NEVADA STATE COLLEGE  
STUDENT TEACHER MID-TERM EVALUATION FORM *

Student Teacher’s Name: ___________________________ School Location: ___________________________

Cooperating Teacher’s Name: ________________________ Grade: ___________________________

Observation Dates: From __________ to __________ Conference Date: ______________

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

**PROFESSIONAL DOMAINS**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN 1: PLANNING AND PREPARATION</strong></td>
<td></td>
</tr>
<tr>
<td>Component 1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>Knowledge of content</td>
</tr>
<tr>
<td>Component 1b: Demonstrating Knowledge of Students</td>
<td>Knowledge of characteristics of age group</td>
</tr>
<tr>
<td>Component 1c: Selecting Instructional Goals</td>
<td>Value</td>
</tr>
<tr>
<td>Component 1d: Demonstrating Knowledge of Resources</td>
<td>Resources for teaching</td>
</tr>
<tr>
<td>Component 1e: Designing Coherent Instruction</td>
<td>Learning activities</td>
</tr>
<tr>
<td>Component 1f: Assessing Student Learning</td>
<td>Congruence with instructional goals</td>
</tr>
</tbody>
</table>

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

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Signature of Student Teacher Date Signature of Cooperating Teacher Date

Signature of NSC Supervisor Date Signature of Dean of Education Date

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

*Additional sheets may be added.*
DOMAIN 1: PLANNING AND PREPARATION - COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

**LEVEL OF PERFORMANCE**

### Knowledge of Content

**UNSATISFACTORY:** Teacher makes content errors or does not correct content errors students make.

**BASIC:** Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.

**PROFICIENT:** Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline or other disciplines.

**DISTINGUISHED:** Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.

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### Knowledge of Prerequisite Relationships

**UNSATISFACTORY:** Teacher displays little understanding of prerequisite knowledge important for student learning of the content

**BASIC:** Teacher displays limited understanding of prerequisite knowledge, 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 activity builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.

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### Knowledge of Content-Related Pedagogy

**UNSATISFACTORY:** Teacher displays little understanding of pedagogical issues involved in student learning of the content.

**BASIC:** Teacher displays limited understanding of pedagogical knowledge but does not use it to anticipate student misconceptions.

**PROFICIENT:** Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.

**DISTINGUISHED:** Teacher displays continuing search for best practice and anticipates student misconceptions.

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### Domain 1: Planning and Preparation - Component 1B: Demonstrating Knowledge of Students

**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 clear and reflect the 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.

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### Clarity

**UNSATISFACTORY:** Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.

**BASIC:** Goals are stated in combination of goals and activities. Teachers 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.

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### Suitability for Diverse Students

**UNSATISFACTORY:** Goals are not suitable for the class.

**BASIC:** Most of the goals are suitable for most students.

**PROFICIENT:** Goals take into account the varying learning needs of individual students or groups.

**DISTINGUISHED:** All goals are suitable for students in the class.

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### Balance

**UNSATISFACTORY:** Goals reflect only one type of learning or one discipline or strand.

**BASIC:** Goals reflect several different types of learning and opportunities for integration.

**PROFICIENT:** Goals reflect several different types of learning and opportunities for integration.

**DISTINGUISHED:** Goals reflect student initiative as establishing important learning.

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### Domain 1: Planning and Preparation - Component 1C: Selecting Instructional Goals

**LEVEL OF PERFORMANCE**

### Resources for Students

**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:** Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.

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### Resources for Teaching

**UNSATISFACTORY:** Teacher displays minimal knowledge of developmental characteristics of age group.

**BASIC:** Teacher displays generally accurate knowledge of developmental characteristics of age group.

**PROFICIENT:** Teacher displays solid understanding of typical developmental characteristics of age group, as well as exceptions to general patterns.

**DISTINGUISHED:** Teacher displays thorough understanding of typical developmental characteristics of age group.

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### Resources for Students

**UNSATISFACTORY:** Teacher displays little understanding of students’ skills and knowledge and does not indicate that such knowledge is valuable.

**BASIC:** Teacher displays knowledge of students’ skills and knowledge but does not use it to anticipate student misconceptions.

**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 the interests or cultural heritage of groups of students and recognizes the value of this knowledge.

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### Domain 1: Planning and Preparation - Component 1D: Designing Coherent Instruction

**LEVEL OF PERFORMANCE**

### Instructional Activities

**UNSATISFACTORY:** Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.

**BASIC:** Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.

**PROFICIENT:** Most activities result in student engagement in student 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.

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### 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.

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### 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 types of instructional groups.

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### Lesson and Unit Structure

**UNSATISFACTORY:** The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.

**BASIC:** The lesson or unit has a clarified structure that activities are organized around. 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 or unit has a clearly defined structure, with activities and time allocations maintained throughout.

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### Domain 1: Planning and Preparation - Component 1E: Assessing Student Learning

**LEVEL OF PERFORMANCE**

### Congruence with Instructional Goals

**UNSATISFACTORY:** Content and methods of assessment lack congruence with instructional goals.

**BASIC:** Some of the instructional goals are assessed through the proposed approach, but many are not.

**PROFICIENT:** 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.

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### 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.

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### Use for Planning

**UNSATISFACTORY:** Teacher uses assessment results to plan for individuals and groups of students.

**BASIC:** Teacher uses assessment results to plan for individuals and groups of students.

**PROFICIENT:** Teacher is aware of how they are meeting the established standards and participate in planning the next step.

**DISTINGUISHED:** Teacher uses assessment results to plan for individuals and groups of students.