NEVADA STATE COLLEGE MISSION STATEMENT

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

COLLEGE VALUES AND THE EXCHANGE OF IDEAS

The modern state college fosters the acquisition of knowledge and the distribution of newly discovered information. It enlivens curiosity, cultivates critical judgment, and encourages the contribution of its informed students to the development of American society. Nevada State College is committed to these goals and to the maintenance of an academic environment which advances the free exchange of ideas.

While prohibition of certain kinds of speech can have a chilling effect on the free and open exchange of ideas, a policy of civility and tolerance can protect the environment, which is free of intimidation to promote open debate.

Personal verbal harassment of one individual by another is uncivil behavior, which can taint or pollute the learning climate and discourage open expression of ideas on legitimate academic subjects.

The college is committed to an orderly learning environment, which protects the right of free speech and rejects personal intimidation of any kind.

NEVADA STATE COLLEGE ACCREDITATION STATEMENT

Nevada State College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The effective date is September 2010.

TEACHER PREPARATION PROGRAM MISSION STATEMENT

The mission of Nevada State College School of Education is to prepare highly qualified, culturally responsive professionals. We accomplish this through effective pedagogy, state of the art technology, clinical experiences, scholarly inquiry, and community partnerships. Our graduates will be critical thinkers who contribute to a global, democratic society.

The faculty of the School of Education adheres to the NSC iTEACH 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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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 the Coordinator of Student Teaching.

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 the school districts and NSC staff.
3) Students will not be allowed to student teach and substitute concurrently.

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, preparation 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. A general guide and timeline for involvement and progression through student teaching will be provided by NSC. However, due to the individualistic nature of the assignment and the readiness factor, this timeline can be adjusted. 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 actively engaged in co-teaching instruction by the fourth week of the student teaching experience. You must successfully co-teach and complete the required duties associated with a full time teaching assignment 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 and co-teaching role with the cooperating teacher. The goal is a gradual move toward assuming responsibility for the classroom as a contributing member of the instructional team. If it becomes a possibility that the student teacher will not be able to assume responsibility for the class in a co-teaching role for a minimum of eight weeks or if at any time the student teacher does not meet the expectations of the cooperating teacher or college supervisor, they must notify the Coordinator immediately. An intervention plan will be developed.

Stage III- Extensive Teaching Experience

The student teacher, in this stage, actively engages in the co-teaching role with the 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 if satisfactory progress is not observed. It may well be that the cooperating teacher and the NSC supervisor wish to reduce the role of the student teacher and provide assistance with an action plan that addresses the deficient areas.

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.

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

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

5. NSC students will NEVER provide transportation to K-12 students during the course of the NSC work.

6. NSC students will not meet with K-12 students, with whom they are working, outside of school, unless they are participating in a school sanctioned activity that includes other school personnel.

7. Confidentiality is crucial. As a student teacher, you will be privy to a great deal of information about students. You may not share this information with people inside or outside of school, unless they have a professional need to know the information.
8. Treat student teaching as a job; always be professional in your behavior and dress (NO JEANS). You are responsible for knowing and obeying all school and district policies for teachers. Although you are not paid you are considered by state law to be an employee of the school district.

9. Sign and adhere to the NSC Teacher Disposition form.

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 telephone numbers available for such emergencies. You should also contact the office at the school.

If you are absent due to illness, field trip, or any circumstance that removes you from the classroom, you must 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.

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. Understand that student teaching will require additional time outside school hours.

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 cliche 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 Coordinator of Student Teaching 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 the Coordinator of Student Teaching 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** 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**

   The NSC supervisor will conduct a minimum of eight visitations. Six of these visits, or the equivalent of six such visits, will include direct observation of performance for at least 30 minutes in duration. The first visitation will occur during the first two weeks 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.
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.
- Web-based Portfolio Presentations.
- Other criteria specified by syllabus and in seminar.

3. Evaluation Reports

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

4. Self-Appraisal

In the middle and at the end of the student teaching experience 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. The final self evaluation will be in the form of a web-based portfolio. This portfolio will be reviewed by the NSC supervisor and shared at the culminating student teacher event.

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, cooperating teacher, the Coordinator, 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. The initial lesson plans for the student teacher's first two lessons must be written on the NSC lesson plan template. This is to ensure the student teacher is well prepared for their initial lessons.

The student then may transition to another template that is approved by the cooperating teacher and the college supervisor. Students will utilize the Curriculum Engine and their lessons will focus on State standards.

Weekly lesson plans must be completed by Friday of the preceding week. The cooperating teacher will set a schedule for the student teacher. Student teachers are expected to adhere to all deadlines associated with their teaching assignment.

8. Reflection

Student teachers will produce an online reflective journal as part of their seminar activities. This reflection will focus on their student teaching experiences and professional goals. The components to this journal will be discussed within the student teaching seminar. Their NSC supervisor will provide feedback to many of their journal entries.

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 look over student Work Samples. These work samples will be evaluated during seminar using rubrics and other rating scales provided by the seminar instructors. Many of these work samples will be used in the student generated, electronic portfolios.

10. Portfolio

Student teachers will compile a web-based 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. At the end of the semester, students will submit and present their portfolios to faculty members for critique and evaluation. They will utilize various technology tools to reflect on their progress and highlight their achievements.
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 Coordinator of Student Teaching. The student teacher will be issued either a Satisfactory or Unsatisfactory. No letter grade will be awarded.

C. PARTICIPATION

The student teacher will:

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

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

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

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

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

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

D. UNSUCCESSFUL COMPLETION

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

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

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

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

E. RECOMMENDATION FOR LICENSURE OR CERTIFICATION

Students must successfully proceed through the NSC School of Education and meet all requirements for state licensure in order for NSC to recommend the student for licensure. The student teacher is responsible for the completion and submission of the application for licensure. This application is available from the Nevada Department of Education located at 9890 S. Maryland Pkwy, Suite 221, Las Vegas, NV 89146. 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 CORE and Subject Assessments 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. These
Weekly Journal Ideas

1. **PROFESSIONAL DISPOSITIONS**

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

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

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

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

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

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

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

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

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

11. **Week 10 - INNOVATIVE TECHNOLOGIES**
    - Numerous innovative technologies have been introduced in schools, in an attempt to restructure to meet the needs of students preparing to face the demands of the 21st century. What experiences have you had with any of these approaches?
    - What theories have you read?
    - How has the actual implementation of these techniques been used in your classroom?
    - How do these technologies relate to the domains and components?
12. **Week 11 – MARKETING YOURSELF**
   - Have you been interviewed by the building principal or other district personnel?
   - What common questions are asked of you of which you need to be aware of when interviewing and searching for a teaching position?
   - How does marketing yourself relate to the domains and components?

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

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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 and the Coordinator of Student Teaching will be provided to the cooperating teacher.

Please contact the NSC supervisor first, if questions or concerns arise. If you still have concerns after contacting the NSC supervisor, please contact the NSC Coordinator of Student Teaching.

**B. RESPONSIBILITIES**

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

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

3. The student teacher will be observed by the NSC supervisor at least 8 times during the placement. Participate in each conference. If any questions or concerns arise, please contact the NSC supervisor or the Coordinator 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 his/her absence, there must be a substitute teacher on duty. If it is absolutely impossible to find a substitute teacher, then the student teacher may be asked to fill in for the cooperating teacher until a substitute can be arranged (no more than three days).

6. Define the student teacher’s role in terms of duties and responsibilities:
   - Introduce the student teacher to other school faculty and 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.
- Use the timeline provided by NSC to help the student teacher assume "co-teaching responsibilities". Modifications to the timeline are acceptable. All student teachers should be assuming full time teaching responsibilities (minimum four periods daily) by the fourth week of the student teaching experience. If this does not seem likely to occur. Notify the NSC supervisor immediately.

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

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

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

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

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

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

13. Complete a final appraisal and submit it to the NSC supervisor. Share contents with the student teacher and 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. We value feedback on the progress of our students and want to assist in any way we can.

B. RESPONSIBILITIES

1. During the experience, visit the student teacher at least 8 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 teaching coordinator.

2. Review the student teacher's submitted journals, which should be completed weekly and submitted approximately every other week.

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

4. Students will videotape a lesson 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. This artifact is often used in the student’s portfolio.

5. Halfway through the student teaching experience, the cooperating teacher and college supervisor will complete a mid-term evaluation and the student teacher will complete a self-evaluation. They are to share the results of these assessments at the mid-year conference. The mid-term evaluations will be signed and collected by the college supervisor.

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

   - 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. 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 Coordinator of Student Teaching IMMEDIATELY.

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

Appendix A- Example Observation Form- Cooperating Teacher

Appendix B- Student Teacher Mid-term Evaluation Forms

Appendix C- Student Teacher Final Evaluation Forms

Appendix D- Lesson Plan Format, form #005
Observation Form

Student Teacher:  
Subject/Grade:  
Date:  

Cooperating Teacher:  
School:  
Time:  

Lesson Objective –

<table>
<thead>
<tr>
<th>OUTCOME 1: Planning and Preparation</th>
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<th>B</th>
<th>P</th>
<th>PR</th>
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<tbody>
<tr>
<td>1 – Intellectual Curiosity and Critical Thinking</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>2 – Educational Technology</td>
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<tr>
<td>3 – Diversity</td>
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<tr>
<td>4 – Evidence Based</td>
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<th>P</th>
<th>PR</th>
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<tr>
<td>2 – Establishing a Culture for Learning</td>
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<tr>
<td>3 – Managing Student Behavior</td>
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DOMAINS AND COMPONENTS:

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<th>P</th>
<th>PR</th>
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<td></td>
<td></td>
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<td>2 – Engaging Students in Learning</td>
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<td></td>
<td></td>
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<tr>
<td>3 – Demonstrating Flexibility and Responsiveness</td>
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<table>
<thead>
<tr>
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<th>P</th>
<th>PR</th>
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<tbody>
<tr>
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<td></td>
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<td></td>
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<tr>
<td>2 – Maintaining Accurate Records</td>
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<tr>
<td>3 – Communicating with Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – Professional Contributions</td>
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</table>

Notes –

Additional Comments:
Appendix B
Student Teacher Mid-term Evaluation Forms
NEVADA STATE COLLEGE: Student Teacher MID-TERM Evaluation Form

Student Teacher: ________________________   Evaluator: __________________________

### LEVELS OF PERFORMANCE

<table>
<thead>
<tr>
<th>Level 5: Distinguished</th>
<th>Level 4: Professional</th>
<th>Level 3: Proficient</th>
<th>Level 2: Basic</th>
<th>Level 1: Unsatisfactory</th>
</tr>
</thead>
</table>

### LEARNING OUTCOMES

#### I. PLANNING AND PREPARATION

**Component 1: Intellectual Curiosity and Critical Thinking**
- a. Demonstrates knowledge of content
- b. Demonstrates personal intellectual curiosity
- c. Demonstrates creative thought and effective solutions

**Component 2: Educational Technology**
- a. Application of effective technology in the classroom
- b. Uses assistive technology for diverse learners when needed

**Component 3: Diversity**
- a. Demonstrates knowledge of students skills and differences
- b. Cultural awareness is embedded in planning
- c. Instructional goals account for diversity
- d. Collaborates with colleagues to support diverse learners

**Component 4: Evidence Based**
- a. Integrates current research in planning lessons
- b. Creates lessons that are coherent and structured
- c. Integrates student and family needs

#### II. CLASSROOM MANAGEMENT

**Component 1: Respect and Rapport**
- a. Teacher interaction with students demonstrates respect/rapport
- b. Student interaction demonstrates respect/rapport

**Component 2: Establishing a Culture for Learning**
- a. Importance of the content is evident to the students
- b. Encourages student pride in learning and accomplishments
- c. Establishes expectations for learning and achievement

**Component 3: Managing Student Behavior**
- a. Establishes expectations and consequences
- b. Effectively monitors student behavior
- c. Effectively responds to student misbehavior
- d. Manages transitions within and between lessons
### III. INSTRUCTION

#### Component 1: Communication with students
- a. Directions/procedures are clear and purposeful for all students
- b. Quality and type of questions are varied and thought provoking
- c. Discussion techniques connects to previous learning

#### Component 2: Engaging Students in Learning
- a. Presents relevant content that engages students
- b. Activities and assignments connect to standards and goals
- c. Structure and pacing is appropriate
- d. Students understand the purpose of the lesson and are engaged
- e. Students participate in self-assessment and reflection

#### Component 3: Flexibility and Responsiveness
- a. Adapts and adjusts actions/lessons
- b. Responses encourage deeper thought from students
- c. Accommodates and modifies for diverse learners

### IV. ETHICAL AND PROFESSIONAL STANDARDS

#### Component 1: Reflection
- a. Demonstrates reasoned and reflective thought
- b. Use reflection in future teaching

#### Component 2: Maintaining Accurate Records
- a. Accurately records student assignments/tests/quizzes
- b. Maintains and records student progress in learning

#### Component 3: Communicating with Family
- a. Engages family in learning
- b. Communicates with family
- c. Demonstrates knowledge of resources for families

#### Component 4: Professional Contributions
- a. Demonstrates professional relationships with colleagues
- b. Demonstrates professional integrity
- c. Demonstrates professional growth

---

School: ___________________________  Date: ________________

Grade/Subject: _________________________
Appendix C
Student Teacher Final Evaluation Forms
LEVELS OF PERFORMANCE

| Level 5: Distinguished | Level 4: Professional | Level 3: Proficient | Level 2: Basic | Level 1: Unsatisfactory |

LEARNING OUTCOMES

**I. PLANNING AND PREPARATION**

Component 1: Intellectual Curiosity and Critical Thinking
- a. Demonstrates knowledge of content
- b. Demonstrates personal intellectual curiosity
- c. Demonstrates creative thought and effective solutions

Component 2: Educational Technology
- a. Application of effective technology in the classroom
- b. Uses assistive technology for diverse learners when needed

Component 3: Diversity
- a. Demonstrates knowledge of students skills and differences
- b. Cultural awareness is embedded in planning
- c. Instructional goals account for diversity
- d. Collaborates with colleagues to support diverse learners

Component 4: Evidence Based
- a. Integrates current research in planning lessons
- b. Creates lessons that are coherent and structured
- c. Integrates student and family needs

**II. CLASSROOM MANAGEMENT**

Component 1: Respect and Rapport
- a. Teacher interaction with students demonstrates respect/rapport
- b. Student interaction demonstrates respect/rapport

Component 2: Establishing a Culture for Learning
- a. Importance of the content is evident to the students
- b. Encourages student pride in learning and accomplishments
- c. Establishes expectations for learning and achievement

Component 3: Managing Student Behavior
- a. Establishes expectations and consequences
- b. Effectively monitors student behavior
- c. Effectively responds to student misbehavior
- d. Manages transitions within and between lessons
### LEARNING OUTCOMES

#### III. INSTRUCTION

<table>
<thead>
<tr>
<th>Component 1: Communication with students</th>
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<tbody>
<tr>
<td>a. Directions/ procedures are clear and purposeful for all students</td>
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<tr>
<td>b. Quality and type of questions are varied and thought provoking</td>
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<tr>
<td>c. Discussion techniques connects to previous learning</td>
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</table>

<table>
<thead>
<tr>
<th>Component 2: Engaging Students in learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Presents relevant content that engages students</td>
</tr>
<tr>
<td>b. Activities and assignments connect to standards and goals</td>
</tr>
<tr>
<td>c. Structure and pacing is appropriate</td>
</tr>
<tr>
<td>d. Students understand the purpose of the lesson and are engaged</td>
</tr>
<tr>
<td>e. Students participate in self-assessment and reflection</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 3: Flexibility and Responsiveness</th>
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</thead>
<tbody>
<tr>
<td>a. Adapts and adjusts actions/lessons</td>
</tr>
<tr>
<td>b. Responses encourage deeper thought from students</td>
</tr>
<tr>
<td>c. Accommodates and modifies for diverse learners</td>
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#### IV. ETHICAL AND PROFESSIONAL STANDARDS

<table>
<thead>
<tr>
<th>Component 1: Reflection</th>
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<tbody>
<tr>
<td>a. Demonstrates reasoned and reflective thought</td>
</tr>
<tr>
<td>b. Use reflection in future teaching</td>
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<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Accurately records student assignments/tests/quizzes</td>
</tr>
<tr>
<td>b. Maintains and records student progress in learning</td>
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</table>

<table>
<thead>
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<th>Component 3: Communicating with Family</th>
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<tbody>
<tr>
<td>a. Engages family in learning</td>
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<tr>
<td>b. Communicates with family</td>
</tr>
<tr>
<td>c. Demonstrates knowledge of resources for families</td>
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</table>

<table>
<thead>
<tr>
<th>Component 4: Professional Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrates professional relationships with colleagues</td>
</tr>
<tr>
<td>b. Demonstrates professional integrity</td>
</tr>
<tr>
<td>c. Demonstrates professional growth</td>
</tr>
</tbody>
</table>

School: ___________________________ Date: ___________________

Grade/Subject: ___________________________
Appendix D
Lesson Plan Format
### Description of Classroom:


### Background:


### Content Objective(s):


### Language Objective(s):


### Common Core State Standards (Math & ELA Content) and/or Nevada Power Standards (with standard numbers referenced):


### Key Vocabulary:


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

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Adaptation of content</td>
<td>□ Modeling</td>
<td>□ Whole Class</td>
</tr>
<tr>
<td>□ Links to background</td>
<td>□ Guided practice</td>
<td>□ Small groups</td>
</tr>
<tr>
<td>□ Links to past learning</td>
<td>□ Independent practice</td>
<td>□ Partners</td>
</tr>
<tr>
<td>□ Strategies incorporated</td>
<td>□ Verbal scaffolds</td>
<td>□ Independent</td>
</tr>
<tr>
<td></td>
<td>□ Procedural scaffolds</td>
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<table>
<thead>
<tr>
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<th>Application</th>
<th>Assessment</th>
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<tr>
<td>□ Listening</td>
<td>□ Hands-on</td>
<td>□ Individual</td>
</tr>
<tr>
<td>□ Speaking</td>
<td>□ Authentic (Meaningful)</td>
<td>□ Group</td>
</tr>
<tr>
<td>□ Reading</td>
<td>□ Linked to objectives</td>
<td>□ Written</td>
</tr>
<tr>
<td>□ Writing</td>
<td>□ Promotes engagement</td>
<td>□ Oral</td>
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<td>Teaching Strategies:</td>
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<th>Review/Assessment:</th>
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<table>
<thead>
<tr>
<th>Reflection:</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Description of Classroom: (e.g., grade level, type of class, demographics, age range, gender)</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| **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? Include the 3 components of an objective (student, behavior/skill, and criteria). |
| **Language Objective(s):**
How will the students show you they learned it (listening, speaking, reading, and writing? Tip: effective lessons integrate reading and writing.) |
| **Common Core State Standards (Math & ELA Content) and/or Nevada Power Standards (with standard number):**
Refer to *CCSS,** **CEF,** ***Nevada Power Standards and Benchmarks, Syllabi

*Common Core State Standards need to be used for Math, ELA, and ELA standards within History, Social Studies, Science, and Technical Subjects. (www.corestandards.org)

**Curriculum Essentials Framework (http://sekids.ccsd.net/teacherresourceswebsite/curriculum/curriculumessentialframework.htm)

***Nevada Power Standards and Benchmarks can be used to support history, social studies, science, and technical subject content (http://doe.nv.gov/standards.html). CCSS is used to support ELA within the content area. Teachers in these areas will use one of each standard (CCSS and Nevada Power Standards). |
| **Key Vocabulary:**
What are the powerful words that will help students understanding of content? |
## EXPLANATION OF LESSON PLAN COMPONENTS (CONTINUED)

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

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Options</th>
</tr>
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<tbody>
<tr>
<td>Adaptation of content</td>
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<td>Links to past learning</td>
<td>Independent practice</td>
<td>Partners</td>
</tr>
<tr>
<td>Strategies incorporated</td>
<td>Verbal scaffolds</td>
<td>Independent</td>
</tr>
</tbody>
</table>

### Integration of Processes
- Listening
- Speaking
- Reading
- Writing

### Application
- Hands-on
- Authentic (Meaningful)
- Linked to objectives
- Promotes engagement

### Assessment
- Individual
- Group
- Written
- Oral

### 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, informal assessments/progress monitoring. 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?