

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Maryanne Jones STUDENT NUMBER 0640821

PROGRAM: Master of Education in Special Education

COURSE: SPD-590 START DATE: 2/2/2023 END DATE: 5/17/2023

COOPERATING SCHOOL NAME: John Lewis Invictus Academy

SCHOOL STATE: Georgia

COOPERATING TEACHER/MENTOR NAME: Ellery Miller

GCU FACULTY SUPERVISOR NAME: Candice Allen

FOR COURSE INSTRUCTORS ONLY:	
EVALUATION 3 TOTAL POINTS	149.28

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Interstate Teacher Assessment and Support Consortium (InTASC) Scoring Guide

<p>No Evidence <i>(The GCU Faculty Supervisor should create a plan with the Teacher Candidate to determine how the Teacher Candidate will meet this standard in future evaluations)</i></p>	<p>Ineffective <i>(Teacher Candidates within this range require a Professional Growth Plan)</i></p>	<p>Foundational <i>(Teacher Candidates within this range require a Professional Growth Plan)</i></p>	<p>Emerging <i>(Teacher Candidates within this range may benefit from a Professional Growth Plan)</i></p>	<p>Proficient <i>(Target level for Teacher Candidates)</i></p>	<p>Distinguished <i>(Usually reserved for master Teacher Candidates)</i></p>
<p>No Evidence</p>	<p>0 to 49</p>	<p>50 to 69</p>	<p>70 to 79</p>	<p>80 to 92</p>	<p>93 to 100</p>
<p>There is no evidence that the performance of the Teacher Candidate met this standard or expectations for a Teacher Candidate during student teaching.</p>	<p>The performance of the Teacher Candidate is insufficient in meeting this standard and expectations for a Teacher Candidate during student teaching.</p>	<p>The performance of the Teacher Candidate is underdeveloped in meeting this standard and expectations for a Teacher Candidate during student teaching.</p>	<p>The performance of the Teacher Candidate is developing in meeting this standard and expectations for a Teacher Candidate during student teaching.</p>	<p>The performance of the Teacher Candidate meets this standard and expectations for a Teacher Candidate during student teaching.</p>	<p>The performance of the Teacher Candidate consistently exceeds this standard and all expectations for a Teacher Candidate during student teaching.</p>

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Standard 1: Student Development	Score	No Evidence
1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students' strengths, interests, and needs and enables each student to advance and accelerate his or her learning.	100	<input data-bbox="1755 399 1940 492" type="checkbox"/>
1.2 Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	100	<input data-bbox="1755 519 1940 612" type="checkbox"/>
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>		
<p>Teacher candidate uses multiple modalities to teach content (i.e. visual, auditory, kinesthetic) while incorporating the scholars' interests when planning the lessons. Candidate strives to bridge the gap between the student's capability and grade level material. Teacher candidate collaborates with team members to share ideas, activities, and resources.</p>		

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Standard 2: Learning Differences	Score	No Evidence
2.1 Teacher candidates design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.	100	<input data-bbox="1770 345 1944 435" type="checkbox"/>
2.2 Teacher candidates incorporate language development tools into planning and instruction, including strategies for making content accessible to English language students and for evaluating and supporting their development of English proficiency.	100	<input data-bbox="1770 459 1944 548" type="checkbox"/>
2.3 Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	100	<input data-bbox="1770 589 1944 678" type="checkbox"/>

Evidence

(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

Teacher candidate designs and delivers instruction that incorporates multiple learning styles. The candidate differentiates instruction as needed. The candidate incorporates behavior interventions and incentives to help aid in the scholar's success within the classroom.

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Standard 3: Learning Environments	Score	No Evidence
3.1 Teacher candidates manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention.	100	<input data-bbox="1766 367 1948 456" type="checkbox"/>
3.2 Teacher candidates communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment.	100	<input data-bbox="1766 493 1948 583" type="checkbox"/>
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>		
<p>Teacher candidate designates appropriate amounts of time and resources for learning activities. The candidate provides opportunities for scholars to share opinions, views, and ideas. The candidate has taken the time to learn the specified ways in which scholars communicate (i.e. communication devices, etc.).</p>		

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Standard 4: Content Knowledge	Score	No Evidence
4.1 Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	100	<input data-bbox="1759 355 1936 451" type="checkbox"/>
4.2 Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	100	<input data-bbox="1759 456 1936 552" type="checkbox"/>
4.3 Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	100	<input data-bbox="1759 558 1936 654" type="checkbox"/>

Evidence

(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

Teacher candidate allocates think time for each student. Opportunities are provided for students to listen, respond, and participate in activities that involve academic language.

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Standard 5: Application of Content	Score	No Evidence
5.1 Teacher candidates engage students in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	100	<input data-bbox="1766 367 1940 456" type="checkbox"/>
5.2 Teacher candidates facilitate students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	100	<input data-bbox="1766 467 1940 557" type="checkbox"/>
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>		
<p>The teacher candidate has outside resources such as the school's counselor to come into the classroom and teach social emotional learning.</p>		

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Standard 6: Assessment	Score	No Evidence
6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.	96	<input data-bbox="1770 354 1940 446" type="checkbox"/>
6.2 Teacher candidates work independently and collaboratively to examine test and other performance data to understand each student's progress and to guide planning.	96	<input data-bbox="1770 456 1940 548" type="checkbox"/>
6.3 Teacher candidates prepare all students for the demands of particular assessment formats and make appropriate modifications in assessments or testing conditions especially for students with disabilities and language learning needs.	96	<input data-bbox="1770 574 1940 667" type="checkbox"/>

Evidence

(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

Teacher candidate assesses learning objectives in a variety of ways to ensure students fully understand the content. Candidate discusses scholars and grade level date with colleagues to analyze learning and guide planning. The teacher candidate has explained how students can remain in the same school setting for appropriateness.

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Standard 7: Planning for Instruction	Score	No Evidence
7.1 Teacher candidates plan how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.	100	<input data-bbox="1766 370 1944 459" type="checkbox"/>
7.2 Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	100	<input data-bbox="1766 472 1944 561" type="checkbox"/>
7.3 Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	100	<input data-bbox="1766 574 1944 664" type="checkbox"/>

Evidence

(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

Teacher candidate chooses appropriate strategies, accommodations, resources, and materials to help aid in the success of each scholar’s goal. The candidate provides the appropriate manipulatives and visuals to aid in student success.

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Standard 8: Instructional Strategies	Score	No Evidence
8.1 Teacher candidates vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content, purpose of instruction, and student needs	100	<input data-bbox="1772 363 1944 454" type="checkbox"/>
8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	100	<input data-bbox="1772 464 1944 555" type="checkbox"/>
8.3 Teacher candidates ask questions to stimulate discussion that serve different purposes (e.g., probing for student understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question).	100	<input data-bbox="1772 581 1944 672" type="checkbox"/>

Evidence

(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)

Teacher candidate instructs the skills and expectations with the lesson; ensuring to coach scholars as they practice new skills by offering feedback. Teacher candidate has shown that repetition is key for the scholars within her classroom.

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Standard 9: Professional Learning and Ethical Practice	Score	No Evidence
9.1 Independently and in collaboration with colleagues, teacher candidates use a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	100	<input data-bbox="1776 370 1948 477" type="checkbox"/>
9.2 Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	100	<input data-bbox="1776 505 1948 597" type="checkbox"/>
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>		
<p>Teacher candidate uses assessments whether informal or formal, and observations to evaluate learning outcomes and plan for future instruction. Candidate uses the Cooperating teacher as a resource for questions, support, feedback, and guidance.</p>		

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Standard 10: Leadership and Collaboration	Score	No Evidence
10.1 Teacher candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.	100	<input data-bbox="1761 371 1934 456" type="checkbox"/>
10.2 Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	100	<input data-bbox="1761 472 1934 557" type="checkbox"/>
Evidence <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth.)</i>		
<p>Teacher candidate builds learning communities with colleagues by meeting regularly as a team to collaborate on instruction and participating in professional development. Candidate ensure the needs of each scholar is understood and advocates when needed to make sure these needs are met.</p>		

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INSTRUCTIONS

Please review the "*Total Scored Percentage*" for accuracy and add any attachments before completing the "*Agreement and Signature*" section.

Total Scored Percentage:

99.52 %

AGREEMENT AND SIGNATURE

This evaluation reflects the results of a collaborative conference including feedback from the Cooperating / Mentor Teacher. The GCU Faculty Supervisor and Cooperating /Mentor Teacher should collaboratively review the performance in each category prior to the evaluation meeting.

I attest this submission is accurate, true, and in compliance with GCU policy guidelines, to the best of my ability to do so.

GCU Faculty Supervisor E-Signature

Candice Allen esigned on Saturday, April 15, 2023 1:13 PM