### NEVADA STATE COLLEGE
#### STUDENT TEACHER FINAL EVALUATION FORM *

Student Teacher’s Name: ____________________________  School Location: ____________________________

Cooperating Teacher’s Name: ____________________________  Grade: ____________________________

Observation Dates: From __________ to __________  Conference Date: __________

<table>
<thead>
<tr>
<th>LEVELS OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: Distinguished</td>
</tr>
</tbody>
</table>

#### PROFESSIONAL DOMAINS

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

**Component 2a: Creating an Environment of Respect and Rapport**

- Teacher Interaction with Students
- Student Interaction

**Component 2b: Establishing a Culture for Learning**

- Importance of the Content
- Student Pride in Work
- Expectations for Learning and Achievement

**Component 2c: Managing Classroom Procedures**

- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-Instructional Duties
- Supervision of Volunteers and Paraprofessionals

**Component 2d: Managing Student Behavior**

- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

**Component 2e: Organizing Physical Space**

- Safety and Arrangement of Furniture
- Accessibility to Learning and Use of Physical Resources

*Must be conducted the final week of student teaching

Signature of Student Teacher ________________ Date ________________

Signature of Cooperating Teacher ________________ Date ________________

Signature of NSC Supervisor ________________ Date ________________

Signature of Dean of Education ________________ Date ________________

☐ A copy of this evaluation has been submitted to the NSC Supervisor Date: ____________________________

*Additional sheets may be added.*
### DOMAIN 2: THE CLASSROOM ENVIRONMENT - COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
</table>
| Teacher Interaction with Students | UNSATISFACTORY: Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.  
BASIC: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for teacher.  
PROFICIENT: Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.  
DISTINGUISHED: Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. |
| Student Interaction | UNSATISFACTORY: Student interactions are characterized by conflict, sarcasm, or put-downs  
BASIC: Students do not demonstrate negative behavior toward one another.  
PROFICIENT: Student interactions are generally polite and respectful.  
DISTINGUISHED: Students demonstrate genuine caring for one another as individuals and as students. |
| Importance of the Content | UNSATISFACTORY: Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.  
BASIC: Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.  
PROFICIENT: Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.  
DISTINGUISHED: Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students. |
| Student Pride in Work | UNSATISFACTORY: Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.  
BASIC: Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work.  
PROFICIENT: Students accept teacher insistence on work of high quality and demonstrate pride in that work.  
DISTINGUISHED: Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed. |
| Expectations for Learning and Achievement | UNSATISFACTORY: Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.  
BASIC: Instructional goals and activities, interactions, and the classroom environment convey consistent expectations for student achievement.  
PROFICIENT: Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.  
DISTINGUISHED: Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students. |

### DOMAIN 2: THE CLASSROOM ENVIRONMENT - COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING

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

### DOMAIN 2: THE CLASSROOM ENVIRONMENT - COMPONENT 2C: MANAGING CLASSROOM PROCEDURES

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LEVEL OF PERFORMANCE</th>
</tr>
</thead>
</table>
| Safety and Arrangement of Furniture | UNSATISFACTORY: The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.  
BASIC: The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.  
PROFICIENT: The classroom is safe, and the furniture arrangement is a resource for learning activities.  
DISTINGUISHED: The classroom is safe, and students adjust the furniture to advance their own purposes in learning. |
| Accessibility to Learning and Use of Physical Resources | UNSATISFACTORY: Teacher uses physical resources poorly or learning is not accessible to some students.  
BASIC: Teacher uses physical resources adequately, and at least essential learning is accessible to all students.  
PROFICIENT: Teacher uses physical resources skillfully, and all learning is equally accessible to all students.  
DISTINGUISHED: Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students. |