quality: Accurate, Substantive Constructive	BASIC: Feedback is inconsistent in quality: Some elements of high quality are present; others are not.
<b>DISTINGUISHED:</b> Feedback is consistently high quality. Provision is made for students to use feedback in their learning.	and Specific	
UNSATISFACTORY: Feedback is not provided in a timely manner. BASIC: Timeliness of feedback is inconsistent.		
Timeliness PROFICIENT: Feedback is inclusively provided in a timely manner.	Timeliness	
<b>DISTINGUISHED:</b> 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	
UNSATISFACTORY: Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.		
	Lesson	
	Adjustment	
DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson. UNSATISFACTORY: Teacher ignores or brushes aside students' question or interests.		
<b>BASIC:</b> Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven		
Response to Students PROFICIENT: Teacher successfully accommodates students' questions or interests. PROFICIENT: Teacher successfully accommodates students' questions or interests.	Response to Students	
DISTINGUISHED: Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.		
		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.		
<b>Persistence PROFICIENT:</b> Teacher persists in seeking approaches for students who have difficulty learning possessing a moderate repertoire of strategies	<b>D</b>	
	Persistence	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

#### NEVADA STATE COLLEGE STUDENT TEACHER MID-TERM EVALUATION FORM $^{\rm +}$

Student Teacher's Name:		Sch	ool L	.oca	tion:
Cooperating Teacher's Name:				Gı	rade:
Observation Dates: From to		Con	feren	ce I	Date:
LEVELS OF PERFO	ORN	IAN	CE		
Level 4: Distinguished Level 3: Proficient			<u>сн</u> 2: Ва	sic	Level 1: Unsatisfactory
PROFESSIONAL I	DOM	IAIN	NS		
	4	3	2	1	*Movement to next performance level will be accomplished by:
DOMAIN 4: THE PROFESSIONAL RESPONSIBILITIES					accompnished by.
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					
<b>Component 4e:</b> 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					
<sup>+</sup> Must be conducted within the 8 <sup>th</sup> w	eek o	of stu	dent t	each	ing.

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:	

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Image: Control of the section of the sectio		
Billing and part of a second sequence second sequence of a second sequence of a second sequ		BASIC: Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.
Image: a part of the section	Accuracy	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.
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Instructional Program         PROPINITION         Item is a strate in the instructional program as frequent and successful.           Program         DISTINCUENDE Teacher's efforts to engage families in the instructional program as frequent an successful. Students contribute ideas for projects that will be enhanced by family participation.           ELEMENT         ELONATISE ACTORY: Teacher's relationships with colleagues to regiftee any or self-serving.           BASIC: Teacher's relationships with colleagues to fail the durins that the school or district requires.           PROFICENT: Teacher's relationships with colleagues to fail the durins that the school or district requires.           PROFICENT: Support and cooperation characterize relationships with colleagues.           Service to the School         ELONATISE ACTORY: Teacher's volable conting involved in school events.           Service to the School         ELONATISE ACTORY: Teacher avoids becoming involved in school events.           Provinginiant ASMC: Teacher avoids becoming involved in school events.         ELONATISE ACTORY: Teacher avoids becoming involved in school and district projects.           Participation and assume to participate in school events.         Bool and district projects.           DISTINCUTINED. Teacher avoids becoming involved in school and district projects.         BASIC: Teacher avoids becoming involved in school and district projects.           DISTINCUTINED. Teacher avoids becoming involved in school and district projects.         BASIC: Teacher avoids becoming involved in school and district projects.		
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participation           Description           ELEMENT         LEVEL OF PERFORMANCE           ELEMENT         UNSATISFACTORY: Teacher's relationships with colleagues are negative or self-serving.           Relationship         MASIC: Teacher maintains cordial relationships with colleagues to fulfil the dutes that the school or district requires.           PROFICENT: Support and cooperation characterize relationships with colleagues.         Teacher maintains cordial relationships with colleagues.           PROFICENT: Support and cooperation characterize relationships with colleagues.         Teacher maintains cordial relationships with colleagues.           Strict of the SANIST ACTORY: Teacher avoids becoming involved in school events.         Relationship           School         PROFICENT: Teacher avoids becoming involved in school events.           BASIC: Teacher participate in school events.         Relation all district projects.           BASIC: Teacher avoids becoming involved in school and district projects.         Relationship.           BASIC: Teacher avoids becoming involved in school and district projects.         Relationship.           District Origin in School and district projects.         BASIC: Teacher avoids becoming involved in school and district projects.           BASIC: Teacher avoids becoming involved in school and district projects.         BASIC: Teacher avoids becoming involved in school and district projects.           BASIC: Teacher avoids becoming involved in school and district projects.		
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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 Project         UNSATISFACTORY: Teacher avoids becoming involved in school and district projects. BASIC: Teacher volunteers to participate in school and district projects making a substantial contribution. District Project           District Project         DISTINGUISHED: Teacher volunteers to participate in school and district projects, making a substantial contribution. District Project           DISTINGUISHED: Teacher volunteers to participate in school and district projects. District Project         School and District Project. District Project.           ELEMENT         ELEMENT         LEVEL OF PERFORMANCE           Basic: Teacher projects in professional development activities to enhance knowledge or skill. Content Knowledge and Proof CIENT: 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 secks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.           Service to the Profession         UNSATISFACTORY: Teacher makes and enditive expose sta systematica stempt to enhance knowledge and pedagogical skill.	Relationship	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. UNSATISFACTORY: Teacher avoids becoming involved in school events.
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DistINCUISIBLE: Teacher roluticers to participate in school and district project, 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           BASIC: Teacher regists in professional development activities to enhance knowledge or skill.         PROFICIENT: Teacher seeks out opportunities for professional development activities or enhance content knowledge and pedagogical skill.           PROFICIENT: Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.           Stati         UNSATISFACTORY: Teacher makes no effort to share knowledge with others or to assume professional responsibilities.           BASIC: Teacher field minited ways to contribute to the profession.         PROFICIENT: Teacher makes no effort to share knowledge with others or to assume professional responsibilities.           BASIC: Teacher field minited ways to contribute to the profession.         PROFICIENT: Teacher initiates important activities to contribute to the profession.           PROFICIENT: Teacher initiates important activities to contribute to the profession.         PROFICIENT: Teacher initiates important activities to contribute to the profession.           PROFICIENT: Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.           ELEMENT         LEVEL OF PERFORMANCE <th< td=""><td>Relationship with Colleagues Service to the School Participation in</td><td>participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. Teacher takes initiative in assuming leadership among the faculty. UNSATISFACTORY: Teacher avoids becoming involved in school events. BASIC: Teacher participates in school events when specifically asked. PROFICIENT: Teacher volunters to participate in school events, making a substantial contribution. DISTINGUISHED: Teacher avoids becoming involved in school and district projects.</td></th<>	Relationship with Colleagues Service to the School Participation in	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. Teacher takes initiative in assuming leadership among the faculty. UNSATISFACTORY: Teacher avoids becoming involved in school events. BASIC: Teacher participates in school events when specifically asked. PROFICIENT: Teacher volunters to participate in school events, making a substantial contribution. DISTINGUISHED: Teacher avoids becoming involved in school and district projects.
ELEMENT         LEVEL OF PERFORMANCE           Enhancement of Content.         UNSATISFACTORY: Teacher engages in no professional development activities to enhance knowledge or skill.           Rowledge and Pedagogical Skill         BASIC: Teacher participates in professional activities to a limited extent when they are convenient.           ProfectiENT: Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.         PROFICIENT: 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, such as mentoring new teachers, writing articles for publication, and making presentations.           Profectent:         Teacher participates actively in assisting other educators.           Profectent:         Teacher stietopate actively in assisting other educators.           Profectent:         Teacher is not alert to students' needs.           Service to         BASIC: Teacher is not alert to students' needs.           Service to         BASIC: Teacher is not alert to students' needs.           Service to         BASIC: Teacher is not alert to students' needs.           Service to         BASIC: Teacher is not alert to students' needs.           Service to         BASIC: Teacher is ingly pro	Relationship with Colleagues Service to the School Participation in School and	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. BASIC: Teacher avoids becoming involved in school events. BASIC: Teacher participates in school events, what ga 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. UNSATISFACTORY: Teacher avoids becoming involved in school and district projects. BASIC: Teacher participates in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects.
Enhancement of Content Knowledge and Pedagogical Skill         UNSATISFACTORY: Teacher engages in no professional activities to a limited extent when they are convenient.           Pedagogical Skill         BASIC: Teacher participates in professional activities to a limited extent when they are convenient.           Profericient: Teacher secks out opportunities for professional development to enhance content knowledge and pedagogical skill.           Polagogical Skill         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. DISTINCUISHED: Teacher indiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.           PROFICIENT: Teacher in not alert to students' needs.           BASIC: Teacher's attempts to serve students are inconsistent.           PROFICIENT: Teacher is not alert to students' needs.           BASIC: Teacher's attempts to serve students are inconsistent.           PROFICIENT: Teacher is modartely active in serving students.           PROFICIENT: Teacher is modartely active in serving students.           PROFICIENT: Teacher is notalety to subcontiput ends users secking out resources when necessary.           UNSATISFACTORY: Teacher ontribute to some students being ill served by the school.           BASIC: Teacher does not knowingly contribute to sone students being ill served by the school.      <	Relationship with Colleagues Service to the School Participation in School and	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. BASIC: Teacher avoids becoming involved in school events. BASIC: Teacher participates in school events, whating 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. UNSATISFACTORY: Teacher avoids becoming involved in school and district projects. BASIC: Teacher participates in school and district projects, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher avoids becoming involved in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Tea
Content Knowledge and PROFICIENT: 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.           Predagogical 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.         PROFICIENT: Teacher initiates important activities to contribute to the profession.           PROFICIENT: Teacher initiates important activities to contribute to the profession.         PROFICIENT: Teacher initiates important activities to contribute to the profession.           PROFICIENT: Teacher is not alert to students?         DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F; SHOWING PROFESSIONALISM           Students         BASIC: Teacher is not alert to students needs.         BASIC: Teacher is not alert to students needs.           BASIC: Teacher is attempts to serve students needs.         DISTINGUISHED: Teacher is neitig students.         DISTINGUISHED: Teacher is neitig students.           BASIC: Teacher is neaterily active in serving students.         DISTINGUISHED: Teacher is neit	Relationship with Colleagues Service to the School Participation in School and District Projects	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE UNSATISFACTORY: Teacher's relationships with colleagues are negative or self-serving. BASIC: Teacher maintains cordial relationships with colleagues to fulfill the duites that the school or district requires. PROFICIENT: Support and cooperation characterize relationships with colleagues. DISTINGUISHED: Support and cooperation characterize relationships with colleagues. 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 and district projects. BASIC: Teacher participates in school and district projects, making a substantial contribution. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: Teacher volunteers to participate in school and district projects, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school and district proj
Knowledge and Pedagogical Skill         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.           PROFICIENT: 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.           DISTINGUISHED: Teacher is not alert to students' needs.         ELEVENT           BASIC: Teacher is not alert to students' needs.         BASIC: Teacher is noderately active in serving students.           PROFICIENT: Teacher stempts to serve students are inconsistent.         PROFICIENT: Teacher is nightly proactive in serving students, seeking out resources when necessary.           UNSATISFACTORY: Teacher ontributes to school practices that resources when necessary.         UNSATISFACTORY: Teacher makes a particular for to chalenge negative attitudes and helps ensure that all stude	Relationship with Colleagues Service to the School Participation in School and District Projects ELEMENT	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE UNSATISFACTORY: Teacher's relationships with colleagues are negative or self-serving. BASIC: Teacher maintains cordial relationships with colleagues to fulfill the duites that the school or district requires. PROFICIENT: Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. 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 and district projects. BASIC: Teacher participates in school and district projects. BASIC: Teacher avoids becoming involved in school and district projects. BASIC: Teacher avoids becoming involved in school and district projects. BASIC: Teacher avoids becoming involved in school and district projects. BASIC: Teacher avoids becoming involved in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher avoids becoming involved in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. B
Pedagogical Skill         DISTINGUISHED: Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.           Skill         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.           PROFICIENT: Teacher participates actively in assisting other educators.         DISTINGUISHED.         DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F: SHOWING PROFESSIONALISM           ELEMENT         DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F: SHOWING PROFESSIONALISM           Service to         BASIC: Teacher is not alert to students' needs.           Students         PROFICIENT: Teacher is moderately active in serving students.           PROFICIENT: Teacher is moderately active in serving students.         DISTINGUISHED: Teacher is nightly proactive in serving students.           Students         PROFICIENT: Teacher contributes to school practices that result in some students being ill served by the school.           Advocacy         PROFICIENT: 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         PROFICIENT: Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school	Relationship with Colleagues Service to the School Participation in School and District Projects ELEMENT Enhancement of	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. BASIC: 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 avoids becoming involved in school and district projects. BASIC: Teacher participates in school and district projects. BASIC: Teacher participates in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: 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. DISTINGUISHED: 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
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         DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F; SHOWING PROFESSIONALISM           Service to Students         BASIC: Teacher's attempts to serve students' needs.           BASIC: Teacher's attempts to serve students are inconsistent.         PROFICIENT: Teacher is moderately active 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.           PROFICIENT: Teacher does not knowingly contribute to an edpartment to ensure that all students receive a fair opportunity to succeed.           DISTINGUISHED: Teacher makes a particular effort to challenge negative antitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.           PROFICIENT: Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.           PROFICIENT: Teacher makes a p	Relationship with Colleagues Service to the School Participation in School and District Projects ELEMENT Enhancement of Content Knowledge and	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. DISTINGUISHED: Support and cooperation characterize relationships with colleagues. BASIC: Teacher avoids becoming involved in school events. BASIC: Teacher avoids becoming involved in school events. BASIC: Teacher avoids becoming involved in school events. BASIC: Teacher volunteers to participate in school events, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school events, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school and district projects. BASIC: Teacher avoids becoming involved in school and district projects. BASIC: 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. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTING
Service to the Profession         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 DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F: SHOWING PROFESSIONALISM DEVEL OF PERFORMANCE           ELEMENT         LEVEL OF PERFORMANCE           Service to Students         BASIC: Teacher's attempts to serve students' needs.           PROFICIENT: Teacher is moderately active in serving students. DISTINGUISHED: Teacher is moderately active in serving students. DISTINGUISHED: Teacher is moderately active in serving students, seeking out resources when necessary.           Advocacy         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.           PROFICIENT: Teacher makes decisions based on self-serving interests. BASIC: Teacher's decisions are based on self-serving interests. PROFICIENT: Teacher makes decisions based on self-serving interests. PROFICIENT: Teacher makes decisions are based on self-serving interests. PROFICIENT: Teacher makes decisions are based on self-serving interests. PROFICIENT: Teacher maintains an open mind and participates i	Relationship with Colleagues Service to the School Participation in School and District Projects ELEMENT Enhancement of Content Knowledge and Pedagogical	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. UNSATISFACTORY: Teacher avoids becoming involved in school events. BASIC: Teacher avoids becoming involved in school events. BASIC: 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. UNSATISFACTORY: Teacher avoids becoming involved in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: 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. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major sch
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.           ELEMENT         DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4F: SHOWING PROFESSIONALISM           ELEMENT         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.           OUSATISFACTORY: Teacher is not alert to students seeking out resources when necessary.         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 makes a particular effort to challenge negative attifueds and helps ensure that all students, particularly those traditionally underserved, are honored in the school.           PROFICIENT: Teacher makes decisions based on self-serving interests.         BASIC: Teacher's decisions are based on limited though genuinely professional considerations.           Professional ABSIC: Teacher's decisions are based on limited though genuinely professional considerations.         BASIC: Teacher's decisions are based on limited though genuinely professional considerations.	Relationship with Colleagues Service to the School Participation in School and District Projects ELEMENT Enhancement of Content Knowledge and Pedagogical	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE UNSATISFACTORY: Teacher srelationships 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. BASIC: Teacher participates in school events when specifically asked. PROFICIENT: Teacher volunteers to participate in school events, making a substantial contribution. DISTINGUISHED: Support and cooperation characterize relationships with colleagues. BASIC: Teacher participates in school events, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school events, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school and district projects. BASIC: Teacher participates in school and district projects. BASIC: Teacher volunteers to participate in school and district projects. BASIC: 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. DISTINGUISHED: 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. DISTINGUISHED: UNAL RESPONSIBILITIES- COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY LEVEL OF PERFORMANCE UNATISFACTORY: 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 LEVEL OF PERFORMANCE UNATISFACTORY: Teache
DistringuisheD: 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       BASIC: Teacher's attempts to serve students' needs.         PROFICIENT: Teacher is moderately active in serving students.       PROFICIENT: Teacher is moderately active in serving students.         JISTINGUISHED: Teacher is highly proactive in serving students.       UNSATISFACTORY: Teacher contributes to school practices that result in some students being ill served by the school.         Advocace       PROFICIENT: Teacher makes a particular effort to challeng engative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.         PROFICIENT: Teacher makes a particular effort to challeng engative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.         PROFICIENT: Teacher makes decisions abed on self-serving interests.       BASIC: Teacher's decisions are based on self-serving interests.         BASIC:       BASIC: Teacher's decisions are pased on limited though genuinely professional considerations.       PROFICIENT: Teacher maintains an open mind and participates in team or departmental decision making.	Relationship with Colleagues Service to the School Participation in School and District Projects ELEMENT Enhancement of Content Knowledge and Pedagogical Skill	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. BASIC: Teacher participates 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. UNSATISFACTORY: Teacher avoids becoming involved in school and district projects. BASIC: Teacher participates in school and district projects, making a substantial contribution. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: Teacher volunteers to participate in school and district projects, making a substantial contribution. DISTINGUISHED: Teacher seeks out opportunities for professional development activities to enhance content knowledge or skill. BASIC: Teacher seeks out opportun
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 moderately active in serving students, seeking out resources when necessary.         INSATISFACTORY: Teacher contributes to school practices that result in some students being ill served by the school.           BASIC: Teacher does not knowingly contribute to sone students being ill served by the school.         PROFICIENT: Teacher morks within the context of a particular earn or department to ensure that all students receive a fair opportunity to succeed.           PROFICIENT: Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.           BASIC: Teacher's decisions are based on self-serving interests.         BASIC: 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.	Relationship with Colleagues Service to the School Participation in School and District Projects ELEMENT Enhancement of Content Knowledge and Pedagogical Skill	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE UNSATISFACTORY: Teacher's relationships with colleagues are negative or self-serving. BASIC: Teacher maintains cordial relationships with colleagues. DISTINGUISHED: Support and cooperation characteriz relationships with colleagues. DISTINGUISHED: Support and cooperation characteriz relationships with colleagues. DISTINGUISHED: Support and cooperation characteriz relationships with colleagues. BASIC: Teacher avoids becoming involved in school events. BASIC: Teacher avoids becoming involved in school events. BASIC: Teacher avoids becoming involved in school events. BASIC: Teacher avoids becoming involved in school events, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school events, making a substantial contribution. DISTINGUISHED: Teacher avoids becoming involved in school events, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school events, making a substantial contribution. DISTINGUISHED: Teacher avoids becoming involved in school and district projects. BASIC: Teacher participates in school and district projects, making a substantial contribution. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: Teacher volunteers to participate in school and district projects, making a substantial contribution. DISTINGUISHED: Teacher school and district projects, making a substantial contribution. DISTINGUISHED: Teacher participates in professional development activities to enhance content kno
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Advocacy       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.         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.	Relationship         with Colleagues         Service to the         School         Participation in         School and         District Projects         ELEMENT         Enhancement of         Content         Knowledge and         Pedagogical         Skill         Service to the         Profession         ELEMENT	participation. DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4D: CONTRIBUTING TO THE SCHOOL AND DISTRICT LEVEL OF PERFORMANCE 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. UNSATISFACTORY: Teacher avoids becoming involved in school events, making a substantial contribution. DISTINGUISHED: Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assumes a leadership role in at least some aspect of school life. UNSATISFACTORY: Teacher avoids becoming involved in school and district projects. BASIC: Teacher participates in school and district projects, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school and district projects. BASIC: Teacher participates in school and district projects, making a substantial contribution. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: 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. DISTINGUISHED: Teacher volunteers to participate and development activities co aninace knowledge or skill. BASIC: Teacher participates in p
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# Appendix C Student Teacher Final Evaluation Forms

#### NEVADA STATE COLLEGE STUDENT TEACHER FINAL EVALUATION FORM <sup>+</sup>

STODENT TEROIERTE		11110						
Student Teacher's Name:		Sc	hool I	Locatio	on:			
Cooperating Teacher's Name:				Grac	le:			
Observation Dates: From to		Co	nferer	nce Da	te:			
	DEOD							
LEVELS OF PERFORMANCE								
Level 4: Distinguished Level 3: Proficient	I	Level 2	: Basi	ic	Level 1: Unsatisfactory			
PROFESSIONAL DOMAINS								
	4	3	2	1	*Movement to next performance level will be accomplished by:			
DOMAIN 1: PLANNING AND PREPARATION								
<b>Component 1a:</b> <i>Demonstrating Knowledge of Content and</i> <i>Pedagogy</i>								
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								

<sup>+</sup> Must be conducted the final week of student teaching

Signature of Student Teacher

Date

Date

Signature of Cooperating Teacher

Signature of NSC Supervisor

Signature of Dean of Education

Date

Date

 $\hfill\square$  A copy of this evaluation has been submitted to the NSC Supervisor

Date:

ET EMENT	DOMAIN 1: PLANNING AND PREPARATION - COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY
ELEMENT	LEVEL OF PERFORMANCE UNSATISFACTORY: Teacher makes content errors or does not correct content errors students make.
Knowledge of	BASIC: Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.
Content	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.
	UNSATISFACTORY: Teacher displays little understanding of prerequisite knowledge important for student learning of the content
Knowledge of Prerequisite	BASIC: Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.
Relationships	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.
	UNSATISFACTORY: Teacher displays little understanding of pedagogical issues involved in student learning of the content.
Knowledge of Content-Related	BASIC: Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.
Pedagogy	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 UNSATISFACTORY: Teacher displays minimal knowledge of developmental characteristics of age group.
Knowledge of Characteristics of	BASIC: Teacher displays generally accurate knowledge of developmental characteristics of age group.
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	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.
Approaches to Learning	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	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.
and Knowledge	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. UNSATISFACTORY: Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
Knowledge of students' interests	BASIC: Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.
and cultural heritage	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.
Clarity	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. UNSATISFACTORY: Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.
Charley	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.  BDOPLICIENT: Goals reflect several types of learning but no effort at coordination or integration.
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ELEMENT	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 LEVEL OF PERFORMANCE
ELEMENT Resources for Teaching	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 LEVEL OF PERFORMANCE 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.
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Resources for Teaching Resources for Students ELEMENT Learning Activities Instructional Materials and	PROFICIENT: Goals reflect several different types of learning and opportunities for integration. DISTINGUSHED: Goals reflect several different types of learning and opportunities for integration. DISTINGUSHED: Goals reflect sudent initiative in establishing important learning. DOMAIN 1: PLANNING AND PREPARATION COMPONENT ID: DEMONSTRATING KNOWLEDGE OF RESOURCES LEVEL OF PERFORMANCE 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. 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. UNSATISFACTORY: Teacher is nuaware of resources available through the school or district. PROFICIENT: Teacher is fully aware of all resources available through the school or district. PROFICIENT: Teacher is fully aware of all 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 as aware of additional resources available through the school or district. DISTINGUISHED: In addition to being aware of school and district resources, teacher is aware of additional resources available through the school or district. DISTINGUISHED: In addition to being aware of school and district resources, teacher is aware of additional resources available through the school or district. 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 1: EDSSIGNING COHERENT INSTRUCTION LEVEL OF PERFORMANCE UNSATISFACTORY: Learning activities are not suitable to students or instructional goals. They grogression and only some activities reflect recent professional resea
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Resources for Teaching         Resources for Students         ELEMENT         Learning Activities         Instructional Materials and Resources         Instructional Groups	PROFICIENT: Goals reflect siveral different types of learning and opportunities for integration.           DISTINGUISHED: Goals reflect student initiative in establishing important learning:           DOMAIN 1: PLANNING AND REPARATION-COMPORENT IDD DEMONSTRATING KNOW LEDGE OF RESOURCES           LEVEL OF PERFORMANCE           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.           UNSATISFACTORY: Teacher is fully aware of all resources available through the school or district.           PROFICIENT: Teacher is fully aware of school and district resources, teacher axware of additional resources available through the school or district.           PROFICIENT: Teacher is fully aware of school and district resources, teacher is aware of additional resources available through the school or district.           PROFICIENT: Teacher is fully aware of school and district resources, teacher is aware of additional resources available through the school or district.           PROFICIENT: Teacher is fully aware of school and district resources, teacher is aware of additional resources available through the school or district.           PROFICIENT: Teacher is fully aware of school and district resources, tea
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#### NEVADA STATE COLLEGE STUDENT TEACHER FINAL EVALUATION FORM <sup>+</sup>

Student Teacher's Name:		Sch	ool L	loca	tion:	
Cooperating Teacher's Name:				Gr	ade:	
Observation Dates: From to		Con	feren		Date:	
LEVELS OF PERF	ORM	ANC	E			
Level 4: Distinguished Level 3: Proficient Level 2:			vel 2: Basic Level 1: Unsatisfactor			
PROFESSIONAL	DOM	AIN	5			
	4	3	2	1	*Movement to next performance level will be accomplished by:	
DOMAIN 2: THE CLASSROOM ENVIRONMENT					, and the second s	
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						

<sup>+</sup> 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	ne NSC Supervisor	Date:	

ELEMENT	MAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT LEVEL OF PERFORMANCE
	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
Teacher Interaction	exhibit only minimal respect for teacher.
with Students	<b>PROFICIENT:</b> 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. UNSATISFACTORY: Student interactions are characterized by conflict, sarcasm, or put-downs
Student Interaction	BASIC: Students do not demonstrate negative behavior toward one another.
Student Interaction	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	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.
Content	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. 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.
Student Pride in 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. UNSATISFACTORY: Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.
Expectations for	BASIC: Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.
Learning and 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.
ELEMENT	DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2C: MANAGING CLASSROOM PROCEDURES LEVEL OF PERFORMANCE
	UNSATISFACTORY: Students not working with the teacher are not productively engaged in learning.
Management of Instructional Groups	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.
instructional Groups	<b>DISTINGUISHED:</b> Groups working independently are productively engaged at all times, with students assuming responsibility for productivity
	UNSATISFACTORY: Much time is lost during transitions.
Management of 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.
M	UNSATISFACTORY: Materials are handled inefficiently, resulting in loss of instructional time. BASIC: Routines for handling materials and supplies function moderately well.
Management of Materials and Supplies	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-	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.
Instructional Duties	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. UNSATISFACTORY: Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.
Supervision of Volunteers and	BASIC: Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.
Paraprofessionals	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	DOMAIN 2: THE CLASSROOM ENVIRONMENT- COMPONENT 2D: MANAGING STUDENT BEHAVIOR LEVEL OF PERFORMANCE
ELEMENT	LEVEL OF PERFORMANCE UNSATISFACTORY: No standards of conduct appear to have been established, or students are confused as to what the standards are.
ELEMENT Expectations	LEVEL OF PERFORMANCE
	LEVEL OF PERFORMANCE 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.
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Expectations Monitoring of Student	LEVEL OF PERFORMANCE 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. 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.
Expectations Monitoring of Student Behavior Response to Student	LEVEL OF PERFORMANCE 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. 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. 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.
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Expectations Monitoring of Student Behavior Response to Student Misbehavior	LEVEL OF PERFORMANCE 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. 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. 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
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Expectations Monitoring of Student Behavior Response to Student Misbehavior ELEMENT Safety and	LEVEL OF PERFORMANCE 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. 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. 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
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Expectations Monitoring of Student Behavior Response to Student Misbehavior ELEMENT Safety and Arrangement of	LEVEL OF PERFORMANCE           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.           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.           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 entirely appropriate.           DISTINGUISHED: Teacher response to misbehavior highly effective and sensitive to student's dignity.           DASIC: Teacher response to misbehavior highly effective and sensitive to students' ndividual needs, or student behavior is entirely appropriate.

# NEVADA STATE COLLEGE STUDENT TEACHER FINAL EVALUATION FORM $^{\rm +}$

Student Teacher's Name:			Sch	ool I	tion:			
Cooperating Teacher's Name:			Grade:					
Observation Dates: From	to		Con	ferer	ice I	Date:		
	LEVELS OF PER	FORM	ANC	CE				
Level 4: Distinguished Level 3: Proficient			Level 2: Basic Level 1: Unsatisfactory					
	PROFESSIONAL	DOM	AIN	S				
		4	3	2	1	*Movement to next performance level will be accomplished by:		
<b>DOMAIN 3: INSTRUCTION</b>	N					· · · · ·		
Component 3a: Communicating Cle	early 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 Reso	ources							
Structure and Pacing								
Component 3d: Providing Feedback	k to Students							
Quality: Accurate, Substantive,	Constructive, and Specific							
Timeliness								
Component 3e: Demonstrating Flex	cibility and Responsiveness							
Lesson Adjustment								
Response to Students								
Persistence								

<sup>+</sup> 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
LEVEL OF PERFORMANCE
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. 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 LEVEL OF PERFORMANCE
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.
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.
<b>DISTINGUISHED:</b> Students assume considerable responsibility for the success of the discussions, initiating topics and making unsolicited contributions.
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
LEVEL OF PERFORMANCE UNSATISFACTORY: Representation of content is inappropriate and unclear or uses poor examples and analogies.
<b>BASIC:</b> 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.
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.
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.
<b>PROFICIENT:</b> 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.
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.
<b>DISTINGUISHED:</b> 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.
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
LEVEL OF PERFORMANCE
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.
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
LEVEL OF PERFORMANCE
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
IN NEW TERETA Landson making a minor adjustment to a largen, and the adjustment examine amost bly
PROFICIENT: Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.
DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson.
DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson. UNSATISFACTORY: Teacher ignores or brushes aside students' question or interests.
DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson.
DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson. 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.
DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson. 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. 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.
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DISTINGUISHED: Teacher successfully makes a major adjustment to a lesson. 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. 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.

#### NEVADA STATE COLLEGE STUDENT TEACHER FINAL EVALUATION FORM <sup>+</sup>

Student Teacher's Name:		School Location:			n:	
Cooperating Teacher's Name:		Grade:			ade:	
Observation Dates: From	to	Confe	renc	e Da	te:	
	LEVELS OF PER				•	
Level 4: Distinguished	Level 3: Proficient	Level 2: Basic			ASIC	Level 1: Unsatisfactory
	PROFESSIONAL	L DON	1AIY	NS		
		4	3	2	1	*Movement to next performance level will be accomplished by:
<b>DOMAIN 4: THE PROFESSION</b>	AL RESPONSIBILITIES					, , , , , , , , , , , , , , , , , , ,
Component 4a: Reflecting on Teaching	5					
Accuracy						
Use in Future Teaching						
Component 4b: Maintaining Accurate	Records					
Student Completion of Assig	gnments					
Student Progress in Learning	3					
Noninstructional Records						
<b>Component 4c:</b> Communicating with F	<i>Families</i>					
Information About the Instru	actional Program					
Information About Individua	al Students					
Engagement of Families in t	he Instructional Program					
<b>Component 4d:</b> Contributing to the Sc.	hool and District					
Relationship with Colleague	S					
Service to the School						
Participation in School and I	District Projects					
<b>Component 4e:</b> Growing and Develop	ing Professionally					
Enhancement of Content Kn	owledge and Pedagogical Skil	1				
Service to the Profession						
<b>Component 4f:</b> Showing Professionalis	577					
Service to Students						
Advocacy						
Decision Making						

<sup>+</sup> 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 NS	C Supervisor	Date:	

ELEMENT	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4A: REFLECTING ON TEACHING LEVEL OF PERFORMANCE		
	UNSATISFACTORY: Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.		
Accuracy	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.		
	UNSATISFACTORY: Teacher has no suggestions for how a lesson may be improved another time		
Use in Future	BASIC: Teacher makes general suggestions about how a lesson may be improved		
Teaching	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	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.		
Completion of Assignments	<b>PROFICIENT:</b> Teacher's system for maintaining information on student completion of assignments is fully effective.		
Assignments	DISTINGUISHED: Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.		
Student	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		
Progress in	<b>PROFICIENT:</b> Teacher's system for maintaining information on student progress in learning is effective.		
Learning	DISTINGUISHED: Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.		
Naninatanatianal	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.		
Noninstructional Records	<b>PROFICIENT:</b> 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.		
DI DI MONO	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES- COMPONENT 4C: COMMUNICATING WITH FAMILIES		
ELEMENT	LEVEL OF PERFORMANCE UNSATISFACTORY: Teacher provides little information about the instructional program to families		
Information About the	BASIC: Teacher participates in the school's activities for parent communication but offers little additional information.		
Instructional Program	PROFICIENT: Teacher provides frequent information to parents, as appropriate, about the instructional program.		
5	DISTINGUISHED: Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families. UNSATISFACTORY: Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.		
Information About	BASIC: Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.		
Individual Students	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. UNSATISFACTORY: Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.		
Engagement of Families in the	BASIC: Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.		
Instructional	PROFICIENT: Teacher's efforts to engage families in the instructional program are frequent and successful.		
Program			
Program	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		
Program	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.		
Program ELEMENT	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		
ELEMENT	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 LEVEL OF PERFORMANCE UNSATISFACTORY: Teacher's relationships with colleagues are negative or self-serving.		
	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 LEVEL OF PERFORMANCE 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.		
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ELEMENT Relationship with Colleagues	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 LEVEL OF PERFORMANCE 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. Teacher takes initiative in assuming leadership among the faculty. UNSATISFACTORY: Teacher avoids becoming involved in school events.		
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ELEMENT Relationship with Colleagues Service to the	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 LEVEL OF PERFORMANCE 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. Teacher takes initiative in assuming leadership among the faculty. UNSATISFACTORY: Teacher avoids becoming involved in school events.		
ELEMENT Relationship with Colleagues Service to the School	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 LEVEL OF PERFORMANCE 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. Teacher takes initiative in assuming leadership among the faculty. 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 and district projects.		
ELEMENT Relationship with Colleagues Service to the School Participation in School and	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 LEVEL OF PERFORMANCE 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. UNSATISFACTORY: Teacher avoids becoming involved in school events. BASIC: Teacher participates in school events, making a substantial contribution. DISTINGUISHED: Teacher volunteers to participate in school events, making a substantial contribution. DISTINGUISHED: Teacher avoids becoming involved in school and district projects. BASIC: Teacher participates in school events, making a substantial contribution. DISTINGUISHED: Teacher avoids becoming involved in school and district projects. BASIC: Teacher participates in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life. UNSATISFACTORY: Teacher avoids becoming involved in school and district projects. BASIC: Teacher participates in school and district projects.		
ELEMENT Relationship with Colleagues Service to the School Participation in	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 LEVEL OF PERFORMANCE 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. Teacher takes initiative in assuming leadership among the faculty. 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 and district projects.		
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Appondix D	
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:
Var Vaakalaan
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

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<b>I</b> eaching	<b>Strategies:</b>

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
Speaking Reading	Authentic (Meaningful) Linked to objectives	Group Written

## **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?